

Implementation Guide for integrating the “Text it Easy” e-learning module into VET training programmes



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Introduction

The purpose of the guide

The purpose of the guide is to support VET providers in adopting and embedding the Text it Easy e-learning module. The guide provides practical instructions and inspiration for using the module as part of initial or continuous professional development, with a focus on accessibility and plain language.

Who it's for

The guide is addressed to the following categories of professionals/organisations

- VET trainers and educators
- Training coordinators and programme managers
- Employees from organisations interested in inclusive and accessible training practices

Implementation Guide: Plain Language E-Learning Course

The structure of the course

The Plain Language E-Learning Course is organised into three modules. Each module lasts approximately three hours and is composed of three lessons ('grains'). Altogether, the course represents nine lessons, amounting to a total duration of nine hours. The modules are designed for flexibility, enabling professionals from different sectors to learn at their own pace. A complementary webinar summarises the key points and provides interactive engagement.

- Module 1: Understanding Plain Language
- Module 2: Applying Plain Language
- Module 3: Plain Language in Practice

The competencies provided by the course for the beneficiaries

The training equips beneficiaries with competencies that strengthen their professional practice and contribute to inclusive, effective communication in education, training, and other sectors.

- Knowledge: literacy challenges in Europe, ISO 24495-1 standard, accessibility strategies, universal design.

- Practical Skills: rewriting complex texts, structuring information clearly, designing accessible documents, testing with users.
- Pedagogical Skills: adapting training materials, facilitating inclusive learning, supporting learners with diverse needs.
- Transversal Skills: empathy, intercultural communication, teamwork, and digital competence.

Description of each module

Module 1 – Understanding Plain Language

Content: Introduces the concept of plain language, its benefits, and why it matters. Covers literacy data, consequences of unclear communication, the difference between plain language and Easy-to-Read, European policies and standards, and the importance of plain language in VET.

Resources: Infographics, case studies, interactive quizzes, policy documents (e.g., ISO 24495-1), and national guidelines.

Evaluation: Learners complete reflection tasks, short quizzes, and apply principles to real examples to demonstrate understanding.

Module 2 – Applying Plain Language

Content: Focuses on practical application. Learners apply rules of clear writing, improve structure and design of documents, adapt content for different audiences, and practice simplification using real-world examples.

Resources: Writing checklists, accessible design templates, AI-supported rewriting tools, sample documents for practice.

Evaluation: Activities include rewriting complex texts, adapting documents for multiple audiences, and peer review using plain language checklists.

Module 3 – Plain Language in Practice

Content: Focuses on embedding plain language at organisational and sectoral levels. Topics include awareness-raising, training others, creating policies, auditing communication, monitoring user feedback, and applying plain language in sectors such as healthcare, public services, HR, and digital inclusion.

Resources: Organisational policy templates, case studies, sector-specific examples, tools for feedback collection, and links to European networks.

Evaluation: Learners design a small implementation plan or evaluate an existing organisational communication sample. Reflection tasks and checklists measure engagement and understanding.



Description of the participation certificates

Participants who successfully complete the three modules and related activities receive a certificate of participation. The certificate is accompanied by a Europass Certificate Supplement, which describes the learning outcomes and competencies acquired. The programme is aligned with the EQAVET framework, ensuring transparency, quality assurance, and recognition of skills across Europe. Certificates validate the professional development achieved and strengthen the transferability of competencies to diverse educational and professional contexts.

Supporting Materials Provided During the E-learning Course

The effectiveness and accessibility of the “Text it Easy” e-learning module are significantly enhanced through a carefully curated set of supporting materials. These materials are designed to promote learner engagement, facilitate practical application of concepts, and reinforce the principles of plain language in diverse VET training environments. To ensure broad accessibility and inclusiveness, all materials will be made available in multiple languages and adapted to meet the needs of various learner profiles.

The supporting resources are not only complementary to the main course content but are also standalone tools that trainers and participants can use beyond the e-learning experience itself. They are grounded in adult learning principles, designed for clarity and usability, and encourage reflection and transfer of learning into real-life professional contexts.

Multilingual and Accessible Format

All supporting materials will be translated into the languages of the partner countries participating in the project and made available in accessible formats. This includes screen reader-friendly versions, adjustable font sizes, and color contrast options to cater to the needs of learners with visual or cognitive impairments. The materials are designed to reflect the diversity of VET learners, ensuring that they are inclusive and usable across various training contexts.

Types of Supporting Materials

The materials provided during the course are organized into five main categories:

Infographics

Infographics serve as visual summaries of key course concepts and are especially effective for simplifying complex information. They are used to illustrate plain language principles, do's and don'ts, structural elements of accessible texts, and strategies for inclusive communication.

These visual aids are ideal for quick reference, display in classrooms or staff rooms, and integration into printed or digital training materials. Each infographic is designed following plain design principles to ensure clarity, visual balance, and readability.



Activity Suggestions and Reflection Prompts

To support experiential learning, each module includes practical activity ideas and reflection prompts. These are tailored to the specific learning objectives of each “grain” (lesson) and encourage active engagement with the content.

Examples of activities include:

- Rewriting a complex document using plain language
- Peer-reviewing training materials for accessibility
- Simulating communication scenarios with diverse learner profiles

Reflection prompts help learners internalize the principles of plain language and inclusive communication. Questions such as “How would I adapt this message for a learner with limited literacy?” or “What assumptions am I making in this paragraph?” encourage critical thinking and deeper learning.

Templates and Checklists

To facilitate the direct application of course content, a series of ready-to-use templates and checklists will be provided. These tools are especially useful for VET trainers who wish to embed plain language practices in their day-to-day work.

Templates may include:

- A plain language review template
- An inclusive communication planning sheet
- A course summary format using plain structure principles

Checklists will cover:

- Text accessibility criteria (font, layout, structure)
- Linguistic clarity (vocabulary, sentence length, tone)
- Inclusion strategies (cultural sensitivity, universal design)

These practical tools can be customized and reused by trainers and institutions, becoming part of their internal quality assurance processes.

Webinars and Replays

To deepen understanding and promote collaborative learning, a series of webinars will accompany the e-learning modules. These sessions will be offered both live and as replays for asynchronous learning. They will cover selected key topics such as:

- The fundamentals of plain language in vocational education
- Adapting learning content for learners with diverse needs
- Real-world case studies from VET institutions applying inclusive communication

Webinars will feature expert speakers, interactive polls, and opportunities for participant Q&A. They serve as a valuable forum for exchanging best practices and fostering a community of practice among VET educators and trainers.



Supplementary Resources and Further Reading

Each module will also offer curated reading lists, links to relevant online tools, glossaries of key terms, and examples of best practices. These supplementary resources support deeper exploration of the subject matter and provide trainers with options to extend the learning experience.

Integration and Flexibility

The supporting materials are designed to be flexible and modular. They can be used:

- During synchronous online sessions or face-to-face workshops
- As part of self-paced learning
- For individual assignments or group discussions
- In flipped classroom models or blended learning environments

This flexibility ensures that VET providers can adapt the materials to their specific delivery format, learner needs, and institutional context.



The Implementation Methodology of the E-Learning Course

Training the Trainers

It is important to have well prepared trainers, to ensure the best quality of the e-learning course. Therefore, a training the trainers session could be organized on the following topic:

a. Introduction in plain text

Certain materials will be provided to the trainers, regarding the following issues: clear language and accessible resources, rules of plain language, implementation of plain language and the use of AI-based production and assessment support tools to improve the daily professional practice towards greater inclusion

b. Training methods suggested to be used by the trainers during the e-learning course

The training methods depend on the target group of the e-learning course and their digital skills. During the synchronous e-learning activities, the trainers can use methods such as:

- presentation of resources
- debates with the learners on specific aspects regarded to plain text and adaptation of the resources
- brainstorming for finding solutions on the specific scenarios
- case studies
- gamification
- assessment using interactive quizzes and polls

During the synchronous e-learning activities, the trainers can use methods such as:

- self-paced learning paths (resources posted on the e-learning platform, to be read by the learners)
- reflection activities
- projects or assignments

Description of the course implementation

The e-learning course will be delivered by using flexible integration models, such as:

- Full pathway: offer the full e-learning course as a complete training module
- Pick and choose: use selected lessons or grains for targeted workshops or modules
- Complementary use: embed in transversal skills training (communication, digital, inclusion)

This way, we will follow the adult learning principles, integrating technology in an effective way and ensuring engagement and accessibility. Materials can be delivered online, in hybrid settings, or used for flipped classroom methods.

The steps of the course implementation are as follows:

- Needs analysis of the target group (their learning goals, skills, preferences, professional backgrounds), using focus group activities, surveys etc.
- Posting the resources and the learning materials on the e-learning platform (PDFs, articles, quizzes, case studies, videos, assessment and feedback tools etc.)

- Presenting to the learners the objectives of the course, the learning schedule/the roadmap, the structure of the e-learning platform and their personal assignments
- Developing of the synchronous e-learning activities, offering direct support to learners
- Developing the asynchronous activities, offering support by using online forums/chat and encouraging the learners to use the resources posted on the e-learning platform
- Assessment of the individual assignments

Feedback questionnaire for the beneficiaries of the e-learning course

In order to assess the effectiveness of the e-learning course, a feedback questionnaire will be provided. It could be provided in Google Forms and will be used to improve the content of the e-learning course and the way it is provided.

The structure of the questionnaire will be as follows:

1. How satisfied are you with the organization of the course? (Very satisfied, Satisfied, Neutral, Dissatisfied, Very dissatisfied)
2. How would you rate the activity of the trainer (Excellent, Very good, Good, Poor, Very poor)
3. How relevant was the course content to your professional work? (Extremely relevant, Somewhat relevant, Neutral, Slightly relevant, Not relevant at all)
4. The content of the course was well-organized and easy to follow. (Strongly agree, Agree, Neutral, Disagree, Strongly disagree)
5. The course materials were engaging and useful. (Strongly agree, Agree, Neutral, Disagree, Strongly disagree)
6. How likely would you recommend this course to a colleague or friend? (Very likely, Likely, Neutral, Unlikely, Very unlikely)
7. What did you find most valuable in the course?
8. Any additional comments or suggestions?

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