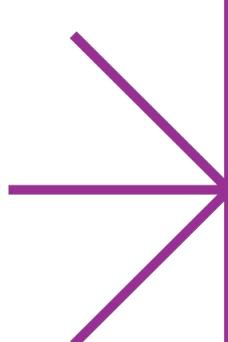




# Facilitator's Guide:

## Navigating HVET Pathways



### Ecological Thinking!

Think before printing, if it is necessary. In case something needs to be printed, it is worth thinking about where to print it (e.g., local print shop, ecofriendly online print shop, etc.), on what kind of paper (e.g., recycled paper, grass paper, other alternatives to usual white paper) and with what kind of colors.

Let's protect our environment!

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## Introduction: why this Guide?

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In a rapidly evolving world of work, helping students make informed decisions about their educational and career paths has never been more important. The *Higher Vocational Education and Training (HVET)* sector offers a wide array of practical, job-oriented learning opportunities that bridge the gap between school and employment. However, many students—and educators—are not fully aware of the options available across Europe.

This *Facilitator's Guide* was developed in the context of the *QUAHVET Erasmus+* project to support teachers and counselors of upper secondary school students (aged 17–19) in integrating the *HVET Digital Gateway* (<https://quahvet.eu/hvet-digital-gateway/>) into classroom and guidance activities. The resource helps make visible the diversity and value of European HVET pathways, especially at EQF level 5.



The guide is designed to be *practical, adaptable, and interactive*. It includes:

- Structured session plans for workshops or class activities
- Curated questions to encourage meaningful student reflection
- Easy-to-use assessment tools for formative and summative evaluation

Whether you are a teacher seeking to enhance your career education curriculum or a counselor guiding students through critical life decisions, this guide empowers you to make *HVET visible, accessible, and relevant* for every student.

Let's equip our learners with the tools they need to take confident steps toward a future of opportunity.



## Section 1: Session Plans

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### Workshop session 1: *Introduction to HVET and the Digital Gateway*



*Duration:* 60 minutes



#### *Objectives:*

- Understand what Higher Vocational Education and Training (HVET) is
- Explore the features of the HVET Digital Gateway



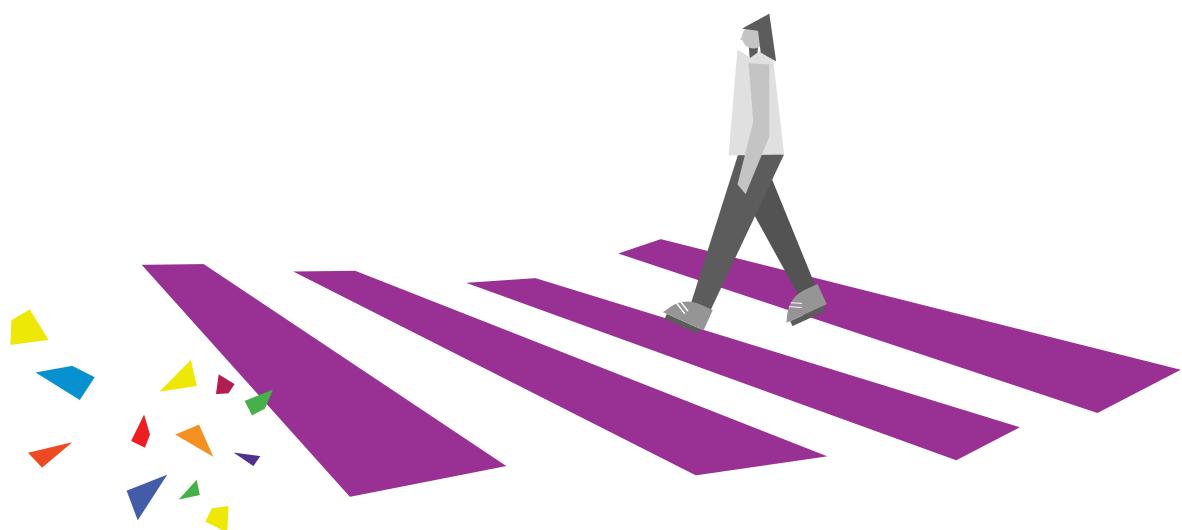
#### *Materials:*

- Projector or smartboard
- Access to: <https://quahvet.eu/hvet-digital-gateway/>
- Presentation: "Navigating HVET Pathways"
- Student worksheet



#### *Session Flow:*

- (10 min) Icebreaker & initial question: "What do you know about vocational education?"
- (15 min) Presentation slides 1–4
- (20 min) Live exploration of the Gateway in pairs
- (15 min) Group debrief and wrap-up





## Workshop Session 2: HVET in Practice



*Duration:* 60 minutes



*Objectives:*

- Learn about successful HVET pathways in Europe.
- Reflect on students' personal interests and potential matches.



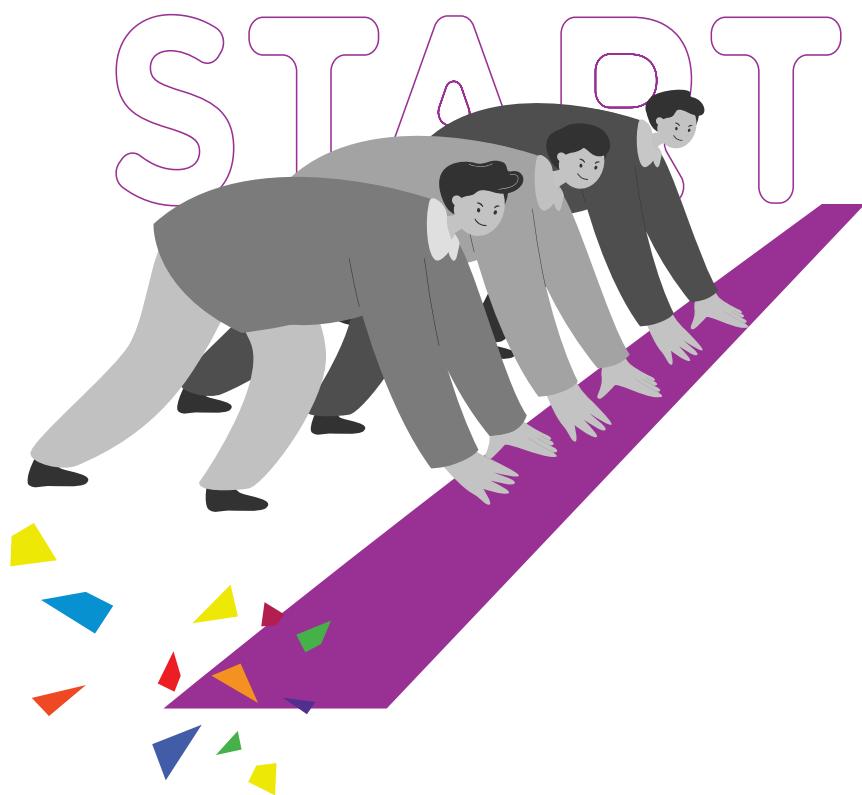
*Materials:*

- Case study slides (Italy, Spain, Greece, Sweden)
- Discussion prompts (printed or on screen)
- Poster board or digital whiteboard



*Session Flow:*

- (10 min) Recap and transition activity
- (15 min) Case study presentation
- (20 min) Student pair activity: "Find your match"
- (15 min) Share insights and collect feedback





## Workshop Session 3: Planning Personal Pathways

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*Duration:* 60–75 minutes



*Objectives:*

- Support students in identifying their goals and aligning them with HVET options.



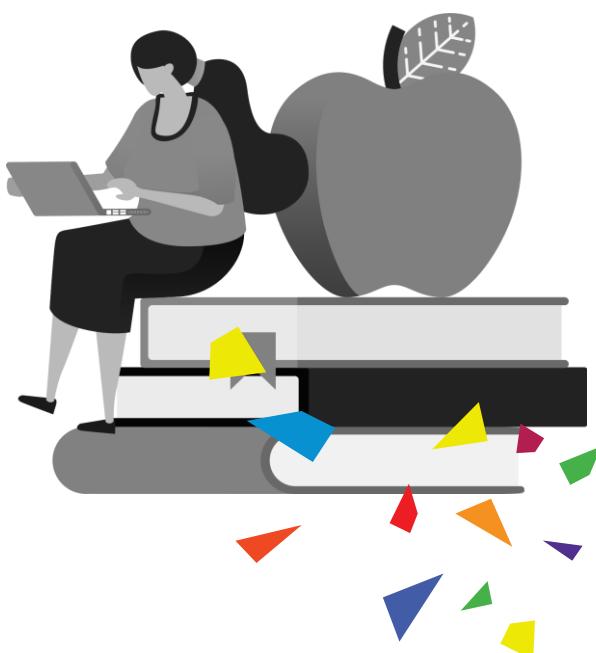
*Materials:*

- Student planning worksheet
- Internet access for digital Gateway



*Session Flow:*

- (10 min) Discussion: "What would I like to become and why?"
- (25 min) Self-reflection and planning worksheet
- (20 min) Individual or small group consultations
- (10 min) Wrap-up and commitment pledge





## Section 2: Discussion questions

Please, use these questions as input of students' awareness increase and reflection on HVET.

- *What are the differences between general academic pathways and HVET?*
- *Which sectors interest you most and why?*
- *How do you learn best—through books, doing, experimenting, or discussing?*
- *What did you find most interesting on the Digital Gateway?*
- *Which HVET program seems most aligned with your future aspirations?*
- *What are the advantages of learning with a strong connection to the world of work?*
- *Do you see HVET as a potential next step in your journey? Why or why not?*

The discussion questions are designed to deepen students' understanding of HVET and support personal reflection during guidance sessions. Here's how to use them effectively:

### *When to Use*

- After presenting HVET concepts or case studies (e.g., during or after the PowerPoint session)
- Following student exploration of the HVET Digital Gateway
- As prompts during group work, debates, or one-on-one counseling

### *How to Use*

- Small Groups or Pairs: Assign 1–2 questions to each group and let them share insights with the class.
- Whole-Class Discussion: Choose 3–4 key questions to explore together. Encourage students to justify their responses with examples.
- Written Reflection: Use the questions as journaling prompts to allow quieter students to reflect in writing.



### *Tips for Facilitation*

- Rephrase complex questions using everyday language if needed.
- Encourage students to connect answers to their own interests and experiences.
- Support inclusive participation by allowing different formats: oral, visual (e.g. drawing), or written.

These questions are not tests—they are springboards to help students think critically about their futures and recognize how HVET might align with their personal goals.



## Section 3: Assessment Tools

### Formative Assessment Template: Student Reflection Log

The *Student Reflection Log* is a formative assessment tool designed to track and support students' learning throughout HVET guidance activities

Date	Activity	Key Takeaway	Questions I Still Have

#### Purpose

- encourage students to reflect on what they learn and how it relates to their interests and goals;
- provide educators with insights into each student's level of engagement, understanding, and curiosity;
- identify any areas that need clarification or deeper exploration.

#### When to Use

- after each guidance session or key activity (e.g., exploring the HVET Gateway, researching a case study, completing goal-setting exercises);
- as part of a weekly or end-of-module reflection routine.

#### How to Use

- Distribute the template in print or digital format;
- Guide students to complete all columns:
  - Date*: When the activity or reflection was done;
  - Activity*: What they worked on (e.g., "Explored HVET in Greece");
  - Key Takeaway*: The most important thing they learned;
  - Questions I Still Have*: Doubts, curiosities, or points they want to explore further.
- Collect and review the logs periodically to monitor progress and provide feedback



#### Tips for Teachers

- Encourage honest, thoughtful responses—this is not a graded task;
- Use the logs to initiate one-on-one check-ins;
- Spot common themes to inform future group discussions or adjust content delivery.

This simple tool promotes self-awareness and accountability, while also helping educators tailor support to each learner's needs.



## Summative Assessment Rubric: HVET Readiness

The *HVET Readiness Rubric* is a summative assessment tool designed to evaluate how well students have developed awareness and preparedness for pursuing Higher Vocational Education and Training (HVET) opportunities.

Criteria	Excellent (3)	Good (2)	Needs Improvement (1)
Understands HVET opportunities			
Can navigate the Gateway			
Links interests to HVET paths			
Engages in group discussions			

### Purpose

- Assess student understanding of HVET pathways across Europe.
- Evaluate students' ability to connect personal interests and goals with relevant HVET programs.
- Support meaningful end-of-course feedback and student self-awareness.

### When to Use

- At the end of a guidance unit, workshop, or series of activities using the HVET Student Workbook or Digital Gateway.
- During individual or group presentations, or as part of a reflective assignment.

### How to Use

1. Share the rubric in advance so students understand the expectations and can self-monitor their progress.
2. Use during final activities, such as presentations, portfolio submissions, or structured interviews.
3. Assess students across key criteria, typically including:
  - Knowledge of HVET options
  - Use of the Digital Gateway
  - Ability to link interests with HVET opportunities
  - Clarity of personal goals
4. Score levels may range from basic awareness to high readiness, with descriptors for each.



### Tips for Educators

- Combine teacher assessment with student self-assessment for deeper learning.
- Use rubric results to provide targeted feedback or recommend next steps in student guidance.
- Encourage students to reflect on their rubric scores in a short follow-up activity or journal.

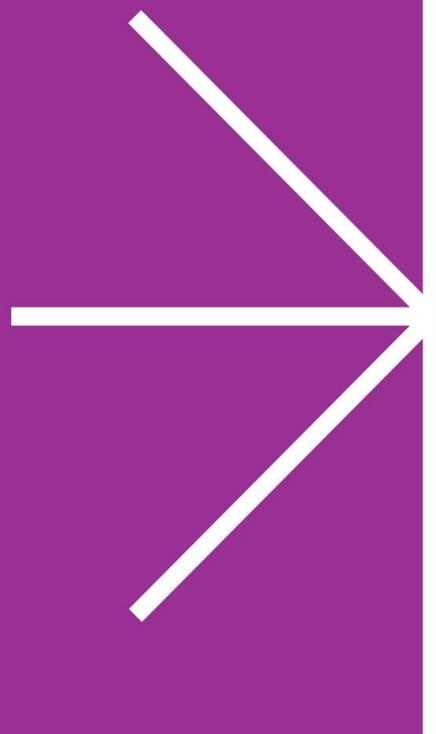


This rubric supports not only assessment but also personal reflection and informed decision-making—core aims of effective career guidance.

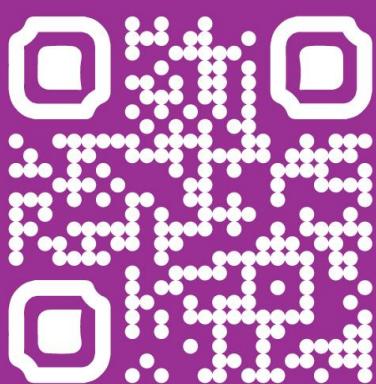
#### **Feedback Form for Teachers**

- What worked well in this session?
- What would you change for next time?
- Were students actively engaged?
- What follow-up activities are planned?

*Prepared for guidance activities in upper secondary schools under the QUAHVET framework.*



Scan for more



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