



Mentor Training Programme

Curriculum

(Final Draft)

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TABLE OF CONTENT

TABLE OF CONTENT.....	2
OVERVIEW OF UNITS AND LEARNING OUTCOMES.....	5
MENTOR TRAINING PROGRAMME CURRICULUM.....	6
UNIT 1: WHAT IS WBL.....	7
🧑 1.1 Introduction to work-based learning	8
💻 1.1 Introduction to work-based learning.....	9
🧑 1.2 Obstacles to work-based learning and its perceptions	10
💻 1.2 Obstacles to work-based learning and its perceptions.....	11
UNIT 2: THE ROLE OF COMPANIES IN WBL	12
🧑 2.1 Role of the company in work-based learning.....	13
💻 2.1 Role of the company in work-based learning.....	14
🧑 2.2 Corporate social responsibility and work-based learning	15
💻 2.2 Corporate social responsibility and work-based learning.....	16
UNIT 3: COMPARE QUALIFICATIONS ACROSS EUROPE	18
💻 3.1 Decode the Jargon	19
💻 3.2 Compare WBL Quality Standards	20
UNIT 4: GLOSSARY OF TERMS.....	21
UNIT 5: EUROPASS FOR EMPLOYERS	23
🧑 5.1 Europass in a nutshell	24
💻 5.2 Europass for Employers: Tame the paperwork jungle.....	24
💻 5.3 Employees abroad: All you need to know!	26
UNIT 6: BEST WBL PRACTICES FOR SMES AND LARGE COMPANIES	28
🧑 6.1 Best Wbl Practices For SMEs And Large Companies	28
💻 6.1 Best Wbl Practices For SMEs And Large Companies	30
UNIT 7: STEP BY STEP APPRENTICE PLAN.....	31
🧑 7.1 Planning & Structure	32
💻 7.1 Planning & Structure	32
💻 7.2 Mentoring and guidance	33
UNIT 8: MONITORING.....ASK THE APPRENTICE.....	35
🧑 8.1 Introduction to monitoring	36
💻 8.1 Introduction to monitoring	36
🧑 8.2 How to implement monitoring	37
💻 8.2 How to implement monitoring.....	37

UNIT 9: HOW TO HIRE INTERNATIONALS	38
🗣️ 9.1 How to begin	39
💻 9.1 How to begin	40
🗣️ 9.2 Onboarding	40
💻 9.2 Onboarding	41
🗣️ 9.3 Legal aspects	42
💻 9.3 Legal aspects	42
UNIT 10: RECOGNITION EU – VERIFY ME	44
🗣️ 10.1 Introduction to foreign qualification recognition	45
💻 10.1 Introduction to foreign qualification recognition	46
🗣️ 10.2 EU & National qualification Framework	46
💻 10.2 EU & National qualification Framework	47
🗣️ 10.3 Putting Qualifications into context	48
💻 10.3 Putting Qualifications into context	48
UNIT 11: DAILY LIFE OF A WBL MENTOR	50
🗣️ 11. Daily Life Of A Mentor	51
💻 11. Daily Life Of A Mentor	53
UNIT 12 PROFILE OF WBL MENTORS	55
🗣️ 12. Profile Of Wbl Mentors	55
💻 11. Profile Of Wbl Mentors	57
UNIT 13: DIFFERENT PEDAGOGIC METHODS	59
🗣️ 13.1 Experiential learning: learning by doing	60
💻 13.1 Experiential learning: learning by doing	60
🗣️ 13.2 Knowledge transfer, facilitating learning process	61
💻 13.2 Knowledge transfer, facilitating learning process	62
🗣️ 13.3 New communication methods	63
💻 13.3 New communication methods	63
UNIT 14: CONDUCTING MENTORING SESSIONS	65
🗣️ 14. Conducting Mentoring Sessions	66
💻 14. Conducting Mentoring Sessions	68
UNIT 15: CORE TASKS OF A WBL MENTOR	70
🗣️ 15.1 Portfolio	71
💻 15.1 Portfolio	72
🗣️ 15.2 Communication Between Mentors And Vet Institutions	72
💻 15.2 Communication Between Mentors And Vet Institutions	73
🗣️ 15.3 Role Of Mentors And Eu Apprenticeships Standards	74

15.3 Role Of Mentors And Eu Apprenticeships Standards	75
UNIT 16: GENERATIONS – WHAT HAS CHANGED?	76
16.1 Intergenerational working environment	77
16.1 Intergenerational working environment	78
16.2 Build self-awareness	79
16.2 Build self-awareness	79
UNIT 17: WHO ARE THE EMPLOYEES OF THE FUTURE?	81
17.1 Profile and characteristics	82
17.1 Profile and characteristics	82
17.2 Case studies: expectations of students	83
17.3 How to train the new generation	83
17.3 How to train the new generation	85
UNIT 18: INTERPERSONAL COMMUNICATION	86
18.1 Interpersonal Communication and Communication Styles	87
18.1 Interpersonal Communication and Communication Styles	90
18.2 Interpersonal skills and Relationships on a workplace	91
18.2 Interpersonal skills and Relationships on a workplace	92
UNIT 19: COMMUNICATION USING DIGITAL TOOLS	95
19.1 Introduction to digital tools used by young people	96
19.1 Introduction to digital tools used by young people	97
19.2 Using digital tools to communicate with young people	98
19.2 Using digital tools to communicate with young people	99
UNIT 20: TALENT CAPTURE	102
20.1 Introduction to Talent and Talent Identification	103
20.2 Applying the Europass tools for Talent Identification purposes	104
UNIT 21: MOBILITIES TO DEVELOP SKILLS	107
21.1 Benefits to the company	108
21.2 EURES and other EU instruments – cost benefit to employers	108
21.2 EURES and other EU instruments – cost benefit to employers	109
21.3 Mobilities to develop skills: Funding opportunities for apprentices and mentors	110
21.3 Mobilities to develop skills: Funding opportunities for apprentices and mentors	111
21.4 Where and how to apply	111

OVERVIEW OF UNITS AND LEARNING OUTCOMES

The WBL Accelerator Training Programme is the core output of the project. It is envisaged as a flexible, modular course for the persons concerned with work-based learning (WBL) in companies.

The WBL Accelerator Training programme aims to provide WBL responsables with the necessary knowledge, skills, competences and practical experiences to be able to compare and integrate their WBL processes and routines into a European VET system, to plan WBL according to European VET policy instruments, strategies and methods. Furthermore, they should be able to achieve coherence between what is done on VET school level and what is done on WBL level in companies.

After receiving feedback from the main target group, the partnership decided to rename the intellectual output to “WBL Mentor Training” in order to be more accessible and so that the target group has a better grasp of what they can expect.

The proposal foresees that the training features the following topics and elements:

- ▶ Planning and implementation of WBL processes in business reality
- ▶ Introduction to core and crucial European VET concepts and methods:
 - NQF/EQF competence descriptors
 - learning outcomes concept and descriptions
 - ECVET and single element
 - learning agreements
 - personal transcripts
 - European concepts for transparency and evaluation / validation of learning outcomes, validation of non-formal and informal learning etc.
- ▶ Case studies for interface problems between school based VET and WBL in companies (selection of challenges and possible solutions for companies)
- ▶ WBL in companies: the added value for businesses from a business perspective
- ▶ Examples and practical sessions about WBL planning in the context of European VET systems

For each unit, the following elements are defined in the curriculum. These comply with the results obtained in the IO1 research study and the development process was steered using elaborated guidelines provided by the lead partner, FHM Berlin. Each unit consists of:

- ▶ Name of the unit of learning outcomes
- ▶ Knowledge, Skills and Competences to be achieved as learning outcome of the particular unit
- ▶ Foreseen learning hours
- ▶ Theoretical content
- ▶ Practical content (e.g. case study learning, problem based learning)
- ▶ Learning and study materials to be used
- ▶ Organisational requirements for the training
- ▶ Additionally, a teaser article was written for each unit to further facilitate the online training. During development and pending online implementation, this online section can be accessed here: www.wblaccelerator.eu/mentor-training-test

Overall, 21 units have been developed. On the next page, an overview of these units is presented, including their division in face-to-face (👤) and online (💻) sessions.

MENTOR TRAINING PROGRAMME CURRICULUM

TOPIC SECTION	UNIT TITLE			LEARNING HOURS	ECVET CREDITS
Induction of Management and Mentors	1 Introduction to WBL	50%	50%	2	0,08
	2 Company's role in WBL	50%	50%	2	0,08
	3 Comparability on structural level	0%	100%	2	0,08
	4 Glossary	0%	100%	4	0,08
	5 Europass	17%	83%	4	0,12
	6 Best WBL practices	66%	33%	3	0,12
Planning, Monitoring, Recognition of WBL	7 Planning WBL	50%	50%	4	0,12
	8 Monitoring/Assessing WBL	50%	50%	3	0,12
	9 Foreign Employees/Hiring internationally	50%	50%	3	0,12
	10 Recognition	50%	50%	3	0,12
Role of WBL Mentors	11 Daily life of the mentor	60%	40%	3	0,08
	12 Profile of mentors	70%	30%	4	0,12
	13 Pedagogic methods	55%	45%	5	0,16
	14 Mentoring/Counselling Sessions	50%	50%	5	0,24
	15 Core tasks of WBL mentors	33%	66%	9	0,36
Youth Culture and Communication	16 Introduction to Generations	60%	40%	4	0,12
	17 Employees of the future	45%	55%	4	0,16
	18 Interpersonal communication	50%	50%	4	0,16
	19 Digital Communication Tools	50%	50%	4	0,16
	20 Talent capture	50%	50%	6	0,24
	21 Applying for Mobilities	50%	50%	5	0,16
				83 hours	3 ECVET credits



UNIT 1: WHAT IS WBL

SUBUNITS:

1.1 Introduction to work-based learning

1.2 Obstacles to quality of work-based learning and its perceptions

GENERAL OVERVIEW OF THE UNIT

Total Duration:	120 minutes		
Learning Setting	 Face-2-Face/Classroom	Duration: 1 hour	
	 Online /Self-directed	Duration: 1 hour	
Introduction/ Main Topics	<p><u>Introduction:</u></p> <p>The aim of this unit is to introduce the learners to a topic of work-based learning, familiarise the learners with its definition, types, benefits, obstacles and its perception by different stakeholders taking part in this process.</p> <p><u>Main Topics:</u></p> <ul style="list-style-type: none"> • Definition of WBL • Types of WBL • Benefits and obstacles of WBL • WBL and its perceptions 		
Target Group	<input checked="" type="checkbox"/> Apprentice Instructors & supervisors <input checked="" type="checkbox"/> HR managers & HR staff <input checked="" type="checkbox"/> Shop stewards & union representatives <input checked="" type="checkbox"/> Company managers & owners		
Prior Knowledge	<p>This unit doesn't require any previous knowledge about the topic as it is aimed at introducing learners to a work-based learning and creates basis to proceed and learn more about work-based from the units to follow.</p>		
Learning Outcomes	Knowledge	Skills	Competences
	<ul style="list-style-type: none"> ○ What is Work-based learning and types of WBL ○ Benefits and obstacles of WBL ○ Perception of WBL by different stakeholders involved in this process 	<ul style="list-style-type: none"> ○ Define the WBL and its types ○ Make decision about the relevance of WBL to their practice on a workplace 	<ul style="list-style-type: none"> ○ Assume their role in the process of WBL ○ Demonstrate the ability to decide, whether WBL could be successfully applied in their environment ○ Decide what type of WBL could be successfully introduced within their workplace



1.1 Introduction to work-based learning

Duration	30 minutes
Learning Material	PDF/Text to study
Description	The aim of this sub-unit is to introduce the learners to the basic of work-based learning, familiarise the learners with the definition, benefits and most common basic types of work-based learning in the European Union countries.
Content of the subunit	<p>The aim of this sub-unit is to introduce the learners to the basic of work-based learning, familiarise the learners with the definition, benefits and most common basic types of work-based learning in the European Union, by:</p> <ul style="list-style-type: none"> • PowerPoint presentation • Group Discussion
Practical Work Content	Practical involvement of the learners in this sub-unit is ensured by the Ice-breaker, where the learner introduce themselves and express their expectations and also a group work at the end of the lesson aimed at assessing the knowledge acquired during this F2F session.
Advice for Trainer	<ul style="list-style-type: none"> • The trainer welcomes the learners and gives a short overview of the project to the participants • The trainer introduces the participants to a short Ice Breaker activity: "Expectations" <p>Ideal size of the group: Up to 20 persons, larger groups should be divided. Time: 15 mins.</p> <p>Aim: Introduction of the participants and presentation of their expectations in connection with their learning</p> <p>Instructions: The trainer writes a word "Expectations" at the top of a flip chart. After this, the trainer explain that expectations are powerful and that understanding them is key to the success of any class.</p> <p>The trainer asks the learners to introduce themselves, share their expectations of the class (add a wild prediction of the best possible outcome should their expectations be met and asks the learners to be as specific as possible).</p> <p>Debrief: The trainer states the objectives of the course, reviews the list of expectations the group made, and explains whether or not, and why, if not, their expectations will or won't be covered in the course. Expectations Ice Breaker, Available at: https://www.thoughtco.com/icebreaker-understand-student-expectations-31374 (Accessed 1st August 2019)</p> <ul style="list-style-type: none"> • The trainer gives a presentation using the PowerPoint slides relevant to this sub-unit • At the end of the presentation gives learners space for a short groups discussion and asks the learners to assess their learning. • The trainer divides the learners to groups of 3. The task of the group will be to answer the questions included in the assessment questionnaire. <p>The trainer evaluates the answers and gives learners a feedback in connection with their learning from today's class.</p>
Assessment	Group Activity

Assessment description	The assessment will be carried out by a Group Activity, where the learners will be answering the assessment questions (related to the topic of the sub-unit) and write the answers of the group to a flip chart paper. The trainer will evaluate the answers and give learners a feedback.
Sources	<ul style="list-style-type: none"> • https://www.thoughtco.com/icebreaker-understand-student-expectations-31374 (Icebreaker - „Expectations“) • https://www.etf.europa.eu/sites/default/files/m/333F8DD829CBDBDFC12581FE00299A16_Work-based%20learning_candidate%20countries.pdf (Work-based learning in EU candidate countries) • https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-handbook-policy-makers-and-social-0 (Work-based learning - Handbook for policy makers and social partners in ETF partner countries)
Requirements	Requirements to host and implement the learning within this sub-unit: <ul style="list-style-type: none"> • Classroom with tables and chairs • Laptop, internet connection and a projector • Flipchart with paper and markers • Tape or blue-tack • Copies of the Handout Annex 1, copies of the PPT presentation • Pens and paper for the learners to make notes



1.1 Introduction to work-based learning


Duration	30 minutes
Description	The aim of this sub-unit is to deepen the learner's knowledge about work-based learning, benefits and basic types of work-based learning in the European Union introduced to the learners during the F2F session.
Content of the subunit	The aim of this sub-unit is to deepen the learner's knowledge about work-based learning, benefits and basic types of work-based learning in the European Union introduced to the learners during the F2F session, by: <ul style="list-style-type: none"> • Reading online articles about the WBL, types, benefits and obstacles of work-based learning • Self-reflection essay as part of the learner's assessment generating ideas about implementation or existing experience with WBL in their practises
Learning Material & Link	<input checked="" type="checkbox"/> Online article <ul style="list-style-type: none"> • https://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4057845 (Work-based learning in Europe: Practices and policy pointers) <input checked="" type="checkbox"/> Online article <ul style="list-style-type: none"> • https://www.etf.europa.eu/sites/default/files/m/576199725ED683BBC1257BE8005DCF99_Work-based%20learning_Literature%20review.pdf (Work-based learning: benefits and obstacles: a literature review for policy makers and social partners in ETF partner countries)
Practical Work Content	The practical work of the learners will include writing an essay based on the knowledge acquired during the F2F and online learning. The learners will be advised to write down their ideas about how work-based learning could be integrated into their practices on a workplace, think about the benefits and possible obstacles in connection with this process. In case of existing experience

	with WBL in the workplace reflect on the existing practises and eventual changes or improvements in regard to the knowledge acquired in this sub-unit.
Assessment & Link	<input checked="" type="checkbox"/> Essay (length ca. 3000 characters, 1 A4 page)
Self-assessment description	The learners will be advised to write down their ideas about how work-based learning could be integrated into their practices on a workplace, think about the benefits and possible obstacles in connection with this process. In case of existing experience with WBL in the workplace reflect on the existing practises and eventual changes or improvements in regard to the knowledge acquired in this sub-unit.
Further Sources	N/A
Advice for trainers	The trainer should be available for consultation (via e-mail, phone, social media, interactive apps etc.) and motivate learners to cooperative learning, as well as to search for other sources in connection with the topics of the sub-unit to acquire a better and wider knowledge in this field.
Requirements	<ul style="list-style-type: none"> • A device (mobile phone, laptop, PC or tablet) • Internet connection



1.2 Obstacles to work-based learning and its perceptions

Duration	30 minutes
Learning Material	PDF/Text to study
Description	The aim of this sub-unit is to inform the learners about the obstacles to quality in WBL and perceptions of the stakeholders in connection with WBL.
Content of the sub-unit	<p>The aim of this sub-unit is to inform the learners about the obstacles to quality in WBL and perceptions of the stakeholders in connection with WBL, by a PPT presentation, including the following topics:</p> <ul style="list-style-type: none"> - Insufficient resources committed by employers to ensure that quality training is provided - Availability and quality of trainers and mentors - Complementarity between on-the-job and off-the-job training - Quality control - WBL and its perceptions
Practical Work Content	N/A
Advice for Trainer	<ul style="list-style-type: none"> • The trainer welcomes the learners and gives a short overview of the project to the participants • The trainer
Assessment	Assessment questionnaire

Requirements	Requirements to host and implement the learning within this sub-unit: <ul style="list-style-type: none"> • Classroom with tables and chairs • Laptop, internet connection and a projector • Flipchart with paper and markers • Tape or blue-tack • Copies of the PPT presentation • Pens and paper for the learners to make notes
 1.2 Obstacles to work-based learning and its perceptions	
Duration	30 minutes
Description	The aim of this sub-unit is to deepen the learners' knowledge acquired within the F2F session about the obstacles to quality in WBL and perceptions of the stakeholders in connection with WBL.
Content of the subunit	The aim of this sub-unit is to deepen the learners' knowledge acquired within the F2F session about the obstacles to quality in WBL and perceptions of the stakeholders in connection with WBL, by: <ul style="list-style-type: none"> • Online videos • Self-assessment
Learning Material	<input checked="" type="checkbox"/> Online video <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=QP0mqfycq9I (What makes a successful work-based learning programme?) • https://www.youtube.com/watch?v=KPs1Ho0kvt0 (The value of apprenticeships)
Practical Work Content	The learners will be advised to think and write down facts in connection with WBL and its challenges and obstacles they can be facing while integrating the process on their workplaces.
Self-Assessment & Link	<input checked="" type="checkbox"/> Self-assessment questionnaire (reflection on the learning) <ul style="list-style-type: none"> • https://docs.google.com/forms/d/1nUxqdU4ctJ6wEzWWuXI_u9WTJEvfn0Yzg1OsUx8t6A8/edit
Self-Assessment description	The learners will be advised to think and write down facts in connection with WBL and its challenges and obstacles that can occur while integrating the process of WBL in their workplaces.
Further Sources	N/A
Advice for trainers	The trainer should be available for consultation (via e-mail, phone, social media, interactive apps etc.) and motivate learners to cooperative learning, as well as to search for other sources in connection with the topics of the sub-unit to acquire a better and wider knowledge in this field.
Requirements	<ul style="list-style-type: none"> • A device (mobile phone, laptop, PC or tablet) • Internet connection



UNIT 2: THE ROLE OF COMPANIES IN WBL


SUBUNITS:


2.1 Role of the company in work-based learning


2.2 Corporate social responsibility and work-based learning


GENERAL OVERVIEW OF THE UNIT

Total Duration:	120 minutes		
Learning Setting	 Face-2-Face/Classroom	Duration: 60 mins	
	 Online /Self-directed	Duration: 60 mins	
Introduction/ Main Topics	<p><u>Introduction:</u></p> <p>The aim of this unit is to highlight the importance of presenting work-based learning as a win-win situation for all the stakeholders and present ways, how to make WBL more attractive and effective for companies as well as for the learners. It is also aimed at introducing learners to a topic of the corporate social responsibility and how it's initiatives could be applied in the process of WBL.</p> <p><u>Main Topics:</u></p> <ul style="list-style-type: none"> • How to ensure a successful work-based learning process that is beneficial and attractive to all the stakeholders • Corporate social responsibility (definition and initiatives) 		
Target Group	<input checked="" type="checkbox"/> Apprentice Instructors & supervisors <input checked="" type="checkbox"/> HR managers & HR staff <input checked="" type="checkbox"/> Shop stewards & union representatives <input checked="" type="checkbox"/> Company managers & owners		
Prior Knowledge	<p>It is recommended to absolve a previous unit of the learning programme to acquire a better understanding of this unit in connection with the work-based learning, although this unit can be also studied as an individual part of learning.</p>		
Learning Outcomes	Knowledge	Skills	Competences
	<ul style="list-style-type: none"> ○ Requirements and recommendations in connection with a successful WBL process ○ Success stories and good practices in connection with WBL ○ Corporate social responsibility, good practices and initiatives 	<ul style="list-style-type: none"> ○ Consider and make decisions in connection with the requirements and conditions to ensure successful WBL, attractive and effective for all the stakeholders` ○ Understand that WBL is a process beneficial for all the parties and it's an investment contributing to the company's development in the future 	<ul style="list-style-type: none"> ○ Demonstrate the ability to summarise the elements of effective and attractive WBL programmes ○ Demonstrate the ability to follow the good practices in WBL and CSR ○ Demonstrate the ability to plan CSR initiatives supporting the success of the company and work-based learning

		<ul style="list-style-type: none"> ○ Understand the importance of corporate social responsibility in the company and in connection with WBL 	
 2.1 Role of the company in work-based learning			
Duration	30 minutes		
Learning Material	<input checked="" type="checkbox"/> PowerPoint Presentation		
Description	<p>The aim of this sub-unit is to highlight the importance of presenting work-based learning as a win-win situation for all the stakeholders and present ways, how to make WBL more attractive and effective for companies as well as for the learners. The sub-unit will be presented through a PowerPoint presentation including videos as examples of the new perspectives offered by the WBL and its positive outcomes for all the parties involved.</p> <p>The learning will be assessed within a group discussion reflecting the learners' knowledge.</p>		
Content of the subunit	<p>The aim of this sub-unit is to highlight the importance of presenting work-based learning as a win-win situation for all the stakeholders and present ways, how to make WBL more attractive and effective for companies as well as for the learners.</p>		
Practical Work Content	<p>The sub-unit will be delivered through an interactive presentation. The trainer will encourage the learners to share their existing experience and ask questions during the presentation. The assessment method also requires an active involvement of the learners within a group discussion, where the trainer will be asking questions about the topic and learners will be answering them.</p>		
Advice for Trainer	<p>Detailed instructions for the trainer:</p> <ul style="list-style-type: none"> • The trainer welcomes the learners and gives a short overview of the project and today's topics to the participants • The trainer asks the participants to introduce themselves, their position in WBL and what are their expectations in connection with today's F2F lesson • The main resource of this F2F lesson is the PowerPoint presentation • Delivering the presentation, the trainer also encourages the learners to contribute to the presentation, share their existing experience, good practices, methods or procedures that were not successful implementing WBL in the past • The trainer has to make sure to keep the dynamics and interactivity of the process • Allow enough time for the group discussion to assess the learners' knowledge and feedback 		
Assessment	<input checked="" type="checkbox"/> Group Discussion		
Assessment description	<p>The learning will be assessed within a group discussion with a trainer, who will evaluate the answers and give learners a feedback with recommendations to further readings and online learning.</p>		

Sources	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=DfIPs7pO4_Y (Mutual benefits of apprenticeships) • https://www.youtube.com/watch?v=eg-46DbcgCk (How apprenticeships can lead to lifelong career success) • outcomes of the research (Focus groups in partner countries)
Requirements	<p>Requirements to host and implement the learning within this sub-unit:</p> <ul style="list-style-type: none"> • Classroom with tables and chairs • Laptop, internet connection and a projector • Flipchart with paper and markers • Copies of the presentation for the learners • Pens and paper for the learners to make notes
 2.1 Role of the company in work-based learning	
Duration	30 minutes
Description	<p>The aim of this sub-unit is to highlight the importance of presenting work-based learning as a win-win situation for all the stakeholders and present ways, how to make WBL more attractive and effective for companies as well as for the learners. The learning will be assessed through an online questionnaire.</p>
Content of the subunit	<p>The aim of this sub-unit is to highlight the importance of presenting work-based learning as a win-win situation for all the stakeholders and present ways, how to make WBL more attractive and effective for companies as well as for the learners, by:</p> <ul style="list-style-type: none"> • Presenting success stories • Presenting basic requirements and steps to be undertaken leading to a successful WBL programme
Learning Material & Link	<p><input checked="" type="checkbox"/> Online video</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=r2xAhaQ871c (Suttons Apprenticeships Success Stories) • https://www.youtube.com/watch?v=ZTdXzBTfaEw (Maryland Apprenticeship 2.0 - Training that Works: Employers) • https://www.youtube.com/watch?v=JeJDH6SIkl (What makes a successful apprenticeship programme)
Practical Work Content	<p>The learners will be advised to watch all the videos to get a better understanding of the WBL process, its impacts and benefits for the companies as well as the learners. Practical work involves answering the multiple question questionnaire as part of the assessment of this sub-unit.</p>
Assessment & Link	<p><input checked="" type="checkbox"/> Multiple choice questions</p> <ul style="list-style-type: none"> • https://docs.google.com/forms/d/14Q-aLTgP4ikizVOusO6xDXDf2P0jE-NyRYgnaeciyc0/edit
Self-assessment description	<p>The learners will be assessed by answering a multiple-choice questionnaire receiving an automated respond clearly reflecting the number of points acquired for the correct answers.</p>
Further Sources	<ul style="list-style-type: none"> • https://center4apprenticeship.jff.org/work-based-learning/models/ (Why Work-based learning) • https://chiefexecutive.net/7-steps-to-a-successful-apprenticeship-program/ (7 steps to a successful apprenticeship program)

Advice for trainers	<ul style="list-style-type: none"> The trainer will advise the learners to reflect on and review their current WBL process if having one in place, at the same time will advise representatives of the companies not involved in WBL at the moment to think about the process and generate ideas how they could set up WBL processes in their workplaces in a way, that's beneficial for all the parties involved. The trainer should be available for consultation (via e-mail, phone, social media, interactive apps etc.) and motivate learners to cooperative learning, as well as to search for other sources in connection with the topics of the sub-unit to acquire a better and wider knowledge in this field.
Requirements	<ul style="list-style-type: none"> A device (mobile phone, laptop, PC or tablet) Internet connection
 2.2 Corporate social responsibility and work-based learning	
Duration	30 minutes
Learning Material	<input checked="" type="checkbox"/> Online video <input checked="" type="checkbox"/> Group activity (Role play)
Description	<p>The aim of this sub-unit is to introduce learners to a topic of the corporate social responsibility. This sub-unit helps to understand the importance of CSR and also challenges the learners to think about CSR activities in connection with WBL. The learners will be assessed through a group discussion and answering the assessment questions at the end of the session.</p>
Content of the sub-unit	<p>The aim of this sub-unit is to introduce learners to a topic of the corporate social responsibility. This sub-unit helps to understand the importance of CSR and also challenges the learners to think about CSR activities in connection with WBL.</p> <p>The learning will be delivered by:</p> <ul style="list-style-type: none"> - Discussion about the existing knowledge of the learners about CSR and its definition - Short video introducing CRS - Group work (Role play) - Final group discussion and assessment
Practical Work Content	<p>The practical involvement of the learners in the learning process will be ensured by group discussions and group work (role play) as main elements of the F2F learning of this sub-unit.</p>
Advice for Trainer	<p>Detailed instructions for the trainer:</p> <ul style="list-style-type: none"> The trainer welcomes the learners and introduces the topic of the sub-unit The trainer starts a group discussion with a question "What is a corporate social responsibility?" After a short group discussion, the trainer summarises the answers and present the learners a short online video defining corporate social responsibility: https://www.youtube.com/watch?v=Milv5u59qPs (What is CSR) After this short video, the trainer divides the learners into 2 groups and advices them to complete the following tasks within a group work: <ul style="list-style-type: none"> - As a person responsible for the WBL and cooperation with the VET institution identify an issue connected with WBL, that could be solved

	<p>through a corporate social responsibility initiative, find a solution and write a short e-mail to managers, supervisors and colleagues about the process and its positive impacts on the stakeholders. The text should include explanation of the current situation and convincing facts to implement the CSR initiative and its positive outcomes. (15 mins)</p> <ul style="list-style-type: none"> - The two groups present their work in front of the class - The trainer evaluates the group activity, gives learners a feedback and leads a group discussion closing the lesson, challenging the learners with the following assessment questions: <ol style="list-style-type: none"> 1. How would you define CSR with you own words? 2. What CSR initiatives could have a positive impact on increasing the attractiveness and effectivity of the WBL? 3. How is CSR influenced by the customers?
Assessment	<input checked="" type="checkbox"/> Group Activity (Role play)
Assessment description	<p>The learning will be assessed through the presentation of outcomes generated within a group activity, as well as by evaluation of the answers of the learners on the assessment questions at the end of the lesson.</p> <p>The trainer evaluates the outcomes and answers and gives learners a feedback including information about further sources to deepen the learners' knowledge about corporate social responsibility.</p>
Sources	<ul style="list-style-type: none"> • https://www.smartrecruiters.com/blog/top-20-corporate-social-responsibility-initiatives-of-2018/ (Top 20 corporate social responsibility initiatives for 2018) • https://www.switchtogreen.eu/?p=1188 (EU Strategy on Corporate Social Responsibility)
Requirements	<p>Requirements to host and implement the learning within this sub-unit:</p> <ul style="list-style-type: none"> • Classroom with tables and chairs • Laptop, internet connection and a projector • Flipchart with paper and markers • Pens and paper for the learners to make notes and complete the group work tasks
 2.2 Corporate social responsibility and work-based learning	
Duration	30 minutes
Description	<p>The aim of this sub-unit is to deepen the knowledge of the learners about corporate social responsibility acquired during the F2F session. This sub-unit helps to understand the importance of CSR and also challenges the learners to think about CSR activities in connection with WBL. The learners will be assessed by an online questionnaire, answering 10 question based on the content of the online videos.</p>
Content of the subunit	<p>The aim of this sub-unit is to deepen the knowledge of the learners about corporate social responsibility acquired during the F2F session. This sub-unit helps to understand the importance of CSR and also challenges the learners to think about CSR activities in connection with WBL. Main sources of information for this sub-unit are online videos including facts and examples of CSR initiatives.</p>
	<input checked="" type="checkbox"/> Online video

Learning Material	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=sRtYyfcTnWs (Business ethics corporate social responsibility) • https://www.youtube.com/watch?v=bH0eTWSLbqc (CSR education in companies) • https://www.youtube.com/watch?v=p2iQ_h1mPaY (Why corporate social responsibility matters)
Practical Work Content	The participants will be advised to watch the online videos and subsequently reflect on their learning answering the assessment questions.
Self-Assessment & Link	<input checked="" type="checkbox"/> Online questionnaire <ul style="list-style-type: none"> • https://docs.google.com/forms/d/1PODXMzQ0NsTxsV3zCRG-fDW39kHda0AIQUMer-zSO9o/edit
Self-Assessment description	The learners will assess their learning answering an online questionnaire.
Further Sources	<ul style="list-style-type: none"> • http://www.ncpublicschools.org/cte/work-based/benefits/ (Benefits of work-based learning) • https://epale.ec.europa.eu/en/blog/4-reasons-employers-engage-work-based-learning-programmes (4 reasons for employers to engage in work-based learning programmes) • https://www.investopedia.com/terms/c/corp-social-responsibility.asp (Corporate social responsibility)
Advice for trainers	<ul style="list-style-type: none"> • The trainer will advise the learners to think about the process and generate ideas how they could implement CSR initiatives or CSR education in their workplace or companies with a special attention to WBL • The trainer should be available for consultation (via e-mail, phone, social media, interactive apps etc.) and motivate learners to cooperative learning, as well as to search for other sources in connection with the topics of the sub-unit to acquire a better and wider knowledge in this field.
Requirements	<ul style="list-style-type: none"> • A device (mobile phone, laptop, PC or tablet) • Internet connection


UNIT 3: COMPARE QUALIFICATIONS ACROSS EUROPE

SUBUNITS:

3.1 Decode the Jargon

3.2 Compare WBL Quality Standards

General Overview

Duration:	120 minutes		
Learning Setting	 Online /Self-directed Duration: 120 mins		
Introduction/ Main Topics	<p><u>Introduction:</u></p> <p>In this unit, learners will be introduced to various European instruments that enhance comparability of competences across national borders but also inside their own organisation.</p> <p><u>Main Topics:</u></p> <ul style="list-style-type: none"> • Transparency Instruments: EQF, CEFR, ECVET • Learning outcomes • Understanding and interpreting the topics mentioned above 		
Target Group	<input type="checkbox"/> Apprentice Instructors & supervisors <input type="checkbox"/> HR managers & HR staff <input type="checkbox"/> Shop stewards & union representatives <input type="checkbox"/> Company managers & owners <input type="checkbox"/> Other		
Prior Knowledge	No specific prior knowledge is required.		
Learning Outcomes	<p>Knowledge</p> <ul style="list-style-type: none"> ○ Recall the meaning of the abbreviations EQF, ECVET, CEFR, EQAVET ○ Identify possible fields of application and usage of EQF levels/descriptors, ECVET points, and CEFR levels in personal work routine ○ Remember where to find further information and supporting documents to the European Transparency Instruments mentioned above 	<p>Skills</p> <ul style="list-style-type: none"> ○ Relate EQF levels with the according competences of employees ○ Interpret ECVET points to assess the experience of (junior) staff and interns ○ Interpret CEFR levels with actual language skills of trainees ○ Keep track of skills and competences of employees by using comparable data and language efficiently ○ Relate WBL processes to EU standards using EQAVET 	<p>Competences</p> <ul style="list-style-type: none"> ○ Encode certificates of VET learners/graduates across Europe ○ Compare knowledge, skills and competences of employees/ interns/ junior staff efficiently and across national borders ○ Estimate potential needs for further training in employees by relating actual skills and competences with requirements of a job position ○ Choose the most suitable candidate for a task/job position based

			on their skills and competences ○ Accelerate own WBL standards in compliance with EQAVET
3.1 Decode the Jargon			
Duration	90 minutes		
Description	In this unit, learners become familiar with European Transparency Instruments, which they can integrate in their daily life. A focus is set on three main instruments: EQF, ECVET, CEFR. This should especially help decoding specific jargon used in VET certificates and job applications.		
Content of the subunit	The main content of this subunit is the online article featured in the WBL Accelerator Website. The article features embedded links to the original sources of the EU transparency instruments as well as further learning material developed by the project team.		
Learning Material & Link	<input checked="" type="checkbox"/> WBL Accelerator Article/Overview on website <input checked="" type="checkbox"/> Official website of EU transparency tools <ul style="list-style-type: none"> ○ https://www.cedefop.europa.eu/en/events-and-projects/projects ○ http://www.ecvet-toolkit.eu/ecvet-toolkit/ecvet-toolkit <input checked="" type="checkbox"/> Self-directed learning material <ul style="list-style-type: none"> ○ 3 Case Studies about EQF, ECVET, CEFR 		
	Participants are encouraged to read the case studies in order to gain a deeper understanding of the practical fields for application of EU transparency tools.		
Assessment & Link	<input type="checkbox"/> Multiple choice Questions [Google Form]		
Self assessment description	The Google Form provides participants with the opportunity to test their gained knowledge after this online module.		
Further Sources	https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf https://www.cedefop.europa.eu/en/events-and-projects/projects/learning-outcomes https://ec.europa.eu/ploteus/en/compare https://ec.europa.eu/ploteus/content/descriptors-page https://www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet http://www.ecvet-toolkit.eu/ecvet-toolkit/ecvet-toolkit https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions		
Advice for trainers	Not applicable as this is an online unit.		
Requirements	Internet connection, PC/Laptop or mobile device		




3.2 Compare WBL Quality Standards

Duration	30 minutes
Description	Participants are introduced to the EQAVET – European Quality Assurance in Vocational Education and Training. They are provided with a brief overview and further resources that could help them comparing their WBL standards with EU standards.
Content of the subunit	The subunit consists of a mini article published on the WBL Accelerator website and features embedded links to helpful resources.
Learning Material	<input type="checkbox"/> Web article <ul style="list-style-type: none"> o Wbl accelerator website <input type="checkbox"/> Video <ul style="list-style-type: none"> o https://www.youtube.com/watch?v=7A2OaR3fejg
Practical Work Content	Please give a description of the practical work content in this unit and how participants will be asked to engage
Self-Assessment & Link	Not applicable
Self-Assessment description	Not applicable
Further Sources	https://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-skills-index https://www.eqavet.eu/
Advice for trainers	Not applicable
Requirements	PC/Notebook, internet connection

UNIT 4: GLOSSARY OF TERMS

GENERAL OVERVIEW OF THE UNIT

Duration:	240 minutes		
Learning Setting	 Online /Self-directed 240 minutes		
Introduction/ Main Topics	The glossary is a collection of terms that are commonly used in the area of Vocational Education and Training. This glossary provides definitions and background information from various European authorities and are an important tool for all those working in the area of VET.		
Target Group	Individuals who employ or train apprentices such as HR Managers, Apprenticeship Mentors, Supervisors, Team Leaders.		
Prior Knowledge	N/A		
Learning Outcomes	Knowledge	Skills	Competences
	<ul style="list-style-type: none"> ○ Comprehension of all terminology used in Vocational Education and Training at European Level. ○ Conversance with the different terms used in VET training programmes and apprenticeships 	<ul style="list-style-type: none"> ○ Application of the different terms in the correct contexts and situations 	<ul style="list-style-type: none"> ○ Ability to consistently and correctly understand and apply VET terminology.
Description/ Call for action/ Instructions/ Advice for trainers	Learners will be enabled to understand the various terms used in Vocational Education and Training (VET) through definitions provided in the glossary and images that would further facilitate the understanding of each definition		
Learning Material	<input checked="" type="checkbox"/> Test/game/questions (Kahoot, Moodle) <input checked="" type="checkbox"/> Other: Website Glossary		
Online Material	Glossary on the WBL Accelerator Website		
Practical Work Content	Key terms of all units featured in the WBL Accelerator Training Course		
Content of the subunit/ Theoretical Content	The glossary is available on the WBL Accelerator online learning platform and a collection of all relevant terms used in the WBL Accelerator mentor training. Learners can read through the glossary and are provided with further links and resources to enhance their knowledge as well as with a self-assessment opportunity.		
Resources	Units of the WBL Accelerator Mentor Training and further links as provided in each unit		

Assessment	Online Test
Requirements	Internet Connection
Unit Recommendations	The glossary is an important tool that might be used in other units as a point of reference.
Further reading	Links to other glossaries related with VET.
Sources	All other units

UNIT 5: EUROPASS FOR EMPLOYERS



SUBUNITS:

5.1 Europass in a nutshell

5.2 Europass for Employers: Tame the paper work jungle

5.3 Employees abroad: All you need to know!

General Overview

Total Duration:	3 hours		
Learning Setting	 Face-2-Face/Classroom	Duration: 30 minutes	
	 Online /Self-directed	Duration: 150 minutes	
Introduction/ Main Topics	<p><u>Introduction:</u></p> <p>In this unit, learners will be introduced to the elements of the Europass. They can focus on the elements relevant for their job and get a simple and quick overview and instruction of the functions and how they can be used in real life.</p> <p><u>Main Topics:</u></p> <ul style="list-style-type: none"> • Job Applications (CV, Cover Letter, Interoperability) • Supplements (Certificate, Diploma) • Mobility Certificates 		
Target Group	<input checked="" type="checkbox"/> Apprentice Instructors & supervisors <input checked="" type="checkbox"/> HR managers & HR staff <input checked="" type="checkbox"/> Shop stewards & union representatives <input checked="" type="checkbox"/> Company managers & owners <input type="checkbox"/> Other		
Prior Knowledge	No specific prior knowledge is required.		
Learning Outcomes	Knowledge	Skills	Competences
	<ul style="list-style-type: none"> ○ Recall the elements of the Europass: CV, CL, certificate & diploma supplement, mobility certificate ○ Describe the Interoperability/ Europass2Spreadsheet process ○ Describe the Erasmus+ mobility process ○ Remember where to find general and country specific further information and supporting documents of the Europass 	<ul style="list-style-type: none"> ○ Interpret CEFR and EQF levels in the Europass CV ○ Interpret mobility certificates ○ Estimate meaningful fields of application of certain Europass elements in relation to the personal daily work 	<ul style="list-style-type: none"> ○ Create job descriptions featuring Europass elements, EQF levels and CEFR levels to ensure comparability ○ Organise job applications with Europass interoperability feature to enhance comparability ○ Create mobility certificates



5.1 Europass in a nutshell

Duration of Sub-Unit	30 minutes
Learning Material	<input type="checkbox"/> PDF/Text to study <input type="checkbox"/> Case study <input type="checkbox"/> Group activity <input type="checkbox"/> Role play <input checked="" type="checkbox"/> PPP <input type="checkbox"/> Other: _____
Description	<p>In this short F2F-input, the learners are introduced to the Europass and its elements. It is meant to be a teaser; therefore, all contents are presented very briefly to spark interest and understanding how Europass can contribute to simplify daily routines. More information is provided in the online parts of this unit to allow participants to focus only on the elements they find most interesting and suitable for application in their work routine.</p>
Content of the subunit	<p>The content is provided in a separate PPT presentation. It spans across the following topics:</p> <ul style="list-style-type: none"> • What is Europass? • What are the Europass elements? • When and why should you use the Europass? • How can Europass make your life easier? • Where can you find the Europass and its elements? • Where can you find more information (=link to the online units).
Practical Work Content	Participants are actively engaged by involving them in a dialogue during the presentation.
Advice for Trainer	Read through the PPT before the course, test the links and get familiar with the Europass website in order to be able to answer further questions from participants.
Assessment	<input type="checkbox"/> Multiple choice Questions <input type="checkbox"/> Group Activity <input type="checkbox"/> Case Study & Questions <input checked="" type="checkbox"/> Other: none
Assessment description	Not applicable
Sources	PPT file (WBL Accelerator_IO2_Unit 5.1_F2F_Europass in a nutshell.pptx) https://europass.cedefop.europa.eu/
Requirements	Classroom, projector, PC/Notebook for showing the PPT



5.2 Europass for Employers: Tame the paperwork jungle

Duration	60 minutes
Description	<p>In this online unit, the participants are introduced to the Europass elements in detail and learn how they can apply them in their work routine.</p> <p>They are provided with a practical exercise where they can test the Europass interoperability using MS Excel and sample Europass CVs.</p>




Content of the subunit	<p>This unit covers the elements of Europass, which are:</p> <ul style="list-style-type: none"> • Europass CV and cover letter • Europass Language Pass (featuring a link to the CEFR, unit 3) • Certificate and Diploma Supplements (featuring a link to the EQF, unit 3) • Mobility Certificate (featuring a link to subunit 5.3) <p>A special focus is set on managing job applications using the Europass CVs and the interoperability function which allows managers to collect all Europass CVs they received (for example during a job application process, but also for internal further training management) in one Excel sheet, allowing them to compare the qualifications, skills and competences of applicants efficiently.</p>
Learning Material	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WBL Accelerator Article/Overview on website <input checked="" type="checkbox"/> Europass website <ul style="list-style-type: none"> ○ https://europass.cedefop.europa.eu/ <input checked="" type="checkbox"/> Self-directed learning task <ul style="list-style-type: none"> ○ Sample PDF Europass CVs ○ https://interop.europass.cedefop.europa.eu/home ○ Automatically generated MS Excel Sheet
Practical Work Content	<p>Participants are encouraged to get familiar with the elements of the Europass and learn where to find specific information in the documents. The main practical work revolves around a self-directed learning task, which is meant to be completed by the participants. They are provided with sample documents and the link to the Europass2Spreadsheet website. Then, they are asked to implement the interoperability feature by uploading the Europass CV PDFs to the website and navigating to the resulting MS Excel sheet.</p>
Self-Assessment & Link	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Testing the Interoperability with the resources provided <input checked="" type="checkbox"/> Google Form self-assessment
Self-Assessment description	<p>The first part of the self-assessment is to offer participants the opportunity to test the interoperability feature of Europass using the case study PDFs and the Excel Sheet provided. They are not required to test the interoperability with real Europass CVs and if they do, they must not upload the resulting Excel sheet to the website due to data protection of the CV creators. Therefore, all participants will do the same exercise with the same files, meaning that the upload of this case study file is not required and cannot be assessed by the partnership. Nevertheless, participants have the chance to test the feature and implement the steps in their work routine afterwards if applicable.</p> <p>The second part of the assessment is a brief Google Form that tests the main learning outcomes of this subunit and focusses on the elements of Europass and their functionality as well as their accessibility.</p>
Further Sources	<p>https://interop.europass.cedefop.europa.eu/home https://europass.cedefop.europa.eu/europass2spreadsheet/</p>
Advice for trainers	<p>Trainers are advised to test the case study and get familiar with the interoperability. Furthermore, they should explore the Europass website and especially check their national Europass Certificate Supplement database in order to provide the individual link to their participants (as each country has its own database). This is only necessary if the trainers are going to meet the participants</p>

	<p>again after the self-directed learning phase and/or are available for further questions.</p> <p>See here for PDF examples in various languages:</p> <p>CVs: https://europass.cedefop.europa.eu/documents/curriculum-vitae/examples</p> <p>Language Passport: https://europass.cedefop.europa.eu/documents/european-skills-passport/language-passport/examples</p> <p>Mobility Certificate: https://europass.cedefop.europa.eu/documents/european-skills-passport/europass-mobility/examples</p> <p>Diploma Supplement: https://europass.cedefop.europa.eu/documents/european-skills-passport/diploma-supplement/examples</p> <p>Certificate Supplement: https://europass.cedefop.europa.eu/documents/european-skills-passport/certificate-supplement/examples</p>
Requirements	PC/Laptop/mobile device, internet connection, MS Office or similar
5.3 Employees abroad: All you need to know!	
Duration	90 minutes
Description	<p>In this online unit, participants learn how a mobility is organised step-by-step. How to apply formally for a mobility project and its funding is covered in unit 21, therefore this part starts at the moment a learner applies for a certain mobility. The unit is very practical as it offers recommendations as well as links to helpful resources (e.g. checklist) and sources (e.g. mobility tool).</p>
Content of the subunits	<p>The unit is structured using a case study of an apprentice who wants to go to another EU country for a short-term internship and applies for this with his supervisor/mentor. The case study follows the steps of the WBL mentor from the application of the participant until his/her return after the work-placement abroad. There are various ways to organise a mobility and the responsibilities differ from company to company, as some may use intermediary organisations or give more responsibilities to the applicants themselves. For the case study, it is assumed that the WBL mentor is responsible for all necessary steps. The organisational steps are:</p> <ul style="list-style-type: none"> • Fixing the dates with the partner organisation abroad • Organising the travel and accommodation • Necessary forms and documents • Managing the Mobility Tool • Assessing the Learning Outcomes achieved during the training abroad • Preparing Europass Mobility Certificate (featuring link to subunit 5.2) • Building on the lessons learnt
Learning Material	<ul style="list-style-type: none"> <input type="checkbox"/> Case Study (Article) <ul style="list-style-type: none"> ○ WBL Accelerator Website ○ Sample documents <input type="checkbox"/> Website <ul style="list-style-type: none"> ○ Mobility Tool: https://ec.europa.eu/education/resources-and-tools/mobility-tool_en

	<ul style="list-style-type: none"> ○ Europass Mobility Certificate: https://europass.cedefop.europa.eu/documents/european-skills-passport/europass-mobility https://europass.cedefop.europa.eu/about/national-europass-centres □ Checklist for further use and adaptation (PDF & MS Doc)
Practical Work Content	<p>Participants read through the case study and can get familiar with the process using the sample documents provided.</p> <p>The most practical part is the checklist that WBL mentors may use for organising an Erasmus+ mobility, which they can also adapt in relation to their real responsibilities in the process.</p>
Assessment & Link	<p><input checked="" type="checkbox"/> Google Form</p>
Self-Assessment description	<p>Participants can use the Google Form to assess if they have learned the most crucial steps of organising an Erasmus+ mobility.</p>
Further Sources	-
Advice for trainers	<p>Trainers are advised to get familiar with the process of applying and generating the Europass Mobility Certificates, as the process differs a little bit depending on the member country. This applies if the trainer is meeting the participants again after the online learning part or is available for questions during/after.</p>
Requirements	PC/Laptop/mobile device, internet connection

UNIT 6: BEST WBL PRACTICES FOR SMES AND LARGE COMPANIES

General Overview

Total Duration:	180 minutes		
Learning Setting	 Face-2-Face/Classroom	Duration: 120 minutes	
	 Online /Self-directed	Duration: 60 minutes	
Introduction/ Main Topics	<p><u>Introduction:</u> This unit will deal with some examples of best WBL/apprenticeship practices in both SMEs and large companies.</p> <p><u>Main Topics:</u> Learner will get acquainted with the practices, will be able to identify characteristics of their approach and apply some of the elements within their own company.</p>		
Target Group	<div> <input checked="" type="checkbox"/> Apprentice Instructors & supervisors <input checked="" type="checkbox"/> HR managers & HR staff <input checked="" type="checkbox"/> Shop stewards & union representatives <input checked="" type="checkbox"/> Company managers & owners <input checked="" type="checkbox"/> Other </div> <p>Please tick the specific target groups this unit is meant for</p>		
Prior Knowledge	Some experience with the implementation of WBL in companies.		
Learning Outcomes	Knowledge <ul style="list-style-type: none"> ○ to list some of the best WBL practices for SMEs and large companies ○ to recognize best practices of WBL in companies ○ to compare practices in SMEs and large companies ○ to identify characteristics of their approach 	Skills <ul style="list-style-type: none"> ○ to apply some of the elements of best practices presented in the company ○ to differentiate between the practices within SMEs and large companies 	Competences <ul style="list-style-type: none"> ○ Responsible for managing apprenticeship within the company
 6.1 Best Wbl Practices For SMEs And Large Companies			
Duration	120 minutes		
Learning Material	<div> <input checked="" type="checkbox"/> Group activity <input checked="" type="checkbox"/> PPP </div>		

Description	A face-to-face training with the short presentation of the best WBL practices in SMEs and large companies/multis with a short interactive workshop session where participants identify good practices within their own companies and share among participants.
Content of the subunit	Learning about best practices and sharing the experiences and know-how.
Practical Work Content	Interactive workshop organized with 20 participants coming from companies both involved in WBL and those which are thinking about getting involved. Two facilitators will lead the workshop starting with short ice-breaker exercise. There will be a short presentation with some examples of good practices, while the main emphasis will be put on the identification and exchange of good practices identified in the participants' companies.
Advice for Trainer	Trainers will select companies with good WBL practices, companies facing some challenges and potential new companies. Trainers will organize participants in smaller, mixed groups (ideally 4 groups with 5 participants). As an introduction, there will be a 15-minute PPT on how companies and institutions can improve the whole process of WBL practices. At the beginning of the F2F session, there will be a short icebreaker exercise for participants. Divide the group into four groups, each group gets one spaghetti stick, with each person holding their right index finger chest high. Place the spaghetti stick on top of the outstretched fingers. The challenge is to get the stick on the ground without any person losing contact with the stick. Initially, the stick will appear to rise, but that's just the pressure of the participants' fingers. Once they relax and work together, they'll get it lowered quite easily! After the quick icebreaker, trainers will give instructions to the participants – each group will get a flipchart, post-its and markers and will be asked to identify good practices regarding WBL implementation in their respective companies. They will have 1 hour for group work and 10 minutes for very short presentations (2 minutes per group). Facilitators will then conclude and the follow-up of this F2F session will be implemented through online learning (optional). To complete this activity, participants will receive a short online assessment questionnaire which will serve as an WBL readiness level assessment tool.
Assessment	<input checked="" type="checkbox"/> Other: Assessment questionnaire
Assessment description	After the F2F training, participants will receive an e-mail with the assessment questionnaire (in Google forms).
Sources	PPP with some examples of best WBL practices in SMEs and large companies/multis.
Requirements	Classroom suitable for 20 participants and 2 facilitators with enough space to display posters. Posters, pens, post-it notes.



6.1 Best Wbl Practices For SMEs And Large Companies

Duration	60 minutes
Description	Learners will read the selected article with the best WBL practice examples. Learners will complete short WBL readiness level assessment test.
Content of the subunit	Selected best WBL practices in SMEs and large companies will be presented to the learners.
Learning Material & Link	<input checked="" type="checkbox"/> Online article <ul style="list-style-type: none"> http://www.eurochambres.eu/custom/Great_apprenticeships_in_small_businesses_Final_brochure-2014-00340-01.pdfInteractive webpage
Practical Work Content	Participants will through reading the article get some ideas how to use the best practices in their company
Assessment & Link	<input checked="" type="checkbox"/> Online Quiz https://forms.gle/RKoNawYMgXFcNKx29
Self assessment description	Short online quiz will be prepared.
Further Sources	Unit 2, 7, 8
Advice for trainers	
Requirements	Internet connection, digital device (smartphone, tablet or PC)



UNIT 7: STEP BY STEP APPRENTICE PLAN

SUBUNITS

7.1 Planning & Structure

7.2 Mentoring and guidance

General Overview

Total Duration:	180 minutes		
Learning Setting	 Face-2-Face/Classroom	Duration: 90 minutes	
	 Online /Self-directed	Duration: 90 minutes	
Introduction/ Main Topics	<p><u>Introduction:</u></p> <p>This learning unit is a step by step guideline for planning and structuring apprenticeships within a company setting. The covers the systematic approach to learning and gives a detailed background into the importance and benefits of such structure for both apprentice and master.</p> <p><u>Main Topics:</u></p> <ul style="list-style-type: none"> - Adequate planning and structuring of apprenticeships - Effective guidance - Basic learning methodology - Best practice example 		
Target Group	<input checked="" type="checkbox"/> Apprentice Instructors & supervisors <input checked="" type="checkbox"/> HR managers & HR staff <input checked="" type="checkbox"/> Shop stewards & union representatives <input checked="" type="checkbox"/> Company managers & owners		
Prior Knowledge	<p>In many EU countries there is no prior knowledge required, but it is accepted that participants will have some experience directly or indirectly supervising apprentices.</p> <p>In Germany for example persons who want to supervise apprentices need an instructors certificate (ADA-Schein)</p>		
Learning Outcomes	Knowledge	Skills	Competences
	<ul style="list-style-type: none"> ○ to identify characteristics of best practice in apprenticeship planning ○ know how to plan and structure apprentices based on best practice examples 	<ul style="list-style-type: none"> ○ to apply skills learned from best practices ○ understand apprenticeships plans and structures ○ possess the skills to communicate effectively with Apprentices 	<ul style="list-style-type: none"> ○ to plan apprenticeship programs




7.1 Planning & Structure

Duration of Sub-Unit	30 minutes
Learning Material	<input checked="" type="checkbox"/> Case study <input checked="" type="checkbox"/> PPP
Description	A series of PPPs covering the main topics will be presented. This will include clear examples from different industries/countries to illustrate the benefits of the structures
Content of the subunit	<ul style="list-style-type: none"> • Benefits of apprenticeship plan • How to structure apprentices • Good examples from industry
Practical Work Content	Participants will view a PPP presentation, a case study from industry will be presented and a multiple choice quiz will follow. There will also be a series of handouts (Sample documents and checklists)
Advice for Trainer	The PPP should be presented first, followed by the industry examples and then the assessment.
Assessment	<input checked="" type="checkbox"/> Case Study & Multiple choice Questions
Assessment description	A case study from industry will be presented and a multiple choice quiz will follow.
Requirements	Classroom, pencil & paper, Whiteboard, Laptop & Overhead.



7.1 Planning & Structure

Duration	30 mins
Description	Basic introduction to apprentice plans will be delivered in video formats. This will be followed by videos showing different structures from different industries. There will also be pdf documents illustrating how a structure plan can be established, provided by a National authority.
Content of the subunit	<ul style="list-style-type: none"> • Video: Basic apprentice plan and benefits • Video: Apprentice Structures from different industries • PDF guide : how to structure apprenticeship guide & illustration from National authority
Learning Material & Link	<input checked="" type="checkbox"/> Video/animation <input checked="" type="checkbox"/> Case Study (Video) <input checked="" type="checkbox"/> Online article PDF
Practical Work Content	Participants will be given a PDF guide on how to structure apprentice ship which they can use in real situations
Assessment & Link	This sub unit is assessed during the face to face section

Self-assessment description	This sub unit is assessed during the face to face section
Advice for trainers	N/A
Requirements	Internet connection, digital device (smartphone, tablet or PC),
 7.2 Mentoring and guidance	
Duration	30 minutes
Description	This section will be made up of a number of video/audio materials that will give an introduction to the apprenticeships and give concrete examples from industry
Content of the subunits	<ul style="list-style-type: none"> • Video/Audio – Introduction to learning methodology and theory • Video/Audio – Example 1 from industry • Video/Audio – Example 2 from industry
Learning Material	<input checked="" type="checkbox"/> Case Study (Video/Audio)
Practical Work Content	N/A
Assessment & Link	<input checked="" type="checkbox"/> Case Study & Multiple choice Questions
Self-Assessment description	The video/Audio material will be followed by an online multiple choice quiz
Further Sources	<ul style="list-style-type: none"> • Arnold, Rolf & Krämer-Stürzl, Antje (1999): Berufs- und Arbeitspädagogik: Leitfaden der Ausbildungspraxis in Produktions- und Dienstleistungsberufen, 2. Aufl., Berlin: Cornelsen Girarde. • Arnold, Rolf & Lipsmeier, Antonius (Herausgeber) (2006): Handbuch der Berufsbildung, 2., überarb. und aktualisierte Aufl. 2., überarb. und aktualisierte Aufl., Wiesbaden: VS, Verl. für Sozialwiss. • Dickemann-Weber, Birgit (2016): Vorbereitung auf die Ausbildereignungsprüfung nach AEVO: Ausbildung der Ausbilder AdA (IHK) ; mit allen Handlungsfeldern und den wichtigsten Gesetzestexten. Erlenbach b. Kandel: Dickemann-Weber Verlag • Eiling, Andreas & Schlotthauer, Hans (2016): Prüfungs-Check Ausbildereignung: Übungsaufgaben zur Vorbereitung auf die schriftliche AEVO-Prüfung, 6. Aufl.. Hamburg: Feldhaus. • European Centre for the Development of Vocational Training (ed. with the collaboration of Dun, J. J. A. M. van and Karthuis, L. B. J.) (1990): Training the trainers : an investigation into the training and qualifications of practical instructors working in the apprenticeship system / publ. by: CEDEFOP - European Centre for the Development of Vocational Training. Köln: Bundesanzeiger Verl. - Luxembourg: Office for Official Publ. of the Europ. Communities. • Groß, Hermann & Hüppe, Stefan (2010): Ausbilden lernen : Trainings- und Lehrbuch nach AEVO 2009 für alle Berufe inklusive CD-ROM ; [Ausbildereignung]. Berlin: Cornelsen. • Jacober, Christina (2018): Qualifizierungs- und Karrieremöglichkeiten für Berufsbildner/-innen - Das AdA-System des Schweizerischen Verbands

	<p>für Weiterbildung, https://www.bibb.de/veroeffentlichungen/de/bwp/show/8793 (BIBB) (kostenfrei zugänglich), Enthalten in: Berufsbildung in Wissenschaft und Praxis (Bd. 47, Nr. 3: 19-23).</p> <ul style="list-style-type: none"> • Jacobs, Peter (2010): Kompaktwissen AEVO in vier Handlungsfeldern, Teil: [Hauptbd.] Troisdorf: Bildungsverl. EINS. • Küper, Wolfram & Mendizábal, Amaya (2011): Die Ausbilder-Eignung : Basiswissen für Prüfung und Praxis der Ausbilder/innen , 17. Aufl. Hamburg: Feldhaus. • Schneider, Marc (2014): Ada Trainer AEVO Prüfungsvorbereitung: Inkl. 60 Tage Online Training. München: neobooks Self-Publishing (URN: urn:nbn:de:101:1-201404163985, http://www.neobooks.com).
Advice for trainers	First the video/audio material should be presented and then the participants should undertake the self-assessment quiz
Requirements	Internet connection, digital device (smartphone, tablet or PC)



UNIT 8: MONITORING.....ASK THE APPRENTICE

SUBUNITS:

8.1 Introduction to monitoring & Feedback

8.2 How to implement - A step by step guide

General Overview

Total Duration:	180 minutes		
Learning Setting	 Face-2-Face/Classroom	Duration: 90 minutes	
	 Online/Self-directed	Duration: 90 minutes	
Introduction/ Main Topics	<p><u>Introduction:</u></p> <p>This learning unit will provide a complete overview of the monitoring process to be implemented into an apprenticeship scheme within the context of a private company. It will explain the necessity and benefits of such a structure. It will give clear overview of the different options available to apprentice supervisor of the kind of monitoring system they can introduce. It will also provide a comprehensive step by step guide for implementation.</p> <p><u>Main Topics:</u></p> <p>Introduction to monitoring: the necessity and benefit</p> <p>Quality and Methodology of monitoring systems</p> <p>How to implement - A step by step guide</p>		
Target Group	<input type="checkbox"/> Apprentice Instructors & supervisors <input type="checkbox"/> HR managers & HR staff <input type="checkbox"/> Shop stewards & union representatives <input type="checkbox"/> Company managers & owners		
Prior Knowledge	It is presumed that the participants will have some basic prior experience in supervising apprentices either directly or indirectly with the context of a private company		
Learning Outcomes	Knowledge	Skills	Competences
	<ul style="list-style-type: none"> ○ understand the value of giving/receiving feedback ○ know the benefits of having apprentice feedback ○ be able to organise the supervision of the apprentices ○ know the quality criteria of successful apprenticeships 	<ul style="list-style-type: none"> ○ to differentiate between direct and indirect measures of supervision ○ organise and plan feedback loops ○ ability to communicate feedback to apprentice ○ ability to structure & facilitate feedback session 	<ul style="list-style-type: none"> ○ apply quality measures and quality control of apprenticeships according to different sectors and professions ○ Ability to process and implement feedback into apprenticeship program and implement improvements in structured fashion



8.1 Introduction to monitoring

Duration	30 minutes
Learning Material	<ul style="list-style-type: none"> • PDF/Text to study • Case study • Group activity • Role play • PPP
Description	<p>How to implement monitoring</p> <p>A step by step guideline on how to implement a monitoring system in an apprenticeship scheme from start to finish</p>
Practical Work Content	<p>Participants will be given a presentation covering all aspects of the topic.</p> <p>This will be followed up by a role play activity to demonstrate how a feedback session with in an apprenticeship situation can be conducted effectively</p>
Advice for Trainer	<p>A role play activity demonstrating how a feedback session with in an apprenticeship situation can be conducted effectively.</p> <p>One participant plays the Mentor, a second participants plays the apprentice. Each will be given a script and the mentor will be asked to host a feedback session.</p> <p>The other participants observe the role-play and a discussion is held after completion.</p>
Assessment	Group Activity
Requirements	Classroom, pencil & paper, project, Whiteboard, minimum 3 participants for Group activity/Roleplay



8.1 Introduction to monitoring

Duration	60 minutes
Description	Learners are introduced to the benefits of monitoring WBL processes and why feedback and quality assurance.
Content of the subunit	<ul style="list-style-type: none"> • Introduction to monitoring • Why is monitoring important • Benefits to both apprentice and mentor • The importance of feedback and quality assurance
Learning Material & Link	<input type="checkbox"/> Tutorial Video/animation <input type="checkbox"/> Case Study (Video)
Practical Work Content	<input type="checkbox"/> Multiple choice Questions
Assessment & Link	<input type="checkbox"/> Multiple choice Questions
Self assessment description	<input type="checkbox"/> Multiple choice Questions

Advice for trainers	First the video/audio material is be presented and then the participants should undertake the self-assessment quiz
Requirements	Internet connection, digital device (smartphone, tablet or PC)



8.2 How to implement monitoring

Duration	30 minutes
Learning Material	<input type="checkbox"/> Role play <input type="checkbox"/> PPP
Description	<p>How to implement monitoring</p> <p>A step by step guideline on how to implement a monitoring system in an apprenticeship scheme from start to finish</p>
Practical Work Content	<p>Participants will be given a presentation covering all aspects of the topic.</p> <p>This will be followed up by a role play activity to demonstrate how a feedback session with in an apprenticeship situation can be conducted effectively</p>
Advice for Trainer	<p>A role play activity demonstrating how a feedback session with in an apprenticeship situation can be conducted effectively.</p> <p>One participant plays the Mentor, a second participants plays the apprentice. Each will be given a script and the mentor will be asked to host a feedback session.</p> <p>The other participants observe the role-play and a discussion is held after completion.</p>
Assessment	<input type="checkbox"/> Group Activity
Requirements	Classroom, pencil & paper, project, Whiteboard, minimum 3 participants for Group activity/Roleplay



8.2 How to implement monitoring

Duration	60 minutes
Content of the subunits	<p>How to implement monitoring</p> <p>A step by step guideline on how to implement a monitoring system in an apprenticeship scheme from start to finish</p> <p>- Including best practice example from German Dual system</p>
Learning Material	<input type="checkbox"/> Tutorial Video/animation <input type="checkbox"/> Case Study (Video)
Practical Work Content	<input type="checkbox"/> Multiple choice Questions
Assessment & Link	<input type="checkbox"/> Multiple choice Questions <input type="checkbox"/> Online Quiz

Self-Assessment description	<input type="checkbox"/> Multiple choice Questions
Advice for trainers	First the video/audio material should be presented and then the participants should undertake the self-assessment quiz
Requirements	Internet connection, digital device (smartphone, tablet or PC)

UNIT 9: HOW TO HIRE INTERNATIONALS



SUBUNITS:


9.1 How to begin recruiting

9.2 Onboarding

9.3 Legal aspects

General Overview

Total Duration:	180 minutes
Learning Setting	<div>  Face-2-Face/Classroom Duration: 90 minutes </div> <div>  Online/Self-directed Duration: 90 minutes </div>
Introduction/ Main Topics	<p><u>Introduction:</u></p> <p>This learning unit will be a step by step guide for employers who wish to recruit employees from foreign countries. The learning unit will guide participants on how to begin their recruitment campaign, what supports are currently in place assist them, where they can advertise and how to secure their candidates.</p> <p>The unit will also cover practical advice such as the legal aspects and what additional requirements are needed when hiring internationally.</p> <p>The unit will also give advice on how to successfully onboard foreign employees into their new role and establishing a welcoming culture in the company to ensure the employees are successfully retained.</p> <p><u>Main Topics:</u></p> <ul style="list-style-type: none"> - How to begin the recruitment campaign - How to manage an international recruitment - Where to find specific skilled labour - Where can employers advertise vacant positions - The additional legal implications - How to establish a welcoming culture in the company - Common challenges and solutions.
Target Group	<input checked="" type="checkbox"/> Apprentice Instructors & supervisors <input checked="" type="checkbox"/> HR managers & HR staff <input checked="" type="checkbox"/> Shop stewards & union representatives <input checked="" type="checkbox"/> Company managers & owners
Prior Knowledge	It is expected that participants will have a basic understanding of their recruitment process and experience in hiring employees within their own country.

Learning Outcomes	Knowledge	Skills	Competences
	<ul style="list-style-type: none"> ○ will identify challenges of an international recruitment process ○ can explain the steps involved in these challenges ○ can identify resources and supports open to them in international recruitment 	<ul style="list-style-type: none"> ○ understand the potential cultural differences in international teams ○ to understand the benefits of international teams for their company ○ understand the legal difference/similarities between the rights of native and international employees 	<ul style="list-style-type: none"> ○ demonstrate the ability to establish a welcome culture in the company for international recruits ○ demonstrate the ability to modify their recruitment process for an international setting ○ demonstrate how through the available resources to get information on the legal situation in a candidate's country of origin
 9.1 How to begin			
Duration of Sub-Unit	30 minutes		
Learning Material	<input checked="" type="checkbox"/> Case study <input checked="" type="checkbox"/> PPP <input checked="" type="checkbox"/> Checklist		
Description	<p>A series of PPP will deliver a basic guideline on how to begin the process of hiring international recruits, covering the first steps in the process and mapping out a route for employers to follow.</p> <p>The PPP will make use of examples from industry of successful recruitments across borders. Finally a checklist covering all the necessary requirements explained in the PPP will be provided to the participants so they can begin their recruitment campaign.</p>		
Content of the subunit	<ul style="list-style-type: none"> • Approaching a foreign recruitment - broadening horizons • Internationalising the company • The first steps of the process • Writing the correct job advert • Where to advertise, where to find the specific skilled labour & supports in place 		
Practical Work Content	<p>The participants will be provided with a checklist of all the requirements they need for a starting a foreign recruitment.</p> <p>Each aspect on the checklist will be fully explained in the PPP</p>		
Advice for Trainer	<p>Tutors should first deliver the content of the PPP and follow this up with clear and concise examples of successful recruitment from industry, and from various sectors, illustrating the info contained in the PP. Finally the checklist should be</p>		

	distributed to participants. The tutor should highlight the different aspects of the checklist that were covered in the PPP.
Assessment	<input checked="" type="checkbox"/> Checklist
Assessment description	The participants will be provided with a checklist covering the aspects of the PPP, for use in their own recruitment campaigns, and they will not be assessed in the sub-unit. The knowledge acquired in the sub-unit will be tested in Online section and assessed generally in the other sub-units.
Requirements	The only requirements necessary will be a classroom venue and basic writing material. The tutor will require a laptop & overhead to display the PPP.




9.1 How to begin

Duration	30 minutes
Description	<p>The online material will consist of introductory videos to the EU support services in place for Employer seeking international recruits, and basic advice on how to recruit internationally. These will include successful recruitment examples from industry.</p> <p>This will be followed by an online quiz for the participants to self- test their acquired knowledge from the videos</p>
Content of the subunit	<ul style="list-style-type: none"> • Video: EURES and other recruitment support services for employers • Video: Industry examples of successful foreign recruitment • Online Quiz covering video content and content of PPP
Learning Material & Link	<input checked="" type="checkbox"/> Info Video/animation <input checked="" type="checkbox"/> Case Studies (Video)
Practical Work Content	The practical aspect of this sub-unit will be the online quiz
Assessment & Link	<input checked="" type="checkbox"/> Online Quiz
Self assessment description	A multiple-choice online quiz will test the knowledge acquired by the participants in the online and face-to face content.
Further Sources	Please provide a list of any further online sources used for the learning sub-unit online content
Advice for trainers	The videos should first be shown and then this can be followed up with the online quiz.
Requirements	Participants require internet access to view the video content and possible app download depending on the online quiz format.



9.2 Onboarding

Duration	30 minutes
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Learning Material	<input checked="" type="checkbox"/> Case study <input checked="" type="checkbox"/> Role play <input checked="" type="checkbox"/> PPP
Description	Through a series of PPP this sub-unit will go through the interview process, the selection and onboarding of foreign recruits. This gives a guide on how to manage the steps of the process and how to successfully create a working relationship with the foreign recruit through good communication and a welcoming company culture.
Content of the sub-unit	Intercultural Communication and company
Practical Work Content	A role play exercise will engage the participants and let them exercise the knowledge they have acquired in the unit. The role play will be a job interview setting, involving 3 participants. One job candidate and 2 interviewers. Each will receive a clear description of their role play character and a challenging interaction. The rest of the group will observe, and share feedback on how the employers handled the foreign recruit during the interview, and where improvements are required.
Advice for Trainer	The PPP should be delivered, and video example from the online material sections should also be integrated into the presentations. Then followed with the role play activity, allowing for a feedback exchange within the group.
Assessment	<input checked="" type="checkbox"/> Group Activity <input checked="" type="checkbox"/> Role play & Questions
Assessment description	Following the roleplay and feedback exchange, the participants will be asked a series of multiple-choice questions, displayed on the overhead, and give answers as a group based on their role play activity experience.
Requirements	Tutors require overhead and laptop for the PPP. A classroom venue and a minimum of 3 participants for the role play activity.
 9.2 Onboarding	
Duration	30 minutes
Description	The online material will consist of videos with examples from industry of successful welcoming culture in companies and how Challenges in intercultural communication can be managed. This will be followed by an online self-test quiz
Content of the subunit	Video – Challenges in intercultural communication Video – Benefits of working in international teams Video – How to create welcoming culture in companies Quiz – participants can test their knowledge with an online quiz.
Learning Material	<input checked="" type="checkbox"/> Tutorial Video/animation

	<input checked="" type="checkbox"/> Case Study (Video)
Practical Work Content	Participants must view the videos and then take part in the online quiz
Self-Assessment & Link	<input checked="" type="checkbox"/> Online Quiz
Self-Assessment description	Quiz – Participants can test their knowledge with an online quiz.
Advice for trainers	Participants must first view the videos and then take part in the online quiz
Requirements	Participants require internet access to view the video content and possible app download depending on the online quiz format.



9.3 Legal aspects

Duration	30 minutes
Learning Material	<input checked="" type="checkbox"/> PDF/Text to study <input checked="" type="checkbox"/> PPP
Description	This sub unit covers all the additional legal requirements for employers when they decide to hire foreign recruits. A comparison will be made between hiring nationally and hiring foreign recruits and clear distinctions drawn. Finally a checklist cover all the legal requirements will be supplied to participants for use in their own recruitments.
Content of the subunit	<ul style="list-style-type: none"> • National and EU guidelines and regulation • Registrations and obligations
Practical Work Content	The participants will be given a written description of an example from industry, and questions will follow. Finally a checklist cover all the legal requirements will be supplied to participants for use in their own recruitments.
Assessment	<input checked="" type="checkbox"/> Sample CVs
Assessment description	The participants will be asked to read a series of CV examples from industry, participants will be asked to vet the candidates and their obligations as foreign recruit. Multiple-choice questions based on the CVs will follow.
Sources	Please insert here list and/or links to the sources used for the face to face content
Requirements	Classroom, pencil & paper, Whiteboard,



9.3 Legal aspects

Duration	30 minutes
Description	A series of informative videos will give employers and overview of the legal obligations they face when they decide to recruit a foreign candidate for a vacant position in their company.

Content of the subunits	<ul style="list-style-type: none"> • Video – Overview of EU citizens rights • Video – Overview of employer obligation • Video – Foreign worker example from Industry
Learning Material	<input checked="" type="checkbox"/> Tutorial Video/animation <input checked="" type="checkbox"/> Case Study (Video)
Practical Work Content	Link to online resources and supports services will be provided and tested by the participants, investigating the legal requirements in different EU countries
Assessment & Link	Learning material will be followed by an online Quiz
Self-Assessment description	Learning material will be followed by an online Quiz
Requirements	Internet connection, digital device (smartphone, tablet or PC),

UNIT 10: RECOGNITION EU – VERIFY ME



SUBUNITS:


10.1 Introduction to Foreign qualification recognition



10.2 EU & National qualification Framework

10.3 Putting Qualifications into context

General Overview

Total Duration:	180 minutes		
Learning Setting	 Face-2-Face/Classroom	Duration: 90 minutes	
	 Online/Self-directed	Duration: 90 minutes	
Introduction/ Main Topics	<p><u>Introduction:</u></p> <p>In Learning Unit 10 participants will learn how to recognise professional qualification documents that originate from a foreign country, in this case, other EU countries. The participants will be shown how these qualifications can be interpreted and compared with their own national professional qualification frameworks and qualification documents. This will help employers to be able to decide whether a job vacancy candidate from a foreign country has the qualifications necessary to fulfil the specific vacancy or not. Participants will get to know European qualification frameworks and frameworks from other countries within the EU. Eventually participants will be comfortable making independent decisions on the job suitability of foreign candidates based on an understanding of their qualifications.</p> <p><u>Main Topics:</u></p> <ul style="list-style-type: none"> - Recognising qualifications of foreign candidates - Understanding foreign qualifications in the context of national frameworks - Understanding European qualification frameworks 		
Target Groups	<input checked="" type="checkbox"/> Apprentice Instructors & supervisors <input checked="" type="checkbox"/> HR managers & HR staff <input checked="" type="checkbox"/> Shop stewards & union representatives <input checked="" type="checkbox"/> Company managers & owners		
Prior Knowledge	It is expected that the specified target group will have a basic understanding of the process of recruitment, experience in hiring employees and an understanding of the national qualification framework.		
Learning Outcomes	Knowledge <ul style="list-style-type: none"> ○ to identify the challenges involved in recognition of qualifications across different EU countries ○ to identify the resources available to them in order to successfully understand qualification from other countries 	Skills <ul style="list-style-type: none"> ○ to understand importance of qualification frameworks ○ to understand the structures of National qualification 	Competences <ul style="list-style-type: none"> ○ to demonstrate their ability to translate their own qualifications using the National and Europeans qualification frameworks

		frameworks in a European context ○ to differentiate between the national and the European qualification frameworks	○ to demonstrate ability to understand qualifications as they appear on job applications from foreign candidates
 10.1 Introduction to foreign qualification recognition			
Duration of Sub-Unit	30 minutes		
Learning Material	<input checked="" type="checkbox"/> PDF/Text to study <input checked="" type="checkbox"/> Case study <input checked="" type="checkbox"/> PPP		
Description	A series of PPPs will serve as an introduction for participants and to give a general overview of qualifications across different European countries and how they can differ.		
Content of the subunit	- General overview of qualifications across the European countries and how they can differ from nation to nation. - The benefits of the EU framework to employees and employers. - Addressing common misconceptions and myth busting		
Practical Work Content	Participants will be asked to read a case study of how a foreign candidate job application was processed by a HR team and how the qualifications of the candidate were successfully interpreted		
Advice for Trainer	Trainers should present the PPP giving an overview as outlined in the content description. Trainers should take care to avoid overuse of terminology. Any terms that must be used should be explained using examples.		
Assessment	<input type="checkbox"/> Case Study & Multiple-Choice Questions		
Assessment description	Following the PPP introduction to the content and the practical example from industry. A short multiple-choice questionnaire will be distributed to the participants. The questions will cover the topics covered in the sub-unit and ensure the participants have a general understanding of foreign qualification recognition,		
Sources	General overview: http://www.ecvet-toolkit.eu Comparison of frameworks: https://ec.europa.eu/ploteus/en/compare		

Requirements	For trainers to successfully host this training sub-unit, the following would be necessary: Classroom, pencil & paper, Whiteboard
 10.1 Introduction to foreign qualification recognition	
Duration	30 minutes
Description	This section will provide audio and video material introducing the EU qualification framework and how frameworks across different nations differ. There will also be clear and concise examples of qualification recognition across borders from different sectors, to give participants a range of examples
Learning Material & Link	<input type="checkbox"/> Tutorial Video/animation <input type="checkbox"/> Case Study (Video)
Practical Work Content	Following the video/audio material participants will undertake a similar assessment to the face to face section, analysing a foreign candidate cv and interpreting the qualifications. This is an online self-assessment test.
Assessment & Link	<input type="checkbox"/> Case Study & Online Quiz
Self-assessment description	Following the video/audio material participants will undertake a similar assessment to the face to face section, analysing a foreign candidate cv and interpreting the qualifications. This is an online self-assessment test.
Advice for trainers	The online section will follow the face to face section, and only when the video/audio material is viewed will the participants be asked to undertake the self-assessment.
Requirements	Internet connection, digital device (smartphone, tablet or PC),
 10.2 EU & National qualification Framework	
Duration	30mins
Learning Material	<input type="checkbox"/> PDF/Text to study <input type="checkbox"/> Group activity <input type="checkbox"/> PPP
Description	A set of PPP will cover the main aspects of the European qualification framework. A comparison between the frameworks will be drawn and serve as an introduction to the European qualification framework and how it can be used to assess foreign candidate qualifications successfully.
Content of the sub-unit	<ul style="list-style-type: none"> • European qualification framework • How to compare national framework with EU framework • Identify available support systems and services

Practical Work Content	The participants will be given sample CVs from around Europe to analyse and compare the national and the EU frameworks and to recognise the qualifications.
Advice for Trainer	The Presentation will cover the main topics. The participants will be paired into the group activity and given the exercise. After an allocated time the answer will be shared and corrected within the group
Assessment	<input type="checkbox"/> Group Activity
Assessment description	The participants will be split into pairs and the participants will be given sample CVs from around Europe to analyse and compare the national and the EU frameworks and to recognise the qualifications. The pairs will share their results with the group and the tutor will correct them in the group setting allowing for feedback exchange.
Sources	<p>General overview: http://www.ecvet-toolkit.eu</p> <p>Levels of European Qualifications Framework (EQF): https://ec.europa.eu/ploteus/en/content/descriptors-page</p>
Requirements	Classroom, pencil & paper, Whiteboard, minimum number of 2 participants for Group activity



10.2 EU & National qualification Framework

Duration	30 minutes
Description	European qualification framework
Content of the subunit	The section will have introductory videos to the EU Framework and give concrete example from industry of how the system can be successful
Learning Material	<input type="checkbox"/> Video/animation
Practical Work Content	The videos will be followed by an online quiz
Self-Assessment & Link	<input type="checkbox"/> Online Quiz
Self-Assessment description	The videos will be followed by a self assessment online quiz

Advice for trainers	The online quiz can only be completed once the videos material has been viewed
Requirements	Internet connection, digital device (smartphone, tablet or PC),



10.3 Putting Qualifications into context

Duration	30 minutes
Learning Material	<input type="checkbox"/> Case study <input type="checkbox"/> Group activity <input type="checkbox"/> PPP
Description	In order for the participants to fully comprehend the lesson learnt regarding the national and EU frameworks, a comprehensive series of concrete examples will be shown from a diverse range of industries to show how each sector can implement in its own way. The unit will consist of 3 case studies presented in the face to face section and in 3 video/audio formats and emphasis the perspective of the employer as well as sharing the experience of the worker.
Content of the subunits	<ul style="list-style-type: none"> • i) Example 1 - Hotel /Tourism sector plus group questions and discussion • ii) Example 2 – Manufacturing Industry plus group questions and discussion • iii) Example 2 – IT Industry plus group questions and discussion
Practical Work Content	After each case study a set of question will be put to the group by the tutor for discussion
Advice for Trainer	After each case study a set of question will be put to the group by the tutor for discussion. The session will be followed by an assessment with sample CVs to be analysed and interpreted by the participants
Assessment	<input type="checkbox"/> Sample CVs & Questions
Assessment description	The session will be followed by an assessment with sample CVs to be analysed and interpreted by the participants. These are then graded by the tutor
Sources	Please insert here list and/or links to the sources used for the face to face content
Requirements	Classroom, pencil & paper, Whiteboard





10.3 Putting Qualifications into context

Duration	30 minutes
Description	The unit will consist of 3 case studies in video/audio formats and emphasis the perspective of the employer as well as sharing the experience of the worker.
Content of the subunits	<ul style="list-style-type: none"> • Example 4 Video/Audio – cleaning service sector • Example 5 Video/Audio – Transport sector • Example 6 Video/Audio – Tradesmen

Learning Material	<input type="checkbox"/> Case Study (Video/Audio)
Practical Work Content	This section will be assessed in the face to face training
Assessment & Link	This section will be assessed in the face to face training
Self-Assessment description	This section will be assessed in the face to face training
Further Sources	The videos will be followed by a self-assessment online quiz
Advice for trainers	The online quiz can only be completed once the videos material has been viewed

UNIT 11: DAILY LIFE OF A WBL MENTOR

General Overview


Total Duration:	120 minutes		
Learning Setting	 Face-2-Face/Classroom	Duration: 90 minutes	
	 Online/Self-directed	Duration: 30 minutes	
Introduction/ Main Topics	<p><u>Introduction:</u></p> <p>It is a known fact that mentors have an important role in work based learning. During their work in mentoring learners, mentors garner a lot of experiences that also will have an impact on their own development in terms of knowledge, skills and competences. Furthermore, as part of the regular daily routine, the mentor will be relating with different people. The mentor will also be expected to do particular work. The unit provides an understanding and equips individuals with the necessary knowledge, skills and competences needed in a mentoring process. The unit will cover attributes required , the mentoring process and working with assessors</p> <p><u>Main Topics:</u></p> <ul style="list-style-type: none"> • <i>Different roles played by partners involved in apprenticeship</i> • <i>Overview of the daily role of the mentor</i> • <i>Shared responsibilities for work based learning</i> • <i>Daily challenges faced by the mentor and how to deal with them</i> 		
Target Group	<input checked="" type="checkbox"/> Apprentice Instructors & supervisors <input checked="" type="checkbox"/> HR managers & HR staff <input checked="" type="checkbox"/> Shop stewards & union representatives <input checked="" type="checkbox"/> Company managers & owners <i>Please tick the specific target groups this unit is meant for</i>		
Prior Knowledge	<i>It is suggested that one is familiar with the basic notions of work-based learning and the context that applies to the particular country in question. This is required so that prospective users of this unit are able to contextualise their learning.</i>		
Learning Outcomes	Knowledge	Skills	Competences
	<p><i>After completion of the unit, the learners will have knowledge of</i></p> <ul style="list-style-type: none"> • Different roles played by partners involved in apprenticeship and how the mentor related to these partners 	<p><i>After completion of this unit, the learners will be able to</i></p> <ul style="list-style-type: none"> • Recognise good practices in mentoring through • Evaluate different challenges 	<p><i>After completion of this unit, the learner will be able to</i></p> <ul style="list-style-type: none"> • Assist the apprentice in the day to day learning process at the workplace

	<ul style="list-style-type: none"> The challenges that mentor face in conducting their role on a day to day basis The benefits of WBL and effective mentoring through the recognition of good practices 	<p>encountered and apply appropriate methods to solve problems and rectify matters.</p> <ul style="list-style-type: none"> Show a positive attitude and encourage communication with different roles and partners involved 	<ul style="list-style-type: none"> Interact effectively with different partners and people involved in the work-based learning process Follow appropriate procedures to effectively fulfil mentoring requirements
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11. Daily Life Of A Mentor

Duration of Sub-Unit	90 minutes
Learning Material	<input type="checkbox"/> PDF/Text to study <input checked="" type="checkbox"/> Case study <input checked="" type="checkbox"/> Group activity <input type="checkbox"/> Role play <input checked="" type="checkbox"/> PPP <input type="checkbox"/> Other: _____ <i>Please tick which learning materials you plan to incorporate into the Face to Face training section of this sub-unit</i>
Description	<i>This sub unit is aimed at introducing learners to the daily role of the mentor, in terms of the different interactions encountered, challenges encountered and ways to deal with such challenges and problems, and the different roles and responsibilities within a work based learning context.</i>
Content of the subunit	<p><i>The objective of the sub unit is to introduce notions about the daily life of a mentor by :</i></p> <ul style="list-style-type: none"> Learning about the different interactions that happen on a day to day basis between the mentor and other parties at the workplace Discussing different challenges encountered by the mentor and how these can be dealt with Discussing good practices and testimonials Identifying the benefits of mentoring for both the mentor and the apprentice
Practical Work Content	The practical component involves active participation in discussions and in other activities such as the 'brainstorm race' activity
Advice for Trainer	<p>Instructions for the Trainer to lead and deliver the face to face component</p> <ul style="list-style-type: none"> The trainer welcomes the learners and introduces the the objectives of the lesson through the PPT slide provided is <u>5 minutes</u>



	<ul style="list-style-type: none"> • In order to start the session, participants are to be split up into groups and implement the activity 'Brainstorm Race'. In this activity groups race to brainstorm and list as many items as they can in a certain amount of time without speaking (proposed maximum duration of <u>10 minutes</u>). This will be oriented towards ideas about the what participants think of the daily life of a mentor. Guidelines and the terms/topics to use are included in Annex 1 and also reflected in the PPT. • This is to be followed by a discussion on the points raised from the brainstorm race (<u>maximum 10 minutes</u>) This activity will provide information to the trainer about the background knowledge, assumptions, perceptions and expectations of the participants. • The trainer will then proceed with the use of the PPT presentation and initiate a brief discussion about the roles and responsibilities of the learner/ employer/sponsor together. This will followed by a 1 slide that shows examples of interactions that the mentor will undertake on a day to day basis. The trainer can contextualise this also to the particular country's regulations and legislation (if applicable). (<u>10 minutes</u>) • The trainer will move towards the next topic that looks at the challenges that mentors encounter to conduct their role as part of their daily work. The trainer will briefly introduce this topic through the next part of the PPT (5 minutes) • Participants are now to proceed to a group activity which is to be in the form of a workshop based on the questions and guidelines found in Annex 2. The expected duration of this activity is • Each group is to report on the discussion that ensued. The trainer is to facilitate this discussion by eliciting key points. The expected duration of this activity is <u>30 minutes (whole activity)</u> • Trainer is to explain the self-reflection exercise in brief. This is a form of assessment, but mostly aimed as formative component for participants to reflect on their experience. (Annex 3) <u>15 minutes</u>
Assessment	<p> <input type="checkbox"/> Multiple choice Questions <input type="checkbox"/> Group Activity <input type="checkbox"/> Case Study & Questions <input checked="" type="checkbox"/> Other: Reflection on the topics covered during the face to face session. </p> <p><i>Please mark or include what kind of assessment of the Face to Face training you intend to include</i></p>
Assessment description	<p>At the end of the session participants will be asked to write a brief reflection about the contents of the session (Annex 3 template). It is a piece of writing which allows participants to record thoughts and insights about their own learning experience. Participants will be expected to write points about the following questions</p> <p>What points did I learn from this activity ?</p> <p>What are my recommendations ?</p>
Sources	<p> https://www.ydnetwork.org/documents/Icebreaker%20files/Brainstorm%20Race.pdf https://www.expandapprenticeship.org/system/files/mentoring_for_apprenticeship.pdf </p>

	http://alphi.org.uk/Mentoring-Handbook.pdf
Requirements	<p>Requirements for this sub unit include</p> <ul style="list-style-type: none"> • Classroom that can be arranged and adapted for group activities • Laptop, internet connection and projector • Flipchart with paper and markers • Copies of appropriate handouts (Annex 1, Annex2)
 11. Daily Life Of A Mentor	
Duration	30 minutes
Description	The online learning part of this sub-unit helps the learner to further complement the knowledge gained during the f2f session, by means of Online videos- testimonials and good practices from mentors Online articles.
Content of the subunit	Please describe the contents and objective of each sub-unit:
Learning Material & Link	<div> <input type="checkbox"/> Tutorial Video/animation - www.euorpass.eu </div> <div> <input type="checkbox"/> Case Study (Video) ○ www..... </div> <div> <input type="checkbox"/> Case Study (Article) ○ www..... </div> <div> <input type="checkbox"/> Online article ○ www..... </div> <div> <input type="checkbox"/> Interactive webpage ○ www..... </div> <div> <input type="checkbox"/> E-Learning website ○ www..... </div> <div> <input type="checkbox"/> Other: _____ ○ www..... </div> <p><i>Please tick the formats you wish to include, and please provide a list of any online sources you wish to include as part of the learning material, as well as the links to each. Please also remember that approx. 50% of the learning material needs to be original material</i></p>
Practical Work Content	Participants can take notes from the videos and material presented.
Assessment & Link	<div> <input type="checkbox"/> Multiple choice Questions www..... </div> <div> <input type="checkbox"/> Online Quiz www.... </div> <div> <input type="checkbox"/> Case Study & Questions www..... </div>

	<input type="checkbox"/> Other _____ www....
Self assessment description	<i>Please provide detailed instruction of the assessment and how the participant will receive the result.</i>
Further Sources	<i>Please provide a list of any further online sources used for the learning sub-unit online content</i>
Advice for trainers	<i>Please give a detailed instruction on how Trainers should coordinate the Online section, in what order and how best to engage with the participants.</i>
Requirements	<i>Please describe the technical requirements for both trainer and participant. For example, Internet connection, digital device (smartphone, tablet or PC), printer etc</i>

UNIT 12 PROFILE OF WBL MENTORS

General Overview

Total Duration:	180 minutes		
Learning Setting	 Face-2-Face/Classroom	Duration: 135 minutes	
	 Online/Self-directed	Duration: 45 minutes	
Introduction/ Main Topics	<p><u>Introduction:</u></p> <p>This unit is aimed at introducing learners to the key characteristics that make up the profile of a mentor within a work based learning context. This unit will also consider the fact that in many cases the mentor may take on different roles, based on the situations presented and/or the needs of the mentee. Furthermore, it is important that the mentor possesses certain attributes and skills that will make the mentor more effective</p> <p><u>Main Topics:</u></p> <ul style="list-style-type: none">• The different roles of a successful mentor• Attributes and Skills• Overview of Communication Skills <p>Analysing of knowledge, skills and behaviour and acting upon them</p>		
Target Group	<p>X Apprentice Instructors & supervisors</p> <p>X HR managers & HR staff</p> <p>X Shop stewards & union representatives</p> <p>X Company managers & owners</p> <p><i>Please tick the specific target groups this unit is meant for</i></p>		
Prior Knowledge	<i>Unit 4 –glossary</i>	Prior Knowledge	<i>Unit 4 –glossary</i>
Learning Outcomes	Knowledge	Learning Outcomes	Knowledge
Description/ Call for action/ Instructions/ Advice for trainers	<p><i>After completion of this unit, the learners will have knowledge of :</i></p> <ul style="list-style-type: none">• The Attributes of a mentor within a WBL context• The Different roles, functions and responsibilities <p>Key skills required by the mentor</p>		

12. Profile Of Wbl Mentors

Duration of Sub-Unit	135 minutes
Learning Material	<input type="checkbox"/> PDF/Text to study <input type="checkbox"/> Case study <p>X Group activity</p> <input type="checkbox"/> Role play <p>X PPP</p>

	<input type="checkbox"/> Other: _____ <i>Please tick which learning materials you plan to incorporate into the Face to Face training section of this sub-unit</i>
Description	<i>This sub unit is aimed at introducing learners to the profile of a mentor in a wbl context, in terms of the different roles played, key attributes and skills required.</i>
Content of the subunit	<p><i>The objective of the sub unit is to introduce notions about the profile of a mentor by :</i></p> <ul style="list-style-type: none"> • Introducing learners to the different roles, functions and responsibilities of the mentor • Discussing the attributes and qualities of a successful mentor • Introducing learners to approaches to evaluate own knowledge, skills and behaviour and their impact on the mentoring process
Practical Work Content	<p><i>Group discussion about the role of the mentor</i></p> <p><i>Group Discussion/Workshop about the different attributes of a mentor</i></p> <p><i>Practical Exercise-Strengths and Weaknesses and development opportunities in relation to skills and attributes mentioned</i></p>
Advice for Trainer	<p>Instructions for the Trainer to lead and deliver the face to face component. The timeframes included are to serve only as a guideline. The trainer is to adapt according to the needs of the learners.</p> <ul style="list-style-type: none"> • The trainer welcomes the learners and introduces the the objectives of the lesson through the PPT slide provided is <u>5 minutes</u> • The trainer will use the PPP and show a list of essential roles of a successful mentor. The trainer will tell learners to take note of this list. The trainer will afterwards initiate a discussion as guided by the PPP questions <u>30 minutes</u> . The Trainer is to make use of the guide included (Annex 1) so as to have reference and further points for this discussion • Allowing enough time for the discussion to be exhausted, the trainer will then proceed to discuss the next part. This will be a group workshop about the attributes of a mentor and skills required, The Trainer can make reference to Annex 2 for own reference <u>30 minutes for discussion in groups and 10 minutes for sharing of ideas generated by the group</u> • The trainer will use the PPP so as to expand further with regards to communication skills. The Trainer is to make reference to unit 18 of the WBL accelerator course (Part D) <u>5 minutes</u> • The trainer is to proceed to the next item highlighting 10 tips for mentors, which can also be linked to the profile of the mentor topic. The slide is to be discussed in conjunction with the handout provided in Annex 3 <u>10 minutes</u> • The next I part will see the trainer discussing the importance of self-assessment, in relation to the attributes and skills mentioned. The trainer will use the PPP to explain various approaches such as 360-degree feedback and personal SWOT. This will be coupled by a brief in class exercise which will also serve as a form of formative assessment. (30 minutes)

	<ul style="list-style-type: none"> The trainer will conclude the session by providing an overview of any key points raised. Reference will also be made to the online component that looks at time management
Assessment	<input type="checkbox"/> Multiple choice Questions <input type="checkbox"/> Group Activity <input type="checkbox"/> Case Study & Questions X Other: Personal SWOT analysis exercise in class <i>Please mark or include what kind of assessment of the Face to Face training you intend to include</i>
Assessment description	If time permits, and if the group is small the trainer will provide feedback at the end of the lesson. Otherwise the trainer can collect the sheets and provide feedback and suggestions at a later stage and within a reasonable time frame

11. Profile Of Wbl Mentors

Duration	45 minutes
Description	The online component will include further material to complement the face to face session by means of online videos, articles and also a PPT which specifically covers time management
Content of the subunit	<i>Please describe the contents and objective of each sub-unit:</i> The objective of the online component are to <ol style="list-style-type: none"> 1. Introduce learners to the Eisenhower matrix 2. Provide examples and references for further review <i>This will be done through</i> <ul style="list-style-type: none"> Videos re knowledge, skills behaviour Mentoring articles and other material
Learning Material & Link	<input type="checkbox"/> Tutorial Video/animation <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=czh4rmk75jc - How to Prioritize Tasks Effectively: GET THINGS DONE https://www.youtube.com/watch?v=3dD2VCsPrsg - Mentoring: How to be an effective mentor https://www.youtube.com/watch?v=owtms0Neevs - Why I chose to become an Apprenticeship Mentor <input type="checkbox"/> Case Study (Video) <ul style="list-style-type: none"> o www..... <input type="checkbox"/> Case Study (Article) <ul style="list-style-type: none"> o www..... <input type="checkbox"/> Online article <ul style="list-style-type: none"> o https://www.unionlearn.org.uk/mentoring-apprentices - Mentoring Apprentices <input type="checkbox"/> Interactive webpage <ul style="list-style-type: none"> o www..... <input type="checkbox"/> E-Learning website <ul style="list-style-type: none"> o www.....

	<input type="checkbox"/> Other: _____ <input type="radio"/> www..... <p>Please tick the formats you wish to include, and please provide a list of any online sources you wish to include as part of the learning material, as well as the links to each. Please also remember that approx. 50% of the learning material needs to be original material</p>
Practical Work Content	<i>Please give a description of the practical work content in this sub- unit and how participants will be asked to engage</i>
Assessment & Link	<input type="checkbox"/> Multiple choice Questions www..... <input type="checkbox"/> Online Quiz www.... <input type="checkbox"/> Case Study & Questions www..... <p>X Other Undertaking an exercise to use the Eisenhower matrix and prioritise work. <to use template provided _Annex4> Undertaking an exercise to identify time wasters and their impact <Can template be converted into an online form ? Annex 5></p>
Self assessment description	<p><i>The learners will use the template provided and undertake a personal exercise using the Eisenhower matrix.</i></p> <p><i>The learners will also make a list of time wasters as indicated in the PPT and reflect upon them and how these impact their work</i></p>
Further Sources	https://www.skillsyouneed.com/ps/time-management.html https://www.mindtools.com/pages/article/newHTE_91.htm
Advice for trainers	The trainer should be available for consultation via synchronous and asynchronous methods. Depending on the group size, the learner may also provide feedback on the Eisenhower matrix and time wasters exercise
Requirements	<ul style="list-style-type: none"> • An internet enabled device • Internet connection • Printer (optional)

UNIT 13: DIFFERENT PEDAGOGIC METHODS



SUBUNITS:

13.1 Experiential learning: learning by doing

13.2 Knowledge transfer, facilitating learning process

13.3 New communication methods

General Overview

Total Duration:	300 minutes		
Learning Setting	 Face-2-Face/Classroom Duration: 120 min  Online/Self-directed Duration: 180 min		
Introduction/ Main Topics	Through this unit, apprenticeship as a way of experiential learning is showed; how the Knowledge transfer facilitates the learning process and different strategies for applying it. Finally, the communication methods used within multigenerational teams and their main obstacles are presented. <div><div>1. Experiential learning: learning by doing</div><div><ul style="list-style-type: none">• Experiential learning models• Strengths and weaknesses of apprenticeship learning model</div><div>2. Knowledge transfer, facilitating learning process</div><div><ul style="list-style-type: none">• Benefits of Knowledge transference• Strategies for Knowledge transference</div><div>3. New communication methods</div><div><ul style="list-style-type: none">• Communicating across generations• Building collaboration: Working teams• Conflicts in intergenerational teams</div></div>		
Target Group	X - Apprentice Instructors & supervisors X - HR managers & HR staff X -Shop stewards & union representatives X -Company managers & owners X -Other		
Prior Knowledge	No prior knowledge required.		
Learning Outcomes	Knowledge	Skills	Competences
	-To name different approaches for “learning by doing”. -To list the benefits of the knowledge transfer. -To identify the main roots of conflicts in multigenerational teams.	-To criticize the different design models for experiential learning. -To determine the main advantages of apprenticeship learning model. -To classify the preferred	-To generate an appropriate working environments for apprenticeship. -To design strategies for knowledge transfer. -To create a community of

		communication methods for different generations.	practice within the company.
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13.1 Experiential learning: learning by doing


Duration of Sub-Unit	30 min
Learning Material	X - Group activity X - Video https://www.youtube.com/watch?v=GDchcHORheM https://www.youtube.com/watch?v=niUOkDzNqWU
Description	<p>2 videos are presented:</p> <p>The first one, it is a short video that gives some tips to implement the experiential learning model.</p> <p>The second one, is about how a well-designed apprenticeship programme could offer new work-based learning opportunities to adult learners by developing their knowledge and skills.</p> <p>After the videos display a short debate is encouraged among participants.</p>
Content of the subunit	Experiential learning: learning by doing <ul style="list-style-type: none"> – Experiential learning models – Strengths and weaknesses of apprenticeship learning model
Practical Work Content	Discussion and share opinions among participants.
Advice for Trainer	After the videos display you should encourage the discussion among participants. 2-3 questions are provide to help you.
Assessment description	No assessment
Sources	
Requirements	Classroom and internet connection.



13.1 Experiential learning: learning by doing

Duration	30 min
Description	The content is based on a brief theory and one activity (Activity 1- Assessing experiential design models) to reflect on learning models.
Content of the subunit	Experiential learning: learning by doing <ul style="list-style-type: none"> – Experiential learning models – Strengths and weaknesses of apprenticeship learning model
Learning Material & Link	X - Online article <ul style="list-style-type: none"> ○ www..... X - E-Learning website

	<ul style="list-style-type: none"> ○ www..... X - Other: Activity 1- Assessing experiential design models
Practical Work Content	Activity 1- Assessing experiential design models 3 questions are provided to reflect on the apprenticeship experienced and in other experiential learning methodologies.
Assessment & Link	X - Multiple choice Questions www.....
Self assessment description	5 multiple choice questions are provided
Requirements	Internet connection, digital device
 13.2 Knowledge transfer, facilitating learning process	
Duration	90 minutes
Learning Material	X - Role play X - PPP
Description	The objective is that the participants learn and practice how to create a mentoring program in a company and how to make a job shadowing program the most fruitful as possible for the apprenticeship.
Content of the sub-unit	Knowledge transfer, facilitating learning process <ul style="list-style-type: none"> – Benefits of Knowledge transference – Strategies for Knowledge transference
Practical Work Content	There are two activities: Activity 2: Participate in a job shadowing program In pairs, one person is going to think as if he/she was an experienced worker (think about your current job position) and the other, as an apprenticeship. They will have to answer the questions for each role play. Activity 3: Create a Mentoring program The participants find some tips on how to create a mentoring program in their company. In groups (3-4 people) participants have to create a mentoring program. After 30 min the groups share the different programmes with the rest.
Advice for Trainer	Activity 2: Participate in a job shadowing program (30 min) Provide the questions for both roles. Give them 15 min to reflect on their questions and later encourage participants to share the answers. Activity 3: Create a Mentoring program (60 min) Provide the template to the groups to help them to create the programme. Give the groups 30 min to reflect on the mentoring programme creation and later encourage participants to share the answers.
Assessment description	No certain assessment

Sources	<ul style="list-style-type: none"> Chronus Inc (2015). How to Use Mentoring in Your Workplace. Retrieved from https://chronus.com/how-to-use-mentoring-in-your-workplace#five , 2017. 10.09 http://www.rrhhdigital.com/secciones/salud-y-empresa/136064/La-necesidad-de-las-companias-de-tener-un-programa-de-mentores
Requirements	Classroom, pencil & paper, Whiteboard, minimum number of participants for Group activity/Role-play (9 people min)
 13.2 Knowledge transfer, facilitating learning process	
Duration	45 minutes
Description	The content is based on a brief theory about the benefits and strategies for the knowledge transference and one activity (Activity 4- Community of Practice).
Content of the subunit	Knowledge transfer, facilitating learning process <ul style="list-style-type: none"> – Benefits of Knowledge transference – Strategies for Knowledge transference
Learning Material	<ul style="list-style-type: none"> X - Online article <ul style="list-style-type: none"> ○ www..... X - E-Learning website <ul style="list-style-type: none"> ○ www..... X - Other: Activity 4- Community of Practice <ul style="list-style-type: none"> ○ www.....
Practical Work Content	Activity 4- Community of Practice Learn how to create a community of practice in your company
Self-Assessment & Link	X - Multiple choice Questions
Self-Assessment description	5 multiple choice questions are provided
Further Sources	<ul style="list-style-type: none"> Pappas, Christoforos. 2014. Top 10 Tips To Create a Corporate Learning Community of Practice. 16 9. Retrieved from https://elearningindustry.com/top-10-tips-create-corporate-learning-community-of-practice, 20 September, 2017. AARP Employer Training Inc. (2014), Report title: Managing the Generations at Work Location. Retrieved from http://https://ww2.eventrebels.com/ERImages/5675/AARP_Generations_Seminar_maroon_Eds_final.ppt, 2017.10.12).

Advice for trainers	Divide the participants in groups (3-4 people). Provide the groups the check list to follow different steps in order to promote the creation of a community of practice in a company. (20 min). Afterwards, encourage the participants to share the CoP.
Requirements	Internet connection, digital device



13.3 New communication methods

Duration	15min
Learning Material	X - Group activity X - Other: Quiz
Description	The objective is that the participants make a self evaluation to see if they are successful when communicating with different age groups.
Content of the subunits	New communication methods <ul style="list-style-type: none"> – Communicating across generations – Building collaboration: Working teams – Conflicts in intergenerational teams
Practical Work Content	Provide the questions and ask to fill out a quiz and do the self evaluation to see if they will be successful when communicating with different age groups.
Advice for Trainer	Provide the quiz and give the participants 5 min to fill it in. Then make a reflection with the entire group.
Assessment description	No assessment
Sources	
Requirements	No requirements



13.3 New communication methods


Duration	30min
Description	An article about the communications among multigenerational teams (completed with a video) and a review of the main obstacles that could appear within the multigenerational teams.
Content of the subunits	New communication methods <ul style="list-style-type: none"> – Communicating across generations – Building collaboration: Working teams – Conflicts in intergenerational teams
Learning Material	X - Tutorial Video/animation https://www.ted.com/talks/leah_georges_how_generational_stereotypes_hold_us_back_at_work#t-53050 ○
Practical Work Content	No practical work content

Assessment & Link	X - Multiple choice Questions
Self-Assessment description	5 multiple choice questions are provided
Further Sources	<ul style="list-style-type: none"> • https://robert-murray.com/communication-among-different-generations/ • https://www.forbes.com/sites/jennagoudreau/2013/02/14/how-to-communicate-in-the-new-multigenerational-office/#6fcc61584a6b • https://us.nttdata.com/en/-/media/assets/white-paper/apps-dbc-mind-the-gap-white-paper.pdf
Requirements	Internet connection, digital device (smartphone, tablet or PC)


UNIT 14: CONDUCTING MENTORING SESSIONS

General Overview

Total Duration	240 hours		
Learning Setting	<p>👤 Face-2-Face/Classroom Duration: 180 minutes</p> <p>💻 Online/Self-directed Duration: 60 minutes</p>		
Introduction/ Main Topics	<p><u>Introduction:</u></p> <p>This unit is aimed at introducing learners to methods, models and important aspects to consider when conducting mentoring sessions. This unit focuses on the importance of relationship building as part of the mentoring process and how the mentor and mentee (apprentice) need to work together to achieve set goals. Mentoring is also about creating a safe and comfortable environment, to be able to develop the potential of the apprentice mentored. In this regard this unit will discuss the role of mentoring and its role in the learning process, particularly the identification of individual needs.</p> <p><u>Main Topics:</u></p> <ul style="list-style-type: none"> • Mentoring as compared to other processes • Skills and behaviour to conduct mentoring sessions • Importance of Motivation <p>Mentoring Models</p>		
Target Group	<p>X Apprentice Instructors & supervisors</p> <p>X HR managers & HR staff</p> <p>X Shop stewards & union representatives</p> <p>X Company managers & owners</p> <p><i>Please tick the specific target groups this unit is meant for</i></p>		
Prior Knowledge	<p><i>Unit 4 –glossary</i></p> <p><i>Unit 11-Daily Life of the mentor</i></p> <p><i>Unit 12-Profile of Mentors</i></p>		
Learning Outcomes	Knowledge	Learning Outcomes	Knowledge
	<p><i>After completion of this unit, the learners will have knowledge of :</i></p> <ul style="list-style-type: none"> • The Principles that underpin the mentoring process • Key models and concepts as applied to the mentoring process 	<p>- Initiates a mentoring process with an apprentice</p> <p>Establishes a mentoring process with an apprentice.</p> <p>Applies motivational techniques</p>	<p><i>After completion of this unit, the learners will have knowledge of :</i></p> <ul style="list-style-type: none"> • The Principles that underpin the mentoring process • Key models and concepts as applied to the mentoring process

	The skills and behaviours required to conduct mentoring sessions		The skills and behaviours required to conduct mentoring sessions
 14. Conducting Mentoring Sessions			
Duration of Sub-Unit	180 minutes		
Learning Material	<input type="checkbox"/> PDF/Text to study X Case study X Group activity X Role play X PPP <input type="checkbox"/> Other: _____ <i>Please tick which learning materials you plan to incorporate into the Face to Face training section of this sub-unit</i>		
Description	<i>This sub unit is aimed at providing theoretical knowledge coupled with practical opportunities for learners to grasp key notions about conducting mentoring sessions.</i>		
Content of the subunit	<i>The objective of the sub unit is to introduce notions about conducting mentoring sessions by :</i> <ul style="list-style-type: none"> • Introducing learners to mentoring and other developmental processes • Examining the importance of motivation in the process • Discussing different mentoring models • Conducting practical activities 		
Practical Work Content	<i>Case Studies</i> <i>Role Play activity –The GROW model in Practice</i> <i>Group Discussion</i>		
Advice for Trainer	Instructions for the Trainer to lead and deliver the face to face component. The timeframes included are to serve only as a guideline. The trainer is to adapt according to the needs of the learners. <ul style="list-style-type: none"> • The trainer welcomes the learners and introduces the objectives of the lesson through the PPT slide provided is <u>5 minutes</u> • The trainer will use the PPT and go through the first discussion/reflection point followed by the slide Mentors in Practice . This can be done using the traditional discussion method or else using tools such as menti.com or slido. The trainer can set these up prior to the session also using the free account<u>15 minutes</u> • The trainer will proceed to the next slide, comparing mentoring and other developmental processes, which is followed by a discussion/reflection point slide <u>10 minutes</u> • The next point to be explained/discussed refers to some basic underlying principles about mentoring (<u>5 minutes</u>) 		

	<ul style="list-style-type: none"> The trainer will then proceed to a self-reflection exercise. Ideally the trainer will allow some time for participants to think about the questions shown and take notes. This will then be followed by a discussion. Overall this activity should take <u>20 minutes</u> The next part of the session targets the role of motivation in mentoring and related session. The first slide is a discussion question which could be done either through normal discussion or through tools mentioned above. The trainer is to follow the slides as included in the ppt and end with the final discussion point which again can be adapted accordingly. <u>20 minutes</u> After allowing appropriate time for any questions, the trainer shall proceed to the next part which looks at the GROW model. The trainer shall briefly introduce this model and then go through the appropriate slides. It is important that the trainer emphasises that example questions included are not exhaustive. Ideally the trainer encourages learners to propose others. <u>25 minutes</u> The trainer will now proceed to a practical session which will be divided into two parts Part 1- Trainer shows video as indicated in the ppt. This is available at https://www.youtube.com/watch?v=6f3X2PEsV-Q (10 minutes overall including intro to video) Part 2- Trainer will split up the group in pairs and assigns scenarios as per Annex 1 (instructions included) so that there can be a role play activity. (50 minutes-60 minutes for all the activity, depending on group size). The trainer is to provide feedback and also allow for discussion/questions after each role play. This should also ideally include peer feedback. <p>After this activity the trainer will conclude the session by giving a brief overview of points covered and addressing any questions. The trainer shall also remind learners about the online learning component (20 minutes)</p>
Assessment	<input type="checkbox"/> Multiple choice Questions <input type="checkbox"/> Group Activity <input type="checkbox"/> Case Study & Questions X Other: The role play in itself will be the assessment of this sub unit.
Assessment description	Assessment will be composed of the role play activity ' the GROW model in practice'. Learners will received peer feedback and also feedback from the trainer.
Sources	<ul style="list-style-type: none"> <i>Bass (2017)' Mentoring for Apprenticeship, Keystone Development Partnership)</i> <i>Holliday,M (2001), 'Coaching, Mentoring & Managing : Breakthrough Strategies to Solve Performance Problems and Build Winning Teams: 2nd Edition', The Career Press, Inc. , Frankin Lakes NJ</i> <i>Mentoring Grow Model, University of Glasgow,</i> https://www.gla.ac.uk/media/Media_414501_smx.pdf accessed 12/12/2019

	<ul style="list-style-type: none"> Wong & Premkumar (2007) <i>An Introduction to Mentoring Principles, Processes and Strategies for Facilitating Mentoring Relationships at a Distance</i>. http://www.usask.ca/gmcte/drupal/?q=resources
Requirements	<ul style="list-style-type: none"> Internet connection A device (smartphone, laptop, pc or tablet) Printer (depends on choice of learner to either view online or print for further offline reference) Projector <p>The class size should not exceed 12 learners, so that role play and group activities can be done effectively.</p>
 14. Conducting Mentoring Sessions	
Duration	60 minutes (1 hour)
Description	The online component will include further material to complement the face to face session by means of online videos, article. Learners will also be able to understand other models that are used for mentoring
Content of the subunit	<p><i>Please describe the contents and objective of each sub-unit:</i></p> <p>The objective of the online component are to</p> <ol style="list-style-type: none"> Introduce learners to other mentoring models Provide examples and references for further review <p><i>This will be done through</i></p> <ul style="list-style-type: none"> Videos Articles and other materials
Learning Material & Link	<ul style="list-style-type: none"> <input type="checkbox"/> Tutorial Video/animation <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=NT8w6TxmRs8 – A Mentoring Model for Apprenticeships https://www.youtube.com/watch?v=PCRSVRD2EAK Setting SMART goals-how to properly set a goal https://www.youtube.com/watch?v=WOHhZxoHIQM Apprenticeship, Mentoring and Workforce Retention https://www.youtube.com/watch?v=6NyB-wtwDlc The CLEAR model https://www.youtube.com/watch?v=t2NksJ1rdVQ Introducing the OSKAR model <input type="checkbox"/> Case Study (Video) <ul style="list-style-type: none"> o www..... <input type="checkbox"/> Case Study (Article) <ul style="list-style-type: none"> o www..... <input type="checkbox"/> Online article <ul style="list-style-type: none"> o https://www.managers.org.uk/insights/news/2019/may/how-to-run-a-great-mentoring-session How to run great mentoring sessions (Note : same principles of this article can be applied to apprenticeship mentoring) <input type="checkbox"/> Interactive webpage

	<ul style="list-style-type: none"> ○ www..... <input type="checkbox"/> E-Learning website ○ www..... <input type="checkbox"/> Other: _____ ○ www..... <p>Please tick the formats you wish to include, and please provide a list of any online sources you wish to include as part of the learning material, as well as the links to each. Please also remember that approx. 50% of the learning material needs to be original material</p>
Practical Work Content	<i>Please give a description of the practical work content in this sub- unit and how participants will be asked to engage</i>
Assessment & Link	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple choice Questions www..... <input type="checkbox"/> Online Quiz www.... <input type="checkbox"/> Case Study & Questions www..... <p>X</p>
Self assessment description	<p><i>The learners will use the template provided and undertake a personal exercise using the Eisenhower matrix.</i></p> <p><i>The learners will also make a list of time wasters as indicated in the PPT and reflect upon them and how these impact their work</i></p>
Further Sources	<p>https://www.skillsyouneed.com/ps/time-management.html</p> <p>https://www.mindtools.com/pages/article/newHTE_91.htm</p>
Advice for trainers	The trainer should be available for consultation via synchronous and asynchronous methods. Depending on the group size, the learner may also provide feedback on the Eisenhower matrix and time wasters exercise
Requirements	<ul style="list-style-type: none"> • An internet enabled device • Internet connection <p>Printer (optional)</p>

UNIT 15: CORE TASKS OF A WBL MENTOR



SUBUNITS:

15.1 PORTFOLIO

15.2 COMMUNICATION BETWEEN MENTORS AND VET INSTITUTIONS

15.3 ROLE OF MENTORS AND EU APPRENTICESHIPS STANDARDS

General Overview

Total Duration:	540 minutes		
Learning Setting	 Face-2-Face/Classroom Duration: 180 minutes  Online/Self-directed Duration: 360 minutes		
Introduction/ Main Topics	<u>Introduction:</u> This unit will deal with some examples of documents which could be integral part of portfolio. This unit will deal with establishing the role and tasks of mentors in the apprenticeship programme. This unit will deal with some guidelines of EU apprenticeship standards for mentors. <u>Main Topics:</u> Learner will get with the idea of what kind of document should be a part of portfolio, how to produce a good document and how to use them. Learner will get with the role of mentors, role of VET institutions and ways of efficient communication between them, will be able to express and describe expectations properly, will learn ways of providing feedback.		
Target Group	<input checked="" type="checkbox"/> Apprentice Instructors & supervisors <input checked="" type="checkbox"/> HR managers & HR staff <input checked="" type="checkbox"/> Shop stewards & union representatives <input checked="" type="checkbox"/> Company managers & owners <input checked="" type="checkbox"/> Other		
Prior Knowledge	Some competences of professional and educational programmes, some experience with apprenticeship programmes and mentorship programmes within the company		
Learning Outcomes	Knowledge	Skills	Competences
	- to recognize different documents in portfolio - to know where to find this documents	- to prepare the content – forms for documents which have a simple	- to know how to use all the documents as a coherent whole

	<ul style="list-style-type: none"> - to know who to contact if you need documents or further questions - to list mentor's and VET institution's tasks - to recognize the role of the mentor in apprenticeship programme - to compare characteristics of different communication styles - to identify characteristics of providing a feedback - to identify EU apprenticeship standards that are related to mentor's role - to recognize the importance of quality assurance within apprenticeship program - to know where to find guidelines - to understand quality criteria and how to achieve them 	<ul style="list-style-type: none"> structure and are understandable - to know how to use this forms - to apply some of the elements of communication and providing appropriate feedback - to differentiate between the different roles and tasks of mentors and VET institutions - to conduct and perform mentor's tasks following EU apprenticeship standards - to ensure the quality of each mentor within the company 	<ul style="list-style-type: none"> - to be responsible for managing mentor's role and performing tasks - to establish relationship with VET institutions - to establish clear communication to reduce gaps in expectations between mentors and VET institutions - to ensure quality and compliance with EU apprenticeship standards
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15.1 Portfolio

Duration of Sub-Unit	60 minutes
Learning Material	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PDF/Text to study <input checked="" type="checkbox"/> Group activity
Description	Invite the participants who will be involved in creating forms (companies, schools, Chamber of Commerce etc.) and discuss with them what are essential parts of this documents, what is necessary to include and the ways they should be structured. (1 hour). Give the examples of this forms which already exist and discuss what needs to be changed.
Content of the subunit	<p>Good practice examples of different portfolios will be provided for the learners as well as some inputs on the importance of compiling a portfolio and mentors' role within this part of the WBL process.</p> <ul style="list-style-type: none"> • how to assist and motivate apprentices to keep daily log of their activities in the workplace • defining portfolio • different types of portfolio

Practical Work Content	Workshop organized with participants who will be involved in creating forms (mentors, WBL coordinators). A facilitator will lead the workshop using brainstorming and discussion method.
Advice for Trainer	The trainer should be a person who has the most knowledge about the forms and how and where to use them.
Assessment	<input checked="" type="checkbox"/> Group activity
Assessment description	Following practical workshop learner's knowledge will be assessed through establishing standard forms and templates of the documents which will be essential part of portfolio.
Sources	https://professionalassessment.co.uk/portfolios-of-evidence-how-do-they-contribute-to-end-point-assessment/
Requirements	Classroom suitable for participants and facilitator, pens and paper, internet connection.



15.1 Portfolio

Duration	60 minutes
Description	Putting forms for documents on the internet to be used accessed for companies and any other protentional user.
Content of the subunit	Examples of existing forms and instructions where and how to use them.
Learning Material & Link	<input checked="" type="checkbox"/> Tutorial Video/animation <input checked="" type="checkbox"/> Online article
Practical Work Content	Participants will be able to watch the video, where he would learn where he could find the forms and how to use them.
Assessment & Link	<input checked="" type="checkbox"/> Other: number of views of the video and number of downloads of the forms
Self assessment description	With the number of views of the video and number of downloads of the forms we will see how usefull the webpage is.
Requirements	Internet connection, digital device (smartphone, tablet or PC), printer.



15.2 Communication Between Mentors And Vet Institutions


Duration	180 minutes
Learning Material	<input checked="" type="checkbox"/> PDF/Text to study <input checked="" type="checkbox"/> Group Activity <input checked="" type="checkbox"/> PPP

Description	Invite up to 20 participants, for specific exercise organize them in pairs or groups and implement a workshop (using elements of experience-based learning). Each group will be informed of rules of defining a role of mentor in the company and rules of efficient communication (PPP on the subject) and will learn through different techniques (e.g. role-play) how to efficiently communicate, define goals, and provide feedback.
Content of the sub-unit	<ul style="list-style-type: none"> ▪ Communication elements and transactions ▪ Communication styles ▪ Communication barriers ▪ Efficient communication skills <ul style="list-style-type: none"> - Verbal and non-verbal communication - Active listening - Asking questions - Clarifying and summarizing - Assertive communication - Efficient conflict solving techniques ▪ Ways of giving feedback, praise and critique ▪ Defining mentor's role in the apprenticeship program in the company ▪ Defining mentor's tasks in the apprenticeship program in the company ▪ Concluding the agreement between them <p>Networking and establishing the relationship with the other party</p>
Practical Work Content	Workshop organized with 20 mentors and WBL coordinators from VET institutions. 2 facilitators will lead the workshop using the elements of experience-based learning.
Assessment	<input checked="" type="checkbox"/> Multiple choice Questions
Assessment description	Following practical workshop and self-learning online activity (PPP), learner's knowledge will be assessed through multiple choice questions (Moodle or Kahoot).
Requirements	Classroom suitable for 20 participants and 2 facilitators with enough space to display posters and role-playing. Internet connection.



15.2 Communication Between Mentors And Vet Institutions

Duration	1 hour
Description	For further reading the PDF articles on efficient communication will be provided.
Content of the subunit	PDF articles on efficient communication.
Learning Material	<input checked="" type="checkbox"/> Online article

Practical Work Content	Readers will get information on efficient communication between mentors and vet institutions.
Self-Assessment & Link	<input checked="" type="checkbox"/> Online Quiz
Self-Assessment description	The participants will be able to take online quiz, where they will answer the questions and see how much they learned.
Requirements	Internet connection, digital device (smartphone, tablet or PC)
 15.3 Role Of Mentors And Eu Apprenticeships Standards	
Duration	120 minutes
Learning Material	<input checked="" type="checkbox"/> Group Activity <input checked="" type="checkbox"/> PPP
Description	<p>Invite the participants who will be involved in creating quality criteria and apprenticeship standards (mentors, WBL coordinators, chambers'/intermediary organizations employees dealing with WBL and occupational standards) and discuss with them what are essential parts of EU apprenticeship standards and how to apply them in the mentor's role, what is necessary to include in quality standards and its structure.</p> <p>Give the examples of quality and compliance with EU apprenticeship standards which already exist and discuss what needs to be emphasised within mentor's role.</p>
Content of the subunits	<ul style="list-style-type: none"> - Presentation of EU Apprenticeship standards - Presentation of mentor's role in development of apprenticeship standards - Collaboration with WBL coordinators and supervisors in the development of apprenticeship standards - Quality criteria <p>Presentation of EU good practices.</p>
Practical Work Content	Workshop organized with participants who will be involved in creating quality criteria and apprenticeship standards (mentors, WBL coordinators, chambers'/intermediary organizations employees dealing with WBL and occupational standards). A facilitator will lead the workshop using brainstorming and discussion method.
Assessment	<input checked="" type="checkbox"/> Multiple choice Questions
Assessment description	Following practical workshop, learner's knowledge will be assessed through multiple choice questions (Moodle or Kahoot).
Sources	A European Quality Framework for Apprenticeships
Requirements	Classroom suitable for participants and facilitator, pens and paper, flipchart, internet connection.



15.3 Role Of Mentors And Eu Apprenticeships Standards

Duration	1 hour
Description	For further reading the PDF articles on EU apprenticeships standards and role of a mentor will be provided.
Content of the subunits	PDF articles on role of mentors and eu apprenticeships standards.
Learning Material	<input checked="" type="checkbox"/> Online article
Assessment & Link	<input checked="" type="checkbox"/> Online Quiz
Self-Assessment description	The participants will be able to take online quiz, where they will answer the questions and see how much they learned.
Requirements	Internet connection, digital device (smartphone, tablet or PC)

UNIT 16: GENERATIONS – WHAT HAS CHANGED?


SUBUNITS:


16.1 Intergenerational working environment



16.2 Build self-awareness

General Overview

Total Duration:	3h/ 140 min		
Learning Setting	Face-2-Face/Classroom	Duration: 90 minutes	
	Online	Duration: 60 minutes	
Introduction/ Main Topics	<u>Introduction:</u> Through this unit, it will be explained not only the main differences among generations and how to help employers and employees realise them, but also the benefits that come from a multigenerational environment. It will also be discussed how to build collaboration among generations to achieve that success. <u>Main Topics:</u> <ul style="list-style-type: none">• Intergenerational working environment<ul style="list-style-type: none">○ Understanding generations at work○ Generational differences○ Benefits of a Multi-Generational Workforce• Build self-awareness<ul style="list-style-type: none">○ Generation’s self-awareness: where do I belong?○ Generation self-awareness: hits and misses○ Self-awareness: know what you want		
Target Group	X - Apprentice Instructors & supervisors X - HR managers & HR staff X -Shop stewards & union representatives X -Company managers & owners X -Other		
Prior Knowledge	No prior knowledge required.		
Learning Outcomes	Knowledge	Skills	Competences
	-To list the main benefits of a multi-generational workforce -To identify to which generation a person belongs -To recognize the main generation work features	-To compare the main generation features -To use strategies to improve by learning from other generations	-To generate the best way of communication for each generation -To support collaboration between generations

		-To establish what you want and let people know it	-To select intergenerational working teams
 16.1 Intergenerational working environment			
Duration of Sub-Unit	50 minutes		
Learning Material	<input type="checkbox"/> PDF/Text to study <input type="checkbox"/> Case study X – 2 Group activity <input type="checkbox"/> Role play X - PPP <input type="checkbox"/> Other: _____		
Description	<p>After a comparative among the generational differences, two activities are proposed:</p> <p>Activity1 - Generation recognition: The objective is to ensure that all participants can recognise the generational differences and the different benefits from each generation in the workplace. One practical activity is proposed.</p> <p>Activity2 - Learn from the other generations:</p> <p>The objective of this activity is to ensure that all participants understand what generations can be found in the workplace, what their differences and similarities are in communication terms, and why it is good for the company and its people to live in a multigenerational environment.</p>		
Content of the subunit	<ul style="list-style-type: none"> • Intergenerational working environment <ul style="list-style-type: none"> ○ Understanding generations at work ○ Generational differences ○ Benefits of a Multi-Generational Workforce 		
Practical Work Content	<p>Activity1 - Generation recognition:</p> <p>Participants are going to see many different benefits from each generation. From what they know about them, try to recognise each generation appearing in a template provided. Discuss the results.</p> <p>Activity2 - Learn from the other generations:</p> <p>Participants (in groups) are going to imagine that they are employees in their organisation. They have to make a list of the benefits (minimum 4 features) that they would bring if they belonged to different generations. Secondly, they are asked to make a list of the skills they would like to learn from each of those generations.</p>		
Advice for Trainer	<p>Activity1 - Generation recognition: (15 min)</p> <p>Show / provide the template to participants. Give them 5 minutes to think of the exercise. Then encourage them to share the opinions and ask if they know more benefits / characteristics of each generation.</p> <p>Activity2 - Learn from the other generations: (35 min)</p>		

	<p>Gather in groups (3-4 people) according the same age and ask them to think of 4 things they believe could learn from the other generations participating. Let them 20 minutes to do so.</p> <p>In case all participants are of the same age, divide the participants in 3 groups; one will think as people 20 years younger and the others 20 years older. Each team will work as a certain generation.</p> <p>Each group will have a maximum of 5 minutes in which the group representative will explain their main discoveries.</p>
Assessment	<p>X - Group Activity:</p> <p>Activity1 - Generation recognition</p> <p>Activity2 - Learn from the other generations</p>
Assessment description	No certain assessment. Through the assistants participation in the group discussion is enough.
Sources	
Requirements	<ul style="list-style-type: none"> • Whiteboard • Post-it • Paper • Pen <p>Minimum number of participants for Group activity: 9-10 people</p>
 16.1 Intergenerational working environment	
Duration	30 minutes
Description	The content is divided in three parts: some theory, one video and one activity (Activity 3 –Generations), to reflect about personal and working features of different generations at the company.
Content of the subunit	<ul style="list-style-type: none"> • Intergenerational working environment <ul style="list-style-type: none"> ○ Understanding generations at work ○ Generational differences ○ Benefits of a Multi-Generational Workforce
Learning Material & Link	<p>X - Tutorial Video</p> <p>https://www.ted.com/talks/chip_conley_what_baby_boomers_can_learn_from_millennials_at_work_and_vice_versa?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare</p> <p>X – Online article</p> <p>X - Other: Activity 2 –Generation</p>
Practical Work Content	Activity3 - Generation: The participant tries to point out the characteristics of the generations existing in the company. Two templates are provided to support them in the description.
Assessment & Link	X - Multiple choice Questions

Self assessment description	5 multiple choice questions is provided
Requirements	Internet connection, digital device (smartphone, tablet or PC), headphones.
 16.2 Build self-awareness	
Duration	30 minutes
Learning Material	X - Group activity X - PPP
Description	This exercise will allow participants to get a closer look at how similar the responses a person from another generation gives are to the ones they expect them to give.
Content of the subunits	<ul style="list-style-type: none"> Build self-awareness <ul style="list-style-type: none"> Generation's self-awareness: where do I belong? Generation self-awareness: hits and misses Self-awareness: know what you want
Practical Work Content	Activity 4: Generational self-assessment Participants (in pairs) are going to give an answer to different provided questions twice: first with their own real answers and then with the answers they believe the partner would give. Once they have the answers ready, compare them with the ones of their partner and try to set up a common ground for the feedback and formality issues.
Advice for Trainer	Pair up participants making sure they are with someone from a different generation and provide the set of questions; let them 10 minutes to answer the questions. Then it is time to discuss the answers given to the previous questions. All groups should try to find a solution in which they are all in agreement. They will have a maximum of 20 minutes for this.
Assessment	X - Group Activity
Assessment description	The trainer is provided with 5 questions to be answered by the participants.
Requirements	<ul style="list-style-type: none"> Whiteboard Post-it Paper Pen Minimum number of participants for Group activity: 6-8 people.
 16.2 Build self-awareness	
Duration	30 minutes

Description	The content is divided in two parts: some kind of theory and one activity: Activity 5 -Quizzes, to realise the positive inputs that can be given to a team by their own generation, as well as the points that could be improved by learning from other generations.
Content of the subunits	<ul style="list-style-type: none"> • Build self-awareness <ul style="list-style-type: none"> ○ Generation's self-awareness: where do I belong? ○ Generation self-awareness: hits and misses ○ Self-awareness: know what you want
Learning Material	X - Other: Article X - Other: Activity 5 – Quizzes
Practical Work Content	Activity 5: Quizzes From those two quizzes, self-awareness also allows to realise what a person can teach and learn from other people within the company; and that realisation can take his/her a step closer to establish a positive relationship in which all generations learn from each other.
Assessment & Link	X - Multiple choice Questions
Self-Assessment description	5 multiple choice questions is provided
Requirements	Internet connection, digital device (smartphone, tablet or PC)

UNIT 17: WHO ARE THE EMPLOYEES OF THE FUTURE?

SUBUNITS:

17.1 Profile and characteristics

17.2 Case studies: expectations of students

17.3 How to train the new generation

General Overview

Total Duration:	4 hours (240 min)		
Learning Setting	Face-2-Face/Classroom	Duration: 110 min.	
	Online	Duration: 130 min.	
Introduction/ Main Topics	<u>Introduction:</u> The aim of this unit is to describe the profile and characteristics of “knowmads” (employees of the future) and shows different testimonies of future employees. Secondly, this unit shows how they can be trained in the working environment, by promoting the importance of non-formal and intergenerational learning as methods to train the new generation within the organization. <u>Main Topics:</u> <ul style="list-style-type: none">• Profile and characteristics• Case studies: expectations of students apprentices testimonies• How to train the new generation<ul style="list-style-type: none">○ Kind of trainings for new generation○ Non-formal learning as a tool for knowledge transference and intergenerational learning		
Target Group	X - Apprentice Instructors & supervisors X - HR managers & HR staff X -Shop stewards & union representatives X -Company managers & owners X -Other		
Prior Knowledge	No prior knowledge required.		
Learning Outcomes	Knowledge	Skills	Competences
	-To describe the profile of the workers of the future -To list the main characteristics of this new workforce -To name different trainings for new generation	-To classify different types of non formal learning -To apply different types of intergenerational learning activities	-To develop meaningful relationships with the new generation -To recognize non-formal learning situations

		-To establish and apply different motivational programs	-To develop strategies to manage different activities of intergenerational learning
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17.1 Profile and characteristics

Duration of Sub-Unit	20 minutes
Learning Material	X - Group activity X - PPP X - Other: Quiz
Description	A PPT and an exercise are provided to realise the differences of opinions between people from different or same generations; get a clearer vision of the own preferences.
Content of the subunit	Profile and characteristics of the new working generation
Practical Work Content	Activity1 – Self evaluation. Profile and characteristics Participants are asked to fill out the quiz and do the self evaluation to see if they will be successful when interacting with different age groups and new generation.
Advice for Trainer	Give participants 10 minutes to fill in the self evaluation. Secondly, encourage to share and discuss the answers among the group.
Assessment	X - Group Activity
Assessment description	No assessment.
Requirements	Classroom, pencil & paper, internet connection.



17.1 Profile and characteristics

Duration	70 minutes
Description	The content is based on an article and 3 videos.
Content of the subunit	Profile and characteristics of the new working generation
Learning Material & Link	X - Tutorial Video/animation https://www.youtube.com/watch?v=RGtWfP14-B4 https://www.youtube.com/watch?v=JcEPOfz9Zf4 https://www.youtube.com/watch?v=hOtIMaczY0g

	X - Online article
Practical Work Content	No practical content
Assessment & Link	X - Multiple choice Questions
Self assessment description	5 multiple choice questions is provided
Requirements	Internet connection, digital device (smartphone, tablet or PC)



17.2 Case studies: expectations of students


Duration	30 minutes
Description	Different testimonies of future employees are shown.
Content of the subunit	
Learning Material	<p>X - Tutorial Video/animation</p> <p>X - Case Study (Video)</p> <ul style="list-style-type: none"> – http://www.apprenticeshipstories.co.uk/ – https://www.apprenticeships.gov.uk/real-stories/apprentice – https://www.studential.com/apprenticeships/apprentice-testimonials – https://www.nibusinessinfo.co.uk/content/company-testimonies-apprenticeships <p>○</p>
Practical Work Content	No practical work content
Self-Assessment & Link	No assessment
Requirements	Internet connection, digital device (smartphone, tablet or PC)



17.3 How to train the new generation

Duration	90 minutes
Learning Material	<p>X - Group activity</p> <p>X - Role play</p> <p>X - PPP</p> <p>□</p>
Description	A PPP that contents 2 exercises to promote the importance of non-formal and intergenerational learning within the organization:

	<p>Activity2 – Building bridges: To develop trust and team support within the intergenerational team.</p> <p>Activity3 - Vlogging: To promote knowledge of new generations through flexible and adjustable learning.</p>
Content of the subunits	<p>How to train the new generation</p> <ul style="list-style-type: none"> • Kind of trainings for new generation • Non-formal learning as a tool for knowledge transference and intergenerational learning
Practical Work Content	<p>Activity 2 – Building bridges</p> <p>Participants are divided into two groups: seniors and younger workers. Each group has to build one side of a bridge.</p> <p>Activity 3 – Vlogging</p> <p>Multigenerational teams (of older and younger workers) record interviews about possible problems in the production lines (the young person being the reporter and the senior who answers the interview questions).</p>
Advice for Trainer	<p>Activity 2 – Building bridges (30 min)</p> <p>Set up two teams, one for seniors, and one for younger workers. Appoint a team leader from each team and assign them to the other team.</p> <p>Collect the same set of tools/material (card board, paper clips, straws...anything, that can be used to build crafts). Give both teams the same basic tool-kit.</p> <p>Ask each team's leader to have a 3 minutes discussion with the other team leader, where they should agree on how the teams need to build one side of the bridge. After the discussion, each team leader goes back to its team and explains the agreed technique. The teams have 15 minutes to build half of the bridge.</p> <p>After the 15 minutes is up, the team leaders meet again for 3 minutes, try to explain how one side of the bridge looks, and how can they connect it. They go back to their teams and continue the work, for 10 minutes</p> <p>At the end, the two teams meet in one room and try to connect the half bridges into one bridge. If the bridge is stable enough to hold a paper clip, the game is over (15 min).</p> <p>Activity 3 – Vlogging (1 hour aprox.)</p> <p>Set up multigenerational teams (senior and one younger worker). Provide a video camera/Smartphone or tablet for recording videos. Ask the teams to conduct interviews about the possible problems in the production lines (younger worker as the reporter, the senior is answering questions for the interview). (30 min)</p> <p>Once the video is recorded, ask the younger members to show the seniors how to upload it to a social media platform (Facebook) and share it with other colleagues, collect "likes". (30 min)</p>
Assessment description	No certain assessment
Requirements	<ul style="list-style-type: none"> • Paper • Rubber (different kind of it), • Scissors • Rollers • Pasteboard

	<ul style="list-style-type: none"> • Board • Computer • Camara / video / movil phone
 17.3 How to train the new generation	
Duration	30 minutes
Description	The learning content is divided in two parts: some theory and one video, to promote "non-formal learning" and "intergenerational learning" approaches, as well as learning with peers and teams; Promote knowledge through flexible and adjustable learning.
Content of the subunits	How to train the new generation <ul style="list-style-type: none"> • Kind of trainings for new generation • Non-formal learning as a tool for knowledge transference and intergenerational learning
Learning Material	X - Tutorial Video/animation https://www.youtube.com/watch?v=QhOqki06lGo X - Online article ○
Practical Work Content	No practical content
Assessment & Link	X - Multiple choice Questions
Self-Assessment description	5 multiple choice questions are provided
Requirements	Internet connection, digital device (smartphone, tablet or PC)

UNIT 18: INTERPERSONAL COMMUNICATION

SUBUNITS:

18.1 Interpersonal communication and communication styles

18.2 Interpersonal skills and relationships on a workplace

General Overview

Total Duration:	4 hours (240 mins)		
Learning Setting	Face-2-Face/Classroom	Duration: 150 mins.	
	Online	Duration: 90 mins.	
Introduction/ Main Topics	<u>Introduction:</u> This unit is aimed at introducing the learners to a topic of interpersonal communication and communication styles as two elements, that are very important integral parts of the work-based learning, ensuring the effectiveness of the communication between the participants involved in the process and smooth and successful management and implementation of the WBL. This unit also helps to deepen the learners understanding about the importance of interpersonal skills and their application in real life scenarios, solving different situations arising during the process of work-based learning and also offers the learners a possibility to learn more about how to encourage and motivate apprentices in order to build trustful relationships. <u>Main Topics:</u> <ul style="list-style-type: none">• Interpersonal communication• Elements of the interpersonal communication• Communication styles• Assertive communication• How to motivate the apprentices• Building trustful relationships on a workplace		
Target Group	<input checked="" type="checkbox"/> Apprentice Instructors & supervisors <input checked="" type="checkbox"/> HR managers & HR staff <input checked="" type="checkbox"/> Shop stewards & union representatives <input checked="" type="checkbox"/> Company managers & owners		
Prior Knowledge	It is recommended to absolve all the previous units of the learning programme to acquire a better understanding of this unit in connection with the work-based learning, although this unit can be also studied as an individual part of learning. Previous experience with handling different communication styles and basic knowledge of interpersonal communication is also an advantage.		
Learning Outcomes	Knowledge	Skills	Competences
	After completion of this unit, the learners will have a knowledge of:	After completion of this unit, the	After completion of this unit, the

	<ul style="list-style-type: none"> • Interpersonal communication and its elements • Interpersonal skills • Ways how to motivate different types of apprentices and ways how to build trustful relationships within WBL 	learners will be able to: <ul style="list-style-type: none"> • Apply different social skills to ensure the success of the WBL process • Develop collaboration, coaching and mentoring skills • Differentiate between bad examples and best practises in applying interpersonal skills on a workplace 	learners will be able to: <ul style="list-style-type: none"> • Demonstrate the elements of Interpersonal communication • Demonstrate good and bad examples of the application of interpersonal skills on a workplace • Demonstrate the ability to motivate the colleagues effectively and build trustful and successful relationships
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18.1 Interpersonal Communication and Communication Styles

Duration of Sub-Unit	60 minutes
Learning Material	<input checked="" type="checkbox"/> PPP <input checked="" type="checkbox"/> Test <input checked="" type="checkbox"/> Role play
Description	This sub-unit is aimed at introducing the learners to a topic of interpersonal communication and communication styles as two elements, that are very important integral parts of the work-based learning, ensuring the effectiveness of the communication between the participants involved in the process and smooth and successful management and implementation of the WBL.
Content of the subunit	The aim of this sub-unit is to introduce interpersonal communication and the basic communication styles to the WBL responsables by: <ul style="list-style-type: none"> • Learning about the definition of the interpersonal communication and its elements • Testing themselves to reflect and think about their interpersonal skills • Learning about the 4 basic communication styles • Watching a short video about "How to Be More Assertive at Your Job Workplace Etiquette & Tips" • Playing a Role play "Assertive Communication" • Discussing the outcomes of the Role play • Learning about the communication styles on the workplace
Practical Work Content	The practical involvement of the participants includes: <ol style="list-style-type: none"> 1. A completion of a test in order to think about their interpersonal skills and to reflect on them considering the knowledge about interpersonal communication acquired in this sub-unit. 2. Role play – "Assertive Communication"


<p>Advice for Trainer</p>	<p>Detailed instructions for the trainer:</p> <ul style="list-style-type: none"> • The trainer welcomes the learners and gives a short overview of the project to the participants • The trainer asks the participants to introduce themselves, their position in WBL and what are their expectations in connection with today's F2F lesson • The main resource of this F2F lesson is the PowerPoint presentation • After becoming familiar with the definition of the interpersonal communication and its elements, the trainer asks the participant to complete a test (Annex 1) in order to think about their existing Interpersonal skills. Each participant obtains a copy of the test as a Handout • After completing the test, the trainer asks the participants to reflect on the answers and think about the skills they are very good at and which of the interpersonal skills could have been improved in order to support their involvement in the WBL • Allowing enough time to the participants for self-reflection, the trainer proceeds to the next part of the PPT presentation and presents the participants the 4 basic communication styles with examples • Following a short presentation, the trainer shows the participants a short YouTube video about "How to Be More Assertive at Your Job (Workplace Etiquette & Tips)" • After this, the trainer asks the participants to join a short role play: Assertive communication. In order to keep the process under control, the trainer distributes Annex 2 – Handout with the instruction to the Role play to each participant <p>The aim of the role play is to present the participants different communication styles and recognise assertive communication.</p> <p>Timing:</p> <p>Introduction of the role play: 2 mins</p> <p>Activity: 10 min round 1 + 10 min round 2 = 20 minutes</p> <p>Group Feedback: 5 minutes</p> <p>Process:</p> <ul style="list-style-type: none"> – Create two groups – Two groups will play a conversation between two people – Each group writes one statement on the paper and pass it to the other group – The other group, after thinking about their reply, writes down the reply and pass it back to the other group – One group responds assertively and the other group has a choice to respond; aggressively, passively or assertively – The conversation will include at least 8 statements on each side – The groups with the trainer examine the assertive statements and evaluate if they are assertive enough – The trainer discusses the outcome of the Role play with the participants who will answer the question from the PPT presentation • The trainer makes notes on the flipchart to visualise the outcomes of the Role play for the participants • Following the Role play the trainer presents learners a short video about other specific communication styles that can be applied on the workplace
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	<ul style="list-style-type: none"> • Before closing the lesson, the trainer hands out to the learners an Assessment questionnaire – Annex 3, including the assessment questions from the PPT slide and asks the participants to complete them • The trainer collects the answers, evaluates them after the lesson and gives learners a feedback online (via e-mail or communication apps) • Closing the lesson, the trainer asks the participants to reflect on content of the lesson, discuss their ideas and opinions in connection with today's topic and its relevance to WBL
Assessment	<input checked="" type="checkbox"/> Group discussion, evaluation of the outcomes of the Role play <input checked="" type="checkbox"/> Answers to the assessment questions at the end of the lesson
Assessment description	<input checked="" type="checkbox"/> Group discussion after the Role play, evaluation of the outcomes of the Role play. The understanding and knowledge of the participants in field of using and recognising different communication style will be assessed through a group discussion, answering the assessment questions. The trainer will make notes to the flipchart to visualise the outcomes and feedback to this activity to all the participants <input checked="" type="checkbox"/> Answers to the assessment questions at the end of the lesson <p>The overall knowledge and understanding of the participants in connection with the topics of this sub-unit will be assessed by completing an assessment questionnaire at the end of the lesson. Trainer will collect the answers, evaluate them and give learners a feedback through the online communication channels agreed</p>
Sources	<p>Sources used to develop the content of the sub-unit:</p> <ul style="list-style-type: none"> • https://www.skillsyouneed.com/ips/interpersonal-communication.html (Interpersonal communication) • https://online.alvernia.edu/articles/4-types-communication-styles (4 Communication styles) • https://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleID/846/Assertiveness-Exercise-Group-Communication-Roleplay.aspx (Assertiveness, group exercise, communication role play) <p>Other useful links:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=L8NhXVXopaU (Interpersonal communication) • https://www.uky.edu/hr/sites/www.uky.edu.hr/files/wellness/images/Conf14_FourCommStyles.pdf (Four communication styles) • https://blog.mindvalley.com/assertive-communication/ (Assertive communication)
Requirements	<p>Requirements to host and implement the learning within this sub-unit:</p> <ul style="list-style-type: none"> • Classroom with tables and chairs • Laptop, internet connection and a projector • Flipchart with paper and markers • Copies of the Handouts (Annex 1, Annex 2 and Annex 3) • Paper and pens for the Role play • Pens and paper for the learners to make notes



18.1 Interpersonal Communication and Communication Styles

Duration	0.5 h (30 mins)
Description	<p>The online learning part of this sub-unit helps the learners to deepen their knowledge about interpersonal communication and different communication styles acquired during the F2F session, by means of:</p> <ul style="list-style-type: none"> • Online videos - best practices and bad practices • Online article including tips to apply assertive communication on a workplace • Online quiz to recognise the very own communication style of the learner • Self-reflection and assessment, evaluated by the trainer who gives a feedback to the learner about the outcomes of their learning
Content of the subunit	<p>The aim of this sub-unit is to introduce Interpersonal communication and the basic communication styles to the WBL responsables by:</p> <ul style="list-style-type: none"> • Learning about best practices and bad communication on a workplace • Learning about ways how to act and react in an assertive way • Testing themselves to reflect and think about their current communication style
Learning Material & Link	<p><input checked="" type="checkbox"/> Good and bad practices (Video)</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=rw8MuT480Wk&t=249s (Best practices for interpersonal communication) • https://www.youtube.com/watch?v=AAhIFD9czks (Bad communication on a workplace) • https://www.youtube.com/watch?v=tG9YHeZT2A (Interpersonal communication on a workplace) <p><input checked="" type="checkbox"/> Online article</p> <ul style="list-style-type: none"> • https://www.impactfactory.com/library/assertive-communication-6-tips-effective-use (Assertive communication - 6 tips for effective use) <p><input checked="" type="checkbox"/> Online quiz</p> <ul style="list-style-type: none"> • https://www.glassdoor.com/blog/quiz-whats-your-communication-style/ (Quiz – What's your communication style?)
Practical Work Content	Practical involvement of the learners includes a completion of a test to identify their own communication style.
Assessment & Link	The learners will be assessed by the trainer through their self-reflection article.
Self-assessment description	<p>The participants will be advices to reflect on their learning within the sub-unit. After attending the F2F lesson and completion of the online content of the sub-unit, the trainer will advise the learners to reflect on their learning, write down what they have learned and list some of the real-life situations that involved the topic on their workplace and whether this knowledge influenced the way of their thinking and way how they would react and solve the situation. Learners complete their self-assessment in an electronic form (in any of the text writing programmes) and send it online to the trainer who gives learners a feedback in connection with their self-reflection.</p>

Further Sources	N/A
Advice for trainers	The trainer should be available for consultation (via e-mail, phone, social media, interactive apps etc.) and motivate learners to cooperative learning, as well as to search for other sources in connection with the topics of the sub-unit to acquire a better and wider knowledge in this field.
Requirements	<ul style="list-style-type: none"> • A device (mobile phone, laptop, PC or tablet) • Internet connection
 18.2 Interpersonal skills and Relationships on a workplace	
Duration	1.5 hour (90 mins)
Learning Material	<input checked="" type="checkbox"/> Ice-breaker <input checked="" type="checkbox"/> Group discussion <input checked="" type="checkbox"/> Role play <input checked="" type="checkbox"/> Case study <input checked="" type="checkbox"/> Video
Description	<p>The aim of this sub-unit is to introduce the learners the importance of interpersonal skills and their application in real life scenarios, solving different situations arising during the process of work-based learning.</p> <p>This sub-unit also offers the learners a possibility to learn more about how to encourage and motivate apprentices in order to build trustful relationships.</p>
Content of the sub-unit	<p>The aim of this sub-unit is to deepen the learners understanding about the importance of Interpersonal skills and their application in real life scenarios by:</p> <ul style="list-style-type: none"> • A Role play that highlights the importance of the interpersonal skills • Presentation and group discussion about the main interpersonal skills applied on workplaces • Case study on poor interpersonal skills <p>The topic of relationships on a workplace is being delivered by:</p> <ul style="list-style-type: none"> • Group discussion about the ideas how to motivate apprentices • Short video presentation of the ways how to build trustful relationships
Practical Work Content	<p>The practical involvement of the participants includes:</p> <ul style="list-style-type: none"> • Role play • Group discussion (active involvement and examples from real life) • Case study on poor interpersonal communication
Advice for Trainer	<p>Detailed instructions for the trainer:</p> <ul style="list-style-type: none"> • The trainer welcomes the learners and gives a short overview of the project to the participants • The trainer starts the lesson with an Icebreaker – Annex 1. Completing the icebreaker, the trainer highlights its importance in connection with interpersonal skills e.g. effective listening, effective communication (verbal and non-verbal) and creating space for collaborative learning. Highlighting these features of the icebreaker, the trainer introduces the topic of the lesson to the learners. (cca. 15 mins) • The trainer hands out the learners Annex 2, introducing interpersonal skills, leading a conversation about these skills and challenging the

	<p>learners to bring up and mention examples using these skills in real life scenarios. The trainer makes notes on the flipchart to reflect on all the ideas and experience of the learners and visualise them for the whole class to support their understanding and comprehension. (cca. 20 mins)</p> <ul style="list-style-type: none"> • The trainer hands out the learners Annex 3, a case study about poor communication skills. The trainer reads out loud the story of the case study and ask the learners to work on their own solutions and answers. (cca. 15 mins). • After completing the tasks, the trainer asks the learners to present their findings and answers and at the same time makes notes on the flipchart summarising the findings. Completing the presentation of all the learners, the trainer summarises the findings and gives learners an opportunity to further questions, reflections or feedback. (cca. 10 mins) • In connection with the topic of relationships on the workplace, the trainer hands out the learners Annex 6, appointing the basic ideas how to motivate apprentices. The trainer gives a short introduction and examples of these ideas and motivates the learners to a group discussion mentioning their existing best and bad practises with the motivation of their apprentices. (cca. 15 mins) • After the groups discussion the trainer asks the learners to watch a short video introducing 4 ways how to build trust on a workplace: https://www.youtube.com/watch?v=ljisUrs4ws8 (cca. 5 mins) • Last 10 minutes of the F2F lesson will be dedicated to a group discussion and feedback of the learners. (cca. 10 mins)
Assessment	<input checked="" type="checkbox"/> Case Study – Outcomes
Assessment description	The trainer will assess the outcomes of the Case study (reflecting the way the learners expect themselves to behave and solve the situation). Evaluating the results in connection with the topic of interpersonal skills, the trainer gives learners a feedback and eventual recommendations for improvements or professional/personal development.
Sources	<ul style="list-style-type: none"> • https://www.thebalancecareers.com/interpersonal-skills-list-2063724 (Interpersonal skills) • https://www.skillsyouneed.com/interpersonal-skills.html (Interpersonal skills) • http://lslconsultancy.com/blog/poor-interpersonal-skills-case-study/ (Case study – Poor interpersonal skills) • https://www.youtube.com/watch?v=ljisUrs4ws8 (4 ways to build trust on a workplace)
Requirements	<ul style="list-style-type: none"> • Classroom with tables and chairs • Laptop, projector and connection to the internet • Ball of wool for the ice-breaker • Flipchart with paper and markers • Copies of the Handouts (Annex 1, Annex 2, Annex 3 and Annex 6) • Pens and paper for the learners to make notes
 18.2 Interpersonal skills and Relationships on a workplace	
Duration	1 hour (60 mins)

Description	The aim of this sub-unit is to deepen the learners understanding about the importance of interpersonal skills and their application in real life scenarios, solving different situations arising during the process of work-based learning acquired during the F2F session.
Content of the subunit	<p>The aim of this sub-unit is to deepen the learners understanding about the importance of interpersonal skills and their application in real life by:</p> <ul style="list-style-type: none"> • Analysing feedback strategies applied to give a feedback to another person on a workplace • Case study related to interpersonal communication • Two short videos in connection with identification of apprentices in order to be able to motivate them accordingly and build trustful and successful relationships
Learning Material	<p><input checked="" type="checkbox"/> Individual exercise + Quiz (Annex 4)</p> <p><input checked="" type="checkbox"/> Case Study (Article, also available as Annex 5)</p> <ul style="list-style-type: none"> • http://lfs-ubcfarm.sites.olt.ubc.ca/files/2017/08/Interpersonal-skills-4S-Case-Studies.pdf (Interpersonal skills - Case studies) <p><input checked="" type="checkbox"/> Online article:</p> <ul style="list-style-type: none"> • https://apprenticemakers.co.uk/lessons/skilling-and-willing/ (Skilling and Willing) <p><input checked="" type="checkbox"/> Online article:</p> <p>https://apprenticemakers.co.uk/lessons/skilling-and-willing/ (Details of each approach)</p>
Practical Work Content	The first part of the online learning will require a practical involvement of the learners along the whole process of learning. In the first exercise, their task will be to think about the situation, where they were giving a feedback to another person on their workplace and reflect on their behaviour and strategies used. The second task of the online learning involves the engagement of the learner evaluating a situation based on a Case study and finding effective solutions applying interpersonal skills.
Self-Assessment & Link	<p><input checked="" type="checkbox"/> Quiz (Annex 4)</p> <p><input checked="" type="checkbox"/> Case Study & Questions and answers (Annex 5)</p>
Self-Assessment description	The learners will be assessed through their answers and reflections.
Further Sources	N/A
Advice for trainers	<p>The trainer should introduce this part of the online learning as a very practical and individual work.</p> <p>The trainer should be available for consultation (via e-mail, phone, social media, interactive apps etc.) and motivate learners to cooperative learning, as well as to search for other sources in connection with the topics of the sub-unit to acquire a better and wider knowledge in this field.</p>

Requirements	<ul style="list-style-type: none">• A device (mobile phone, laptop, PC or tablet)• Internet connection
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UNIT 19: COMMUNICATION USING DIGITAL TOOLS


SUBUNITS:

19.1 Introduction to digital tools used by young people

19.2 Using digital tools to communicate with young people

General Overview

Total Duration:	4 hours (240 minutes)		
Learning Setting	Face-2-Face/Classroom	Duration: 2 hours	
	Online	Duration: 2 hours	
Introduction/ Main Topics	<u>Introduction:</u> The aim of this unit is to introduce learners to digital communication tools preferred by young people and digital communication tools that can be effectively utilised in training and education to support flexible communication and cooperation with students and VET institutions involved in WBL. <u>Main Topics:</u> <ul style="list-style-type: none">- Digital tools preferred by young people to search for information- Digital tools preferred by young people for communication- Digital tools preferred by young people to work on assignments- Digital tools for effective and flexible online communication with all the stakeholders involved in WBL		
Target Group	<input checked="" type="checkbox"/> Apprentice Instructors & supervisors <input checked="" type="checkbox"/> HR managers & HR staff <input checked="" type="checkbox"/> Shop stewards & union representatives <input checked="" type="checkbox"/> Company managers & owners		
Prior Knowledge	It is recommended to absolve all the previous units of the learning programme to acquire a better understanding of this unit in connection with the work-based learning, although this unit can be also studied as an individual part of learning. Previous experience with using digital communication tools is an advantage.		
Learning Outcomes	Knowledge	Skills	Competences
	After completion of this unit, the learners will have a knowledge of: <ul style="list-style-type: none">• Ways to involve digital communication tools in education and training• Preferred ways of young people to communicate online and searching for information• Different digital communication tools that can be used to	After completion of this unit, the learners will be able to: <ul style="list-style-type: none">• Use digital communication tools• Develop online sources for WBL• Apply appropriate tools to enhance the students learning and mutual interaction among the stakeholders	After completion of this unit, the learners will be able to: <ul style="list-style-type: none">• Decide which of the communication tools are the most effective in their practice• Demonstrate the ability to create and use the online sources and tools


	cooperate with stakeholders involved in WBL		<ul style="list-style-type: none"> • Demonstrate the ability to search for and access the tools online
 19.1 Introduction to digital tools used by young people			
Duration of Sub-Unit	1 hour (60 mins)		
Learning Material	<input checked="" type="checkbox"/> PPP <input checked="" type="checkbox"/> Online video		
Description	<p>The aim of this sub-unit is to introduce learners to digital communication tools preferred by young people and digital communication tools that can be effectively utilised in training to support flexible communication and cooperation with students and VET institutions involved in WBL.</p> <p>Learning within the sub-unit will be assessed by an online questionnaire completed by the learners at the end of the lesson.</p>		
Content of the subunit	<p>The aim of this sub-unit is to introduce learners to digital communication tools preferred by young people and also further digital communication tools that can be effectively utilised in training and education, to support flexible communication and cooperation with the VET institutions involved in WBL.</p> <p>The content of the sub-unit will be delivered through a PPP and further online sources based on findings from the Investigation Study of the Promovet project: from e-learning to “e2 in learning: Quality improvement, professionalisation and modernisation of VET training for young low-skilled learners through modern ICT use, co-financed by the Erasmus+ Programme.</p>		
Practical Work Content	Practical involvement of the learners is ensured by their participation on the group discussions as parts of the F2F session.		
Advice for Trainer	<p>Detailed instructions for the trainer:</p> <ul style="list-style-type: none"> • The trainer welcomes the learners and gives a short overview of the project and today's topics to the participants • The trainer asks the participants to introduce themselves, their position in WBL and what are their expectations in connection with today's F2F lesson • The main resource of this F2F lesson is the PowerPoint presentation including videos, to introduce the most frequently used digital tools, preferred by young people • The presentation includes a group discussion about the best known tools, such as: Facebook, Messenger, WhatsApp, E-mail, YouTube and Viber • This discussion is followed by a video presentation of further digital tools preferred by young people, that tend to be less known by the trainers/educators • The trainer hands out the learner a hard copy of the Collection of the Digital tools and advises the learners to access the online version and deepen their knowledge about the tools through their online learning • The trainer closes the F2F session with a group discussion getting a feedback from the learners about what they have learned and completing the assessment questionnaire 		
Assessment	<input checked="" type="checkbox"/> Questionnaire		


Assessment description	The assessment will be carried out by learners completing a short questionnaire. The trainer gives learner a feedback in connection with their correct and incorrect answers.
Sources	Promovet project: from e-learning to “e2 in learning: Quality improvement, professionalisation and modernisation of VET training for young low-skilled learners through modern ICT use, also co-financed by the Erasmus+ Programme. https://promovet-project.eu/index.php/en/ http://webcompendium.promovet-project.eu/
Requirements	Requirements to host and implement the learning within this sub-unit: <ul style="list-style-type: none"> • Classroom with tables and chairs • Laptop, internet connection and a projector • Flipchart with paper and markers • Copies of the Collection of Digital Tools • Pens and paper for the learners to make notes



19.1 Introduction to digital tools used by young people

Duration	60 minutes
Description	The aim of this sub-unit is to deepen the learners’ knowledge about the digital communication tools preferred by young people and digital communication tools that can be effectively utilised in training and education to support flexible communication and cooperation with the VET institutions involved in WBL.
Content of the subunit	The aim of this sub-unit is to deepen the learners knowledge about the digital communication tools preferred by young people and digital communication tools that can be effectively utilised in training and education to support flexible communication and cooperation with the VET institutions involved in WBL through and online Collection of Digital Tools, that has been adapted from the findings of the Investigation Study of the Promovet project: from e-learning to “e2 in learning: Quality improvement, professionalisation and modernisation of VET training for young low-skilled learners through modern ICT use, also co-financed by the Erasmus+ Programme.
Learning Material & Link	<input checked="" type="checkbox"/> PDF document
Practical Work Content	The learners will be advised by the trainer to download the most popular applications, tools and test their functionalities, that can support cooperation with students and VET institutions in the process of WBL.
Assessment & Link	<input checked="" type="checkbox"/> Online self-assessment questionnaire <ul style="list-style-type: none"> • https://docs.google.com/forms/d/1h6VXmZPZSDHr_ACr3Y_TZQ6wur-FoaJFN9GcM-LykeE/edit
Self assessment description	The online learning and knowledge of the learners in connection with the sub-unit will be assessed by an online self-assessment questionnaire. This tool will help the learners to reflect on their learning and evaluate it.
Further Sources	Promovet project: from e-learning to “e2 in learning: Quality improvement, professionalisation and modernisation of VET training for young low-skilled learners through modern ICT use, also co-financed by the Erasmus+ Programme. https://promovet-project.eu/index.php/en/

	http://webcompendium.promovet-project.eu/
Advice for trainers	<p>The trainer will advise learners to download the most popular applications and test their functionalities, that can support cooperation with the students and VET institutions during work-based learning.</p> <p>The trainer should be available for consultation (via e-mail, phone, social media, interactive apps etc.) and motivate learners to cooperative learning, as well as to search for other sources in connection with the topics of the sub-unit to acquire a better and wider knowledge in this field.</p>
Requirements	<ul style="list-style-type: none"> • A device (mobile phone, laptop, PC or tablet) • Internet connection
 19.2 Using digital tools to communicate with young people	
Duration	60 minutes
Learning Material	<input checked="" type="checkbox"/> Group activity
Description	<p>The aim of this sub-unit to develop the learners' practical skills using digital tools to communicate with young people during work-based learning.</p> <p>The learning will be assessed by the trainer through a group discussion, where the trainer gives learners a feedback how they proceeded with the task to be completed during their group activity.</p>
Content of the sub-unit	The aim of this sub-unit to develop the learners' practical skills using digital tools to communicate with young people during work-based learning. The practical skills of the learners will be enhanced by testing functionalities and usage of the tools within a group activity.
Practical Work Content	Practical work content includes group activity and testing the functionalities and usage of the tools in practise.
Advice for Trainer	<p>Detailed instructions for the trainer:</p> <ul style="list-style-type: none"> • The trainer welcomes the learners and gives a short overview of the project and today's topics to the participants • The trainer asks the participants to introduce themselves, their position in WBL and what are their expectations in connection with today's F2F lesson • The trainer asks the learners to work in pairs • The learners choose, download and test 5 tools included in the Collection of Digital Communication tools used in education, that are not/or less familiar with • The trainer supervises the work and gives advices to the learners on how to use the tools effectively and is available for consultation and support throughout the process • The trainer allows time for an evaluation of the testing, group discussion and feedback
Assessment	<input checked="" type="checkbox"/> Group Activity and its outcomes
Assessment description	The trainer will assess the outcomes of the group work, downloaded applications and tasks accomplished while testing the tools.

Sources	N/A
Requirements	Requirements to host and implement the learning within this sub-unit: <ul style="list-style-type: none"> • Classroom with tables and chairs • Laptop, internet connection and a projector • Flipchart with paper and markers • Spare tablets or smartphones in case some of the learners won't have their own devices • Pens and paper for the learners to make notes •
 19.2 Using digital tools to communicate with young people	
Duration	60 minutes
Description	<p>The aim of this sub-unit to further support the learners' theoretical and practical skills using digital tools to communicate with young people during work-based learning.</p> <p>The learners will assess their skills and confidence creating sources in connection with WBL and test their knowledge from this learning unit.</p>
Content of the subunit	<p>The aim of this sub-unit to further support the learners' theoretical and practical skills using digital tools to communicate with young people during work-based learning.</p> <p>The learning will be delivered by online videos describing the functionalities and ways how to use these tools in education.</p>
Learning Material	<input checked="" type="checkbox"/> Tutorial Videos/animations <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=pbZaID9D3wk (Educational Tutorial for Screencast-o-Matic - PROMOVET EU Project) • https://www.youtube.com/watch?v=yhjw2NNrIDs (Educational Tutorial for Google+ - PROMOVET EU Project) • https://www.youtube.com/watch?v=7rgrL-s7OJw (Educational Tutorial for Telegram - PROMOVET EU Project) • https://www.youtube.com/watch?v=MzcWkLE7eAY (Educational Tutorial for Google Duo - PROMOVET EU Project) • https://www.youtube.com/watch?v=hroJe_TCWkU (Educational Tutorial for Tumblr - PROMOVET EU Project) • https://www.youtube.com/watch?v=njXg9LZfmms (Educational Tutorial for Wikipedia - PROMOVET EU Project) • https://www.youtube.com/watch?v=kbnLoWBvLrY (Educational Tutorial for Blogger - PROMOVET EU Project) • https://www.youtube.com/watch?v=3Lk8leo0VEQ (Educational Tutorial for Pinterest - PROMOVET EU Project) • https://www.youtube.com/watch?v=L_oVvpnlQHw (Educational Tutorial for Snapchat - PROMOVET EU Project) • https://www.youtube.com/watch?v=dLX0TF_JMbo (Educational Tutorial for Twitter - PROMOVET EU Project) • https://www.youtube.com/watch?v=NfPxLvm9jo4 (Educational Tutorial for LinkedIn - PROMOVET EU Project)

	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=SvJ9Ds0XUk4 (Educational Tutorial for Dropbox - PROMOVET EU Project) • https://www.youtube.com/watch?v=njwhFSEwdBM (Educational Tutorial for Story Remix - PROMOVET EU Project) • https://www.youtube.com/watch?v=0EgkNU2zqro (Educational Tutorial for Instagram - PROMOVET EU Project) • https://www.youtube.com/watch?v=fLsPrwuFu8Q (Educational Tutorial for Facebook - PROMOVET EU Project) • https://www.youtube.com/watch?v=v7Y8elmXovw (Educational Tutorial for Facebook messenger - PROMOVET EU Project) • https://www.youtube.com/watch?v=NPDBW4EvzkQ (Educational Tutorial for WhatsApp - PROMOVET EU Project) • https://www.youtube.com/watch?v=pvr3KeggYZU (Educational Tutorial for Kahoot - PROMOVET EU Project) • https://www.youtube.com/watch?v=AU2mEbK4VF8 (Educational Tutorial for Prezi - PROMOVET EU Project) • https://www.youtube.com/watch?v=7IUS-KZJCMM (Educational Tutorial for FaceTime - PROMOVET EU Project) • https://www.youtube.com/watch?v=RM87zr6Q0j8 (Educational Tutorial for Google Allo - PROMOVET EU Project) • https://www.youtube.com/watch?v=1TjrS8RCVQU (Educational Tutorial for Skype - PROMOVET EU Project) • https://www.youtube.com/watch?v=ZqINqcNTHVw (Educational Tutorial for E-mail - PROMOVET EU Project) • https://www.youtube.com/watch?v=1uHJDQXbOml (Educational Tutorial for Moodle - PROMOVET EU Project) • https://www.youtube.com/watch?v=59vV8vtqBww (Educational Tutorial for Google Hangouts - PROMOVET EU Project) • https://www.youtube.com/watch?v=5MrhYIJxPqc (Educational Tutorial for Viber - PROMOVET EU Project) • https://www.youtube.com/watch?v=CUXoaKFtVzY (Educational Tutorial for YouTube - PROMOVET EU Project)
Practical Work Content	The learners will be advised to practise and further develop their skills using the applications.
Self-Assessment & Link	<input checked="" type="checkbox"/> Kahoot quiz (created by the learners)
Self-Assessment description	<p>To assess the skills of the learners creating online sources and tools, the learners will be advised to sign up on a Kahoot website and create a quiz including 5 questions from their daily practise in connection with WBL.</p> <p>The learners will assess their skills and confidence creating sources in connection with WBL and test their knowledge from this learning unit.</p>
Further Sources	N/A
Advice for trainers	The trainer will advise learners to download the most popular applications and test their functionalities, that can support their cooperation with the students and VET institutions during work-based learning.

	The trainer should be available for consultation (via e-mail, phone, social media, interactive apps etc.) and motivate learners to cooperative learning, as well as to search for other sources in connection with the topics of the sub-unit to acquire a better and wider knowledge in this field.
Requirements	<ul style="list-style-type: none"> • A device (mobile phone, laptop, PC or tablet) • Internet connection



UNIT 20: TALENT CAPTURE


SUBUNIT NAMES:


20.1 Identification of Talent: Introduction to Talent and Talent Identification

20.2 Applying the Europass tools for Talent Identification purposes

General Overview

Total Duration:	180 minutes		
Learning Setting	 Face-2-Face/Classroom	Duration: 90 minutes	
	 Online/Self-directed	Duration: 90 minutes	
Introduction/ Main Topics	<p><u>Introduction:</u></p> <p>In the course of this unit the overall concept of talent and talent identification is introduced to help WBL professionals getting a clearer understanding of talent and talent identification for their specific context. After having completed the entire learning unit the following questions will be answered: What is a viable definition of talent that fits to my professional field? How can I identify “talent” in my job?</p> <p><u>Main Topics:</u></p> <ul style="list-style-type: none"> • Definition of the term Talent • Ways of identifying Talent • Application of Europass tools 		
Target Group	<input checked="" type="checkbox"/> Apprentice Instructors & supervisors <input checked="" type="checkbox"/> HR managers & HR staff <input type="checkbox"/> Shop stewards & union representatives <input checked="" type="checkbox"/> Company managers & owners <input type="checkbox"/> Other <p>Please tick the specific target groups this unit is meant for</p>		
Prior Knowledge	This Unit requires no prior knowledge or skills by the participants.		
Learning Outcomes	Knowledge	Skills	Competences
	<ul style="list-style-type: none"> • The trainee is able to explain what can be understood by the term “talent” in a business context. • The trainee is able to summarize different ways of identifying talent • The trainee is able to describe the possibilities of Europass instruments for talent identification 	<ul style="list-style-type: none"> • The trainee is able to formulate an own definition of talent for his/her specific WBL context • The trainee is able to select appropriate ways of talent identification for his/her business context 	<ul style="list-style-type: none"> • Ability to define talent for specific/individual case • The ability to pre-select appropriate ways of talent identification for WBL purposes • Ability to make use of Europass tools for talent

		<ul style="list-style-type: none"> The trainee is able to define requirements on Europass tools in order to fit for his/her specific talent identification purposes. 	identification purposes
 20.1 Introduction to Talent and Talent Identification			
Duration of Sub-Unit	90 minutes		
Learning Material	<input checked="" type="checkbox"/> PDF/Text to study <input type="checkbox"/> Case study <input type="checkbox"/> Group activity <input type="checkbox"/> Role play <input checked="" type="checkbox"/> PPP <input checked="" type="checkbox"/> Other: Video (Talent 4.0); Podcast (Talent 4.0); Please tick which learning materials you plan to incorporate into the Face to Face training section of this sub-unit		
Description	In the Face to Face training of this unit an introduction to the topics talent and talent identification is given. Trainees will define talent for themselves, watch a video and discuss in pairs about ways of identifying talent. The objective is that after this face- -to-face training session the learners will be able to apply the concepts of "talent" and talent identification to their specific work context.		
Content of the subunit	Introduction the concept of talent and talent identification in a WBL/business context Ways of identifying talent Europass tools for talent identification		
Practical Work Content	Activity 01: Individual exercise - What is talent in my specific work context? (Worksheet; Digital tools: mindmapping, Padlet) Activity 02: A general definition of the term "talent" and practical ways of talent identification are given Activity 04: Working in pairs – How do I recognise talent? (sources, behaviour, skills, etc) Activity 03: Video study Activity 04: Group discussion		
Advice for Trainer	The trainers should first introduce the individual exercise as a warm up and use a state-of-the art audience participation web-tool (e.g. mentimeter, plickers). Subsequently they should introduce the whole unit and list possible general definitions of the term talent. Learners then watch an introductory video about talent identification and management followed by a group discussion. This face-to-face unit finishes with a group discussion about talent identification in WBL contexts and a web-based assessment tool like mentimeter or socrative.		
Assessment	<input checked="" type="checkbox"/> Multiple choice Questions (using a digital quiz/assessment tool like socrative)		

	<input checked="" type="checkbox"/> Group Activity (group discussion, feedback) <input type="checkbox"/> Case Study & Questions <input type="checkbox"/> Other: Kahoot, Moodle
Assessment description	The socrative quiz/test will be corrected and graded automatically by the assessment software. Trainers can download group as well as individual reports in different formats to further use the results of the quiz.
Sources	Talent Management Network (NHS): https://www.londonleadershipacademy.nhs.uk/talent-management/identifying-talent Video about talent identification: https://www.youtube.com/watch?v=pC5bYlpABt8
Requirements	Seminar room, projector, pencil & paper, headphones, internet connection, Laptop/smartphone/Tablet for each participant, Whiteboard, break out rooms
 20.2 Applying the Europass tools for Talent Identification purposes	
Duration	90 minutes
Description	In this sub-unit the Europass tools are briefly introduced with a special focus on how they can be used for talent identification. Overview of material and topics, assessment and outcomes
Content of the subunit	The use of Europass tools for structured talent identification.
Learning Material & Link	<input checked="" type="checkbox"/> Tutorial Video/animation (see below) <input type="checkbox"/> Case Study (Video) <input checked="" type="checkbox"/> Case Study (Article) – see below <input type="checkbox"/> www..... <input type="checkbox"/> Online article <input type="checkbox"/> www..... <input type="checkbox"/> Interactive webpage <input type="checkbox"/> www..... <input type="checkbox"/> E-Learning website ○ www..... <input type="checkbox"/> Other: _____ ○ www..... Please tick the formats you wish to include, and please provide a list of any online sources you wish to include as part of the learning material, as well as the links to each. Please also remember that approx. 50% of the learning material needs to be original material

Practical Work Content	<p>Activity 01: Learners watch the introductory video from the official Europass website and study the website</p> <p>Europass Introductory Video: https://www.youtube.com/watch?v=2Ruu6GpnVJ0&feature=youtu.be https://europass.cedefop.europa.eu/ https://europass.cedefop.europa.eu/europass-and-you/employers</p> <p>Instructions: Watch the introductory video and explore the Europass website. Find out how Europass can help employers and WBL staff to identify talent. Collect your conclusions.</p> <p>Activity 02: From the CV example page the pick a national example from their country: https://europass.cedefop.europa.eu/de/documents/curriculum-vitae/examples https://europass.cedefop.europa.eu/sites/default/files/europass-cv-example-1-en_ie.pdf</p> <p>Individual research instructions: Read through the CV example and find out what information could be relevant for talent identification purposes? Write down at least three things that you find helpful and list the reasons why.</p>
Assessment & Link	<p><input type="checkbox"/> Multiple choice Questions www.....</p> <p><input type="checkbox"/> Online Quiz www....</p> <p><input type="checkbox"/> Case Study & Questions https://europass.cedefop.europa.eu/documents/curriculum-vitae/examples</p> <p><input checked="" type="checkbox"/> Other___individual reflection_____ www....</p>
Self assessment description	Participants should evaluate for themselves if and how the Europass tools can support them to identify talent. To do so they will write a brief reflection. The individual reflections produced should be checked and assessed by peers or trainers.
Further Sources	-
Advice for trainers	<p>The assessment of the self-assessment should be done on a using a simple 3-point scale (Well done, Done, Not Done).</p> <p>Well Done: participants listed four ideas/ points or more</p> <p>Done: Participants listed 1-3 ideas</p> <p>Not done: participants did not submit any reflection</p>
Requirements	<p>Internet connection</p> <p>digital device (smartphone, tablet or PC)</p>

	Headphones Pen and paper
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UNIT 21: MOBILITIES TO DEVELOP SKILLS

SUBUNITS:

21.1 Benefits to the company

21.2 EURES and other EU instruments – cost benefit to employers

21.3 Mobilities to develop skills: Funding opportunities for apprentices and mentors

21.4 Where and how to apply

General Overview

Total Duration:	240 minutes		
Learning Setting	👤 Face-2-Face/Classroom	Duration: 120 minutes	
	💻 Online/Self-directed	Duration: 120 minutes	
Introduction/ Main Topics	<u>Introduction:</u> This unit will show the importance of apprenticeships mobilities to develop relevant skills for the market, by describing the Commission’s efforts to promote and facilitate the development of skills of people in the European Union and the key benefits for employers of having apprenticeship training. Secondly, the unit shows two EU tools for learning mobility (ESCO and EURES) and finally how to apply mobilities in the company. <u>Main Topics:</u> <ul style="list-style-type: none">• Benefits to the company• EURES and other EU instruments – cost benefit to employers<ul style="list-style-type: none">○ EURES○ ESCO• Mobilities to develop skills: Funding opportunities for apprentices and mentors• Where and how to apply		
Target Group	X - Apprentice Instructors & supervisors X - HR managers & HR staff X -Shop stewards & union representatives X -Company managers & owners X -Other		
Prior Knowledge	General knowledge about the EU's programme Erasmus+ https://www.youtube.com/watch?v=KrgFPqQ7AyA		
Learning Outcomes	Knowledge	Skills	Competences
	-To describe EURES tool -To describe ESCO tool	-To use the EURES network in the company	-To design recruitment/placem

		-To apply the ESCO tool in the company	ent services using EURES
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21.1 Benefits to the company


Duration	10 min
Description	Overview of material and topics, assessment and outcomes
Content of the subunit	Benefits to the company
Learning Material & Link	X - Online article
Practical Work Content	No practical content
Assessment & Link	X - Multiple choice Questions
Self assessment description	5 multiple choice questions are provided
Requirements	Internet connection, digital device (smartphone, tablet or PC)



21.2 EURES and other EU instruments – cost benefit to employers

Duration	1 hour
Learning Material	X - Group activity X - PPP <input type="checkbox"/>
Description	A PPP is provided to carry out practical exercises about two EU instruments (EURES and ESCO) to identify the main Strengths, Weaknesses and Benefits for the company.
Content of the sub-unit	EURES and other EU instruments – cost benefit to employers <ul style="list-style-type: none"> ○ EURES ○ ESCO
Practical Work Content	Activity 1 – EURES Participants are divided into groups (3-4 people / group). Each group will use the EURES portal as a jobseeker and will identify the main Strengths, Weaknesses and Benefits for the company. Activity 2 – ESCO Participants are divided into groups (3-4 people / group). Each group will use the ESCO portal as a classification system covering skills, competences, qualifications

	and occupations and will identify the main Strengths, Weaknesses and Benefits for the company.
Advice for Trainer	<p>Trainer splits up the whole group into two: half of them will work on EURES portal and the other half on ESCO portal.</p> <p>Trainer divides each group into subgroups (2-3 people).</p> <p>Trainer lets the groups work during 30 min. After that, all the groups share the results with the rest of participants.</p> <p>Min participants: 8-10 people.</p>
Assessment	<p>X - Group Activity</p> <p><input type="checkbox"/></p>
Assessment description	The trainer through the activities developed by the groups, tests if the participants have assimilated the concepts.
Requirements	Internet connection, digital device (smartphone, tablet or PC), paper, pens, board
 21.2 EURES and other EU instruments – cost benefit to employers	
Duration	1 hour
Description	<p>The learning content covers the description and analysis of EURES and ESCO EU tools.</p> <p>EURES: the official webpage is shown and a video shows how EURES portal works and some indicators per country are presented.</p> <p>ESCO: the official webpage is shown and a video shows how ESCO portal works. Two case studies are shown to see how ESCO classification has been introduced at a national and organizational level.</p>
Content of the subunit	<p>EURES and other EU instruments – cost benefit to employers</p> <ul style="list-style-type: none"> ○ EURES ○ ESCO
Learning Material	<p>X - Tutorial Video/animation</p> <p>https://www.youtube.com/watch?v=1I_dJdKZCBo</p> <p>https://audiovisual.ec.europa.eu/en/video/I-161740</p> <p>X - Case Study (Video)</p> <p>https://audiovisual.ec.europa.eu/en/video/I-162745</p> <p>https://audiovisual.ec.europa.eu/en/video/I-163051</p> <p>X - Online article</p> <ul style="list-style-type: none"> ○ www..... <p>X - E-Learning website</p> <p>https://ec.europa.eu/eures/public/en/homepage</p> <p>http://ec.europa.eu/esco</p>

Practical Work Content	No practical content
Self-Assessment & Link	X - Multiple choice Questions
Self-Assessment description	5 multiple choice questions are provided
Further Sources	https://ec.europa.eu/eures/public/en/homepage http://ec.europa.eu/internal_market/scoreboard/performance_by_governance_tool/eures/index_en.htm http://ec.europa.eu/esco
Requirements	Internet connection, digital device (smartphone, tablet or PC)
 21.3 Mobilities to develop skills: Funding opportunities for apprentices and mentors	
Duration	1 hour
Learning Material	X -PPP
Description	A PPP is provided to explain funding opportunities for apprentices & mentors
Content of the subunits	Funding opportunities for Apprentices & Mentors
Practical Work Content	<p>Trainer with the help of PPP explains to the participants what options are for: mentors – visiting another company with a long practice in apprenticeship, visiting a parent company abroad, in a large company visiting other business unit of the company etc.</p> <p>apprentices – visiting or short term working in other company with similar business activity, in a large company visiting or short term working in other business unit of the company, getting practice in parent/subsidiary company abroad, getting some experience with Erasmus + program etc.</p>
Advice for Trainer	After the presentation there should be time for discussion. Participants will probably have practical questions to which trainer should have prepared answers.
Assessment	X – Other: discussion
Assessment description	Trainer will through the questions which the participants will ask discuss with them and that's how trainer will know if the participants understood the presentation.
Requirements	Internet connection, digital device (smartphone, tablet or PC), paper, pens, board



21.3 Mobilities to develop skills: Funding opportunities for apprentices and mentors

Duration	1 hour
Description	In the article there will be explanation and all necessary information and links for the companies to know which are for mobilities funding opportunities for Apprentices & Mentors.
Content of the subunits	Funding opportunities for Apprentices & Mentors
Learning Material	X – Online article
Practical Work Content	No practical content
Assessment & Link	X - Multiple choice Questions
Self-Assessment description	5 multiple choice questions are provided
Requirements	Internet connection, digital device (smartphone, tablet, PC)



21.4 Where and how to apply

Duration	10 min
Description	In the article there will be explanation and all necessary information and links for the companies to know where and how to apply.
Content of the subunits	Where and how to apply
Learning Material	X - Online article
Practical Work Content	No practical content
Assessment & Link	X - Multiple choice Questions
Self-Assessment description	5 multiple choice questions are provided
Requirements	Internet connection, digital device (smartphone, tablet, PC)