Mentor Training Programme

Curriculum

(Final Draft)

Project Title: Accelerating WBL outcome and quality through business oriented training programme for WBL responsibles in companies

Acronym: WBL Accelerator

Project Number: 2018-1-AT01-KA202-039231

TABLE OF CONTENT

INTRODUCTION

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 target group includes anyone who is responsible for WBL processes in companies who the partnership unites under the term "**MENTOR**". In detail, the target group includes HR managers, line managers, shop stewards, foremen, company owners and more. These persons act as mentors for apprentices and interns, they are the link between the company and the learning person.

The WBL Accelerator Training programme aims to provide these WBL responsibles 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 elements
  - 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 and foreseen learning hours
- Knowledge, Skills and Competences to be achieved as learning outcome of the particular unit
- Theoretical and 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	2 h	2 h	**4** h	0,16
	2	Company's role in WBL	1 h	2 h	**3** h	0,12
	3	Comparability on structural level	-	3 h	**3** h	0,12
	4	Glossary	-	2 h	**2** h	0,08
	5	Europass	0,5 h	2,5 h	**3** h	0,12
	6	Best WBL practices	2 h	1 h	**3** h	0,12
Planning, Monitoring, Recognition of WBL	7	Planning WBL	1,5 h	2,5 h	**4** h	0,16
	8	Monitoring/Assessing WBL	1 h	1 h	**2** h	0,08
	9	Foreign Employees/Hiring internationally	2,5 h	2 h	**4,5** h	0,18
	10	Recognition	1 h	1,5 h	**2,5** h	0,10
Role of WBL Mentors	11	Daily life of the mentor	1,5 h	3 h	**4,5** h	0,18
	12	Profile of mentors	2 h	2 h	**4** h	0,16
	13	Pedagogic methods	2,5 h	3 h	**5,5** h	0,22
	14	Mentoring/Counselling Sessions	3 h	1 h	**4** h	0,16
	15	Core tasks of WBL mentors	5 h	3 h	**8** h	0,32
Youth Culture and Communication	16	Introduction to Generations	2 h	1,5 h	**3,5** h	0,14
	17	Employees of the future	2,5 h	2 h	**4,5** h	0,18
	18	Interpersonal communication	3 h	1,5 h	**4,5** h	0,18
	19	Digital Communication Tools	2 h	2 h	**4** h	0,16
	20	Talent capture	1,5 h	1,5 h	**3** h	0,12
	21	Applying for Mobilities	2 h	2,5 h	**4,5** h	0,18
					81 hours	**3 ECVET** *(3,24)*

UNIT 1: WHAT IS WBL

SUB-UNITS:
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	240 minutes		
Learning Setting	🗣 Face-2-Face/Classroom Duration: 120 minutes 💻 Online /Self-directed Duration: 120 minutes		
Introduction/ Main Topics	<u>Introduction:</u> The aim of this unit is to introduce the learners to a topic of work-based learning (WBL), familiarise the learners with its definition, types, benefits, obstacles and its perception by different stakeholders taking part in this process. <u>Main Topics:</u> ▶ Definition of WBL ▶ Types of WBL ▶ Benefits and obstacles of WBL ▶ WBL and its perceptions		
Learning Outcomes	Knowledge	Skills	Competences
	o Explain the concept of work-based learning and types of WBL o Recall benefits and obstacles of WBL o Estimate the perception of WBL by different stakeholders involved in this process	o Define the WBL and its types o Make decision about the relevance of WBL to their practice on a workplace	o Assume their role in the process of WBL o Demonstrate the ability to decide, whether WBL could be successfully applied in their environment o Decide what type of WBL could be successfully introduced within their workplace

🗣 1.1 Introduction to work-based learning

Duration	60 minutes
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, by: • PowerPoint presentation • Group Discussion 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.

Content	- 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" - Ideal size of the group: Up to 20 persons, larger groups should be divided. Time: 15 minutes. - Aim: Introduction of the participants and presentation of their expectations in connection with their learning - 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. - 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). - 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. - 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** shown on the PPP slide. - The trainer evaluates the answers and gives learners a feedback in connection with their learning from today's class.
Assessment	**Group Activity** 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.
Resources	- PowerPoint Presentation: WBL Accelerator_Unit 1.1_F2F_What is WBL.pptx - PDF: WBL Accelerator_Unit 1.1_F2F_Assessment questionnaire.pdf - Classroom with tables and chairs - Laptop, internet connection and a projector - Flipchart with paper and markers - Tape or blue-tack - Printed copies of the PPP and PDF - Pens and paper for the learners to make notes
Sources & Further Reading	- Icebreaker - „Expectations" https://www.thoughtco.com/icebreaker-understand-student-expectations-31374 - Work-based learning in EU candidate countries https://www.etf.europa.eu/sites/default/files/m/333F8DD829CBDBDFC12581FE00299A16_Work-based%20learning_candidate%20countries.pdf

	• Work-based learning - Handbook for policy makers and social partners in ETF partner countries https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-handbook-policy-makers-and-social-0

📖 1.1 Introduction to work-based learning

Duration	60 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 1.1 F2F session. 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 1.1 F2F session, by: • Reading online articles about the WBL, types, benefits and obstacles of work-based learning • Online video and self-reflection exercise
Practical Work Content	The learners' tasks will be to watch the online videos and deepen their knowledge about WBL and its benefits. As part of their self-assessment and self-reflection, the learners will be advised to think and write down facts in connection with WBL and its integration or improvement in their workplaces.
Learning Material	▶ What is work-based learning? https://www.wblaccelerator.eu/en/what-is-work-based-learning/ • Work-based learning – Introduction https://www.youtube.com/watch?v=mzYkZJG2fQo • Active Learning https://www.youtube.com/watch?v=2hrDtfpIRo8 • Work-based learning in Europe: Practices and policy pointers https://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_057845 • Work-based learning: benefits and obstacles: a literature review for policy makers and social partners in ETF partner countries https://www.etf.europa.eu/sites/default/files/m/576199725ED683BBC1257BE8005DCF99_Work-based%20learning_Literature%20review.pdf
Self-assessment	The learners will be advised to think and write down facts in connection with WBL and its integration or improvement in their workplaces. • Self-assessment questionnaire (reflection on the learning) https://docs.google.com/forms/d/1ZG10I8QUP3msLg3-x2735nEbr1_JaQ2uRICpJkgt05E/edit

🗣 1.2 Obstacles to work-based learning and its perceptions

Duration	60 minutes
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, by a PPT presentation, including the following topics:

	• 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
Content	▶ The trainer welcomes the learners and gives a short overview of the sub-unit to the participants ▶ The trainer presents four know obstacles in WBL and how WBL is perceived by learners and employers. ▶ After pointing out and describing the main obstacles and perceptions of WBL leads a group discussion with the participants in connection with their existing experience with WBL and obstacles and/or possible obstacles and perceptions that could have a negative impact on work-based learning in their companies.
Assessment	**Group Discussion** The leaners will be assessed by the trainer within a group discussion asking questions about the topics learned. The trainer will assess the learners' knowledge and give them a feedback with recommendations to further readings.
Resources	▶ PowerPoint Presentation: WBL Accelerator_Unit 1.2_F2F_Obstacles in WBL.pptx • 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
Sources & Further Reading	• European Training Foundation, 2013. WORK-BASED LEARNING: BENEFITS AND OBSTACLES https://www.etf.europa.eu/sites/default/files/m/576199725ED683BBC1257BE8005DCF99_Work-based%20learning_Literature%20review.pdf

🖥 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. 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: • Online videos • Self-assessment
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.
Learning Material	▶ What is work-based learning? https://www.wblaccelerator.eu/en/what-is-work-based-learning/

	• What makes a successful work-based learning programme? https://www.youtube.com/watch?v=QP0mqfycq9I • The value of apprenticeships https://www.youtube.com/watch?v=KPs1Ho0kvt0
Self-assessment	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. • Self-assessment questionnaire (reflection on the learning) https://docs.google.com/forms/d/1nUxqdU4ctJ6wEzWWuXI_u9WTJEVfn0Yzg1OsUx8t6A8

UNIT 2: THE ROLE OF COMPANIES IN WBL

SUB-UNITS:
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	150 minutes		
Learning Setting	🎙 Face-2-Face/Classroom Duration: 60 minutes 💻 Online /Self-directed Duration: 90 minutes		
Introduction/ Main Topics	Introduction: 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. Main Topics: ▶ How to ensure a successful work-based learning process that is beneficial and attractive to all the stakeholders ▶ Corporate social responsibility (definition and initiatives)		
Learning Outcomes	Knowledge	Skills	Competences
	o Explain requirements and recommendations in connection with a successful WBL process	o Consider and make decisions in connection with the requirements and conditions to ensure successful WBL,	o Summarise the elements of effective and attractive WBL programmes

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o Recall success stories and good practices in connection with WBL o Explain corporate social responsibility, good practices and initiatives	attractive and effective for all the stakeholders` o 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 o Understand the importance of corporate social responsibility in the company and in connection with WBL	o Follow the good practices in WBL and CSR o Plan CSR initiatives supporting the success of the company and work-based learning

2.1 Role of the company in work-based learning

Duration	30 minutes
Description	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. The learning will be assessed within a group discussion reflecting the learners' knowledge. 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 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.
Content	▶ The trainer welcomes the learners and gives a short overview of the project and todays topics to the participants ▶ The trainer asks the participants to introduce themselves, their position in WBL and what are their expectations in connection with todays' 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	**Group Discussion**
	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.
Resources	▶ PowerPoint Presentation: WBL Accelerator_Unit 2.1_F2F_Role of Company.pptx
	• 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
Sources & Further Reading	• WBL Accelerator Explorative Research Study https://www.wblaccelerator.eu/en/downloads/
	• Mutual benefits of apprenticeships https://www.youtube.com/watch?v=DfIPs7pO4_Y
	• How apprenticeships can lead to lifelong career success https://www.youtube.com/watch?v=eg-46DbcgCk
	• Benefits of work-based learning http://www.ncpublicschools.org/cte/work-based/benefits/

2.1 Role of the company in work-based learning

Duration	60 minutes
Description	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:
	• Presenting success stories
	• Presenting basic requirements and steps to be undertaken leading to a successful WBL programme
	• Online questionnaire
Practical Work Content	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.
	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.
Learning Material	▶ Company's Role in WBL https://www.wblaccelerator.eu/en/companys-role
	• Suttons Apprenticeships Success Stories https://www.youtube.com/watch?v=r2xAhaQ871c
	• Maryland Apprenticeship 2.0 - Training that Works: Employers https://www.youtube.com/watch?v=ZTdXzBTFaEw
	• What makes a successful apprenticeship programme

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	https://www.youtube.com/watch?v=_JeJDH6SlkI • Why Work-based learning https://center4apprenticeship.jff.org/work-based-learning/models/ • 7 steps to a successful apprenticeship program https://chiefexecutive.net/7-steps-to-a-successful-apprenticeship-program/
Self-assessment	The learners will be advised to think and write down facts in connection with WBL and its integration or improvement in their workplaces. • Self-assessment questionnaire (reflection on the learning) https://docs.google.com/forms/d/14Q-aLTgP4ikizVOusO6xDXDf2P0jE-NyRYgnaeciyc0

🗣 2.2 Corporate social responsibility and work-based learning

Duration	30 minutes
Description	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 learning will be delivered by: • 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

Content	▶ 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=MiIv5u59qPs (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**:
	   o As a person responsible for the WBL and cooperation with the VET institution identify an issue connected with WBL, that could be solved 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)
	   o 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:
	   o How would you define CSR with you own words?
	   o What CSR initiatives could have a positive impact on increasing the attractiveness and effectivity of the WBL?
	   o How is CSR influenced by the customers?

Assessment	**Group Discussion**

	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. 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.
Resources	• 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
Sources & Further Reading	• Top 20 corporate social responsibility initiatives for 2018 https://www.smartrecruiters.com/blog/top-20-corporate-social-responsibility-initiatives-of-2018/ • EU Strategy on Corporate Social Responsibility https://www.switchtogreen.eu/?p=1188 • Corporate social responsibility https://www.investopedia.com/terms/c/corp-social-responsibility.asp • 4 reasons for employers to engage in work-based learning programmes • https://epale.ec.europa.eu/en/blog/4-reasons-employers-engage-work-based-learning-programmes

⌨ 2.2 Corporate social responsibility and work-based learning

Duration	60 minutes
Description	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. The learners will be assessed by an online questionnaire, answering 10 question based on the content of the online videos.
Practical Work Content	The participants will be advised to watch the online videos and subsequently reflect on their learning answering the assessment questions. 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
Learning Material	• Company's Role in WBL https://www.wblaccelerator.eu/en/companys-role • Business ethics corporate social responsibility https://www.youtube.com/watch?v=sRtYyfcTnWs • CSR education in companies https://www.youtube.com/watch?v=bH0eTWSLbqc • Why corporate social responsibility matters https://www.youtube.com/watch?v=p2iQ_h1mPaY
Self-assessment	The learners will assess their learning answering an online questionnaire. • Self-assessment questionnaire (reflection on the learning)

UNIT 3: COMPARE QUALIFICATIONS ACROSS EUROPE

SUB-UNITS:

3.1 Decode the Jargon

3.2 Compare WBL Quality Standards

General Overview

Duration:	180 minutes
Learning Setting	🖥 Online /Self-directed Duration: 180 minutes
Introduction/ Main Topics	Introduction: 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. Main Topics: ▶ Transparency instruments: EQF, CEFR, ECVET ▶ Learning outcomes ▶ Understanding and interpreting the topics mentioned above

Learning Outcomes	Knowledge	Skills	Competences
	o Recall the meaning of the abbreviations EQF, ECVET, CEFR, EQAVET o Identify possible fields of application and usage of EQF levels/descriptors, ECVET points, and CEFR levels in personal work routine o Remember where to find further information and supporting documents to the European Transparency	o Relate EQF levels with the according competences of employees o Interpret ECVET points to assess the experience of (junior) staff and interns o Interpret CEFR levels with actual language skills of trainees o Keep track of skills and competences of employees by using comparable data and language efficiently	o Encode certificates of VET learners/graduates across Europe o Compare knowledge, skills and competences of employees/ interns/ junior staff efficiently and across national boarders o Estimate potential needs for further training in employees by relating actual skills and competences with requirements of a job position

	Instruments mentioned above	o Relate WBL processes to EU standards using EQAVET	o Choose the most suitable candidate for a task/job position based on their skills and competences o 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.
Practical Work Content	The main content of this sub-unit 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. 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.

Learning Material	• Decode the Jargon
	https://www.wblaccelerator.eu/en/decode-the-jargon
	• Official websites of EU transparency tools
	   o CEDEFOP
	     https://www.cedefop.europa.eu/en/events-and-projects/projects
	   o ECVET
	     http://www.ecvet-toolkit.eu/ecvet-toolkit/ecvet-toolkit
	     https://www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet
	   o EQF
	     https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf
	   o EQF Descriptors
	     https://ec.europa.eu/ploteus/content/descriptors-page
	   o Learning Outcomes
	     https://www.cedefop.europa.eu/en/events-and-projects/projects/learning-outcomes
	   o Compare National Qualification Frameworks
	     https://ec.europa.eu/ploteus/en/compare
	   o CEFR
	     https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions

Self-assessment	Self-assessment questionnaire (reflection on the learning) https://www.wblaccelerator.eu/en/decode-the-jargon

🖥 3.2 Compare WBL Quality Standards

Duration	90 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.
Practical Work Content	The sub-unit consists of a mini article published on the WBL Accelerator website and features embedded links to helpful resources.
Learning Material	• Compare WBL Quality Standards https://www.wblaccelerator.eu/en/compare-wbl-quality-standards • What is EQAVET? https://www.youtube.com/watch?v=7A2OaR3fejg • Official websites of EU transparency tools https://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-skills-index https://www.eqavet.eu/
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/compare-wbl-quality-standards

UNIT 4: GLOSSARY OF TERMS

GENERAL OVERVIEW OF THE UNIT

Duration:	240 minutes
Learning Setting	🖥 Online /Self-directed 240 minutes
Introduction/ Main Topics	Introduction: 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. Main Topics: All topics of the WBL Accelerator Mentor Training

	Knowledge	Skills	Competences

Learning Outcomes	o Recall terminology used in Vocational Education and Training at European Level. o Recall the different terms used in VET training programmes and apprenticeships	o Apply the different terms in the correct contexts and situations	o Apply VET and WBL terminology in the correct contexts and situations

🖥 4 Glossary

Duration	240 minutes
Description	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
Practical Work 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.
Learning Material	Key terms of all units featured in the WBL Accelerator Training Course. The glossary is an important tool that might be used in other units as a point of reference. ▶ Glossary: https://www.wblaccelerator.eu/en/glossary/
Self-assessment	No self-assessment as all terms are included primarily in other units.

UNIT 5: EUROPASS FOR EMPLOYERS

SUB-UNITS:
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:	180 minutes
Learning Setting	🎙 Face-2-Face/Classroom Duration: 30 minutes 🖥 Online /Self-directed Duration: 150 minutes

Introduction/ Main Topics	Introduction:
	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.
	Main Topics:
	• Job Applications (CV, Cover Letter, Interoperability) • Supplements (Certificate, Diploma) • Mobility Certificates

Learning Outcomes	Knowledge	Skills	Competences
	o Recall the elements of the Europass: CV, CL, certificate & diploma supplement, mobility certificate o Describe the Interoperability/ Europass2Spreadsheet process o Describe the Erasmus+ mobility process o Remember where to find general and country specific further information and supporting documents of the Europass	o Interpret CEFR and EQF levels in the Europass CV o Interpret mobility certificates o Estimate meaningful fields of application of certain Europass elements in relation to the personal daily work	o Create job descriptions featuring Europass elements, EQF levels and CEFR levels to ensure comparability o Organise job applications with Europass interoperability feature to enhance comparability o Create mobility certificates

🗣 5.1 Europass in a nutshell

Duration	30 minutes
Description	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.
	Participants are actively engaged by involving them in a dialogue during the presentation.
	Trainers are advised to 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.
Content	The content is provided in a separate PPT presentation. It spans across the following topics:
	▶ 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).
Assessment	**No Assessment**
Resources	▶ PowerPoint Presentation: WBL Accelerator_Unit 5.1_F2F_Europass in a nutshell.pptx • 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
Sources & Further Reading	• Europass for employers https://www.wblaccelerator.eu/en/europass-for-employers • Official Europass Website https://europass.cedefop.europa.eu/

🖥 5.2 Europass for Employers: Tame the paperwork jungle

Duration	60 minutes
Description	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. They are provided with a practical exercise where they can test the Europass interoperability using MS Excel and sample Europass CVs. 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. 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 again after the self-directed learning phase and/or are available for further questions.
Practical Work Content	This unit covers the elements of Europass, which are: ▶ 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 sub-unit 5.3) 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.
Learning Material	▶ PowerPoint Presentations WBL Accelerator_Unit 5.2_Web_Europass_CertificateDiploma Supplement.pptx

	WBL Accelerator_Unit 5.2_Web_Europass_CVandCL.pptx WBL Accelerator_Unit 5.2_Web_Europass_Languagepass.pptx • Tame the paperwork jungle: https://www.wblaccelerator.eu/en/interoperability • Europass website https://europass.cedefop.europa.eu/ • Europass CVs: https://europass.cedefop.europa.eu/documents/curriculum-vitae/examples • Language Passport: https://europass.cedefop.europa.eu/documents/european-skills-passport/language-passport/examples • Mobility Certificate: https://europass.cedefop.europa.eu/documents/european-skills-passport/europass-mobility/examples • Diploma Supplement: https://europass.cedefop.europa.eu/documents/european-skills-passport/diploma-supplement/examples • Certificate Supplement: https://europass.cedefop.europa.eu/documents/european-skills-passport/certificate-supplement/examples • Interoperability https://interop.europass.cedefop.europa.eu/home https://europass.cedefop.europa.eu/europass2spreadsheet/
Self-assessment	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. The second part of the assessment is a brief **Google Form** that tests the main learning outcomes of this sub-unit and focusses on the elements of Europass and their functionality as well as their accessibility.

🖥 5.3 Employees abroad: All you need to know!

Duration	90 minutes
Description	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). Participants read through the case study and can get familiar with the process using the sample documents provided. 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.

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Practical Work Content	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: ▶ 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 sub-unit 5.2) ▶ Building on the lessons learnt
Learning Material	▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/employees-abroad ▶ PDF WBL Accelerator_Unit 5.3_Web_Employees abroad_Checklist.pdf • Mobility Tool: https://ec.europa.eu/education/resources-and-tools/mobility-tool_en • Europass Mobility Certificate: https://europass.cedefop.europa.eu/documents/european-skills-passport/europass-mobility https://europass.cedefop.europa.eu/about/national-europass-centres
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/employees-abroad

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	Introduction:
	This unit will deal with some examples of best WBL/apprenticeship practices in both SMEs and large companies.
	Main Topics:
	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.

Learning Outcomes	Knowledge	Skills	Competences
	o List some of the best WBL practices for SMEs and large companies o Recognize best practices of WBL in companies o Compare practices in SMEs and large companies o Identify characteristics of their approach	o Apply some of the elements of best practices presented in the company o Differentiate between the practices within SMEs and large companies	o Responsible for managing apprenticeship within the company

6.1 Best Wbl Practices For SMEs And Large Companies

Duration	120 minutes
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.
	Learners are informed about best practices and sharing the experiences and know-how.
	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.
Content	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	**Group Discussion** Participants are asked about their opinion and if they would like to share their experiences and best practices of their companies.
Resources	▶ PowerPoint Presentation: WBL Accelerator_Unit 6_F2F_Best Practice.pptx • 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
Sources & Further Reading	Not available

📖 6.1 Best Wbl Practices For SMEs And Large Companies

Duration	60 minutes
Description	Selected best WBL practices in SMEs and large companies will be presented to the learners. Learners will read the selected article with the best WBL practice examples and will complete short WBL readiness level assessment test.
Practical Work Content	Participants will through reading the article get some ideas how to use the best practices in their company
Learning Material	• Best WBL Practices for SMEs and Large Companies https://www.wblaccelerator.eu/en/best-wbl-practices-for-smes-and-large-companies-multis/ • Great apprenticeships in small businesses http://www.eurochambres.eu/custom/Great_apprenticeships_in_small_businesses_Final_brochure-2014-00340-01.pdfInteractive webpage
Self-assessment	Self-assessment questionnaire (reflection on the learning) https://forms.gle/RKoNawYMgXFcNKx29

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UNIT 7: APPRENTICE PLAN

SUB-UNITS

7.1 Planning & Structure

7.2 WBL & Apprenticeship

7.3 Planning WBL Step by Step

7.4 WBL Abroad

GENERAL OVERVIEW OF THE UNIT

Total Duration	240 minutes
Learning Setting	🗣 Face-2-Face/Classroom Duration: 90 minutes 💻 Online /Self-directed Duration: 150 minutes
Introduction/ Main Topics	Introduction: 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. Main Topics: ▶ Adequate planning and structuring of apprenticeships ▶ Effective guidance ▶ Basic learning methodology ▶ Best practice example ▶ Corporate social responsibility (definition and initiatives)

Learning Outcomes	Knowledge	Skills	Competences
	o Identify characteristics of best practice in apprenticeship planning o Know how to plan and structure apprentices based on best practice examples	o Apply skills learned from best practices o Understand apprenticeships plans and structures o Possess the skills to communicate effectively with Apprentices	o Plan apprenticeship programs

🗣 7.1 Planning & Structure

Duration	90 minutes
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. Participants will view a PPP presentation, and there will also be a series of handouts (Sample documents and checklists)
Content	▶ Benefits of apprenticeship plan

	▶ How to structure apprentices ▶ Good examples from industry including sample of apprentice contracts & training regulations
Assessment	**Group Discussion** Participants are asked about their opinion and if they would like to share their experiences and practices of their companies.
Resources	▶ PowerPoint Presentation: WBL Accelerator_Unit 7.1_F2F_Planning WBL.pptx ▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/planning-wbl/ • 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
Sources & Further Reading	• Source for best practice WBL German dual training system *https://www.apprenticeship-toolbox.eu/training-teaching/in-company-training/115-in-company-training-in-germany* • 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 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).

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- 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.

🖥 7.2 WBL & Apprenticeships

Duration	50 minutes
Description	Basic introduction and overview of apprenticeship structures and how apprenticeships benefit companies and the apprentices with use of video and online quiz as self-assessment.
Practical Work Content	Participants will watch the videos followed by online quiz.
Learning Material	- WBL and Apprenticeships https://www.wblaccelerator.eu/en/wbl-apprenticeships/ - Video A: Dual Vocational Training - Germany's successful system https://www.youtube.com/watch?v=fzNM2BqKsxs - Video B: Apprenticeships across the EU: how to maximise their benefits https://www.youtube.com/watch?v=EGKU_OVbxfA - Video C: Companies courting Apprenticeships https://www.youtube.com/watch?v=cbzrXwPwTiU - Video D: From College Dropout to Craftsman https://www.youtube.com/watch?v=OfPIcEIJvVw
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/wbl-apprenticeships/

🖥 7.3 Planning WBL Step by Step

Duration	50 minutes
Description	This section will be made up of a number of video materials showcasing the best practice apprentice model example of dual-training system originating in the German speaking countries as a case study. It also goes into the steep by step aspects of creating successful apprenticeship scheme. Each video is followed by an online quiz.
Practical Work Content	Participants will watch the videos followed by online quiz. First the video/audio material should be presented and then the participants should undertake the self-assessment quiz
Learning Material	WBL Step by Step https://www.wblaccelerator.eu/en/planning-wbl-step-by-step/

	• Video A: The Dual system https://www.youtube.com/watch?v=5i18_4sbCHc • Video B: Creating learning and work tasks https://www.youtube.com/watch?v=jzZAejUHtPg • Video C: Action-oriented vocational training steps https://www.youtube.com/watch?v=k0setd8KZBg • Video D: Using and analysing work processes https://www.youtube.com/watch?v=RotMARWZqK0
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/planning-wbl-step-by-step/

🖥 7.4 WBL Abroad

Duration	50 minutes
Description	This section will be made up of a number of video materials showcasing how the best practice apprentice model example of dual-training system originating in the German speaking countries has been successfully transferred to other countries and the impact it has had First the video/audio material should be presented and then the participants should undertake the self-assessment quiz.
Practical Work Content	The participants will be advised to watch the online videos and subsequently reflect on their learning answering the assessment questions. 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
Learning Material	• WBL Abroad https://www.wblaccelerator.eu/en/wbl-abroad/ • Video A: Strengthening VET abroad https://www.youtube.com/watch?v=SvtLqnZlC18 • Video B: The company Stihl exports a German training system https://www.youtube.com/watch?v=iuX9ATIrlrs • Video C: Action-oriented vocational training steps https://www.youtube.com/watch?v=-Sun5FS6VKw
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/wbl-abroad/

UNIT 8: INTRODUCTION TO WBL MONITORING

SUB-UNITS
8.1 Introduction to WBL Monitoring

GENERAL OVERVIEW OF THE UNIT

Total Duration	120 minutes
Learning Setting	🗣 Face-2-Face/Classroom Duration: 60 minutes 💻 Online /Self-directed Duration: 60 minutes
Introduction/ Main Topics	**Introduction:** This learning unit will provide an overview of the feedback monitoring process and continues improvement to be implemented into an apprenticeship scheme within the context of a private company. It will explain the necessity and benefits of such a process. It will give clear overview of the options available to apprentice supervisor of the kind of monitoring system they can introduce. It will also provide best practice examples and involve role play to ensure learning **Main Topics:** ▶ Introduction to Feedback/monitoring: the necessity and benefit ▶ How to implement such processes ▶ Best practice examples

Learning Outcomes	Knowledge	Skills	Competences
	o Understand the value of giving/receiving feedback o Know the benefits of having apprentice feedback o Organise the supervision of the apprentices o Know the quality criteria of successful apprenticeships	o Differentiate between direct and indirect measures of supervision o Organise and plan feed-back loops o Communicate feedback to apprentice o Structure & facilitate feedback session	o Apply quality measures and quality control of apprenticeships according to different sectors and professions o Process and implement feedback into apprenticeship program and implement improvements in structured fashion

🗣 8.1 Introduction to Monitoring

Duration	60 minutes

Description	How to implement monitoring.
	A step by step guideline on how to implement a monitoring system in an apprenticeship scheme from start to finish.
	A role play activity (instructions in PPP) demonstrating how a feedback session with in an apprenticeship situation can be conducted effectively.
	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.
	The other participants observe the role-play and a discussion is held after completion.
Content	▶ Introduction to feedback & monitoring ▶ Video: Importance of Feedback https://www.youtube.com/watch?v=isaumN5AlvY ▶ Why is feedback & monitoring important ▶ Benefits to both apprentice and mentor ▶ The importance of feedback and quality assurance ▶ Role Play
Assessment	**Group Discussion** Participants are asked about their opinion and if they would like to share their experiences and practices of their companies.
Resources	▶ PowerPoint Presentation WBL Accelerator_Unit 8.1_F2F_Introduction to Montoring.pptx ▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/monitoring-2/ • 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
Sources & Further Reading	Defining and evaluating skills https://www.youtube.com/watch?v=isaumN5AlvY

🖥 8.1 Introduction to Monitoring

Duration	60 minutes
Description	• Introduction to Feedback & Continuous Improvement • Why is monitoring important • Benefits to both apprentice and mentor • The importance of feedback and quality assurance
Practical Work Content	• Why is feedback/ monitoring important • Mentoring Skills: Giving Feedback • Improving training and teaching methods • Self-assessment: Defining and evaluating skills: Self-assessment

Learning Material	• WBL and Apprenticeships https://www.wblaccelerator.eu/en/monitoring/ • Video A: Why is feedback/ monitoring important https://www.youtube.com/watch?v=yx3fRPegGNI • Video B: Mentoring Skills: Giving Feedback https://www.youtube.com/watch?v=BuhNMDc46NI • Video C: Improving training and teaching methods https://www.youtube.com/watch?v=l0vLdA0yAsA • Video D: Self-assessment: Defining and evaluating skills https://www.youtube.com/watch?v=isaumN5AlvY
Self-assessment	Self-assessment questionnaire https://docs.google.com/forms/d/1VBn3aSGkoXyDNYBkfowzcyEoDBFofFhjUig2uJcHoj8/edit

UNIT 9: INTERNATIONAL RECRUITING

SUB-UNITS

9.1 Hiring internationally – Where to start

9.2 Legal aspects of international recruitment

9.3 Recruitment and intercultural communication

GENERAL OVERVIEW OF THE UNIT

Total Duration	270 minutes	
Learning Setting	🕮 Face-2-Face/Classroom	Duration: 150 minutes
	🖥 Online /Self-directed	Duration: 120 minutes
Introduction/ Main Topics	Introduction: 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. The unit will also cover practical advice such as the legal aspects and what additional requirements are needed when hiring internationally. The unit will also give advice on how to successfully recruit foreign employees into their new role and establishing a welcoming culture in the company to ensure the employees are successfully retained.	

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Main Topics:

▶ 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.

Learning Outcomes	Knowledge	Skills	Competences
	o Identify challenges of an international recruitment process o Explain the steps involved in these challenges o Identify resources and supports open to them in international recruitment	o Understand the potential cultural differences in international teams o Understand the benefits of international teams for their company o Understand the legal difference/similarities between the rights of native and international employees	o Establish a welcome culture in the company for international recruits o Modify their recruitment process for an international setting o Get information on the legal situation in a candidate's country of origin

🗣 9.1 Hiring internationally – Where to start

Duration	60 minutes
Description	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. The PPP will make use of examples from industry of successful recruitments across borders. There will also be exercises in recruitment using international examples. 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 distributed to participants. The tutor should highlight the different aspects of the checklist that where covered in the PPP.
Content	▶ 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
Assessment	**Online Quiz**

	Participants are asked about their opinion and if they would like to share their experiences and practices of their companies.
Resources	► PowerPoint Presentation WBL Accelerator_Unit 9.1_F2F_How to Hire Internationally.pptx ► Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/hiring-internationally/ • 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
Sources & Further Reading	• Diversity: 5 Reasons Why Workforce Diversity is Good for Your Workplace https://www.youtube.com/watch?v=8aLQytUM5dU • EURES: a bridge between employers and jobseekers across Europe https://www.youtube.com/watch?v=1I_dJdKZCBo • Your EU citizenship rights https://multimedia.europarl.europa.eu/en/your-eu-citizenship-rights_B001-ESN-170404INT_ev • EURES – Living and Working https://ec.europa.eu/eures/main.jsp?acro=lw&lang=en&catId=490&parentId=0 • Employment, Social Affairs & Inclusion https://ec.europa.eu/social/main.jsp?catId=466&langId=en

🖥 9.1 Hiring Internationally – Where to start

Duration	60 minutes
Description	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. This will be followed by an online quiz for the participants to self- test their acquired knowledge from the videos.
Practical Work Content	The practical aspect of this sub-unit will be the online quiz.
Learning Material	• WBL and Apprenticeships https://www.wblaccelerator.eu/en/hiring-internationally-2/ • Video A: EURES: a bridge between employers and jobseekers across Europe https://www.youtube.com/watch?v=1I_dJdKZCBo • Video B: How can employers benefit from the EURES Network https://www.youtube.com/watch?v=qv9HGRaBM9

	• Video C: Sector example: How EURES benefits Tourism sector https://www.youtube.com/watch?v=Y_qWh_o9J9U • Video D: Example: Recruiting talent from the Spanish labour market https://www.youtube.com/watch?v=5BjO-aZbpSU • Video E: Guideline on how to use the EURES tool https://www.youtube.com/watch?v=hrGm5B78qOM
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/hiring-internationally-2/

🗣 9.2 Legal Aspects in International Recruitment

Duration	30 minutes
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. The participants will be given a written description of an example from industry, and exercises will follow. Content in PP shown be presented as well as highlighting the external website "living working Map application", and the info it contains. This is followed by exercises using the examples and Sample CV in the Annex.
Content	▶ National and EU guidelines and regulation ▶ Video: EU citizenship rights ▶ Living working Map application ▶ Exercises
Assessment	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.
Resources	▶ PowerPoint Presentation WBL Accelerator_Unit 9.1_F2F_How to Hire Internationally.pptx ▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/hiring-internationally-legal/ ▶ 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
Sources & Further Reading	• Employment, Social Affairs & Inclusion https://ec.europa.eu/social/main.jsp?catId=466&langId=en • Your EU citizenship rights https://multimedia.europarl.europa.eu/en/your-eu-citizenship-rights_B001-ESN-170404INT_ev

9.2 Legal Aspects in International Recruitment

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. The online material can also be integrated into the face to face presentation if sufficient time is allocated.
Practical Work Content	Quiz questions follow each video Quiz questions follow Living Working Map application
Learning Material	• Hiring internationally - legal https://www.wblaccelerator.eu/en/hiring-internationally-legal/ • EU citizenship rights https://multimedia.europarl.europa.eu/en/your-eu-citizenship-rights_B001-ESN-170404INT_ev • Online Tool: Living and working in the EU https://ec.europa.eu/eures/main.jsp?acro=lw&lang=en&catId=490&parentId=0 • Example Germany: Employer & EU worker obligations https://www.eu-gleichbehandlungsstelle.de/eugs-en/about-us/mission-and-tasks/corporate-video-of-the-office-for-the-equal-treatment-of-eu-workers
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/hiring-internationally-legal/

9.3 Recruitment and intercultural communication

Duration	60 minutes
Description	Through a series of PPP this sub-unit will go through the process of intercultural communication and how to prepare a company and its staff for 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. The PPP should be delivered, then followed with the examples with questions and "self-Identity tool" activity, allowing for a feedback exchange within the group.
Content	▶ Intercultural Communication ▶ common barriers and challenges ▶ Examples from industry ▶ Exercises and "Self Identity Tool" Examples from industry of common barriers and challenges will be provided and participants will be asked to reflect and answer questions.

	"Self-Identity Tool" will encourage participants to reflect on their own working culture and how it can be portrayed to foreign colleagues
Assessment	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.
Resources	▶ PowerPoint Presentation WBL Accelerator_Unit 9.1_F2F_How to Hire Internationally.pptx ▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/intercultural-competence/ ▶ 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
Sources & Further Reading	Management across Cultures: Developing Global Competencies, Richard M. Steers, Luciara Nardon, Carlos J. Sanchez-Runde, Cambridge University Press, 2016.

🖥 9.3 Recruitment and intercultural communication

Duration	30 minutes
Description	The online material will consist of videos with examples from industry of successful onboarding and the benefits of international recruitment. There will also be video covering the challenges for companies in intercultural communication and how they can be overcome. Each video will be followed by an online self-test quiz
Practical Work Content	Participants must view the videos and then take part in the online quiz
Learning Material	• 5 reasons why diversity is good for business https://www.youtube.com/watch?v=8aLQytUM5dU • How to improve intercultural communication in the workplace https://www.youtube.com/watch?v=4JjDgmER-E0
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/intercultural-competence/

UNIT 10: FOREIGN QUALIFICATION RECOGNITION

SUB-UNITS

10.1 Introduction to foreign qualification recognition

10.2 EU & National Qualification Framework

10.3 Practical examples from industry

GENERAL OVERVIEW OF THE UNIT

Total Duration	150 minutes
Learning Setting	🗣 Face-2-Face/Classroom Duration: 60 minutes 💻 Online /Self-directed Duration: 90 minutes

Introduction/ Main Topics	<u>Introduction:</u> 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. <u>Main Topics:</u> ▶ Recognising qualifications of foreign candidates ▶ Understanding foreign qualifications in the context of national frameworks ▶ Understanding European qualification frameworks

Learning Outcomes	Knowledge	Skills	Competences
	o Identify the challenges involved in recognition of qualifications across different EU countries o Identify the resources available to them in order to successfully understand qualification from other countries	o Understand importance of qualification frameworks o Understand the structures of National qualification frameworks in a European context o Differentiate between the national and the European qualification frameworks	o Translate their own qualifications using the National and Europeans qualification frameworks o Understand qualifications as they appear on job applications from foreign candidates

🗣 10.1 Introduction to Foreign Qualification Recognition

Duration	45 minutes

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.
	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.
Content	▶ Overview of the concept of National Qualification framework
	▶ 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.
	▶ Use of example of NQF and explanations of levels
	▶ Example of how qualifications can be translated using the EQF
	▶ Presentation includes video material
	▶ Overview of support systems in place at EU and national level
Assessment	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.
Resources	▶ PowerPoint Presentation WBL Accelerator_Unit 10_F2F_Recognition.pptx
	▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/recognition/
	• 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
Sources & Further Reading	• General overview: http://www.ecvet-toolkit.eu
	• Comparison of frameworks: https://ec.europa.eu/ploteus/en/compare

🖥 10.1 Introduction to Foreign Qualification Recognition

Duration	45 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.
Practical Work Content	The practical aspect of this sub-unit will be the online quiz.
Learning Material	• Recognition https://www.wblaccelerator.eu/en/recognition/

	• Video A: : National Framework of Qualification - Example Ireland https://www.youtube.com/watch?v=w8rzlYgo9ps • Video B: Recruiting qualified workers from other European countries https://www.youtube.com/watch?v=f_oNruODGyI&list=PLayk84iBjgJJOIoVpU VY1uusbSF8b4l7h&index=6 • Video C: Showing and using Skills https://ec.europa.eu/social/main.jsp?catId=1217&langId=en#navItem-2
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/introducing-foreign-qualifications-and-frameworks/

🖥 10.2 EU Qualifications Framework

Duration	45 minutes
Description	Overview of European qualification framework and how it functions with use of industry examples.
Practical Work Content	▶ National and EU guidelines and regulation ▶ Video: EU citizenship rights ▶ Living working Map application ▶ Exercises
Learning Material	• Video A: Explaining the European Qualifications Framework (EQF) https://www.youtube.com/watch?v=MBGQuyYy7qA • Video B: 10 years of European Qualifications Framework https://www.youtube.com/watch?v=X5_jAdCpbPE • Video C: Introduction into EQF and ECVET https://www.youtube.com/watch?v=PoTbl1z7w6U
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/eu-qualification-framework/

🖥 10.3 Practical Examples from Industry

Duration	45 minutes
Description	The unit consists of case studies in video formats and emphasis the benefits qualification recognition and how it functions in a practical sense in industry .
Practical Work Content	All videos followed by an online quiz.
Learning Material	• Video A: Relating international qualifications to the EQF in the welding sector https://www.youtube.com/watch?v=YOoZM-PQiQM • Video B: ECVET in Sports & Fitness Sector https:// www.youtube.com/watch?v=eLh4JgqBA6c

Self-assessment	Self-assessment questionnaire
	https://www.wblaccelerator.eu/en/practical-examples-from-industry/

UNIT 11: DAILY LIFE OF A WBL MENTOR

SUB-UNITS
11.1 Daily Life of the WBL Mentor

GENERAL OVERVIEW OF THE UNIT

Total Duration	270 minutes
Learning Setting	🗣 Face-2-Face/Classroom Duration: 90 minutes
	💻 Online /Self-directed Duration: 180 minutes
Introduction/ Main Topics	Introduction:
	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.
	Main Topics:
	▶ Different roles played by partners involved in apprenticeship
	▶ Overview of the daily role of the mentor
	▶ Shared responsibilities for work based learning
	▶ Daily challenges faced by the mentor and how to deal with them

Learning Outcomes	Knowledge	Skills	Competences
	o Different roles played by partners involved in apprenticeship and how the mentor related to these partners	o Recognise good practices in mentoring through	o Assist the apprentice in the day to day learning process at the workplace
	o The challenges that mentor face in conducting their role on a day to day basis	o Evaluate different challenges encountered and apply appropriate methods to solve problems and rectify matters.	o Interact effectively with different partners and people involved in the work-based learning process

	o The benefits of WBL and effective mentoring through the recognition of good practices	o Show a positive attitude and encourage communication with different roles and partners involved	o Follow appropriate procedures to effectively fulfil mentoring requirements

11.1 Daily Life of a WBL Mentor

Duration	90 minutes
Description	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.
	The practical component involves active participation in discussions and in other activities such as the 'brainstorm race' activity.
	The objective of the sub unit is to introduce notions about the daily life of a mentor by:
	▶ 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
Content	Instructions for the Trainer to lead and deliver the F2F component
	▶ The trainer welcomes the learners and introduces the objectives of the lesson through the PPT slide provided is 5 minutes
	▶ 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 10 minutes). 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 (maximum 10 minutes) 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). (10 minutes)
	▶ 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	Reflection on the topics covered during the face to face session. 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: • What points did I learn from this activity? • What are my recommendations ?
Resources	▶ PowerPoint Presentation WBL Accelerator_Unit 11_F2F_Daily Life of a Mentor.pptx ▶ Annexes: WBL Accelerator_Unit 11_F2F_Annex 1_Brainstorm Race.pdf WBL Accelerator_Unit 11_F2F_Annex 2_Workshop_GroupDiscussion.pdf WBL Accelerator_Unit 11_F2F_Annex 3_SelfReflection.pdf ▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/daily_life_of_wbl_mentors/ • 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 • Copies of appropriate handouts
Sources & Further Reading	• Ice Breaker – Brainstorm Race *https://www.ydnetwork.org/documents/Icebreaker%20files/Brainstorm%20Race.pdf* • Mentoring for Apprenticeship *https://www.expandapprenticeship.org/system/files/mentoring_for_apprenticeship.pdf* • Apprenticeship Mentoring Handbook for Employers http://alphi.org.uk/Mentoring-Handbook.pdf

🖥 11.1 Introduction to Foreign Qualification Recognition

Duration	180 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 and online articles.

Practical Work Content	The practical aspect of this sub-unit will be the online quiz.
Learning Material	• Daily Life of WBL Mentors https://www.wblaccelerator.eu/en/daily_life_of_wbl_mentors/ • Mentoring for Apprenticeship *https://www.expandapprenticeship.org/system/files/mentoring_for_apprenticeship.pdf* • Apprenticeship Mentoring Handbook for Employers http://alphi.org.uk/Mentoring-Handbook.pdf
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/daily_life_of_wbl_mentors/

UNIT 12: PROFILES OF WBL MENTORS

SUB-UNITS
12.1 Profiles of WBL Mentors

GENERAL OVERVIEW OF THE UNIT	
Total Duration	240 minutes
Learning Setting	🎤 Face-2-Face/Classroom Duration: 120 minutes 💻 Online /Self-directed Duration: 120 minutes
Introduction/ Main Topics	Introduction: 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. Main Topics: ▶ The different roles of a successful mentor ▶ Attributes and Skills ▶ Overview of Communication Skills ▶ Analysing of knowledge, skills and behaviour and acting upon them
	Knowledge Skills Competences

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Learning Outcomes	o The Attributes of a mentor within a WBL context o The Different roles, functions and responsibilities o Key skills required by the mentor	o Recognise own strengths and weaknesses to improve own mentoring skills o Examine the key attributes of a mentor within a work-based learning context o Distinguish between different roles played by the mentor	o Demonstrate an appropriate attitude towards the mentor role o Evaluate issues in a constructive manner o Organise oneself effectively within the mentoring context

12.1 Profiles of WBL Mentors

Duration	150 minutes
Description	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. The practical content will include Group discussion about the role of the mentor; group discussion/workshop about the different attributes of a mentor; practical exercise-strengths and weaknesses and development opportunities in relation to skills and attributes mentioned The objective of the sub-unit is to introduce notions about the profile of a mentor by: ▶ 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
Content	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 should adapt according to the needs of the learners. ▶ The trainer welcomes the learners and introduces the objectives of the lesson through the PPT slide provided is 5 minutes ▶ 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 30 minutes . 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 30 minutes for discussion in groups and 10 minutes for sharing of ideas generated by the group ▶ 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) 5 minutes ▶ 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 10 minutes

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	▶ The next l 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) ▶ 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	Personal SWOT analysis exercise in class. 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
Resources	▶ PowerPoint Presentation WBL Accelerator_Unit 12_F2F_Profile of Mentors.pptx ▶ Annexes: WBL Accelerator_Unit 12_F2F_Annex 0_360degreefeedback WBL Accelerator_Unit 12_F2F_Annex 1_Mentor Roles.pdf WBL Accelerator_Unit 12_F2F_Annex 2_Attributes_Characterstics.pdf WBL Accelerator_Unit 12_F2F_Annex 3_Ten Tips for Mentors.pdf ▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/wbl_mentor-profile/ • 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 • Copies of appropriate handouts
Sources & Further Reading	• Bass (2017)' Mentoring for Apprenticeship, Keystone Development Partnership) • 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 • What is 360 Degree Feedback? http://www.custominsight.com/360-degree-feedback/what-is-360-degree-feedback.asp

🖥 12.1 Profiles of WBL Mentors

Duration	120 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. Please describe the contents and objective of each sub-unit: The objective of the online component are to

	1. Introduce learners to the Eisenhower matrix 2. Provide examples and references for further review This will be done through • Videos re knowledge, skills behaviour • Mentoring articles and other material
Practical Work Content	The learners will use the template provided and undertake a personal exercise using the Eisenhower matrix. ▶ WBL Accelerator_Unit 12_Web_Annex 4_Eisenhower Matrix.pdf
Learning Material	▶ Daily Life of WBL Mentors https://www.wblaccelerator.eu/en/wbl_mentor-profile/ ▶ PowerPoint Presentation WBL Accelerator_Unit 12_Web_Annex 6_Profile of Mentors.pptx • How to Prioritize Tasks Effectively: GET THINGS DONE https://www.expandapprenticeship.org/system/files/mentoring_for_apprenticeship.pdf • Mentoring: How to be an effective mentor https://www.youtube.com/watch?v=3dD2VCsPrsg • Why I chose to become an Apprenticeship Mentor https://www.youtube.com/watch?v=owtms0Neevs • Mentoring Apprentices https://www.unionlearn.org.uk/mentoring-apprentices • Time Management Skills *https://www.skillsyouneed.com/ps/time-management.html* • Eisenhower's Urgent/Important Principle *https://www.mindtools.com/pages/article/newHTE_91.html*
Self-assessment	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. ▶ WBL Accelerator_Unit 12_Web_Annex 5_Time Wasters and Mentoring.pdf

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UNIT 13: DIFFERENT PEDAGOGIC METHODS

SUB-UNITS

13.1 Experiential learning: learning by doing

13.2 Knowledge transfer, facilitating learning process

13.3 New communication methods

GENERAL OVERVIEW OF THE UNIT

Total Duration	300 minutes
Learning Setting	🗣 Face-2-Face/Classroom Duration: 120 minutes 💻 Online /Self-directed Duration: 180 minutes

Introduction/ Main Topics	Introduction:
	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.
	
	Main Topics:
	1. Experiential learning: learning by doing
	  ▶ Experiential learning models
	  ▶ Strengths and weaknesses of apprenticeship learning model
	2. Knowledge transfer, facilitating learning process
	  ▶ Benefits of Knowledge transference
	  ▶ Strategies for Knowledge transference
	3. New communication methods
	  ▶ Communicating across generations
	  ▶ Building collaboration: Working teams
	  ▶ Conflicts in intergenerational teams

Learning Outcomes	Knowledge	Skills	Competences
	○ Name different approaches for "learning by doing" ○ List the benefits of the knowledge transfer ○ Identify the main roots of conflicts in multigenerational teams	○ Criticize the different design models for experiential learning ○ Determine the main advantages of apprenticeship learning model ○ Classify the preferred communication methods for different generations	○ Generate an appropriate working environments for apprenticeship ○ Design strategies for knowledge transfer ○ Create a community of practice within the company

🗣 13.1 Experiential learning: learning by doing

Duration	30 minutes
Description	**2 videos** are presented: The first video is a short video that gives some tips to implement the experiential learning model.

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	The second video is about how a well-designed apprenticeship programme could offer new work-based learning opportunities to adult learners by developing their knowledge and skills. After the videos display a short debate is encouraged among participants.
Content	Experiential learning: learning by doing ▶ Experiential learning models ▶ Strengths and weaknesses of apprenticeship learning model After the videos are shown the trainer should encourage the discussion among participants. 2-3 questions are provided.
Assessment	Active participation in the group discussion.
Resources	▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/learning-by-doing/ ▶ PowerPoint Presentation WBL Accelerator_Unit 13_F2F_Pedagogic Methods.pptx • 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
Sources & Further Reading	• Teaching Tips | Experimental Learning Model https://www.youtube.com/watch?v=GDchcHORheM • Using apprenticeships to drive life long learning | Helen Ashley | TEDxNantwich https://www.youtube.com/watch?v=niUOkDzNqWU

🖥 13.1 Experiential learning: learning by doing

Duration	60 minutes
Description	The content is based on a brief theory and one activity (Activity 1- Assessing experiential design models) to reflect on learning models. Experiential learning: learning by doing ▶ Experiential learning models ▶ Strengths and weaknesses of apprenticeship learning model
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.
Learning Material	• Learning by doing https://www.wblaccelerator.eu/en/learning-by-doing/ • Models for teaching by doing (labs, apprenticeship, etc.) https://www.tonybates.ca/2014/08/06/models-for-teaching-by-doing-labs-apprenticeship-etc/

Self-assessment	5 multiple choice questions are provided
	https://www.wblaccelerator.eu/en/learning-by-doing/

13.2 Knowledge transfer, facilitating learning process

Duration	90 minutes
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	Knowledge transfer, facilitating learning process
	▶ Benefits of Knowledge transference
	▶ Strategies for Knowledge transference
	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.
	Trainers provide the questions for both roles and give them 15 min to reflect on their questions and later encourage participants to share the answers.
	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.
	Trainers provide the template to the groups to help them to create the programme and give the groups 30 min to reflect on the mentoring programme creation and later encourage participants to share the answers.
Assessment	Presentation of the created mentoring programme to the group.
Resources	▶ Article on WBL Accelerator Website
	https://www.wblaccelerator.eu/en/knowledge-transfer-through-mentoring/
	▶ PowerPoint Presentation
	WBL Accelerator_Unit 13_F2F_Pedagogic Methods.pptx
	• 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
	• A minimum of 9 persons for the role play activity
Sources & Further Reading	• Chronus Inc (2015). How to Use Mentoring in Your Workplace. https://chronus.com/how-to-use-mentoring-in-your-workplace#five
	• La necesidad de las compañías de tener un programa de mentores:

	http://www.rrhhdigital.com/secciones/salud-y-empresa/136064/La-necesidad-de-las-companias-de-tener-un-programa-de-mentores

13.2 Knowledge transfer, facilitating learning process

Duration	60 minutes
Description	Knowledge transfer, facilitating learning process ▶ Benefits of Knowledge transference ▶ Strategies for Knowledge transference
Practical Work Content	**Activity 4: Community of Practice** Learn how to create a community of practice in your company
Learning Material	• Knowledge Transfer Through Mentoring https://www.wblaccelerator.eu/en/knowledge-transfer-through-mentoring/ • Pappas, Christoforos. 2014. Top 10 Tips To Create a Corporate Learning Community of Practice. https://elearningindustry.com/top-10-tips-create-corporate-learning-community-of-practice • AARP Employer Training Inc. (2014), Report title: Managing the Generations at Work Location. https://ww2.eventrebels.com/ERImages/5675/AARP_Generations_Seminar_maroon_Eds_final.ppt
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/knowledge-transfer-through-mentoring/

13.3 New Communication Methods

Duration	30 minutes
Description	The objective is that the participants make a self-evaluation to see if they are successful when communicating with different age groups.
Content	New communication methods ▶ Communicating across generations ▶ Building collaboration: Working teams ▶ Conflicts in intergenerational teams Provide the questions on the PPP 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.
Assessment	Reflexion of new communication methods in group.
Resources	▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/new-communication-methods/ ▶ PowerPoint Presentation WBL Accelerator_Unit 13_F2F_Pedagogic Methods.pptx • 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
Sources & Further Reading	• Mind the Gap: Communicating through the Ages https://us.nttdata.com/en/-/media/assets/white-paper/apps-dbc-mind-the-gap-white-paper.pdf

🖥 13.3 New Communication Methods

Duration	60 minutes
Description	New communication methods ▶ Communicating across generations ▶ Building collaboration: Working teams ▶ Conflicts in intergenerational teams
Practical Work Content	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.
Learning Material	• New Communication Methods https://www.wblaccelerator.eu/en/new-communication-methods/ • How generational stereotypes hold us back at work https://www.ted.com/talks/leah_georges_how_generational_stereotypes_hold_us_back_at_work#t-53050 • Mind the Gap: Communicating through the Ages https://us.nttdata.com/en/-/media/assets/white-paper/apps-dbc-mind-the-gap-white-paper.pdf • How to communicate in the new multigenerational office https://www.forbes.com/sites/jennagoudreau/2013/02/14/how-to-communicate-in-the-new-multigenerational-office/#6fcc61584a6b • Communication among different age groups https://us.nttdata.com/en/-/media/assets/white-paper/apps-dbc-mind-the-gap-white-paper.pdf
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/new-communication-methods/

UNIT 14: CONDUCTING MENTORING SESSIONS

SUB-UNITS

14.1 Conducting Mentoring Sessions

GENERAL OVERVIEW OF THE UNIT

Total Duration	240 minutes
Learning Setting	🗣 Face-2-Face/Classroom Duration: 180 minutes 💻 Online /Self-directed Duration: 60 minutes
Introduction/ Main Topics	Introduction: 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. Main Topics: ▶ Mentoring as compared to other processes ▶ Skills and behaviour to conduct mentoring sessions ▶ Importance of Motivation ▶ Mentoring Models

Learning Outcomes	Knowledge	Skills	Competences
	○ Explain the Principles that underpin the mentoring process ○ Explain key models and concepts as applied to the mentoring process ○ Explain skills and behaviours required to conduct mentoring sessions	○ Listen to and examine the needs of the apprentice ○ Apply suitable motivational approaches	○ Conduct effective mentoring sessions ○ Monitor and review the mentee's progress ○ Demonstrate a genuine interest in the apprentice's learning process

🗣 14.1 Conducting Mentoring Models

Duration	180 minutes
Description	This sub-unit is aimed at providing theoretical knowledge coupled with practical opportunities for learners to grasp key notions about conducting mentoring sessions. The objective of the sub unit is to introduce notions about conducting mentoring sessions by: ▶ Introducing learners to mentoring and other developmental processes ▶ Examining the importance of motivation in the process

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	▶ Discussing different mentoring models ▶ Conducting practical activities
Content	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. ▶ The trainer welcomes the learners and introduces the objectives of the lesson through the PPT slide provided is 5 minutes ▶ 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 account15 minutes ▶ The trainer will proceed to the next slide, comparing mentoring and other developmental processes, which is followed by a discussion/reflection point slide 10 minutes ▶ The next point to be explained/discussed refers to some basic underlying principles about mentoring (5 minutes) ▶ 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 20 minutes ▶ 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. 20 minutes ▶ 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. 25 minutes ▶ 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. ▶ 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)
Assessment	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.
Resources	▶ Article on WBL Accelerator Website

https://www.wblaccelerator.eu/en/learning-by-doing/

▶ PowerPoint Presentation

  WBL Accelerator_Unit 14_F2F_Conducting Mentoring.pptx

  WBL Accelerator_Unit 14_F2F_Annex 1_GROW_RolePlayScenarios.pdf

- 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
- The class size should not exceed 12 learners, so that role play and group activities can be done effectively.

Sources & Further Reading	- Bass (2017)' Mentoring for Apprenticeship, Keystone Development Partnership) - 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 - Mentoring Grow Model, University of Glasgow, https://www.gla.ac.uk/media/Media_414501_smxx.pdf accessed 12/12/2019 - Wong & Premkumar (2007) An Introduction to Mentoring Principles, Processes and Strategies for Facilitating Mentoring Relationships at a Distance. http://www.usask.ca/gmcte/drupal/?q=resources

🖳 14.1 Conducting Mentoring Sessions

Duration	60 minutes
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. The objective of the online component are to ▶ Introduce learners to other mentoring models ▶ Provide examples and references for further review This will be done through videos, articles and other materials.
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.

Learning Material	▶ Conducting Mentoring Sessions https://www.wblaccelerator.eu/en/conducting-wbl-mentoring • A Mentoring Model for Apprenticeships https://www.youtube.com/watch?v=NT8w6TxmRs8 • Setting SMART goals-how to properly set a goal https://www.youtube.com/watch?v=PCRSVRD2EAk • Apprenticeship, Mentoring and Workforce Retention https://www.youtube.com/watch?v=WOHhZxoHIQM • The CLEAR model https://www.youtube.com/watch?v=6NyB-wtwDlc • Introducing the OSKAR model https://www.youtube.com/watch?v=t2NksJ1rdVQ • How to run great mentoring sessions (Note : same principles of this article can be applied to apprenticeship mentoring https://www.managers.org.uk/insights/news/2019/may/how-to-run-a-great-mentoring-session
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/conducting-wbl-mentoring

UNIT 15: CORE TASKS OF A WBL MENTOR

SUB-UNITS
15.1 Portfolio
15.2 Communication between Mentors and VET institutions
15.3 The role of mentors and EU Apprenticeship Standards in times of crisis

GENERAL OVERVIEW OF THE UNIT	
Total Duration	480 minutes
Learning Setting	🗣 Face-2-Face/Classroom Duration: 300 minutes 💻 Online /Self-directed Duration: 180 minutes
Introduction/ Main Topics	Introduction: 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.

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Main Topics:

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.

Learning Outcomes	Knowledge	Skills	Competences
	o Recognize different documents in portfolio o Know where to find this documents o Know who to contact if you need documents or further questions o List mentor´s and vet institution´s tasks o Recognize the role of the mentor in apprenticeship programme o Compare characteristics of different communication styles o Identify characteristics of providing a feedback o Identify EU apprenticeship standards that are related to mentor´s role o Recognize the importance of quality assurance within apprenticeship program o Find WBL guidelines o Understand quality criteria and how to achieve them	o Prepare the content – forms for documents which have a simple structure and are understandable o Know how to use this forms o Apply some of the elements of communication and providing appropriate feedback o Differentiate between the different roles and tasks of mentors and vet institutions o Conduct and preform mentor´s tasks following EU apprenticeship standards o Ensure the quality of each mentor within the company	o Use all the documents as a coherent whole o Be responsible for managing mentor´s role and performing tasks o Establish relationship with vet institutions o Establish clear communication to reduce gaps in expectations between mentors and vet institutions o Ensure quality and compliance with EU apprenticeship standards

15.1 Portfolio

Duration	60 minutes
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.

	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.
	The trainer should be a person who has the most knowledge about the forms and how and where to use them.
Content	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.
	▶ how to assist and motivate apprentices to keep daily log of their activities in the workplace ▶ defining portfolio ▶ different types of portfolio
Assessment	Group activity
	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.
Resources	▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/portfolio/ ▶ PowerPoint Presentation WBL Accelerator_Unit 15_F2F_Core Tasks.pptx • 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
Sources & Further Reading	• Portfolios of Evidence – How do they contribute to End-point Assessment? https://www.linkedin.com/pulse/portfolios-evidence-how-do-contribute-end-point-assessment-lucy-smith

🖥 15.1 Portfolio

Duration	60 minutes
Description	Putting forms for documents on the internet to be used accessed for companies and any other potential user. Examples of existing forms and instructions where and how to use them.
Practical Work Content	Participants will be able to watch the video and learn where they could find the forms and how to use them.
Learning Material	• Portfolio https://www.wblaccelerator.eu/en/portfolio/ • Files: WBL Accelerator_Unit 15_Web_CV template.pdf WBL Accelerator_Unit 15_Web_Learner's folder.pdf WBL Accelerator_Unit 15_Web_WBL evaluation form.pdf WBL Accelerator_Unit 15_Web_WBL plan.pdf

Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/portfolio/

🗣 15.2 Communication Between Mentors And Vet Institutions

Duration	120 minutes
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	▶ Communication elements and transactions
	▶ Communication styles
	▶ Communication barriers
	    • Efficient communication skills
	    • 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
	▶ Networking and establishing the relationship with the other party

Assessment	Following practical workshop and self-learning online activity (PPP), learner's knowledge will be assessed through multiple choice questions (Moodle or Kahoot).
Resources	▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/communication-between-mentors-and-vet-institutions/ ▶ PowerPoint Presentation WBL Accelerator_Unit 15_F2F_Core Tasks.pptx • 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 • A minimum of 9 persons for the role play activity
Sources & Further Reading	Not available

15.2 Communication Between Mentors And VET Institutions

Duration	60 minutes
Description	For further reading the PDF articles on efficient communication will be provided.
Practical Work Content	Readers will get information on efficient communication between mentors and vet institutions.
Learning Material	Communication between Mentors and VET Institutions https://www.wblaccelerator.eu/en/communication-between-mentors-and-vet-institutions
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/communication-between-mentors-and-vet-institutions

15.3 The role of mentors and EU Apprenticeship Standards in times of crisis

Duration	120 minutes
Description	Invite up to 20 participants (in-company mentors) to participate in interactive workshop on the topic of EU apprenticeship standards and role of mentors with the emphasis on the context of crisis. Firstly, the facilitator/trainer shortly presents the Cedefop community of apprenticeship experts and Cedefop European database on apprenticeship schemes. Using practical examples, directly by browsing through the European database on apprenticeship schemes, facilitator presents to the participants different practices and standards in the field of apprenticeship and work-based learning in the EU, which will serve as the basis for further discussion and brainstorming. After the presentation, facilitator/trainer uses *Excerpts from the Cedefop's analytical framework for apprenticeships 1-6* (from the PowerPoint presentation) and together with the group discusses which of the elements presented they have experienced in their work as in-company apprenticeship/WBL mentors (if possible, facilitators/trainers can also use the Mentimeter tool for this exercise). In the end of the F2F section, facilitator/trainer leads a discussion on the experiences of the participants during the COVID-19 crisis and collects keywords/key points from the participants. The facilitator also invites participants to complete the online part of the Subunit 15c.
Content	Following topics will be presented and discussed in this subunit: • Cedefop tools and community in the context of the EU apprenticeship standards and mentors' role; • key elements of existing/evolving systems or schemes; what is foreseen in regulations and how this works in practice; • good practice examples of quality apprenticeship implementation in EU focusing on the mentors' role; • discussion on the already existing and exchanging ideas on new policy recommendations for addressing present and future challenges.
Assessment	Group activity

	Following the presentation and interactive discussion, learner's knowledge will be assessed through a short interactive quiz using Kahoot or Mentimeter tool.
Resources	Cedefop community of apprenticeship experts • https://www.cedefop.europa.eu/en/events-and-projects/networks/cedefop-community-apprenticeship-experts Cedefop European database on apprenticeship schemes • https://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes • https://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches-comparison Cedefop's analytical framework for apprenticeships. Cedefop, 2019. • https://www.cedefop.europa.eu/files/8130_en.pdf
Sources & Further Reading	Approaches to apprenticeship in Europe and implications for training standards • https://www.bibb.de/dokumente/pdf/2019_04_03_qualification_standards_siegburg_craescu.pdf, p.9

⌨ 15.3 The role of mentors and EU Apprenticeship Standards in times of crisis

Duration	60 minutes
Description	Synthesis report based on information provided by Cedefop community of apprenticeship experts on how European countries are managing apprenticeships to respond to the COVID-19 crisis, with special emphasis on the company-based component (p.8).
Practical Work Content	By reading the report, learners will get information on the impact of the crisis on the employers, VET providers and learners/apprentices; good practices and solutions undertaken across the EU and wider to mitigate the challenges emerging from the current situation.
Learning Material	Cedefop community of apprenticeship experts: How are European countries managing apprenticeships to respond to the COVID-19 crisis? • https://www.cedefop.europa.eu/files/cedefop_community_apprenticeship_experts_synthesis_how_are_european_countries_managing_apprenticeships_to_respond_to_the_coronavirus_crisis.pdf?fbclid=IwAR1vLcbp8KOeZSh7VUFlnQ1A2yyI37dVWFbXixKTld5VpT7nlo1LXquZt2A
Self-assessment	After reading through the report, based on their own experience and perspective, learner is asked to complete a short Google form questionnaire, naming three positive examples of handling apprenticeship during the lockdown, three negative examples and some suggestions for the improvement.

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UNIT 16: GENERATIONS – WHAT HAS CHANGED?

SUB-UNITS

16.1 Intergenerational Working Environment

16.2 Build Self-Awareness

GENERAL OVERVIEW OF THE UNIT

Total Duration	210 minutes
Learning Setting	🗣 Face-2-Face/Classroom Duration: 120 minutes 💻 Online /Self-directed Duration: 90 minutes

Introduction/ Main Topics	**Introduction:**
	
	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.
	
	Main Topics:
	▶ Intergenerational working environment
	   • Understanding generations at work
	   • Generational differences
	   • Benefits of a Multi-Generational Workforce
	▶ Build self-awareness
	   • Generation's self-awareness: where do I belong?
	   • Generation self-awareness: hits and misses
	   • Self-awareness: know what you want

Learning Outcomes	Knowledge	Skills	Competences
	o List the main benefits of a multi-generational workforce o Identify to which generation a person belongs o Recognize the main generation work features	o Compare the main generation features o Use strategies to improve by learning from other generations o Establish what you want and let people know it	o Generate the best way of communication for each generation o Support collaboration between generations o Select intergenerational working teams

🗣 16.1 Intergenerational working environment

Duration	60 minutes
Description	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. 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.

	Intergenerational working environment: ▶ Understanding generations at work ▶ Generational differences ▶ Benefits of a Multi-Generational Workforce
Content	After a comparative among the generational differences, two activities are proposed: **Activity - 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. The trainer shows/ provides the template to participants and gives them 5 minutes to think of the exercise. Then the trainer encourages them to share the opinions and asks if they know more benefits / characteristics of each generation. **Activity - Learn from the other generations:** 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. The trainer gathers the participants in groups (3-4 people) according the same age and asks them to think of 4 things they believe they could learn from the other generations participating. The trainer gives them 20 minutes to do so. In case all participants are of the same age, the trainer divides 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. Each group will have a maximum of 5 minutes in which the group representative will explain their main discoveries.
Assessment	Group Discussion
Resources	▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/generations-in-companies/ ▶ PowerPoint Presentation WBL Accelerator_Unit 16_F2F_Generations.pptx • 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 • Minimum of 9 participants
Sources & Further Reading	• How To Manage Generational Differences In The Workplace https://www.forbes.com/sites/victorlipman/2017/01/25/how-to-manage-generational-differences-in-the-workplace/#7af410dd4cc4

16.1 Intergenerational working environment

Duration	60 minutes
Description	The content is divided in three parts: some theory, one video and one activity (Activity: Generations), to reflect about personal and working features of different generations at the company. Intergenerational working environment: ▶ Understanding generations at work ▶ Generational differences ▶ Benefits of a Multi-Generational Workforce
Practical Work Content	**Activity - 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.
Learning Material	• Understanding Generations at work https://www.wblaccelerator.eu/en/understanding-generations-at-work/ • What Baby Boomers Can Learn From Millennials at Work and Vice Versa https://embed.ted.com/talks/chip_conley_what_baby_boomers_can_learn_from_millennials_at_work_and_vice_versa
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/understanding-generations-at-work/

16.2 Build Self-Awareness

Duration	60 minutes
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. Build self-awareness: ▶ Generation's self-awareness: where do I belong? ▶ Generation self-awareness: hits and misses ▶ Self-awareness: know what you want
Content	**Activity - 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. The trainer pairs up participants making sure they are with someone from a different generation and provides the set of questions; lets them 15 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 30 minutes for this.

Assessment	Group Discussion

Resources	▶ Article on WBL Accelerator Website
	    https://www.wblaccelerator.eu/en/generations-self-awareness/
	
	▶ PowerPoint Presentation
	    WBL Accelerator_Unit 16_F2F_Generations.pptx
	
	• 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
	• A minimum of 6 persons for the role play activity

Sources & Further Reading	David V. Day, Stephen J. Zaccaro,Stanley M. Halpin - Leader Development for Transforming Organizations: Growing Leaders for Tomorrow. (2004) Psychology Press.

🖥 15.2 Communication Between Mentors And VET Institutions

Duration	30 minutes
Description	The content is divided in two parts: some kind of theory and one activity: Activity - 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.
Practical Work Content	**Activity – 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.
Learning Material	Generation's Self-Awareness: Where do I belong? https://www.wblaccelerator.eu/en/generations-self-awareness/
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/generations-self-awareness/

UNIT 17: EMPLOYEES OF THE FUTURE

SUB-UNITS

17.1 Profile And Characteristics Of The Future Generation

17.2 Case Studies: Expectations Of Students

GENERAL OVERVIEW OF THE UNIT

Total Duration	270 minutes
Learning Setting	🗣 Face-2-Face/Classroom Duration: 150 minutes 💻 Online /Self-directed Duration: 120 minutes

Introduction/ Main Topics	Introduction:
	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.
	
	Main Topics:
	▶ Profile and characteristics
	▶ Case studies: expectations of students apprentices testimonies
	▶ How to train the new generation
	    • Kind of trainings for new generation
	    • Non-formal learning as a tool for knowledge transference and intergenerational learning

Learning Outcomes	Knowledge	Skills	Competences
	○ Describe the profile of the workers of the future ○ List the main characteristics of this new workforce ○ Name different trainings for new generation	○ Classify different types of non-formal learning ○ Apply different types of intergenerational learning activities ○ Establish and apply different motivational programs	○ Develop meaningful relationships with the new generation ○ Recognize non-formal learning situations ○ Develop strategies to manage different activities of intergenerational learning

🗣 17.1 Profile And Characteristics Of Future Employees

Duration	30 minutes
Description	A PPP 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	**Activity – 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. The trainer give participants 10 minutes to fill in the self evaluation. Secondly, he/she encourages to share and discuss the answers among the group.
Assessment	Group Discussion
Resources	▶ Article on WBL Accelerator Website

	https://www.wblaccelerator.eu/en/employees-of-the-future/ ▶ PowerPoint Presentation WBL Accelerator_Unit 17_F2F_Future Employees.pptx • 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 • Minimum of 9 participants
Sources & Further Reading	• Training Millennials https://www.shiftelearning.com/blog/training-millennials-elearning • Be Ready! Millennials are Calling the Shots in the eLearning Industry https://www.shiftelearning.com/blog/millennials-elearning-industry • Engaging the next generation: corporate trainings for millennials https://www.efrontlearning.com/blog/2017/02/corporate-training-millennials-workplace.html

🖥 17.1 Profile And Characteristics Of Future Employees

Duration	60 minutes
Description	The content is based on an article and 3 videos. Profile and characteristics of the new working generation
Practical Work Content	Reflection of videos and completion of the questionnaire.
Learning Material	• Understanding Generations at work https://www.wblaccelerator.eu/en/profile-and-characteristics-of-future-employees/ • The Importance of Creativity and Gradual Learning for the 21st Century Worker (Andreas Schleicher) https://www.youtube.com/watch?v=RGtWfP14-B4 • Si no quieres ahogarte en el tsunami laboral ... Be a knowmad my friend. | Raquel Roca | TEDxSevilla https://www.youtube.com/watch?v=JcEPOfz9Zf4 • Rise of knowmads: John Moravec at TEDxUMN https://www.youtube.com/watch?v=hOtIMaczY0g
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/profile-and-characteristics-of-future-employees/

🖥 17.2 Case studies: expectations of students

Duration	30 minutes
Description	Different testimonies of future employees are shown.

Practical Work Content	Reflection of videos
Learning Material	• Future Employees: Case Studies https://www.wblaccelerator.eu/en/future-employees-case-studies/ • Apprenticeship Stories http://www.apprenticeshipstories.co.uk/ • Apprenticeship Real Stories https://www.apprenticeships.gov.uk/real-stories/apprentice • Apprenticeship Testimonials https://www.studential.com/apprenticeships/apprentice-testimonials • Company Testimonials For Apprenticeships https://www.nibusinessinfo.co.uk/content/company-testimonies-apprenticeships
Self-assessment	No self-assessment

🗣 17.3 How To Train The New Generation

Duration	120 minutes
Description	A PPP that contents 2 exercises to promote the importance of non-formal and intergenerational learning within the organization: **Activity – Building bridges**: To develop trust and team support within the intergenerational team. **Activity - Vlogging**: To promote knowledge of new generations through flexible and adjustable learning. How to train the new generation ▶ Kind of trainings for new generation ▶ Non-formal learning as a tool for knowledge transference and intergenerational learning
Content	**Activity – Building bridges (30 minutes)** Participants are divided into two groups: seniors and younger workers. Each group has to build one side of a bridge. A team leader is selected in each team and assigned to the other team. 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. 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. 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 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).

	Activity – Vlogging (60 minutes)
	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). The trainers provides a video camera or 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)
	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)
Assessment	Group Discussion
Resources	• Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/how-to-train-the-new-generation/ • PowerPoint Presentation WBL Accelerator_Unit 17_F2F_Future Employees.pptx • 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 • A minimum of 6 persons for the role play activity • Paper and Cardboard • Rubber bands (different kinds) • Scissors and tape • Camera / video / mobile phone
Sources & Further Reading	How to make millennials want to work for you | Keevin O'Rourke | TEDxUNI https://youtu.be/QhOqki06IGo

🖥 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.
Practical Work Content	How to train the new generation ▶ Kind of trainings for new generation ▶ Non-formal learning as a tool for knowledge transference and intergenerational learning
Learning Material	Generation's Self-Awareness: Where do I belong? https://www.wblaccelerator.eu/en/how-to-train-the-new-generation/

Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/how-to-train-the-new-generation/

UNIT 18: INTERPERSONAL COMMUNICATION

SUB-UNITS

18.1 Interpersonal communication and communication styles

18.2 Interpersonal skills and relationships on a workplace

GENERAL OVERVIEW OF THE UNIT

Total Duration	270 minutes
Learning Setting	🗣 Face-2-Face/Classroom Duration: 180 minutes 💻 Online /Self-directed Duration: 90 minutes
Introduction/ Main Topics	Introduction: 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. Main Topics: ▶ Interpersonal communication ▶ Elements of the interpersonal communication ▶ Communication styles ▶ Assertive communication ▶ How to motivate the apprentices ▶ Building trustful relationships on a workplace

Learning Outcomes	Knowledge	Skills	Competences
	○ Interpersonal communication and its elements ○ Interpersonal skills ○ Ways how to motivate different types of	○ Apply different social skills to ensure the success of the WBL process	○ Demonstrate the elements of Interpersonal communication ○ Demonstrate good and bad examples of the

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apprentices and ways how to build trustful relationships within WBL	○ Develop collaboration, coaching and mentoring skills ○ Differentiate between bad examples and best practises in applying interpersonal skills on a workplace	application of interpersonal skills on a workplace ○ Demonstrate the ability to motivate the colleagues effectively and build trustful and successful relationships

🗣 18.1 Interpersonal Communication and Communication Styles

Duration	60 minutes
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. The aim of this sub-unit is to introduce interpersonal communication and the basic communication styles to the WBL responsibles by: • 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
Content	▶ 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 todays' 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
	The aim of the role play is to present the participants different communication styles and recognise assertive communication.
	Timing:
	Introduction of the role play: 2 minutes
	Activity: 10 min round 1 + 10 min round 2 = 20 minutes
	Group Feedback: 5 minutes
	Process:
	▶ 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 ▶ 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	▶ 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 ▶ Answers to the assessment questions at the end of the lesson 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
Resources	▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/interpersonal-communication/

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	▶ PowerPoint Presentation WBL Accelerator_Unit 18_F2F_Interpersonal Communication.pptx ▶ Annexes WBL Accelerator_Unit 18.1_F2F_Annex 1_Interpersonal Skills Test.pdf WBL Accelerator_Unit 18.1_F2F_Annex 2_Role Play Assertive Communication.pdf • 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 • Copies of annexes
Sources & Further Reading	• Interpersonal communication https://www.skillsyouneed.com/ips/interpersonal-communication.html • 4 Communication Styles https://online.alvernia.edu/articles/4-types-communication-styles • Assertiveness, group exercise, communication role play https://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleID/846/Assertiveness-Exercise-Group-Communication-Roleplay.asp • Interpersonal communication https://www.youtube.com/watch?v=L8NhxVXopaU • Four communication styles https://www.uky.edu/hr/sites/www.uky.edu.hr/files/wellness/images/Conf14_FourCommStyles.pdf • Assertive communication https://blog.mindvalley.com/assertive-communication/

📖 18.1 Interpersonal Communication and Communication Styles

Duration	30 minutes
Description	The aim of this sub-unit is to introduce Interpersonal communication and the basic communication styles to the WBL responsibles by: ▶ 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 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: ▶ 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
Practical Work Content	Practical involvement of the learners includes a completion of a test to identify their own communication style.

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Learning Material	• Interpersonal Communication https://www.wblaccelerator.eu/en/interpersonal-communication/ • Best practices for interpersonal communication https://youtu.be/rw8MuT480Wk • Bad communication on a workplace https://www.youtube.com/watch?v=AAhIFD9czks • Interpersonal communication on a workplace https://www.youtube.com/watch?v=_tG9YHeZT2A • Assertive communication - 6 tips for effective use https://www.impactfactory.com/library/assertive-communication-6-tips-effective-use • Quiz – What's your communication style? https://www.glassdoor.com/blog/quiz-whats-your-communication-style/
Self-assessment	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.

18.2 Interpersonal Skills And Relationships On A Workplace

Duration	120 minutes
Description	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. 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. 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: ▶ 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 The topic of relationships on a workplace is being delivered by: ▶ Group discussion about the ideas how to motivate apprentices ▶ Short video presentation of the ways how to build trustful relationships The practical involvement of the participants includes: ▶ Role play ▶ Group discussion (active involvement and examples from real life) ▶ Case study on poor interpersonal communication
Content	▶ 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. (ca. 15 minutes)
	▶ The trainer hands out the learners Annex 2, introducing interpersonal skills, leading a conversation about these skills and challenging the 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. (ca. 20 minutes)
	▶ 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. (ca. 15 minutes).
	▶ 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. (ca. 10 minutes)
	▶ In connection with the topic of relationships on the workplace, the trainer, appoints 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. (ca. 15 minutes)
	▶ 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=IjisUrs4ws8 (ca. 5 minutes)
	▶ Last 10 minutes of the F2F lesson will be dedicated to a group discussion and feedback of the learners. (ca. 10 minutes)
Assessment	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.

Resources	• Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/case-study-interpersonal-skills-in-the-workplace/
	
	• PowerPoint Presentation
	  WBL Accelerator_Unit 18_F2F_Interpersonal Communication.pptx
	
	• Annexes
	  WBL Accelerator_Unit 18.2_F2F_Annex 1_Spider Web.pdf
	  WBL Accelerator_Unit 18.2_F2F_Annex 2_Interpersonal Skills.pdf
	  WBL Accelerator_Unit 18.2_F2F_Annex 3_Poor Interpersonal Skills_Case Study.pdf
	
	• Classroom with tables and chairs

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	- Laptop, internet connection and a projector - Flipchart with paper and markers - Pens and paper for the learners to make notes - Copies of the Handouts (Annex 1, Annex 2, Annex 3) - Ball of wool for the ice-breaker
Sources & Further Reading	- Interpersonal skills https://www.thebalancecareers.com/interpersonal-skills-list-2063724 https://www.skillsyouneed.com/interpersonal-skills.html - Case study – Poor interpersonal skills http://lslconsultancy.com/blog/poor-interpersonal-skills-case-study/ 4 ways to build trust on a workplace https://www.youtube.com/watch?v=IjisUrs4ws8

💻 18.2 How to train the new generation

Duration	60 minutes
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. 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: ▶ 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
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.
Learning Material	- Feedback Session https://www.wblaccelerator.eu/en/feedback-session/ - Case study – interpersonal skills in the workplace https://www.wblaccelerator.eu/en/case-study-interpersonal-skills-in-the-workplace/ - Details of each approach https://apprenticemakers.co.uk/lessons/skilling-and-willing/ - Skilling and Willing https://apprenticemakers.co.uk/lessons/skilling-and-willing/

	• Interpersonal skills - Case studies http://lfs-ubcfarm.sites.olt.ubc.ca/files/2017/08/Interpersonal-skills-4S-Case-Studies.pdf
Self-assessment	The learners will be assessed through their answers and reflections.

UNIT 19: COMMUNICATION USING DIGITAL TOOLS

SUB-UNITS
19.1 Introduction to digital tools used by young people
19.2 Using digital tools to communicate with young people

GENERAL OVERVIEW OF THE UNIT			
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> 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> ▶ 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		
Learning Outcomes	Knowledge	Skills	Competences
	○ Ways to involve digital communication tools in education and training ○ Preferred ways of young people to communicate online and searching for information	○ Use digital communication tools ○ Develop online sources for WBL ○ Apply appropriate tools to enhance the students learning and mutual interaction	○ 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

		among the stakeholders	o Demonstrate the ability to search for and access the tools online
	o Different digital communication tools that can be used to cooperate with stakeholders involved in WBL		

19.1 Introduction To Digital Tools Used By Young People

Duration	60 minutes
Description	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.
	Learning within the sub-unit will be assessed by an online questionnaire completed by the learners at the end of the lesson.
	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.
	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, which was also co-financed by the Erasmus+ Programme.
Content	▶ The trainer welcomes the learners and gives a short overview of the project and todays' topics to the participants ▶ The trainer asks the participants to introduce themselves, their position in WBL and what are their expectations in connection with todays' 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 know tools, such as: Facebook, Messenger, WhatsApp, E-mail, YouTube and Viber ▶ This discussion is followed by a video presentation of further digital tools prefer 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	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.
Resources	▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/communication-using-digital-tools/ ▶ PowerPoint Presentation WBL Accelerator_Unit 19.1_F2F_Digital Communication Tools.pptx

	▶ Annexes WBL Accelerator_Unit 19.1_F2F_collection of digital tools_promovet project.pdf • 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 • Copies of collection of digital tools
Sources & Further Reading	• 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/

📓 19.1 Interpersonal Communication and Communication Styles

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. 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.
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.
Learning Material	• Interpersonal Communication https://www.wblaccelerator.eu/en/communication-using-digital-tools/ • 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/
Self-assessment	Self-assessment questionnaire https://docs.google.com/forms/d/1h6VXmZPZSDHr_ACr3Y_TZQ6wur-FoaJFN9GcM-LyekE/edit

19.2 Using Digital Tools To Communicate With Young People

Duration	60 minutes
Description	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 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. Practical work content includes group activity and testing the functionalities and usage of the tools in practise.
Content	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 leaners will be enhanced by testing functionalities and usage of the tools within a group activity. ▶ The trainer welcomes the learners and gives a short overview of the project and todays' topics to the participants ▶ The trainer asks the participants to introduce themselves, their position in WBL and what are their expectations in connection with todays' 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	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.
Resources	• Interpersonal Communication https://www.wblaccelerator.eu/en/communication-using-digital-tools/ • 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 • Spare tablets or smartphones in case some of the learners won't have they own devices
Sources & Further Reading	• 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/

19.2 Using Digital Tools To Communicate With Young People

Duration	60 minutes
Description	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.
	The leaners will assess their skills and confidence creating sources in connection with WBL and test their knowledge from this learning unit.
	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.
	The learning will be delivered by online videos describing the functionalities and ways how to use these tools in education.
Practical Work Content	The learners will be advised to practise and further develop their skills using the applications.
Learning Material	• Feedback Session https://www.wblaccelerator.eu/en/feedback-session/ • PROMOVET – Educational Tutorials https://www.youtube.com/channel/UC-b1afrW4B2MyD3Hpx6jHOw/videos
Self-assessment	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.
	The leaners will assess their skills and confidence creating sources in connection with WBL and test their knowledge from this learning unit.

UNIT 20: TALENT CAPTURE

SUB-UNITS

20.1 Identification Of Talent: Introduction To Talent And Talent Identification

20.2 Applying The Europass Tools For Talent Identification Purposes

GENERAL OVERVIEW OF THE UNIT

Total Duration	180 minutes	
Learning Setting	🕪 Face-2-Face/Classroom	Duration: 90 minutes
	💻 Online /Self-directed	Duration: 90 minutes

Introduction/ Main Topics	Introduction:
	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?
	Main Topics:
	▶ Definition of the term talent ▶ Ways of identifying talent ▶ Application of Europass tools in talent identification

Learning Outcomes	Knowledge	Skills	Competences
	o Explain what can be understood by the term "talent" in a business context. o Summarize different ways of identifying talent o Describe the possibilities of Europass instruments for talent identification	o Formulate an own definition of talent for his/her specific WBL context o Select appropriate ways of talent identification for his/her business context o Define requirements on Europass tools in order to fit for his/her specific talent identification purposes.	o Define talent for specific/individual case o Pre-select appropriate ways of talent identification for WBL purposes o Make use of Europass tools for talent identification purposes

🗣 20.1 Introduction to Talent and Talent Identification

Duration	90 minutes
Description	In the F2F 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.
	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.
Content	▶ Introduction the concept of talent and talent identification in a WBL/business context ▶ Ways of identifying talent ▶ Europass tools for talent identification ▶ Individual exercise - What is talent in my specific work context? (Worksheet; Digital tools: mindmapping, Padlet)

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	▶ A general definition of the term "talent" and practical ways of talent identification are given ▶ Working in pairs – How do I recognise talent? (sources, behaviour, skills, etc) ▶ Video study ▶ Group discussion
Assessment	• Multiple choice Questions (using a digital quiz/assessment tool like Socrative or Kahoot) 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. • Group Activity (group discussion, feedback)
Resources	▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/talent_capture/ ▶ PowerPoint Presentation WBL Accelerator_Unit 20.1_F2F_Talent Capture.pptx ▶ Annexes WBL Accelerator_Unit 20.1_F2F_Worksheet_What is talent.pdf WBL Accelerator_Unit 20.1_F2F_Worksheet_Recognising_Talent.pdf • 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 • Printed copies of worksheets
Sources & Further Reading	• Talent Management Network (NHS): https://www.londonleadershipacademy.nhs.uk/talent-management/identifying-talent • Video about talent identification: https://www.youtube.com/watch?v=pC5bYIpABt8 • Kahoot https://kahoot.com/ • Socrative https://www.socrative.com/

🖥 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.
Practical Work Content	**Activity: Learners watch the introductory video from the official Europass website and study the website** 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.

	Activity: From the CV example page the pick a national example from their country: 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.
Learning Material	• Website Article https://www.wblaccelerator.eu/en/talent_capture/ • PowerPoint Presentation WBL Accelerator_Unit 20.2_Web_Talent Management.pptx • Annexes WBL Accelerator_Unit 20.2_Web_Leadership-Academy-Maximising-potential-guide.pdf WBL Accelerator_Unit 20.2_Web_Maximising-Potential.pdf WBL Accelerator_Unit 20.2_Web_Talent and Talent Management Insights.pdf WBL Accelerator_Unit 20.2_Web_Worksheet_Principles of great_TM.pdf • Europass Introductory Video: https://youtu.be/2Ruu6GpnVJ0 • Europass Documents https://europass.cedefop.europa.eu/ https://europass.cedefop.europa.eu/europass-and-you/employers 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
Self-assessment	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.

UNIT 21: MOBILITIES TO DEVELOP SKILLS

SUB-UNITS

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 OF THE UNIT

Total Duration	270 minutes
Learning Setting	🗣 Face-2-Face/Classroom Duration: 120 minutes 🖥 Online /Self-directed Duration: 150 minutes

Introduction/ Main Topics	Introduction:
	
	 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.
	
	 Main Topics:
	 ▶ Benefits to the company
	 ▶ EURES and other EU instruments – cost benefit to employers
	      • EURES
	      • ESCO
	 ▶ Mobilities to develop skills: Funding opportunities for apprentices and mentors
	 ▶ Where and how to apply

Learning Outcomes	Knowledge	Skills	Competences
	o Describe EURES tool o Describe ESCO tool	o Use the EURES network in the company o Apply the ESCO tool in the company	o Design recruitment/placement services using EURES

🖥 21.1 Benefits to the company

Duration	30 minutes
Description	Overview of material and topics, assessment and outcomes
Practical Work Content	Benefits to the company
Learning Material	Mobilities to develpp skills https://www.wblaccelerator.eu/en/mobilities/
Self-assessment	5 multiple choice questions are provided https://www.wblaccelerator.eu/en/mobilities/

🗣 21.2 EURES and other EU instruments – cost benefit to employers

Duration	60 minutes
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	Trainer splits up the whole group into two: half of them will work on EURES portal and the other half on ESCO portal. Trainer divides each group into subgroups (2-3 people).

	Trainer lets the groups work during 30 min. After that, all the groups share the results with the rest of participants. **Activity – 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 – 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.
Assessment	The trainer through the activities developed by the groups, tests if the participants have assimilated the concepts.
Resources	▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/eures-and-other-eu-instruments/ ▶ PowerPoint Presentation WBL Accelerator_Unit 21_F2F_Mobilities.pptx • 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
Sources & Further Reading	• ESCO https://ec.europa.eu/esco/portal/howtouse/21da6a9a-02d1-4533-8057-dea0a824a17a • EURES https://ec.europa.eu/eures/public/homepage

🖥 21.2 EURES & Other EU Instruments – Benefit To Employers

Duration	60 minutes
Description	The learning content covers the description and analysis of EURES and ESCO EU tools. EURES: the official webpage is shown and a video shows how EURES portal works and some indicators per country are presented. 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.
Practical Work Content	EURES and other EU instruments – cost benefit to employers • EURES • ESCO
Learning Material	▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/eures-and-other-eu-instruments/

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	• EURES: a bridge between employers and jobseekers across Europe https://www.youtube.com/watch?v=1I_dJdKZCBo • How to use the ESCO API – video tutorial https://audiovisual.ec.europa.eu/en/video/I-161740 • How ESCO supports the Public Employment Service of Iceland https://audiovisual.ec.europa.eu/en/video/I-162745 • How ESCO supports online corporate training https://audiovisual.ec.europa.eu/en/video/I-163051 • EURES https://ec.europa.eu/eures/public/en/homepage • Single Market Score Board http://ec.europa.eu/internal_market/scoreboard/performance_by_governance_tool/eures/index_en.htm • ESCO http://ec.europa.eu/esco
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/eures-and-other-eu-instruments/

21.3 Mobilities To Develop Skills: Funding Opportunities

Duration	60 minutes
Description	A PPP is provided to explain funding opportunities for apprentices & mentors. After the presentation there should be time for discussion. Participants will probably have practical questions to which trainer should have prepared answers.
Content	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. 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.
Assessment	Group Discussion Trainer will through the questions which the participants will ask discus with them and that's how trainer will know if the participants understood the presentation.
Resources	▶ PowerPoint Presentation WBL Accelerator_Unit 21_F2F_Mobilities.pptx • 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
Sources & Further Reading	Not available

21.3 Mobilities To Develop Skills: Funding Opportunities

Duration	60 minutes
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.
Practical Work Content	The learners will be advised to practise and further develop their skills using the applications.
Learning Material	▶ Article on WBL Accelerator Website https://www.wblaccelerator.eu/en/mobilities
Self-assessment	Self-assessment questionnaire https://www.wblaccelerator.eu/en/mobilities

VALIDATION: CERTIFICATE AND SUPPLEMENT

The validation of learning outcomes is a crucial element in the WBL Accelerator project in order to provide transferable learning experiences that can be recognised by employers.

In the beginning of this document, each unit was allocated a fraction of an ECVET credit that makes it possible to validate the small learning chunks of content. Furthermore, it needs to be mentioned that the formal education and training of WBL mentors is very different in the EU countries and additionally, as all participants of this training are adults, they have a myriad of different professional experiences that need to be taken into account.

For this reason, the partnership provides a certificate, where the issuing organisation is free to insert the amount of hours and corresponding ECVET credits, depending on the implemented learning effort of training course participants and their previous knowledge. The certificate is complemented by a certificate supplement that states all learning outcomes. The issuing organisation is asked to tick all units that have been completed by the participant.

The certificate and the supplement are presented on the following pages.

CERTIFICATE

NAME SURNAME

has participated in the

MENTOR Training
for persons responsible for
work-based learning in companies

for the duration of __ hours
corresponding with __ ECVET credit.

_____   _____
Location, Date   Signature, Stamp

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MENTOR TRAINING
CERTIFICATE SUPPLEMENT

The WBL Accelerator Mentor Training is offered in small learning chunks that can be consumed separately or in an sequent matter. Below, the units are listed including the learning outcomes a participant has achieved upon completing each unit. Overall, the Mentor Training has a duration of 80 hours, corresponding with 3 ECVET credits.

Unit 1: What is Work-Based Learning (WBL)?

Upon completing this unit, the learner is able to…

KNOWLEDGE:
- Explain the concept of work-based learning and types of WBL
- Recall benefits and obstacles of WBL
- Estimate the perception of WBL by different stakeholders involved in this process

SKILLS:
- Define the WBL and its types
- Make decision about the relevance of WBL to their practice on a workplace

COMPETENCES:
- 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

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Unit 2: The Role of Companies in WBL

Upon completing this unit, the learner is able to…

KNOWLEDGE:
- Explain requirements and recommendations in connection with a successful WBL process
- Recall success stories and good practices in connection with WBL
- Explain corporate social responsibility, good practices and initiatives

SKILLS:
- 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
- Understand the importance of corporate social responsibility in the company and in connection with WBL

COMPETENCES:
- Summarise the elements of effective and attractive WBL programmes
- Follow the good practices in WBL and CSR
- Plan CSR initiatives supporting the success of the company and work-based learning

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Unit 3: Compare Qualifications Across Europe

Upon completing this unit, the learner is able to...

KNOWLEDGE:

- 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

SKILLS:

- 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

COMPETENCES:

- Encode certificates of VET learners/graduates across Europe
- Compare knowledge, skills and competences of employees/ interns/ junior staff efficiently and across national boarders
- Estimate potential needs for further training in employees by relating actual skills and competences with requirements of a job position

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Unit 4: Glossary of Terms

Upon completing this unit, the learner is able to...

KNOWLEDGE:

- Recall terminology used in Vocational Education and Training at European Level.
- Recall the different terms used in VET training programmes and apprenticeships

SKILLS:

- Apply the different terms in the correct contexts and situations

COMPETENCES:

- Apply VET and WBL terminology in the correct contexts and situations

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Unit 5: Europass for Employers

Upon completing this unit, the learner is able to…

KNOWLEDGE:

- 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

SKILLS:

- 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

COMPETENCES:

- 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

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Unit 6: Best WBL Practices for SMEs and Large Companies

Upon completing this unit, the learner is able to…

KNOWLEDGE:

- List some of the best WBL practices for SMEs and large companies
- Recognize best practices of WBL in companies
- Compare practices in SMEs and large companies
- Identify characteristics of their approach

SKILLS:

- Apply some of the elements of best practices presented in the company
- Differentiate between the practices within SMEs and large companies

COMPETENCES:

- Responsible for managing apprenticeship within the company

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Unit 7: Apprentice Plan

Upon completing this unit, the learner is able to…

KNOWLEDGE:

- Identify characteristics of best practice in apprenticeship planning
- Know how to plan and structure apprentices based on best practice examples

SKILLS:

- Apply skills learned from best practices
- Understand apprenticeships plans and structures
- Possess the skills to communicate effectively with Apprentices

COMPETENCES:

- Plan apprenticeship programs

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Unit 8: Introduction to WBL Monitoring

Upon completing this unit, the learner is able to…

KNOWLEDGE:

- Understand the value of giving/receiving feedback
- Know the benefits of having apprentice feedback
- Organise the supervision of the apprentices
- Know the quality criteria of successful apprenticeships

SKILLS:

- Differentiate between direct and indirect measures of supervision
- Organise and plan feed-back loops
- Communicate feedback to apprentice
- Structure & facilitate feedback session

COMPETENCES:

- Apply quality measures and quality control of apprenticeships according to different sectors and professions
- Process and implement feedback into apprenticeship program and implement improvements in structured fashion

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Unit 9: Internaltional Recruiting

Upon completing this unit, the learner is able to…

KNOWLEDGE:

- Identify challenges of an international recruitment process
- Explain the steps involved in these challenges
- Identify resources and supports open to them in international recruitment

SKILLS:

- Understand the potential cultural differences in international teams
- Understand the benefits of international teams for their company
- Understand the legal difference/similarities between the rights of native and international employees

COMPETENCES:

- Establish a welcome culture in the company for international recruits
- Modify their recruitment process for an international setting
- Get information on the legal situation in a candidate's country of origin

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Unit 10: Foreign Qualification Recognition

Upon completing this unit, the learner is able to…

KNOWLEDGE:

- Identify the challenges involved in recognition of qualifications across different EU countries
- Identify the resources available to them in order to successfully understand qualification from other countries

SKILLS:

- Understand importance of qualification frameworks
- Understand the structures of National qualification frameworks in a European context
- Differentiate between the national and the European qualification frameworks

COMPETENCES:

- Translate their own qualifications using the National and Europeans qualification frameworks
- Understand qualifications as they appear on job applications from foreign candidates

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Unit 11: Daily Life of a WBL Mentor

Upon completing this unit, the learner is able to…

KNOWLEDGE:

- Different roles played by partners involved in apprenticeship and how the mentor related to these partners
- 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

SKILLS:

- Recognise good practices in mentoring through
- Evaluate different challenges encountered and apply appropriate methods to solve problems and rectify matters.
- Show a positive attitude and encourage communication with different roles and partners involved

COMPETENCES:

- Assist the apprentice in the day to day learning process at the workplace
- 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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Unit 12: Profiles of WBL Mentors

Upon completing this unit, the learner is able to…

KNOWLEDGE:

- The Attributes of a mentor within a WBL context
- The Different roles, functions and responsibilities
- Key skills required by the mentor

SKILLS:

- Recognise own strengths and weaknesses to improve own mentoring skills
- Examine the key attributes of a mentor within a work-based learning context
- Distinguish between different roles played by the mentor

COMPETENCES:

- Demonstrate an appropriate attitude towards the mentor role
- Evaluate issues in a constructive manner
- Organise oneself effectively within the mentoring context

☐ **THE HOLDER OF THE CERTIFICATE HAS COMPLETED THIS UNIT AND ACHIEVED THE STATED LEARNING OUTCOMES**

Unit 13: Different Pedagogic Methods

Upon completing this unit, the learner is able to…

KNOWLEDGE:

- Name different approaches for "learning by doing"
- List the benefits of the knowledge transfer
- Identify the main roots of conflicts in multigenerational teams

SKILLS:

- Criticize the different design models for experiential learning
- Determine the main advantages of apprenticeship learning model
- Classify the preferred communication methods for different generations

COMPETENCES:

- Generate an appropriate working environments for apprenticeship
- Design strategies for knowledge transfer
- Create a community of practice within the company

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Unit 14: Internaltional Recruiting

Upon completing this unit, the learner is able to…

KNOWLEDGE:

- Explain the Principles that underpin the mentoring process
- Explain key models and concepts as applied to the mentoring process
- Explain skills and behaviours required to conduct mentoring sessions

SKILLS:

- Listen to and examine the needs of the apprentice
- Apply suitable motivational approaches

COMPETENCES:

- Conduct effective mentoring sessions
- Monitor and review the mentee's progress
- Demonstrate a genuine interest in the apprentice's learning process

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Unit 15: Core Tasks of a WBL Mentor

Upon completing this unit, the learner is able to…

KNOWLEDGE:

- Recognize different documents in portfolio
- Know where to find this documents
- Know who to contact if you need documents or further questions
- List mentor´s and vet institution´s tasks
- Recognize the role of the mentor in apprenticeship programme
- Compare characteristics of different communication styles
- Identify characteristics of providing a feedback
- Identify EU apprenticeship standards that are related to mentor´s role
- Recognize the importance of quality assurance within apprenticeship program
- Find WBL guidelines
- Understand quality criteria and how to achieve them

SKILLS:

- Prepare the content – forms for documents which have a simple structure and are understandable
- Know how to use this forms
- Apply some of the elements of communication and providing appropriate feedback
- Differentiate between the different roles and tasks of mentors and vet institutions
- Conduct and preform mentor´s tasks following EU apprenticeship standards
- Ensure the quality of each mentor within the company

COMPETENCES:

- Use all the documents as a coherent whole
- Be responsible for managing mentor´s role and performing tasks
- Establish relationship with vet institutions
- Establish clear communication to reduce gaps in expectations between mentors and vet institutions
- Ensure quality and compliance with EU apprenticeship standards

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Unit 16: Generations – what has changed?

Upon completing this unit, the learner is able to…

KNOWLEDGE:

- List the main benefits of a multi-generational workforce
- Identify to which generation a person belongs
- Recognize the main generation work features

SKILLS:

- Compare the main generation features
- Use strategies to improve by learning from other generations
- Establish what you want and let people know it

COMPETENCES:

- Generate the best way of communication for each generation
- Support collaboration between generations
- Select intergenerational working teams

☐ **THE HOLDER OF THE CERTIFICATE HAS COMPLETED THIS UNIT AND ACHIEVED THE STATED LEARNING OUTCOMES**

Unit 17: Employees of the Future

Upon completing this unit, the learner is able to…

KNOWLEDGE:

- Describe the profile of the workers of the future
- List the main characteristics of this new workforce
- Name different trainings for new generation

SKILLS:

- Classify different types of non-formal learning
- Apply different types of intergenerational learning activities
- Establish and apply different motivational programs

COMPETENCES:

- Develop meaningful relationships with the new generation
- Recognize non-formal learning situations
- Develop strategies to manage different activities of intergenerational learning

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Unit 18: Interpersonal Communication

Upon completing this unit, the learner is able to…

KNOWLEDGE:

- Interpersonal communication and its elements
- Interpersonal skills
- Ways how to motivate different types of apprentices and ways how to build trustful relationships within WBL

SKILLS:

- 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

COMPETENCES:

- 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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Unit 19: Communication Using Digital Tools

Upon completing this unit, the learner is able to…

KNOWLEDGE:

- 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 cooperate with stakeholders involved in WBL

SKILLS:

- Use digital communication tools
- Develop online sources for WBL
- Apply appropriate tools to enhance the students learning and mutual interaction among the stakeholders

COMPETENCES:

- 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
- Demonstrate the ability to search for and access the tools online

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Unit 20: Talent Capture

Upon completing this unit, the learner is able to…

KNOWLEDGE:

- Explain what can be understood by the term "talent" in a business context.
- Summarize different ways of identifying talent
- Describe the possibilities of Europass instruments for talent identification

SKILLS:

- Formulate an own definition of talent for his/her specific WBL context
- Select appropriate ways of talent identification for his/her business context
- Define requirements on Europass tools in order to fit for his/her specific talent identification purposes.

COMPETENCES:

- Define talent for specific/individual case
- Pre-select appropriate ways of talent identification for WBL purposes
- Make use of Europass tools for talent identification purposes

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Unit 21: Mobilities to Develop Skills

Upon completing this unit, the learner is able to…

KNOWLEDGE:

- Describe EURES tool
- Describe ESCO tool

SKILLS:

- Use the EURES network in the company
- Apply the ESCO tool in the company

COMPETENCES:

- Design recruitment/placement services using EURES

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