

#Mentor4WBL@EU

I.O.I: Course design for apprenticeship and internship in-company WBL mentors

EMPOWERING EU IN-COMPANIES' MENTORS

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Ethical Statement for Intellectual Output 1 "Course Design for apprenticeship and internship in-company Work-Based Learning Mentors"

We testify on behalf of all co-authors that our report submitted for the current Intellectual Output of the #Mentor4WBL@EU Project is compliant with the rules of the relevant managing authority and EU guiding rules.

All authors declare that:

- 1. this material has not been published in whole or in part elsewhere;*
- 2. all the material used follows the appropriate referencing rules and conventions;*
- 3. the manuscript is not currently being considered for publication in academic journals or projects' deliverables;*
- 4. all authors have been personally and actively involved in substantive work leading to the Output, and will hold themselves jointly and individually responsible for its content.*

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Summary

The consortium of the Erasmus+ KA2 project *Mentorship Evaluation aNd Training in Organizations for Work-Based Learning (WBL) at European Union (#Mentor4WBL@EU)* consisting of 7 partners from Greece, Switzerland, the United Kingdom and Turkey contributed collaboratively in the context of the first Intellectual Output 1 (IO1) of the project, namely, “Course design for apprenticeship and internship in-company WBL mentors”.

IO1 initiated with a comprehensive state-of-the-art desk research on training courses on offer for mentors providing a methodological approach for the selection of best practices in EU and worldwide with a two-folded purpose: to utilise comparatively the findings of this systematic endeavour and transferable results from similar older EU projects, such as CERTITUDE, MentroCert & CERTI4TRAIN, to construct from a multi-disciplinary and multi-institutional perspective the competences of the newly emerging profession of the in-company WBL mentors for apprentices and interns defining their job profile, as derived from their tasks and responsibilities, and, also, to understand, describe, evaluate and transfer what can be considered as “Best Practice” in terms of type, governance, content, methodology, design and other related to training essential practices in European countries and worldwide and, therefore, can be replicated contextually, with a view to its transferability to the course to be designed for the emerging profession of the in-company WBL mentor.

The definition of the new profession profile (Task 1) with its relevant competence matrix of performance criteria (Task 2) resulting from the desk research findings following an iterative process and dialectic modality led to the initiation of the initial phase of the learning-centred backward design model of the course (Task 3) consisting of five steps: the framing the contextual, situational factors with their implications on the course, the formulation of the learning outcomes based on the Dee Fink’s (2003) proposed taxonomy for backward design, as derived from the performance criteria, the framework of the assessment, teaching and learning activities, as their full elaboration refers to IO3, IO4 and IO5, and their full alignment and integration for consistency. IO1 served as the foundation for the next IOs providing input for IO2, the course syllabus, IO3, the course certification scheme, IO4, the course assessment process and IO5, the course content development and, thus, involved parallel work while re-visiting it when other IOs rendered it essential.

Keywords: Backward course design, WBL, mentoring, in-company WBL mentor, job profile, competence matrix, Dee Fink’s taxonomy, best practices, learning-centred approach

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Abbreviations

C4FF	Centre for Future Factories
EIA	European Individual Accreditation
EMCC	European Mentoring & Coaching Council
EQA	European Quality Award
EQF	European Qualifications Framework
EU	European Union
IO	Intellectual Output
ISO	International standards Organisation
Mentor4WBL@EU	Mentorship Evaluation aNd Training in Organizations for Work-Based at European Union
PDCA	Plan-Do-Check-Act
SME(s)	Small and Medium Enterprise(s)
VET	Vocational Educational and Training
UK	United Kingdom
WBL	Work-Based Learning

Introduction

According to European Commission “*Vocational Education and Training (VET) is a key element of lifelong learning systems equipping people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market*” (European Commission, 2020). It is obvious that VET is a win-win situation for the European economy and market-oriented enterprises but, also, for the European society as a whole, given that it improves the quality of the European labour force at a non-stop pace. The latter gives a significant boost to the evolution and competitiveness of enterprises across and beyond Europe.

In countries where vocational education systems are highly institutionalized and fully developed, such as Germany, Austria and Denmark, Work-Based Learning (WBL) is an important part of company’s development strategy or growth plan. For instance, in Germany, about 50 per cent of all school-leavers undergo vocational training provided by companies, which consider the dual system the best way to acquire skilled staff (Federal Ministry of Education and Research, 2020). The hidden philosophy behind developing fully fledged work-based learning schemes is the facilitation of young people’s transition to work adding high quality to VET systems summarized in the triangle *knowledge-competences-skills*. These systems, generally, refer to the “integration” phase after graduating and entering the labour market that lasts several months. This period costs in companies due to the entry level salary they have to pay to young workers. This investment can be shifted into education phase by introducing apprenticeships and internshipσ with an earlier pay-back effect for businesses even for Small and Medium Enterprises (SMEs) (European Commission, 2013).

In this context, in-company WBL mentoring for apprenticeship and internship effects institutional change and plays a vital role in the provision of quality VET as it constitutes the human link between companies all over Europe and young people entering the European labour market. It is evident that developing fully the ecosystem for educating and training, assessing and certifying the newly emerging profession of the in-company WBL mentors in EU, consequently, leads to the more effective and efficient provision of WBL either in the form of an apprenticeships or an internship or any work-placement- for European labour force enhancing, thus, the

predominance of quality WBL as vital part of the VET in Europe. In-company WBL mentors appear as an emerging need for the apprentices and interns of businesses providing WBL and bring together a variety of different actors, i.e. trainees, enterprises, educational institutions or training centres, social partners, policy makers and other stakeholders, affecting their active involvement and commitment to developing the future workforce by means of offering high quality VET programs in the WBL framework. As a consequence, the professionalisation of the in-company WBL mentors becomes really important for their role and overall performance as a newly emerging occupation in the WBL context.

Intellectual Output 1 addresses the initiation of the project sequential steps for the development of a quality e-course with its e-certification scheme for the in-company apprenticeship and internship WBL mentors to enable their professionalisation. For this new profession emerging through the dynamism of the WBL context and its mutual benefits for both society and market IO1 sets the foundations for defining the new job profile with its tasks and responsibilities resulting in the competence matrix of the relevant performance criteria which will guide the backward design of the course with the corresponding learning outcomes. The innovation of IO1 is the design of the learning outcomes which will be based on Dee Fink's (2003) innovative taxonomy, which is rather interactive and relational than hierarchical. L. Dee Fink's new Taxonomy of Significant Learning captures important aspects of learning such as learning how to learn, leadership and interpersonal skills, communication skills, ethics, character, tolerance and ability to adapt to change. Moreover, the learning approach to support learning will be based on blended andragogy (adult learning) combining synchronous and asynchronous learning activities with focus on interactivity networking and peer learning. IO1 deliverables will be the backbone of the project as based on them the next IOs will build upon the course syllabus (IO2), certification scheme (IO3), assessment methodology development (IO4) and e-course content creation (IO5) leading to a final e-certification (IO6).

The first chapter presents the methodology for IO1 following the social constructivism paradigm with emphasis on the dialectic amalgamation of multi-disciplinary and multi-institutional perspectives and an organic evolution of the course design process.

The second chapter includes the identification of the in-company WBL mentor's profile as delineated from its tasks, roles and responsibilities via a state-of-the-art desk research of available courses worldwide leading to a comparative analysis for detecting the best practices and

transferrable elements from previous projects, such as the Leonardo da Vinci project CERTITUDE and CERTI4TRAIN as well as the Erasmus+ KA2 MentorCert.

The third chapter describes the compilation of performance criteria reflecting the Competence Matrix for the in-company WBL in-company WBL mentors based on the desk research findings, previous EU projects transferability, ISO 21001 (ISO, 2018) and NP4512 (IPAC, 2012) rules and regulations.

The fourth chapter involves the initial phase of the resulting competence-based backward course design following the Dee Fink's (2003) backward design model process of significant learning experiences with his proposed taxonomy of learning outcomes and, finally, the conclusions summarise IO1.

Chapter 1 Methodology

Following the social constructivism paradigm's social-cognitive theories, which underpin the contextual social framework where learning takes place via the learner's interaction with a specific, contextual and situated environment (Trif, 2015) and within the epistemological context of the multiple perspectives of the competence construct, as a point of departure for a working definition from which to proceed according to Mulder (2001, pp. 151-152 as cited in Soare, 2015, p. 974), the methodological approach for the in-company WBL mentor's course followed the strategy of a scaffolding development for a competence-based course backward design. In this vein, desk research and focus groups of expert stakeholders within and outside the consortium were the methods and tools to construct the IO1 deliverable, namely, the course design of the in-company WBL mentor, from the competence matrix of the newly emerging profession as derived from its tasks, roles and responsibilities the findings yielded. Our project's collaborative virtual workspace together with our project's google drive cloud-based sharing documents facilitated the cooperation of the consortium and the exchange of their complementary expertise for the process of building a scaffolding step by step to construct the competence-based course which involved:

- understanding the contextual situatedness of our course to be developed in the mentoring field,
- analysing the prospective actual professional role of the new profession of in-company WBL mentor,
- describing the competences from the newly emerging in-company WBL mentor's tasks, roles and responsibilities,
- aligning these competences with corresponding learning outcomes, assessment criteria and teaching learning activities in line with the learning-centred backward design.
- validating their findings with peer reviews and other experts.

In order to review and integrate the optimal learning framework for our course design, a collaborative desk research was conducted for the currently available training courses for mentors and in-company trainers In EU and worldwide. Findings resulted from various sources such as

governmental organisations, private companies, international institutions as well as EU projects' consortia. Specifically, training programs in the European Union (Austria, Belgium, Denmark, Finland, France, Luxembourg and the United Kingdom) and worldwide (Ohio, USA & Myanmar), a report by the European Commission on models and practices within the 28 EU countries, the International Centre for Human Rights Training Program (Equitas) and a Leonardo da Vinci training course (by the consortium of Portugal, Belgium, Turkey, Slovakia, Poland, UK) as well as the consortium partners' relevant previous projects, such as CERTITUDE, MentorCert & CERT4TRAIN were reviewed for transferrable elements. A comparative analysis between sixteen different training programs and three relevant previous EU projects led to a compilation of best practices among these courses which had a two-fold purpose:

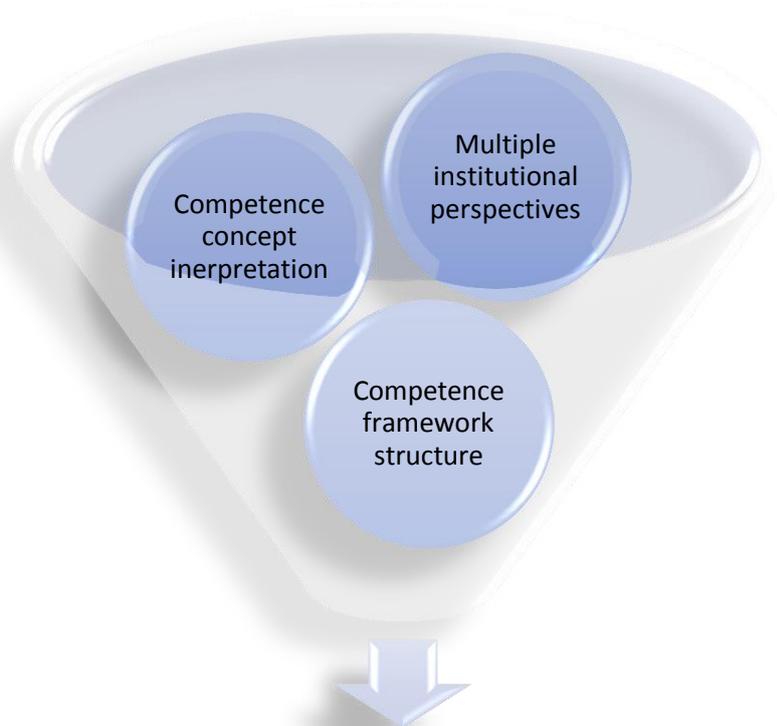
- framing the definition of the newly emerging in-company WBL mentor profession in order to guide our development of the tasks and responsibilities of their job and, thus, the in-company WBL mentor's profile,
- Integrating successful strategies in our course design for our training course.

An in-company WBL mentor competence matrix was developed after gathering and analysing all above-mentioned data. The methodological phases (Table 1) initiated with a common interpretation of the concepts of competence and in-company WBL mentor and the potential structure of the competence framework, which would serve as the basis for the next steps on the methodological level. The agreed conceptualisations and the provisional framework would lead to the identification of the competence areas with their corresponding competences followed by their leveling within the European Qualification Framework (EQF). In this vein, the consortium decided that on the two available models within the human performance technology the competence model rather than the competency one serves the project's needs since its application would refer to direct alignment with the new profession's results, that is, its tasks, roles and responsibilities (Teodorescu, 2006).

As a result, the concept of competence found a common ground of understanding as a function of worthy performance leading to the most efficient accomplishments of the profession's goals creating valuable results without excessively costly behavior (Gilbert, 1996, p. 17 as cited in Teodorescu, 2006, p. 28), however, based on our interpretative paradigm, this function involves a social process for contextually constructing what could be interpreted as worthy performance with multiple perspectives such as the employer and the employee (Rigby & Sanchis, 2006).

Since our consortium involved multidisciplinary perspectives and social partners' collectives, the multi-level approach was adopted for the perspective of the competence concept giving voice not only to the in-company WBL mentor's employer but, also, the future employee who will wish to undertake this new profession.

Table 1 The methodological process



Methodological process

The framework structure to develop the commonly conceptualized now competences (Table 2) derived from a fusion of the four dimensional European e-Competence Framework (Breyer, Hook, & Marinoni , 2007) and Deming's Plan-Do-Check-Act (PDCA) cycle (Tsutsui, 1996). Consequently, the 1st dimension involved the broad description of the competence areas following the PDCA process, the 2nd dimension followed with the elaboration of a set of performance criteria for each competence area from the consortium's multiple perspectives and, last, the 3rd dimension comprised the correlation of the performance criteria level with both Foundation and Practitioner levels included in the Competency Framework of European Mentoring and Coaching Council and the related EQF level.

The design of the training curriculum, which was based on the developed competence matrix, followed the learning-centred backward design model which focuses on the contextuality of the learners and, thus, initiates with a situational factors analysis to identify contextual implications relevant with the in-company mentor’s course to be developed. This analysis set the framework for the development of the learning outcomes as derived from the performance criteria of the competence matrix and the construction of aligned assessment criteria and teaching learning activities.

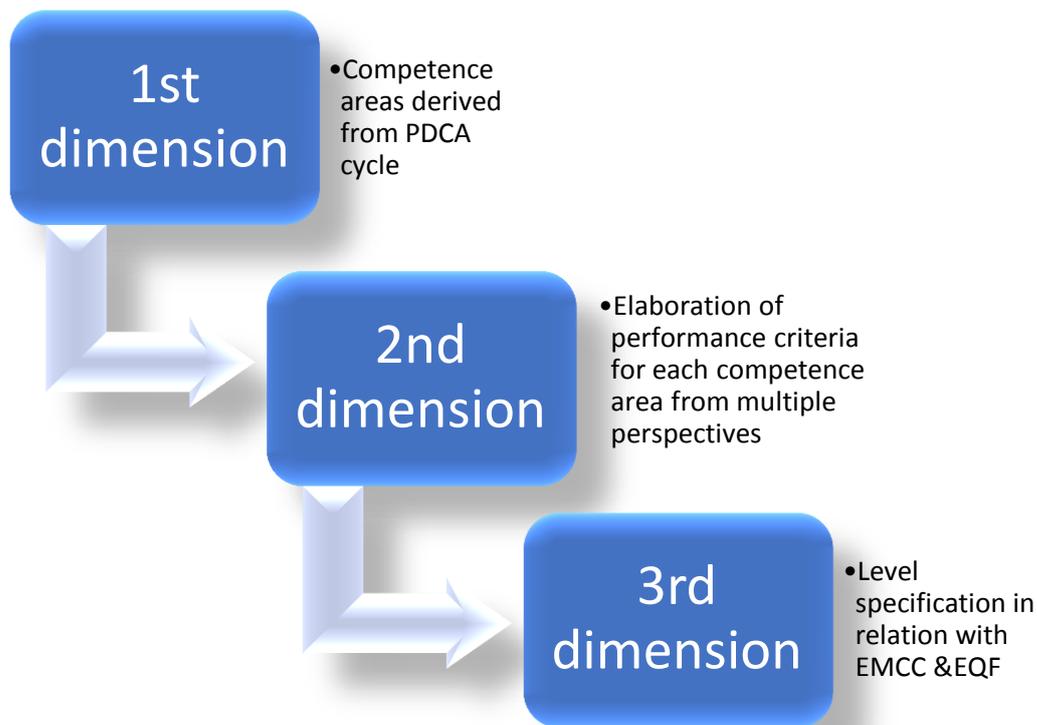


Table 2 The Competence Matrix development process

IO1 deliverables consist of the backbone of our project and, thus, synergies with the following IO2, IO3, IO4 and IO5 resulted in an organic interrelated web-like endeavour with constant collaboration among IOs leaders with back and forth movement rather than a horizontal silo-ed process as each deliverable gave input to multiple other deliverables deeming parallel work mandatory and, sometimes, rendering the need for re-visiting previous already developed deliverables as unavoidable. However, this non-static process proves the conceptualisation of a course design as a living organism with interdependences and interrelations rather than isolated and self-contained,



lifeless boxes. The evolving and interconnected with the following IOs process of IO1 is depicted in Figure 1 and will be explained in more details within each one of the following chapters.

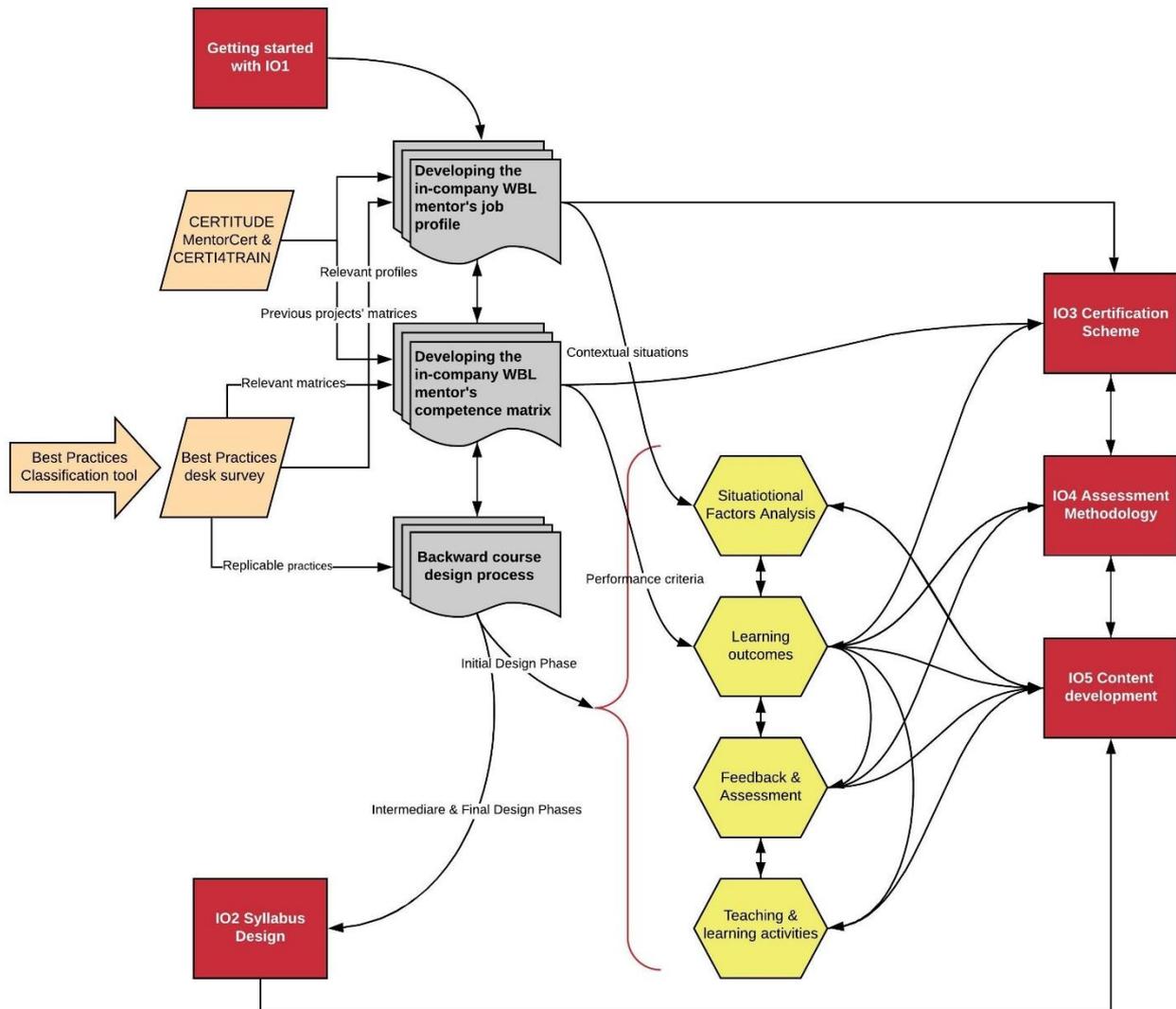


Figure 1 IO1 methodology flowchart



Chapter 2 In-company WBL mentor's profile

The first task of our Intellectual Output 1 was to describe the in-company WBL mentor's profile focusing on the job's tasks and responsibilities as an emerging new profession differentiating it from other professions mentors, such as academic mentors, and other types of professions involved in WBL, such as WBL trainers. Developing the in-company WBL mentor for apprenticeship and internship profile led to the resulting form their job's tasks and responsibilities competences which guided the desired learning outcomes to be incorporated in our course design. The activities were initiated with a best practices desk survey on courses for mentors in EU and worldwide serving as the foundation for constructing the main activities of the job's profile and integrating successful strategies in our course design. Our best practice desk survey provided insightful input for our two next tasks, namely, the development for the Competence Matrix for in-company WBL mentors and the design for their course.

2.1. Identifying Best Practices

It is important to underpin the impact of the identification and implementation of best practices on the project's aim for a successful course design and development for in-company WBL in-company WBL mentors. Best practices can provide beneficial input for our course design including, but not limited to, the following:

- Improved quality of our Intellectual outputs;
- Cost efficiency from saving unnecessary resource spending for "reinventing the wheel";
- Avoidance of poor strategies adoption with proven successful examples;
- Increased efficacy of the project deliverables by the partners synthesising their findings (National Resource Center, 2010, p. 6).

In this vein, before endeavouring our task to describe the in-company WBL mentor's profile with its relevant tasks and responsibilities, which would lead us to a comprehensive competences

matrix to guide our course design, the consortium initiated a systematic review of the current available courses on offer for in-company WBL mentors with a view to identifying the best practices and state-of-the-art strategies so as to gain invaluable insight in the programmatic and organisational aspects of these practices, which would equip us with the necessary theoretical and practical tools to proceed to our next tasks.

As a result, our approach to this systematic review focused primary on programmatic areas such as the methods used the delivery of the course (e.g. need analysis, modules, existing competence profiles, course design, course delivery, evaluation, logistics, context-specific processes etc.) and on organisational areas such as methods impacting the implementation of the course (e.g. governance, financial management, IT, marketing etc.), which can offer deep insight and functionality for our intellectual outputs due to their comparability and transferability (National Resource Center, 2010, pp. 6-7).

2.1.1. Desk research of current practices

A simple Google search with key search words “courses for in-company WBL mentors” yields almost 50 million results. Consequently, there is a great number of courses to ameliorate the in-company WBL mentoring practice and services, yet, without sufficient evidence on what might constitute a best practice in-company WBL mentoring course or any systematic review of such evidence to provide insights and guidance for stakeholders interested in developing a similar contextual course for a more specific economic sector such as in-company WBL in-company WBL mentors. It can easily be speculated that this problem has largely been of secondary importance. Our project decided to address this knowledge gap and Task 1 of our project undertakes a systematic literature review of the current courses for in-company WBL mentors on offer with a view to mapping their programmatic and organisational aspects and considering them as the necessary solid foundations to build our course upon. Against this backdrop our desk research for current practices aims to:

- a) undertake an evidence-based systematic review of state-of-the-art courses for in-company WBL mentors to determine what constitute innovative, promising, effective and/or best practices in the field of VET for in-company WBL mentors in EU and worldwide,

- b) evaluate and synthesise the best practices to inform our project's intellectual outputs,
- c) consider the theoretical and practical implications of the courses' programmatic and organisational aspects as the foundations for building the in-company WBL in-company WBL mentor's profile with its tasks and competences matrix and the relevant course design and development to train them.

The next sections provide highlights of the analytical framework adopted for the desk research followed by the method used to review and analyse the data and, finally a presentation of the findings and their interpretation.

2.1.2. Analytical framework: defining a best practice

With point of departure the slippery texture of the conceptualisation of the term “best practice” due to its multiple interpretations within different contexts (Tuokuu, Idemudia, Gruber, & Kayira, 2019, p. 923), a clear understanding of what qualifies as a practice is important to pave the way for the identification of a best practice. A practice can be interpreted as a method, strategy, activity, system, process, technique, tactic or approach. A course design incorporates various practices within its developing stages from need analysis to its final evaluation and definitions and standards of what constitutes a best practice vary in literature due to the use of different criteria to identify and classify practices and the different interpretations of the terms. Therefore, it is deemed essential that clear parameters for assessing the effectiveness when comparing and contrasting similar practices within courses are explicitly defined.

According to Hughes and Smart (1994) as cited in Tuokuu et al. (2002), a best practice is “an activity or action which is performed to a standard which is better or equal to the standard achieved by other companies in circumstances that are sufficiently similar to make meaningful comparison possible”(p. 290). For our project we adopted this interpretation to develop credible benchmarks and an analytic framework to guide our best practices identification. In order to provide all partners with a unified model and perspective of what constitutes a best practice the consortium developed an aggregate indicator to assess the courses for in-company WBL mentors on offer with a view to creating a classification tool (See Appendix A) for identifying the best practices consisting of interpretations of practices evolution from innovative to best practice and

the criteria for meeting each evolutionary level. A course being candidate for a best practice may either be at an early stage of development, fully mature, or somewhere in-between. In this context, practices can be classified against the following evolutionary scale:

1. **Innovative** - A method, strategy or technique that is in concept or has already been developed within a certain context showing potential to become a best practice in the long-term. Its relevancy, effectiveness and potential for replication in other contexts are not yet proven.
2. **Promising** - A method, strategy or technique that has worked within a certain context and shows promise during its early stages for becoming a best practice with long term sustainable impact. A promising practice must have some subjective basis for claiming effectiveness via already successful outcomes and must have the potential for replication among other contexts.
3. **Effective** – A method, strategy or technique that has been proven to show high levels of efficiency or effectiveness and produce successful outcomes. Effective practices are evidence-based and proven effective and sustainable demonstrating an innovative or replicable approach through objective research and evaluation.
4. **Best** – A method, strategy or technique that has consistently shown results superior to those achieved with other means in a given situation and that could be adapted for other situations. This must be shown to work effectively and produce successful outcomes by the evidence provided by subjective and objective data sources (Robin, 2011; National Resource Center, 2010).

Evolution to a higher classification is achieved by meeting additional criteria as improvements are made. In general, this necessitates rigorous evaluation, demonstrated success and impact and capacity for replication (Robin, 2011).

The criteria suggested by this methodology are addressed in the following section.

2.1.2.1. The Best Practices Matrix: a classification tool

The following matrix in Table 3 provides a framework for ranking a Practice against the criteria required to classify it, or identify where the Practice is in the evolutionary scale. Positioning a Practice on the matrix provides an indication of the potential for that Practice to be classified as

Best Practice based on the comparison of the criteria characterising each practice, which are the following:

1. **Sustainable** – This practice can be maintained on the same standards or level by the consortium even during the post-funding period.
2. **Repeatable** – This practice has shown replicability on a limited scale and/or may work effectively in more than one context.
3. **Proposal Compliant** – This practice complies with our project’s deliverables.
5. **Deemed Essential** – This practice coincides with our project’s deliverables and cannot be excluded sources (Robin, 2011; National Resource Center, 2010).

Practices placed in the upper left of the matrix are those that have a lower ranking, whereas those placed in the lower right of the matrix are those ranking highest. As a result, the resulting ranking will indicate where a given practice is on the evolutionary scale (Robin, 2011).

	Innovative practice	Promising practice	Effective practice	Best practice
Sustainable				
Repeatable				
Proposal compliant				
Deemed essential				

Table 3 The Best Practices Matrix (adapted from (Robin, 2011))

The criteria were adapted to closely fit the needs of our project’s IO1 deliverables and they are explained in Table 4 below in detail:

Horizontal Axis		
Criteria	Definition	Related Questions
Innovative practice	<ul style="list-style-type: none"> • New suggestion addressing the problem • Not yet tested in wide context • Limited supported data 	Does this idea break new ground? Is it unique? Does it significantly enhance existing practices?
Promising practice	<ul style="list-style-type: none"> • New suggestion already put into practice in a limited scope • Replicated in limited scale 	Has this practice been implemented in one or two organisations? Are the



	<ul style="list-style-type: none"> • Enough supporting data with positive results 	results or its evaluation either subjective or not validated enough yet?
Effective practice	<ul style="list-style-type: none"> • Proven effectiveness • Long-standing solutions • Replicated in broad scale • Conclusive data with positive results 	Has this practice been a long time in operation? Have its results been objectively evaluated and externally audited positively?
Best Practice	<ul style="list-style-type: none"> • Innovative practice with proven effectiveness • Newly presented solution • Replicated in sufficient scale • Conclusive data with positive results 	Is it an idea different from dominant practices? Has it proved its operational value as highly effective?
Vertical Axis		
Sustainable	<ul style="list-style-type: none"> • It is inexpensive • It delivers stable results 	Does it require more effort than it is worth? Is it dependent on an individual? Does it have sponsorship? Is it funded?
Repeatable	<ul style="list-style-type: none"> • It can be replicated 	Is it restricted for any local reasons? Can it be replicated?
Proposal compliant	<ul style="list-style-type: none"> • It complies with the proposals' IOs 	Is it within our proposal's IOs? Does it exceed or reduce our expected results?
Deemed essential	<ul style="list-style-type: none"> • It is included in our deliverables 	Is it something we cannot do without? Is it embedded in all training interventions?

Table 4 The Best Practices Matrix Criteria (adapted from (Robin, 2011; National Resource Center, 2010)

Classification of a Practice is incremental across both axis of the model. This means that all prior requirements must be met to achieve a level, i.e. it is accumulative and dependent on the criteria preceding it being fulfilled. A Practice is classified at the lowest cumulative level it has achieved. A scoring matrix to determine the degree of achievement of criteria, such as the following in Table 5, also assisted in the classification of a Practice:

	Innovative practice	Promising practice	Effective practice	Best practice
Sustainable	1	2	3	4
Repeatable	2	3	4	5
Proposal compliant	3	4	5	6
Deemed essential	4	5	6	7

Table 5 The classification of Practices tool (adapted from (Robin, 2011))

This table was employed to rate each Practice by mapping the fulfilled Criteria onto the matrix. The reasons for the resulting classification could then be justified based on the Criteria met and also indicate Criteria that need more development in order for the Practice to receive a higher classification (Robin, 2011). For the purpose of our project, a practice qualified as “best practice” when achieving 6-7 points in the above scale.

2.1.2.2. Methodology

The methodology for the identification of best practices for their incorporation into our IO1 deliverables process consists of the following stages:

1. **Identification of the necessary data areas** – It was vital to identify and specify which course specifications were necessary to collect.
2. **Literature research strategy** – This strategy followed a specific protocol in search of the data to address our project’s needs.
3. **Identification of the course’s elements for evaluation** – It was important to decide which course elements were more essential to focus our evaluation on depending on their transferability for incorporation into our project.
4. **Evaluation of the specific course’s elements** – The evaluation of the specified from the previous stage course’s elements were compared and evaluated against our developed Best Practices classification tool.
5. **Validation and classification of Practices** – The validation process consisted of analysing the documentation and classifying the practice as either a best practice, and effective



practice, a promising practice, or an innovative practice. A thorough validation process involved the review of both subjective (peer review) and objective data points (Best Practice classification Matrix) (Tuokuu et al., 2019; National Resource Center, 2010).

In this vein, the process initiated with the development of a template to be used as a desk research tool (see Appendix B) consisting of the essential course specifications which were necessary to be collected after being identified and mutually agreed by the consortium. The partners were then invited to complete the developed template with information from courses which either already existed in their country or found in the literature or the internet from 2010 onwards. The partners identified and mutually agreed that, after their data collection, they would focus their evaluation on the following course's elements (Fig. 2):

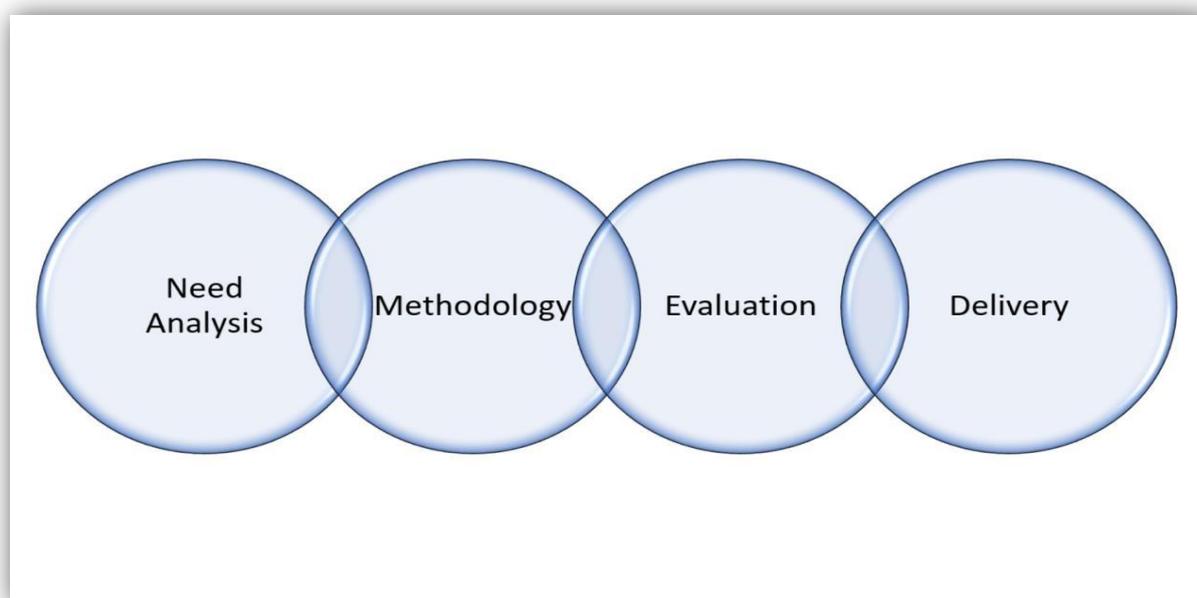


Figure 2 Data collection course elements to be reviewed

2.1.3. Desk research findings: a state-of-the-art best practice compilation

The majority of training courses available referred to the preparation of mentors as an organizational process. The possibility of a training course as an individual process for becoming an independent coach and mentor upon completion was mentioned explicitly only in the case of the United Kingdom. As already mentioned, the courses were reviewed regarding the course design

elements of Need Analysis, Methodology, Evaluation and Delivery. Project's partners examined sixteen mentors' training courses from

- nine EU and three non-EU countries (Myanmar, Ohio, Turkey),
- two organizations,
- a European Commission's report on models and practices for teachers and trainers in work-based learning/apprenticeships in EU (European Commission, 2017),
- a "train the trainer" course offered by the International Centre for Human Rights Education (Equitas) and
- a European project delivered by the consortium of Portugal, Belgium, Turkey, Slovakia, Poland and the United Kingdom (*LdV Project*, 2013-2015).

The elements under survey were (see Appendix B):

1. Prerequisites needed for participation in the training course (education level- previous experience and knowledge)
2. Entity offering the training course, public or private
3. The objectives and the learning outcomes of the training course
4. Training course's content and format (methodology)
5. Training course's duration and cost
6. Training course's assessment procedure (if any) and the accreditation it offers
7. Company's eligibility for offering such training courses (suitability and prerequisites, such as infrastructure, hardware, software or documentation needed).

2.1.3.1. Prerequisites needed for participation in the training course (education level-previous experience and knowledge)

Regarding the prerequisites that someone has to cover in order to be eligible to take a mentor's training course, the majority of countries are oriented towards already skilled workers, with or without pedagogical qualification. It seems that pedagogical literacy is not a strong prerequisite for becoming a mentor, as its role is not so educative as psychosocial. The prerequisite of a prior vocational on-the-field education is also met in some countries where future mentors have to be craftsmen or hold a craftsmanship qualification, such as being a graduate from a

vocational upper secondary education organization (e.g. technical school). When it comes to micro SMEs, the employers themselves –either the owner of the company or the manager- usually take on a mentor’s role without attending any kind of initial training.

Moreover, previous experience is a sine qua non condition for future mentors in all countries reviewed. The criterion of previous practical experience in the field of work sets in all cases as a minimum prerequisite the two years of experience in the work. the United Kingdom has also a provision for managers/ individuals who wish to move into a professional development role or start a career as a freelance coach or mentor, that is for future mentors that don’t work in the company. In Germany, a minimum of six years of relevant occupational experience covers even the possibility of no previous recognized vocational qualification and in Greece, all qualified professionals can be mentors as long as they possess previous experience in the specific occupation.

2.1.3.2. Entity offering the training

According to the research, there is a variety in the entities organizing a mentor’s training course. Apart from the cases of international (Equitas) and intranational organizations such as EU bodies (European Commission) or programs (LdV project’s consortium of LLL program), regional chambers or chambers of industry, vocational trainings centres, universities, schools and private entities provide such training courses. In Finland, the Finnish National Board of Education is responsible for VET courses. In Greece, Manpower Employment Organization (OAED), the Greek PES (Public Employment Service), under the supervision of the Ministry of Labour, Social Insurance and Social Solidarity is responsible for the monitoring of the process in whole whereas in France and USA (Ohio) public schools organize work-based learning programs (maybe in collaboration with other entities such as private companies). The case of Turkey is also interesting where public universities or private entities certified to provide education are eligible for organizing these training courses, a practice that gives the chance to non-market institutions to take part in work-based learning.



2.1.3.3. The objectives and the learning outcomes of the training

Mentor’s training courses have a variety of objectives and learning outcomes across countries (Table 6). The wording is different per country, but there is a common framework behind the general objectives expressed. As learning objectives are brief statements that describe what students will be expected to learn by the end of the course/ training/ project, it seems that most of them aim to prepare the future mentor to be able to guide the mentees regarding their in-company progress and their professional development as a whole, always in the spirit of facilitating their entry and integration in the labour market. Examining the objectives of the training courses, the nature of a mentor’s job can be deduced, as the emphasis is not only on the educative aspect but also on the aspects of supporting and encouraging the mentees throughout the whole learning process and their mentorship in general, including their monitoring, overall assessment and feedback. The United Kingdom’s training course refers to these outcomes as a coaching and mentoring culture. Turkey’s and Austria’s training courses refer explicitly to “pedagogical skills” that need to be delivered to future in-company WBL mentors.

Austria	To pose specific qualification standards for in-company trainers regarding vocational & pedagogical issues
Belgium	To have concrete tools to practice daily
Denmark	To understand the importance of their colleagues’ skills & learning style
Equitas	To be able to design & deliver effective (human rights) trainings for different target groups
Finland	To cater broadly for on-the-job learning & practical training at various levels of education, while providing for the assessment of vocational competences & the skill requirements of each workplace instructor
France 1	To have tools & methods to facilitate the integration of a new employee in a company, pass on skills & encourage his progress
France 2	To learn to integrate new employees, share know-how & develop skills
Germany	To become an in-company trainer

Greece	To become an in-company trainer
LdV Project	To transfer already existing & validated tools & methodologies in new target-groups
Luxembourg	To become an in-company trainer
Myanmar	To become an in-company trainer
Ohio- USA	To assist in the planning & management of the student’s experiences, be prepared to deal with the routine challenges offered by teenage students, to understand the types of activities & behaviours that are acceptable when interacting with young people
Turkey	To deliver the pedagogical skills to foreman working in different disciplines
United Kingdom	<ul style="list-style-type: none"> -To provide learners with the required knowledge, skills & understanding in order to effectively coach or mentor others -To create an excellent foundation for a career in development or as an independent coach & in-company WBL mentor -To develop a coaching & mentoring culture so that individuals can improve their performance & organizational productivity -To encourage managers to provide effective support for the development of others and improve their performance

Table 6 Mentor Training Courses’ Objectives

There was no extensive reference to training courses’ learning outcomes (Table 7) given that it is a more specific, observable and measurable parameter of a training course, especially when compared to objectives. In countries where more details were available, it seems that most of the emphasis is put on the cultivation of soft skills, especially personal and social ones, such as communication (effective communication, active listening, confidentiality, empathy, building relationships of trust, etc.), flexibility, teamwork, problem solving abilities, motivation and work ethic. This kind of skills will “help” a mentor to act as a mediator between the enterprise and the



mentee. Many enterprises, especially SMEs, are not familiar with hosting trainees and, mainly, making the best out of this procedure for both the company itself and the trainee. Moreover, many companies, especially SMEs, are reluctant to take on apprentices because they do not think the benefits outweigh the costs and because good-quality apprenticeships require large investments, which are difficult for small companies to make. In addition, employers may find the return on their investment uncertain if an apprentice subsequently moves to another employer (European Commission, 2017, pp. 18-19). Therefore, in-company WBL mentors take the leading role in mentee’s integration in the company, by emphasizing not only on the acquisition of technical, job-related skills but also on the adaptation of the workplace culture by the mentee.

Luxembourg	<ul style="list-style-type: none"> -To know how to situate the tutor's mission -To know how to promote the integration of the apprentice in company -To know how to manage the relationship with the apprentice(s) (comprehension, communication, pedagogical approach) -To be able to build a suitable training course
Myanmar	<ul style="list-style-type: none"> -To acquire the skills, knowledge & attitude to give quality training to the apprentices/staff in the company -To apply course concepts to workplace experience and to be more confident for on-the-job training
Turkey	<ul style="list-style-type: none"> -Give the necessary skills for competitiveness -Give skills to accelerate the learning procedure -Learn leadership and skills to motivate the apprentices -Correct use of body language -Learn skills to teach -Gain effective presentation techniques



<p>United Kingdom</p>	<ul style="list-style-type: none"> -Get a critical understanding of the role and responsibilities of the workplace coach and mentor -Deepen your understanding of how coaching and mentoring can impact an organization -Be able to assess your own skills, behaviours and knowledge as a coach and mentor -Provide evidence of your own development as a coach and mentor through the qualification -Plan your further development -Plan, deliver and review coaching and mentoring in your organization -Develop a coaching and mentoring culture so that individuals can improve their performance and organizational productivity
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Table 7 Mentor Training Courses’ Learning Outcomes (where given)

2.1.3.4. Training courses content and format (methodology)

All training courses destined for mentors are conducted face-to-face. Few trainings use distance learning (e-learning) as methodology, even though e-learning or blended learning are contemporary practices for adult learning. The curriculum of all training courses is formed around five basic axes:

- Peer learning (sharing experiences)
- Basic principles of adult learning
- Pass-on of skills
- Training’s planning/ preparation and implementation
- Training’s evaluation

Only one training course (Ohio) had a content tailor-made to the needs of each participant, that is a content non-fixed. Also, only one course (Equitas) uses the participatory transformative approach for building capacity and skills via learner centred action-based strategies. France’s training courses, Turkey’s and the one offered by LdV Project were the most detailed training courses regarding their content.



2.1.3.5. Training's duration and cost: a *quid pro quo* practice

Training courses' duration ranges from eight hours (one day) to ninety-six hours spread over several days. For instance, Belgium's and France's reviewed training courses last one day but Denmark's last two weeks and Germany's three weeks. The average duration is two-five days. Defining the ideal duration of a in-company WBL mentor's training course is rather tricky, as the course shouldn't be too brief, due to its nature containing not only theory but most importantly practice and simulation of working conditions, but not too long either, as this would be a disincentive for in-company WBL mentors to participate and also for companies to allow their employers to take part in.

Given the rather limited data, training courses' cost depends firstly on its duration and secondly on whether it leads to a certificate/diploma or not. Trainings reviewed in Belgium and Greece had no participation cost. For the rest of the training courses, prices vary from 250 euros to 1490 euros. In many cases, there are different levels of costs depending on hours, accreditation given and assessment procedure. It is not clear whether the training expenses are covered by the company or the future mentor himself, even though paying for the professional development of its human resources training its employers should be seen as an investment with long term benefits from the company. In Ohio, training course's cost is covered from school given that there are sponsorships for the school's work-based learning programs. Actually, many schools plan some type of annual recognition activity for work-site mentors. Activities range from simple awards and recognition coffees to more formal functions (luncheons, evening banquets, etc.).

2.1.3.6. Training's assessment procedure (if any) and the accreditation it offers

There are different types of assessment in order to evaluate future mentor's acquired competences and skills. In Germany, Myanmar and Turkey there are exams, oral or written, upon the completion of the trainings. However, this is not the rule. In other countries, such as Denmark and Greece or institutions such as Equitas, there are no exams at all or the mentor's assessment is based on more learner-centred methods like the creation of a personal portfolio or a reflective journal (United Kingdom), the creation of a model training session (Equitas) or a voluntary final expert talk (Austria).

In most cases, the completion of trainings results in a diploma or certificate for the trainees. This diploma might be from a simple certificate of attendance by the Chamber of Commerce (Luxembourg) or a journeyman's certificate (Denmark) to a postgraduate diploma in Leadership and Management (United Kingdom). The nature of the diploma is dependent on the entity that provides the course (Chamber, University, private training centre), on the hours of the course and on the accreditation procedure. In a few cases, such as Greece, there is no provision for a certificate. The certificate corresponds to Level 4 of the European Qualifications Framework (EQF), which practically means that the trained mentors have a range of cognitive and practical skills required to generate solutions to specific problems in the field of work and that they can exercise self-management, supervise the routine work of others and take some responsibility for the evaluation and improvement of mentees' work.

2.1.3.7 Company's eligibility for offering such trainings (suitability and prerequisites, such as infrastructure, hardware, software or documentation needed)

In most cases, there was no reference in company's eligibility for offering apprenticeships or internship positions. An exception to the above-mentioned rule are Austria and Denmark, where companies must fulfil some criteria in order to be eligible to participate in in-company training programs.

2.1.4. Classification of current practices

The matrix used (see Appendix A) provided a framework for the evaluation of each training, ranking it against the criteria required to classify it or identifying where it is in the evolutionary scale. Partners positioned a practice on the matrix and provided an indication of the potential for that practice to be classified as Best Practice. According to Merriam-Webster Dictionary, *Best Practice* is defined as a procedure that has been shown by research and experience to produce optimal results and that is established or proposed as a standard suitable for widespread adoption (Merriam-Webster, n.d.). A best practice considers all stakeholders and shows empathy for their situation, delivers consistent outcomes and minimizes resources while maximizing results. This guide provided a useful methodology and tools to assist the consortium partners in the benchmarking process for measuring each training course's practices regarding its need analysis,

methodology, delivery and evaluation processes or overall and their final ranking is depicted in Table 8.

Country	Best Practices Matrix Classification	Criteria
Austria	7	Overall
Belgium	3	Need Analysis, Delivery
Denmark	2	Delivery
Equitas	7	Methodology, Best Practice
European Commission (28 MS)	Not Applicable	Not Applicable
Finland	7	Overall, Best Practice
France 1	2	Methodology
France 2	3	Methodology
Germany	5	Methodology, Evaluation
Greece	4	Delivery
LdV Project	4	Overall
Luxembourg	2	Methodology
Myanmar	4	Content, Delivery
Ohio- USA	5	Delivery, Methodology
Turkey	5	Methodology, Need Analysis
United Kingdom	5	Methodology, Evaluation

Table 8 Final ranking of training course via the Best Practices classification tool (see Appendix A)

After reviewing the training course for mentors or trainers from all the above countries, training courses from Austria, Equitas, Finland and Turkey were ranked highly compared to the rest of the countries' trainings.

Austria's training course was deemed essential and identified as Best Practice. Its scope is specific and measurable, as it aims to pose specific qualification standards for in-company trainers regarding not only vocational but also pedagogical issues which are regulated by the Austrian law. The companies that adopt work-based programs, such as apprenticeships, must have been certified regarding their suitability by the Chamber of Labour and the Apprenticeship Office of each province based on specific criteria, i.e. the existence of qualified in-company trainers, the existence of the necessary equipment and the implementation of the legal framework concerning the activities that



the apprentice will be trained in. The in-company trainer should also have proven qualifications both in vocational pedagogy and law and should take a master craftsman examination (IVET Trainer Examination).

It is of interest to note that the trainer might have been an apprentice too; as provided by the law, the trainer must have passed the final exam after an apprenticeship and have at least a two years practical experience in the field of work or be a graduate from a relevant school with at least two years practical experience in the field of work or at least five years practical experience in the field of work which does not have to be a training practice. For pedagogical qualification a rather simple and practice-oriented standard is set, for the reason that it should not be a too big hurdle for SMEs.

The methodology of this course is quite in-depth and detailed. Its content is divided in two basic categories: 60% legal content and 40% pedagogic content. There are four main modules: 1. Training's targets setting and planning of the training in the enterprise 2. Preparation, realization and supervision of the training measures 3. Trainer's attitude / behaviours (including leadership, motivation and communication skills) and 4. Training-relevant legal provision. All modules aim at the cultivation of personal, social, pedagogical and technical skills of the trainees.

The evaluation process is structured in levels in a rather innovative way. There are three levels of accreditation for the future trainer, as (s)he can be a certified apprenticeship trainer (25 points), a licensed (40 points) or a qualified apprenticeship trainer with a diploma (70 points). There are two ways offered in order the diploma of in-company trainer to be acquired: either a trainer's exam before an examination committee or a final "expert talk" without a final examination. The existence of two alternatives is deemed as best practice given the fact that it takes into account all possible trainees' learning styles and separates the training from the idea of final exams, which might be seen as an extra burden for some candidates. Its duration is forty hours.

Equitas' training, the training offered by the International Centre for Human Rights Education, although designed as a practicum for more training-of-the-trainer skills development, was also deemed as Best Practice, due to its well-structured design and methodology. It is a six-day workshop, based on the principles of adult experiential learning and aiming at providing human rights educators with the necessary tools for planning, designing, and conducting effective training-of-trainers (TOT) workshops. Both trainers and trainees are guided by the same guidebook whereas

much of the content will come from participants' experiences. The training is quite "trainee-centred" as continued reflection and feedback is central to the learning process. Transformative learning theory underpins the workshop content and process. Its content is divided in eight modules, including Human Rights education, the art of Facilitation and the set of Effective Methods for measuring results in the model training by the participants. Regarding its duration, the training is designed to take place over six days. A minimum of 10 and a maximum of 30 participants are recommended to take part in it. The training's evaluation is based in the educative method of simulation as participants have the opportunity to put their learning into practice by preparing an actual model for a human rights training session. This assessment method goes beyond the traditional method of exams.

Finland's training was also deemed as Best Practice that puts emphasis on the dynamic and flexible learning of the trainees with highly effective operational value. It is considered to be sustainable, repeatable, proposal compliant and essential. The training forms a basis for the planning and implementation of training for workplace instructors within vocational upper secondary education and preparatory training for competence-based qualifications, and for workplace trainers within apprenticeship training. It is conducted based on instructions that the Finnish National Board of Education has prepared for its support. It is aimed at people acting as workplace instructors of students in vocational education and training.

Its methodology lies in flexible methods of implementation and versatile training opportunities, from which workplace instructors can choose the one they consider most suitable. The training is personally tailored for each participant, on the basis of whether the participant primarily instructs and assesses students in vocational upper secondary education and training, students in preparatory training for competence-based qualifications, or students in apprenticeship training. Account must be taken into the special characteristics of various vocational fields and workplaces when planning training. Where possible, workplaces can participate in specifying the training's method of implementation. It comprises three modules (3 credits overall): 1. Planning of training provided in the workplace, vocational skills demonstrations and competence tests (1 credit) 2. Instructing the student and assessing learning (1 credit) 3. Assessing the student's or candidate's competences (1 credit).

Moreover, a plan must be prepared for the implementation of training, specifying how previously acquired skills and knowledge are identified and recognized. The participants have the

option of completing only parts of the training which is rather innovative. The training modules do not have a fixed order of completion. Instead, they can be completed in line with the participants' needs. The training can be offered in various formats to workplace instructors. When training is arranged as an online one, the training provider incurs equipment and software costs. The workplace must also be equipped for e-learning. Regarding its cost, funding may be obtained from various sources, for example companies, the national education administration and education and qualification providers. Training for workplace instructors can also be implemented as part of development projects, provided that this contributes to achieving the targets set for the projects in question. It is designed to last approximately to three weeks.

Regarding the assessment procedure, education providers decide on how the implementation and impacts of workplace instructor training are monitored. This determines what feedback is collected and from whom and how this information will be applied in the development of training. When assessing the impact of workplace instructor training, the education provider's goals regarding workplace instructor training are evaluated. Workplace instructor training can be used to e.g. monitor competence development among workplace instructors, to develop the instruction provided to students and the students' entry into the world of work after graduation.

Moreover, **Turkey's** training was close to be considered as Best Practice since it has a fully featured content, an interesting methodology and can be replicated on an even broader scale. This training is provided by universities and also private entities which are certified to provide the education. It is addressed to the companies that seek to hire an apprentice as, according to law, they must employ a skilled master trainer first. This training is also mandatory for 5% of the employees for companies that have more than ten employees. In order to participate in the training, future mentors must have minimum five years of employment (not as apprentices) or be graduates from a technical school of minimum 3 years or hold a relevant college degree. The future mentor must also have completed a pedagogical training.

Concerning its content, the training has a very detailed description of its syllabus. Although it is designed separately for different disciplines (e.g. work safety, employee's health etc..), there is a core curriculum that addresses all the disciplines. The philosophy is that these general basic modules are meant for mainly delivering the pedagogical skills to foreman working in different disciplines. Therefore, the emphasis is put on the "know-how". These modules include learning outcomes such as understanding the necessities of adult training and adopting the material to an

adult group of trainees, cultivating the ability to develop adult training modules specific to each discipline, cultivating effective presentation skills and learning how to use all the measurement tools and techniques available. It lasts up to ninety-six hours but there is a provision for a duration of at least forty hours. It is conducted face-to-face but also onsite if the subject requires work place training. Its completion leads to the acquisition of the relevant certificate.

Finally, from those reviewed, the trainings of **Germany, Ohio** and the **United Kingdom** were also placed high in the ranking mainly due to the methodology they adopt. Germany's training is rather learner-centred, has a strong prerequisites' provision and a thorough certification procedure with written and oral exams. Nevertheless, it is not easily repeatable as companies or trainees themselves pay for it and this might be a disincentive for SMEs. In Ohio (USA), this kind of trainings are conducted by schools and there are sponsorships available. Each training has a different curriculum but they all include group meetings (e.g. seminars, workshops), events to bring together all key participants, job aids (e.g. checklists or reminders of specific procedures for completing the activity), handbooks and other written materials, newsletters, personal visits and school-based activities. United Kingdom's reviewed training has provision for progression opportunities to a range of qualifications such as Certificate/Diploma in Leadership and Management, Certificate/Diploma for Executive and Senior Level Coaches and In-company WBL mentors or Certificate/Diploma for Coaching Supervisors. All qualifications are awarded by the City and Guilds of London Institute. ILM and European In-company WBL mentoring and Coaching Council UK (EMCC UK) collaboration are the main providers of those trainings and it is interesting that they have not set an entry requirement for these qualifications, however Centres, that would provide the course, must ensure that learners are in a position to meet the assessment demands of the qualification. There is also the possibility of e-learning. Two kinds of assessment are included, the initial one, in order for someone to be accepted in the training and the final one which includes an assignment, a portfolio and a reflective journal. The completion of the training gives 16 or 38 ECVET points respectively, depending on the certificate/diploma acquired.

2.1.5. The in-company WBL mentor's training course: a compilation of best practices

The introduction of systematic approaches to initial and continuous professional development of VET in-company WBL mentors in both school/university/work-based settings is

set as a priority for EU for the period 2015-2020. According to the European Alliance for Apprenticeships, there must be a boost to the supply, quality and image of apprenticeships and mobility opportunities for apprentices. This becomes even more evident if we take into consideration the fact that 46% of European companies indicate that vocational skills are one of the most important skills for their future development (European Commission, 2019, p. 9). Therefore, the way in-company WBL mentors are trained and certified is a critical point for the success of future Work-Based Learning scenarios. The compilation of the findings from all the training courses which were reviewed during our desk research, either consisting of a Best Practice or being high in the matrix ranking, gives a clear view of the key constituents of an in-company WBL mentors' training course in order to promote Work Based Learning with special attention to apprenticeships and internships and can be summarised as depicted in Figure 3.



Figure 3 Summary of the desk research best practices findings for the construction of the in-company WBL mentor's course

2.2. The in-company WBL mentor's profile: a mentor or a trainer?

In the Bruges Communiqué (2010, p. 7), in the framework of actions to increase the quality of vocational training in Europe by making it more accessible and relevant to the needs of the labour market, Member States and social partners committed themselves to the objective of creating opportunities for high-quality and, subsequently, including work-based learning (WBL) in all initial VET courses. If we also take into account that young European people lack in many cases workplace experience and that a better connection between VET and labour market needs must be achieved, it is easily deduced that in-company WBL mentors' role becomes crucial regarding the successful implementation of work-based learning programs in companies and its positive contribution to youth employment. For the definition of this role the desk research findings were re-visited in order to use their input for the conceptualisation of this newly emerging profession and delineate the framework of its tasks, roles and responsibilities from other similar roles such as in-company trainers.

Besides mentees, enterprises, VET providers and other key players, there are two main actors that take part in different forms of work-based learning: an *in-company WBL mentor* and a *trainer*. It is important to clarify that some definitions for each one already exist, containing or referring to a variety of competences and skills required. To a significant extent, in-company WBL mentors and trainers might be sharing the same competences and skills in the technical and pedagogical domain. Small or medium sized enterprises, due to the restricted number of employees, tend to use the terms *in-company WBL mentor* and *trainer* interchangeably meaning the same person. In fact, in small enterprises, the employer might also be the in-company WBL mentor and the trainer at the same time. Therefore, when examining the in-company WBL mentor's profile or the degree he differentiates himself from a trainer¹, it is important to take into account enterprises' size as a parameter that affects the former's overall job and role.

¹ As a European certification scheme for trainers has already been developed in a former ERASMUS+ project (CERTI4TRAIN), the In-company WBL mentor4WBL project will not focus on the trainer's competences but on the other competences needed to act as an in-company WBL mentor: socialisation of the mentee, professionalisation of the mentee, assessment of his apprenticeship. Nevertheless, competences concerning the organisation and the delivery of non-formal and informal training will be integrated in the in-company WBL mentor's job description and in the in-company WBL mentor's skill card.

2.2.1 A definition for the in-company WBL mentor and its scope

In-company WBL mentorship might be described as the *process* of supporting learning and knowledge transfer in an organized way especially for assisting in the bridging of knowledge gaps and skills shortage in a company. In-company WBL mentoring has also been defined as “*primarily listening with empathy, sharing experience and learning (usually mutually), professional friendship, developing insight through reflection*” (Clutterbuck, 1991, p.8 as cited in Kent, Dennis & Tanton, 2003). In other words, in-company WBL mentoring is a formal relationship established between an experienced employee and an inexperienced/new employee/ a learner/ an apprentice², with the purpose of

- helping the mentee assimilate in his/her new role and absorb the company’s working, cultural and social norms
- helping the mentee grow in his/her current position and become ready for new jobs and career opportunities
- helping the mentee reach new levels of knowledge, sophistication and career development (Heathfield, 2020).

An in-company WBL mentor is the person that **supports** the mentee from the beginning of his apprenticeship to the end of it. As apprenticeship’s main goal is to turn a young person with no or little work experience into a professional, in-company WBL mentor stands by the trainee and “**guides**” him/her throughout his apprenticeship. It is in fact a win-win procedure as, apart from the company’s benefit -companies benefit from in-company WBL mentoring programs as they contribute to the development of a better-trained and engaged workforce-, the mentee **develops** personal and professional skills, attitudes and competences whereas the in-company WBL mentor benefits by developing his/her skills and competences as an in-company WBL mentor and by developing new knowledge deriving from the interaction with the young mentee.

Moreover, an in-company WBL mentor **socializes** the apprentice (who can be a new employee or a student sent by his/her school) by being the liaison between him/her and the workers. At the same time, in-company WBL mentoring involves not just guidance and suggestion, but also the development of autonomous skills, judgments, personal and professional mastery,

expertise, trust and the development of self-confidence over the time (Kram, 1985; Richert, 2006: Hamburg, 2012 as cited in Hamburg and Hall, 2013, p. 89).

2.2.2. In-company WBL mentor's educational background and experience

Given that an in-company WBL mentor is already an employee of the company, (s)he has already practical experience in the specific field of work, i.e. (s)he is a skilled worker. In-company WBL mentor's educational background and relevant experience is a prerequisite not only for his occupation but also for his/her attendance in an in-company WBL mentor's training program. Most of the in-company WBL mentors' trainings provided in European countries and countries outside EU set as a minimum requirement a two-year work experience in a specific occupation. It seems that work experience is a pattern that all relevant trainings follow. In some trainings, work experience as a prerequisite can be replaced by a graduation from a relevant vocational school or from a relevant professional qualification (e.g. Master Craftsmanship qualification in Germany or vocational institutes –IEK- in Greece).

In addition, some of the in-company WBL mentors' trainings provide also pedagogical qualification as future in-company WBL mentor is expected, apart from the other roles, to act as an educator for mentees. These trainings have a summative function and give credits in an educational pathway. (S)He has to design the learning program, define its main objectives and learning outcomes, choose the appropriate educative methods and tools and create the appropriate learning environment using in the best possible way the means (s)he has at his/her disposal. He should also be able to understand mentee's learning style and define in which way the mentee learns most efficiently.

2.2.3. The nature of an in-company WBL mentor's job

An in-company WBL mentor's job has –in most cases- various aspects. An in-company WBL mentor must at the same time act as a *trainer*, a *supervisor*, a *colleague* and an *educator*. Therefore, his/her job is characterized by multitasking and the combination of different kind of skills and competences is the number one challenge (s)he faces in his/her working reality. Each one of the abovementioned roles has its own tasks (NAAGRCY, n.d.):



In-company WBL mentor as an (adult) <i>trainer</i>	In-company WBL mentor as a <i>supervisor</i>	In-company WBL mentor as a <i>colleague</i>	In-company WBL mentor as an <i>educator</i>
<ul style="list-style-type: none"> • Transmission of vocational competences 	<ul style="list-style-type: none"> • Tasks' assignment 	<ul style="list-style-type: none"> • Mentee's respect & support in terms of cooperation & collegiality 	<ul style="list-style-type: none"> • Educating
<ul style="list-style-type: none"> • Opportunities' offer for working experience 	<ul style="list-style-type: none"> • Monitoring & evaluating tasks' execution 	<ul style="list-style-type: none"> • Equal/Fair treatment 	<ul style="list-style-type: none"> • Behaviour & rule compliance monitoring in the workplace
	<ul style="list-style-type: none"> • Crisis management 	<ul style="list-style-type: none"> • Crisis management 	
	<ul style="list-style-type: none"> • Mentee's briefing on company's matters and promotion of his/her participation in decision making 	<ul style="list-style-type: none"> • Facilitation of mentee's inclusion in the working team 	

Moreover, an in-company WBL mentor should acquire special competences and skills that accompany these qualities. (S)he must have not so much academic but soft, communication and technical skills. Emphasis must be given on the cultivation of trans-sectoral skills and competences, cognitive and practical skills, such as personal growth. For that reason, when an employer chooses a worker or hires a new person to be a in-company WBL mentor, (s)he has to take into account some personality characteristics that are necessary for being a successful in-company WBL mentor such as

- Integrity
- Counselling/listening skills
- Conscientious
- Well-liked by peers
- Enthusiastic
- Positive attitude
- Team player and

- Good communication skills.

Finally, entrepreneurship is considered as a key skill enabling people to develop attitudes and competences as a basis for creativity, initiative, responsibility, and independence (Tessaring & Wannan, 2004).

2.2.4. In-company WBL mentor's main role, activities and tasks

2.2.4.1. Role of the in-company WBL mentor

An in-company WBL mentor:

- Designs together with the academic in-company WBL mentor the optimal work-based learning path for the learner/WBL student
- Guides the WBL learner/student during his apprenticeship in a company to professionalize him and promote his employability
- Ensures that knowledge and competence are usable and transferable to other contexts and other professional situations.

(S)he performs a number of activities including:

- induction of the WBL student into the business,
- guidance of the WBL student,
- evaluation of the WBL student,
- counselling with the WBL student on matters related to work.

2.2.4.2. In-company WBL mentor's main tasks

The main tasks of the in-company WBL mentor are:

- **Induction**
 - Socializes the apprentice, welcomes and integrates the WBL mentee
 - Develops the optimal skill transfer plan for the WBL mentee together with the academic in-company WBL mentor
 - Orients the WBL mentee to the job/business/industry as a whole

➤ **Guidance**

- Organizes and ensures learning situations
- Transmits knowledge, know-how and give a taste for the job
- Supervises the implementation of the WBL path
- Assists the WBL mentee to carry out classroom assignments related to the job

➤ **Evaluation**

- Evaluates the progress of the WBL mentee throughout his WBL period and his relationship with the team
- Communicates with the Academic in-company WBL mentor the strengths and the areas in which improvement is needed
- Verifies the WBL mentee's attendance and the production reports/ employability skills assessment/ technical skills assessment as developed in the WBL path
- Provides a mark according to progress if requested by the school

➤ **Counselling**

- Supervises the WBL mentee on a day to day basis
- Counsels with the student concerning performance both on the job and in school as well as on his/her relationship with other employees
- Takes the responsibility for preparing the WBL mentee for a definite goal and provide him/her with the individual attention necessary to attain that goal.
- Ensures relationships between the apprentice and his school

2.2.5. In-company WBL mentor's responsibilities on the microscope

An in-company WBL in-company WBL mentor must be polyvalent. (S)He has many and different kind of responsibilities and tasks that are directly related to three actors: the school that sends the mentee/WBL student, the company and the mentee him/herself.

To the school that sends the mentee:

1. Monitor and assess the mentee's progress, in relation to the relevant actors
2. Welcome the academic tutor responsible for monitoring the mentee in the company,

3. Ensure liaison with the school and monitor the evolution of the apprentice's training (pathway, examination results, etc.).

To the company:

1. Understanding customer/supplier relationship
2. Answering questions and being an information resource
3. Understanding company and department policies/procedures
4. Being technically competent
5. Knowing company's and department's mission/vision/values

To the mentee:

1. Planning and implementation of the mentee's work-based learning program and work environment, especially when in-company WBL in-company WBL mentor is also the trainer
2. Trainer's/ tutor's support (when the in-company WBL in-company WBL mentor and the trainer are two different employees)
3. Mentee's support, encouragement and motivation
4. Monitoring mentee's progress and giving constructive feedback
5. Mentee's learning program assessment
6. Relationship building with the mentee(s)

In-company WBL mentor's responsibilities depend up to a degree on the nature of the company and the people involved to the work-based program. Therefore, an in-company WBL mentorship program might prepare mentees for specific jobs in the future in the company or directly help them to achieve their own goals. In any case, the in-company WBL in-company WBL mentor is responsible for the company's positive view for work-based learning, the mentee's personal/professional development and his/her successful integration in the company and in a broader sense in the labour market. In-company WBL mentoring should be a successful story with happy ending for all the parties included.

2.2.6. The level of difficulty of an in-company WBL mentor's job

Being an in-company WBL mentor cannot be considered as an easy task as it has to combine knowledge, skills and different origin's competences. This combination is a work challenge for in-company WBL in-company WBL mentors as it is not "guaranteed" that these skills and competences are taught during their formal (training) or informal (everyday practical work) learning. Additionally, these skills and competences should be transferable to the mentee which means that they should be understood and well engaged to the degree of their passing on to the new workers. Each set of skills and competences is connected with in-company's in-company WBL mentor multiple activities. Transferable or key competences are part of all in-company WBL mentors' training courses in the majority of countries as the context in which learning takes place influences greatly the learning outcome and the achievement of trainings goals (Tessaring & Wannan, 2004, p. 4).

In addition, another difficulty of an in-company WBL mentor's job lies in his/her professional status. While trainers and in-company WBL mentors are essential to supporting skill development in the workforce, their status is not high enough. This results in low motivation for becoming an in-company WBL mentor. The fact that future in-company WBL mentors should also combine two roles, that of the employer and that of the in-company WBL mentor, can also be considered as a disincentive.

Last but not least, training has diversified in the workplace and the profile of VET in-company WBL mentors has grown more varied. Trainers/In-company WBL mentors within companies are extending their roles from instruction to learning facilitators and innovators and are increasingly involved in additional tasks, such as human resource development, guidance and direct coaching. Overall, a balance is needed between further professionalization of in-company WBL mentors and more flexibility in trainer's/in-company WBL mentor's recruitment policies and practices.

Chapter 3 In-company WBL mentor competence matrix development

Task 2, the development of the in-company WBL mentor's competence matrix consists of the performance criteria enabling the tasks and responsibilities ensuing from their job and was based on the Task 1 outcomes, in-company WBL mentor's profile, the findings of the desk research, the results of previous relevant projects such as CERTITUDE, MentorCert & CERTI4TRAIN while following the procedures of ISO 21001 (ISO, 2018) and NP4512 (IPAC, 2012) as this task would be the most important input for Intellectual Output 3, the ISO compliant Certification Scheme. The process of the development of the competence matrix involved high level of synergies among the partners providing their multi-expertise for its evolution and resulting in the backbone of our project which guided all the following Intellectual outputs.

3.1. The competency profiling and mapping process

Based on the commonly agreed interpretation of the competence concept as described in Chapter 2 as a social process, which welcomes negotiations of multiple perspectives, the consortium followed the agreed competence framework structure merging the dimensions of the European e-Competence Framework (Breyer, Hook, & Marinoni, 2007) and PDCA cycle (Tsutsui, 1996). Thus, a first draft of main competence areas for the PDCA cycle of the in-company WBL mentor's profession was created which was populated and elaborated with performance criteria for each competence area. These criteria were negotiated among the multidisciplinary experts of the consortium, which involves multiple institutional perspectives such as social partners, policy makers, formal and non-formal VET providers, certification bodies from 4 EU countries, our projects Expert's committee and our 1st Multiplier Event participants in United Kingdom.

Our partner Foundation EFCoCert, as an expert in the field, was the leader of this task initiating the process with the first draft of the in-company WBL mentor's competences based on the results of Task 1, the in-company WBL mentor's job profile relating the tasks and responsibilities of the profession with specific competences. As with the job profile process the

transferability of the inputs from previous EU projects together with our desk research findings provided the bridge for the design of the relevant competences for the emerging profession. Specifically, the following projects provided transferrable elements to our first draft skill card (see Appendix E):

a. **CERTITUDE project:**

Enterprise tutor: Responsible person in the company for the practical training and educational support to the learner.

Academic tutor

Job and tasks description - Role of the academic tutor:

The academic tutor accompanies learners in their training, during the periods in company to professionalize them and promote their employability.

The activity of the academic tutor varies depending on the type of training organization, training, and learner.

The academic tutor engages in a real situation the expected competence and associated knowledge. He ensures that knowledge and competence are usable and transferable to other contexts and other professional situations or social.

Functions of the academic tutor:

The academic tutor has several functions, as detailed in the competence specification: socialization, transfer of knowledge and knowledge, guidance / coaching, evaluation. These 4 functions were used as 4 main competencies domain.

b. **MentorCert project**

Business mentors concerned by the EU MENTORCERT 2000 schemes are business mentors working:

- as freelancers / independent workers,
- as employees of public or private organisations that deliver business mentoring services.

Two categories of business mentors can be distinguished:

- full time business mentors,

- part-time or occasional business mentors, either in-company or externally (by occasionally offering their services through an organisation providing business mentoring services).

c. **CERTI4TRAIN project**

Role and categories of the trainer:

Trainers are trainers who work with adult learners either:

- a) In enterprises, carrying out induction for newcomers and/or providing training, full-time or part-time or occasionally;
 - I. As Workplace tutors and mentors
 - II. As in-company trainers
- b) In public and private training companies that deliver training to, and in, enterprises
- c) In training companies working as freelancer / independent worker

Two categories of CVET trainers can be distinguished:

- a) full time professional trainers
- b) part-time or occasional trainers, either in-company (as mentors and tutors or as training providers) or externally (by occasionally offering their services at a training establishment)

The above former European projects inputs together with our desk research findings on existing relevant competences matrices provided the basis for the comparative analysis (See Appendix D) which was juxtaposed with the delivered in-company WBL mentor's job profile so as to construct the competence matrix in the form of a skill card from the emerging tasks and responsibilities. The "Plan-Do-Check-Action" (PDCA) schema, developed by Walter Shewhart and later appropriated by Deming as the Japanese rechristened it as the "Deming Cycle" (Tsutsui, 1996, p. 309), was applied as the basis for the construction of the in-company WBL competences matrix. The PDCA cycle (Fig. 4) is a systematic series of steps offering invaluable learning and knowledge for



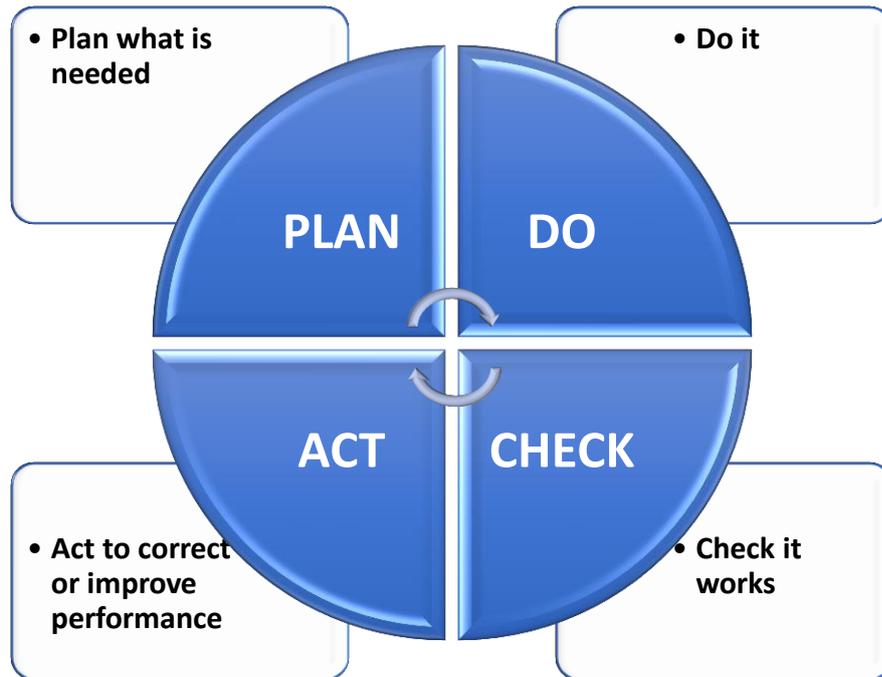


Figure 4 The PDCA Cycle

the continual improvement of a process. This iterative four-step process was adapted to become applicable to individual level in an attempt to transfer productivity improvement to individuals triggering, thus, process and quality improvement for an organisation at a higher level (Patel & Deshpande, 2017). The argument is that this emerging profession will be constructed as an inherent continuous improvement spiral organising the delivered tasks and responsibilities of the job profile and their corresponding performance criteria into a sustainable and continuously improving process.

The application of the PDCA methodology model for constructing the in-company WBL mentor's competence matrix provided and in-built continuous improvement process for the profession yielding higher productivity and quality levels for the organisations they offer their services. This can be guaranteed by the following stages in the PDCA cycle:

- **PLAN** – This phase incorporates a thorough analysis of the contextual issues surrounding the required intervention, in our case the in-company WBL apprenticeship and/or internship. This stage underpins the importance of a contextual analysis to identify the needs and the goals of the involved stakeholders –

school, learner, company – and develop a doable actionable satisfying all involved parties.

- **DO** – Having fully understood the contextual situatedness of the involved parties and designed a mutually satisfying action plan, the next phase is the “Do” phase, that is, its implementation stage of the in-company WBL mentoring service.
- **CHECK** – Evaluation and reflection of the implementation phase can provide invaluable feedback for improvement and evolution of the in-company WBL mentoring process
- **ACT** – The evaluation and reflection process yield will lead to adoption and/or abandonment of strategies depending on their level of productivity and efficiency. This stage is the decision-making stage for how these strategies will adjust the “Plan” and “Do” phases when the cycle will be initiated again. At this stage improvement of the in-company WBL mentoring service is maintained by re-visiting the previous stages for their amelioration based on the acquired knowledge and lessons leading to an evolving spiral of improvement via learning and doing (Patel & Deshpande, 2017, pp. 199-200).

Pinning the delivered tasks and responsibilities from the in-company WBL mentor’s profile in Task 1, as described in the previous chapter 2, and the comparative analysis results (see Appendix D) to each one of the above described stages of the PCDA cycle, the first draft of the skill card for the in-company WBL mentor was developed consisting of corresponding performance criteria (see Appendix E).

The first draft of the in-company WBL mentor’s skill card was peer reviewed by all partners providing their unique expertise providing their comments and suggestions. A compilation of the partners’ comments and suggestions (see Appendix H) was delivered to our experts committee for review. This committee was formed after inviting stakeholders (see Appendix F) to participate in it and provide their insight and peer review for our deliverables after signing their commitment form (see Appendix G). The partners through this process decided to add one more stage in the PDCA cycle, namely, the “BE” phase, deeming soft skills improvement as a crucial component of this process to be dealt separately. The whole commenting process, which was a long almost twelve-month process, took place in parallel with Intellectual output 3, the ISO compliant certification scheme process, as not only was the competence matrix the backbone for



its development but also the process of developing the competence matrix was dictated by the ISO compliant rules and regulations. This is the reason why the partners' comment compilation and their ensuing experts committee review process was adopted.

In this vein, in order to ensure that our certification scheme to be delivered as IO3 was ISO compliant, our final competence matrix evolved from the first draft skill card following this process:

- Partners provided their comments choosing from 3 types:
 - general: concerning the structure of the document
 - editorial: concerning the formulation of sentences for a good understanding
 - technical: concerning missing competences, missing performance criteria, or concerning competences or criteria that do not have their place in the skill card.
- Partners provided their reasoning for suggesting any change
- Partners provided a proposition for the change or comment they had made
- Partners' comments and propositions were reviewed by other partners and the experts committee for decisions
- Decisions were discussed and finalised in our transnational meetings.

This ISO compliant process for the development of the in-company mentor's competence matrix led to its finalisation, which would be the backbone for the development of the learning outcomes of the course impacting its course design, which refers to this IO1, the modules of the course relating with IO2, its assessment criteria, which involved IO4 and, finally, its certification scheme, which will be addressed in IO3.

3.2. 1st Multiplier event, Kenilworth, United Kingdom

Our 1st Multiplier event, which was organised as a thematic workshop, took place during the 2nd transnational meeting of the project and it was held on 10th April 2019 at Warwick University in the United Kingdom. Our UK partner, Centre for Future Factories (C4FF), coordinated the meetings during the two-day transnational partner meetings and took the lead in the multiplier event activities. The specific workshop was hosted with the participation of 28 experts and stakeholders (21 local and 7 foreigners) from all participating countries: teachers, trainers,



academics, in-company mentors and related stakeholders, local and foreign. All other partners of the consortium from Greece, Switzerland, United Kingdom and Turkey also participated in this event.

The aim of our 1st Multiplier Event was to attract the interest of stakeholders and share with them our Competence Matrix and the methodological process of its development and instigate discussions and negotiations regarding our interpretations for the required competences an in-company WBL mentor needs in order to efficiently provide mentoring services to a company's apprentice and/or intern. The received feedback from the stakeholders who attended our 1st Multiplier event was positive endorsing the methodological process and its outputs adding more perspectives for the Competence Matrix validation. The recommendations from all attendees were incorporated in the course and syllabus design procedures, as the curriculum wished to integrate the needs expressed by and from stakeholders' point of view. Their contribution in the Competence Matrix and course design development, the participants of the workshops underpinned the difficulties the consortium will face in order to integrate the requirements of several systems in a unified pan-European certification system for the in-company WBL mentor's course to be developed.

The consortium with the valuable insight gained from the 1st Multiplier Event acknowledged the added value of the multi-perspective negotiations among stakeholders emerging during such thematic workshops to the project's output and planned more interactive feedback from the participants of the 2nd Multiplier Event including more IOs' deliverables.

3.3. The competence matrix

The final draft of the in-company WBL mentor competence matrix, as evolved from the first draft skill card (see Appendix E) via an iterative process resulting in an amalgamation of multi-disciplinary and multi-institutional perspectives while following the ISO compliant process necessitated by IO3 (see Appendix H) explained before, is as follows:

Performance criteria for in-company WBL mentors

1. PLAN - Preparation and induction

1.1. Analyse the context – Ability to

1.1.1. demonstrate understanding of the school's VET needs

- 1.1.2. understand the WBL mentee's profile, learning style and most efficient way of learning
- 1.1.3. identify the company's expectations

1.2. Plan WBL objectives and actions to achieve them – Ability to

- 1.2.1. plan realistic and measurable WBL learning outcomes
- 1.2.2. determine and arrange feasible action plans and resources for achieving the WBL objectives
- 1.2.3. identify and plan the necessary resources to perform the in-company WBL mentoring process
- 1.2.4. validate consistency of the WBL objectives and action plans with the in-company WBL mentorship programme's needs
- 1.2.5. ensure WBL Mentee's commitment on the objectives, action plans and methods of assessing progress of objectives
- 1.2.6. cooperate with the Vet school tutor for developing the optimal skills transfer plan for the WBL Mentee
- 1.2.7. organize learning situations and case studies
- 1.2.8. prepare the welcoming pack and ensure mutual commitment to a productive relationship
- 1.2.9. define together with the mentee the operating rules during the in-company WBL mentoring process at workplace

2. DO – In-company WBL mentoring

2.1. Socialize the Mentee – Ability to

- 2.1.1. welcome the Mentee when s/he arrives in the company
- 2.1.2. provide information about company's profile and culture
- 2.1.3. explain company's policies and procedures
- 2.1.4. ensure a sound social and behavioural integration within workers and Mentee
- 2.1.5. act as liaison with stakeholders involved in the in-company WBL mentoring process
- 2.1.6. promote the relationship between the Mentee and his school
- 2.1.7. apply a process for the protection of sensitive personal data of Mentee

2.2. Professionalize the Mentee – Ability to

- 2.2.1. supervise the WBL Mentee and assign him tasks on a day-to-day basis
- 2.2.2. transmit vocational knowledge, experience, know-how, and competences
- 2.2.3. professionalize the Mentee and promote his employability
- 2.2.4. support and empower the Mentee towards independent self professional development/professional autonomy
- 2.2.5. ensure transferability of knowledge and competences in other workplaces
- 2.2.6. advise the WBL Mentee on matters related to work.
- 2.2.7. perform as a role model and subject expert resource

2.3. Implement effective in-company WBL mentoring practices – Ability to

- 2.3.1. ensure implementation of the agreed action and in-company WBL mentoring plans, situations and case studies
- 2.3.2. coordinate the WBL plan if different In-company WBL mentors train the Mentee
- 2.3.3. assist the WBL Mentee to carry out classroom assignments related to the job and implement them on real working conditions
- 2.3.4. keep records on Mentee's personal learning log/recording system according to the framework (e.g. contract, learning diary)
- 2.3.5. demonstrate appropriate digital literacy and skills

2.4. Develop a productive in-company WBL mentoring relationship – Ability to

- 2.4.1. recognize and build upon abilities of the mentee to nurture a productive relationship
- 2.4.2. manage this relationship for achieving mutual benefit
- 2.4.3. encourage positive changes based upon strengths
- 2.4.4. apply creative communication tools and techniques to establish trust and open communication
- 2.4.5. support the mentee through identifying needs and advocating when/where appropriate

2.5. Manage challenges – Ability to

- 2.5.1. demonstrate flexibility in adjusting the learning path according to the mentee's needs, time constraints, resources or other issues
- 2.5.2. facilitate creative thinking, problem solving and working culture to address the mentee's needs
- 2.5.3. use appropriate communication skills and meet adequate decisions to resolve conflicts and minimize their impact on the in-company WBL mentoring program and relationship
- 2.5.4. identify, analyse the and manage crisis situations, use adequate communication in case of conflict
- 2.5.5. manage ethical issues

3. CHECK – Assessment

3.1. Assess the in-company WBL mentoring outcome – Ability to

- 3.1.1. apply structured & documented methods to assess at planned intervals
 - a) the integration,
 - b) the acquired professional competences,
 - c) the achievement of the objectives and related action plans,
 - d) the relationship

- 3.1.2. include the company's satisfaction and the relationship with the team in the assessment
- 3.1.3. commit the WBL Mentee to self-assess
- 3.1.4. manage to involve collaborators in the assessment
- 3.1.5. share and agree the assessment results with the WBL Mentee

3.2. Self-assess the in-company WBL mentor – Ability to

- 3.2.1. self-assess the own WBL in-company WBL mentoring practices against recognised good practices
- 3.2.2. self-assess the social and behavioural competences (role model, communication, team work, availability)
- 3.2.3. identify own strengths and areas for improvement as a WBL In-company WBL mentor
- 3.2.4. document the WBL Mentee's assessment of his WBL In-company WBL mentor's in-company WBL mentoring practices

4. ACT – Improvement

4.1. Remediate the in-company WBL mentoring plan & outcome – Ability to

- 4.1.1. revise the objectives as necessary and justify the changes
- 4.1.2. propose and mutually agree timely appropriate actions to remediate as necessary based on the assessment results
- 4.1.3. involve collaborators in the remediation plans
- 4.1.4. inform the school of the revised objectives and action plans
- 4.1.5. communicate with the Academic in-company WBL mentor the strengths and the areas in which improvement is needed
- 4.1.6. advise the WBL Mentee concerning performance both on the job and in school as well as his/her relationship with other employees

4.2. Improve the in-company WBL mentor's practices – Ability to

- 4.2.1. plan actions for improving the WBL In-company WBL mentoring practices according to the assessment results
- 4.2.2. identify and address personal VET needs related to WBL In-company WBL mentoring
- 4.2.3. demonstrate personal, social and learning to learn competence

5. BE – Social, Managerial & Behavioural

5.1. Soft skills

- 5.1.1. Integrity
- 5.1.2. Counselling
- 5.1.3. Responsibility
- 5.1.4. Acceptance by peers

- 5.1.5. Enthusiasm
- 5.1.6. Positive attitude
- 5.1.7. Empathy
- 5.1.8. Team player
- 5.1.9. Good communication skills
- 5.1.10. Active listening
- 5.1.11. Professionalism

The final draft of the competence matrix resulting from the multi-disciplinary and multi-institutional expertise collaboration of the consortium partners along with the Experts committee and the comments and suggestions of our 1st Multiplier Event attendants constitutes the foundation upon which the next IOs were built. Specifically, the in-company WBL mentor's course learning outcomes were derived from this competence matrix to cement that the course design will cover core work tasks and activities, which refers to IO1. Moreover, the competence matrix guided the aims and objectives of the course as well as the course modules to be developed in IO% while initiating the ECVET compliant implementation process by translating the derived learning outcomes into units of learning outcomes for the purposes of IO2, the syllabus design. Also, this competence matrix was incorporated in the EU EFCoCert 3001: EU WBL Mentor Competence Certification Scheme as part of the requirements for the certification of the occupation, which refers to IO3 and, last but not least, the competence matrix provided the basis for the assessment criteria development and the finalization of the in-company WBL mentor's course ECVET compliance implementation process within the scope of the IO4 development.

3.4. The competence matrix alignment with EMCC Competence Framework and EQF

Following the competence matrix performance criteria development for each competence area a level alignment task was undertaken by the consortium in order to provide a levels schema benchmarking performance at a predefined capability level. For this purpose, the consortium used the European Mentoring and Coaching Council (EMCC) Competence Framework for Coaching/Mentoring and European Qualifications Framework (EQF) as points of reference. The former provides descriptors for four distinct levels of development for mentors and/or coaches with specific indicators for behaviour or principles examples and the later uses 8 levels each of



which is identified via knowledge skills and competences described in terms of responsibility and autonomy.

EMCC is a global institution made up of Affiliated Country and region EMCCs aiming at developing, promoting and setting expectations of best practice in mentoring, coaching and supervision globally for the benefit of society (EMCC, 2019) providing accreditation for individuals practising as a professional mentor/coach via the European Individual Accreditation (EIA) and accreditation for training providers of mentoring/coaching training via the European Quality Award (EQA). The consortium after communicating with EMCC decided to use the Competence Framework (2009) as an alignment tool to level the developed performance criteria with the EIA and EQA level descriptors and evaluate their compliance. This process, which is described in more detailed in IO2, assessed the performance criteria described in our Competence Matrix at the first two levels of the EMCC Competence Framework, namely the Foundation and the Practitioner levels.

EQF is a European meta-framework attempting to align EU qualification frameworks to boost mobility, transparency and employability of the labour market across the EU (European Commission, 2018). Since our competence matrix was developed within a competence framework and not a qualification one, this means that they address different topics constituting their alignment a very difficult task. However, the parameters of “supervision” and “review performance of teams” which included as a recognisable competence within the responsibility and autonomy descriptors facilitating the bridging of these two different frameworks. As Level 4 is the first level to mention “supervise the work of others” (European Commission, 2018, p. 19) for the first time, the consortium concluded that this level should be the minimum aligned with the competence matrix considered as the minimum admission to the in-company WBL mentor course level and develop a training course at EQF level 5. The occupational profile of in-company WBL mentor emerged during its elaboration in Task 1 as professionals with capabilities to conceive strategies to manage, enhance and promote the professionalisation and socialisation of apprentices and interns in WBL contexts in an integrated perspective assuming an occupational profile with multidisciplinary hard skills along with soft skills for their interaction with contextual stakeholders on national and international level, which makes an EQF level 5 qualification the most relevant one.

The competence matrix for the in-company WBL mentor, which refers to the Task 2 of the IO1, was the stepping stone to move the final task of IO1, Task 3, namely, the course design, as now

the consortium had a clear idea of what performance the new emerging profession was to demonstrate and, thus, they could use this matrix as a compass to design the relevant course leading to these performance criteria. The next chapter describes the process for the in-company WBL mentor's course design.

Chapter 4 Course design

The in-company WBL competence matrix developed during Task 2 of IO1 provided the desired results regarding the performance criteria, that is, what the learners should be able to do after attending a course which refers to the 3rd Task of IO1. Wiggins and McTighe (1998) start Chapter 1 of their book "Understanding by Design with the following quotation:

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction."
—Stephen R. Covey, *The Seven Habits of Highly Effective People*

With a clear view of the emerging profession of the in-company WBL mentor's profile with its tasks and responsibilities based on our state-of-the-art literature review and comparative analysis the consortium had a clear understanding of the performance criteria of this new profession and, thus, the destination of our project, that is, what objectives the course to be designed need to attain. Given the key performances the learners required to master, the final Task 3 of our IO1 was to design a course guided by our "destination", that is, design learning experiences to meet the specified purpose. Backward design approach has the same point of departure initiating its planning sequence from the identification of the desired results, moving to determining acceptable evidence before starting planning the relevant learning experiences and instruction (Wiggins & McTighe, 1998). Dee Fink's (2003) backward design model supports learning-centred courses as opposed to the traditional content-centred ones underpinning its effectiveness in accomplishing the courses' goals. In this vein, our Task 3 of IO1 describes the application of Dee Fink's backward design model for the construction the in-company WBL mentor new course to accomplish the performance criteria developed in Task 2 of IO1.

4.1. The course design methodology: Dee Fink’s Backward Design model

Course design followed by adopting a learning-centred approach, with an emphasis on the formulation of learning outcomes. This is a shift from the traditional approach that sees learning as a process of passive knowledge reception from a figure of authority to a learning-centred approach that sees learning as an active process in which learners go through a process of change. The research literature shows that this approach indeed promotes higher quality learning (Davidovitch, 2013; Utsching, Williams, & El-Sayed, 2010; Li, 2015; Indiana University, 2019). The need for paradigmatic change stems from technological transformations and from the status of knowledge as belonging to everyone. The first step in learning-centred course design is defining instruction goals: What will trainees know and be able to do, in general, by the end of the course? Once general goals have been defined, learning outcomes will be defined individually. The second step is to decide what significant learning achievements should be achieved by learners. Then, the third step is to choose a means of measuring achievement of the goals, while only the fourth and final step includes deciding how to teach in order to achieve the intended learning outcomes.

Dee Fink (2003) with his book entitled “Creating Significant Learning Experiences” provides a practical and resourceful guide for designing and delivering effective learning-centred courses (Utsching et al., 2010). The construction of a course based on Dee Fink’s (2003) backward design model (Fig. 5) is based on the course designers decisions for three key questions:

- What will learners know and be able to do after the course?
- What evidence will prove this to learners and the instructor?
- Which content and method will achieve the desired results? (Davidovitch, 2013; Indiana University, 2019)



Figure 5 The Backward Design model steps (Indiana University, 2019)

The Backward Design paradigm shift (Fig. 6) provides an explicitly described scaffolding consisting of sequential steps accompanied by a proposed taxonomy of significant learning with a view to creating significant learning experiences (Dee Fink, 2003).

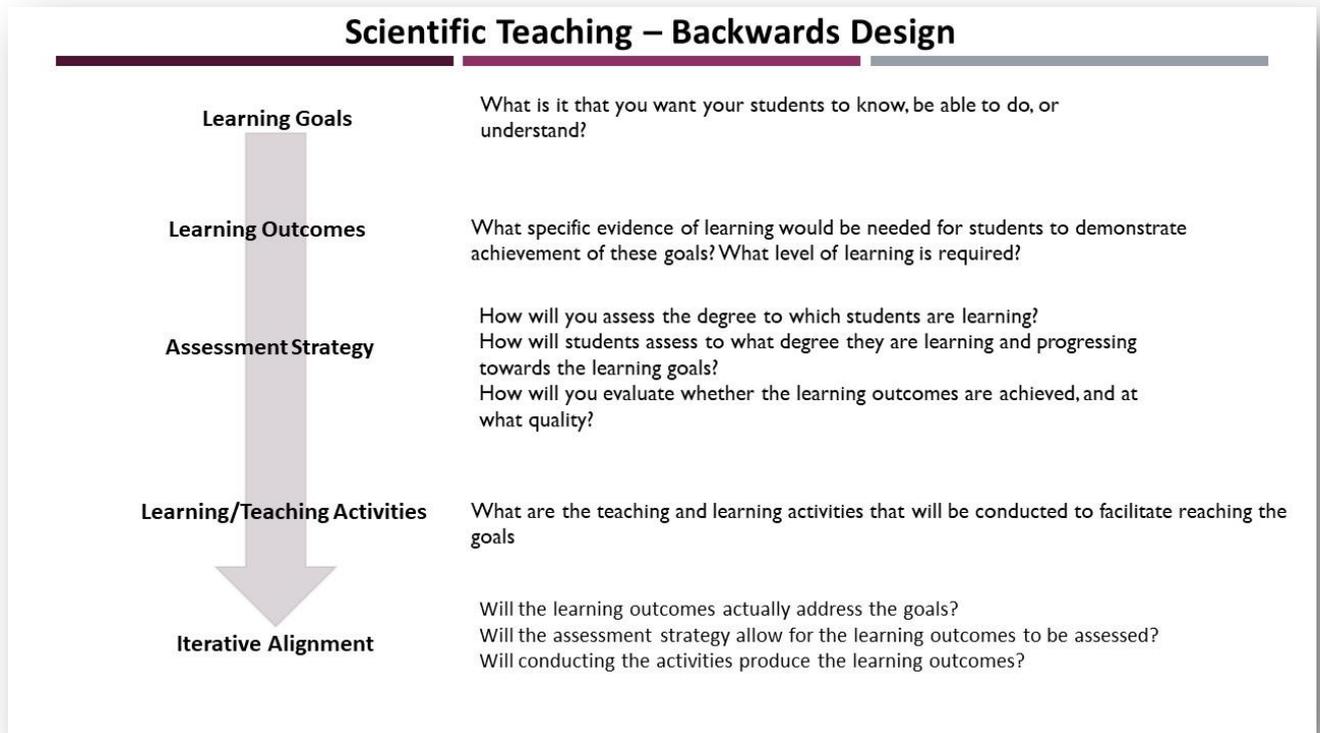


Figure 6 The backward design paradigm shift

The term “significant learning experiences” describes a process built upon the learner-centredness which interprets learning on the premise that it is not just a learner’s internal process but a contextual negotiation, that is, learning is a process of negotiation between the situated context setting a target and the learner striving to achieve it. As a result, the learner should be the focus of course design when deciding what will enable a learner to perform a task and how this competence will be acquired (Li, 2015, p. 2469). In this vein, by reversing the traditional content-centred approach the learner becomes the locus of learning for the desired learning outcomes focusing primary on the what learners should know and be able to do before considering the content and the methods and engaging them in their own learning. Starting with the desired learning outcomes course designers define what they wish their learners to know and be able to do after the end of the course and then moving backwards decide on how they and their learners know that they have acquired the specified knowledge and competence through assessment

activities, both of which will guide the course designers to the right teaching and learning activities for content delivery (Indiana University, 2019).

The Backward Design model process consist of 12 steps (Fig. 7) providing comprehensive guidance for course designers. The first two steps refer to the identification of the situational factors

The 12 steps of Integrated Course Design.

- **INITIAL DESIGN PHASE: Build Strong Primary Components**
- Step 1. Identify important **situational factors**
- Step 2. Identify important **learning goals**
- Step 3. Formulate appropriate **feedback and assessment procedures**
- Step 4. Select effective **teaching/learning activities**
- Step 5. Make sure the primary components are **integrated**

- **INTERMEDIATE DESIGN PHASE: Assemble the Components into a Coherent Whole**
- Step 6. Create a thematic **structure for the course**
- Step 7. Select or create an **instructional strategy**
- Step 8. Integrate the course structure and the instructional strategy to create an **overall scheme of learning activities**

- **FINAL DESIGN PHASE: Finish Important Remaining Tasks**
- Step 9. Develop the **grading system**
- Step 10. De-Bug **possible problems**
- Step 11. Write the course **syllabus**
- Step 12. Plan an **evaluation** of the course and of your teaching

L.D.Fink. Creating Significant Learning Experiences. Jossey-Bass, San Francisco, CA, 2003.
www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf

Figure 7 Dee Fink's model of backward design steps (Dee Fink, 2003, p. 1)

with implications on the course such as size, level, environment etc. emphasising on the contextuality of the course and the articulation of powerful learning outcomes following Fink's

significant learning

covering six areas:

Foundation knowledge,

Application, Integration,

Human dimension,

Caring and Learning how

to learn (Fig. 8) (Utsching

et al., 2010). The next

step covers the feedback

and assessment stage

before stepping to the

Taxonomy of Significant Learning

Table 2: Fink's Taxonomy of Significant Learning (after Fink, 2003, Figure 2.1)

Foundational Knowledge – understanding and remembering information and ideas

Application – allows other kinds of learning to become useful

Integration – the skill of making connections gives learners intellectual power

Human Dimension – social, personal and political implications of learning

Caring – provides motivation for learning

Learning How to Learn – enables students to continue learning in the future

Figure 8 Dee Fink's taxonomy of significant learning (Dee Fink, 2003)

selection of effective teaching learning activities while the final step of this initial phase of the course design ends with the alignment and integration of the previous components.

IO 1 and specifically Task 3, namely Course design, involves this initial phase of the backward design covering steps 1-5 while the rest of the phases with their steps are covered by the next IO2. The project applying the Dee Fink’s backward design model followed the 12-step guide to design significant learning activities for the in-company WBL mentor’s course for the relevant emerging profession and in this IO1 will describe the process of the key components of this model of integrated course design (Fig. 9): analyze the situational factors, formulate the learning goals, design the feedback and assessment procedures, and select the teaching/learning activities (Dee Fink, 2003, p. 2).

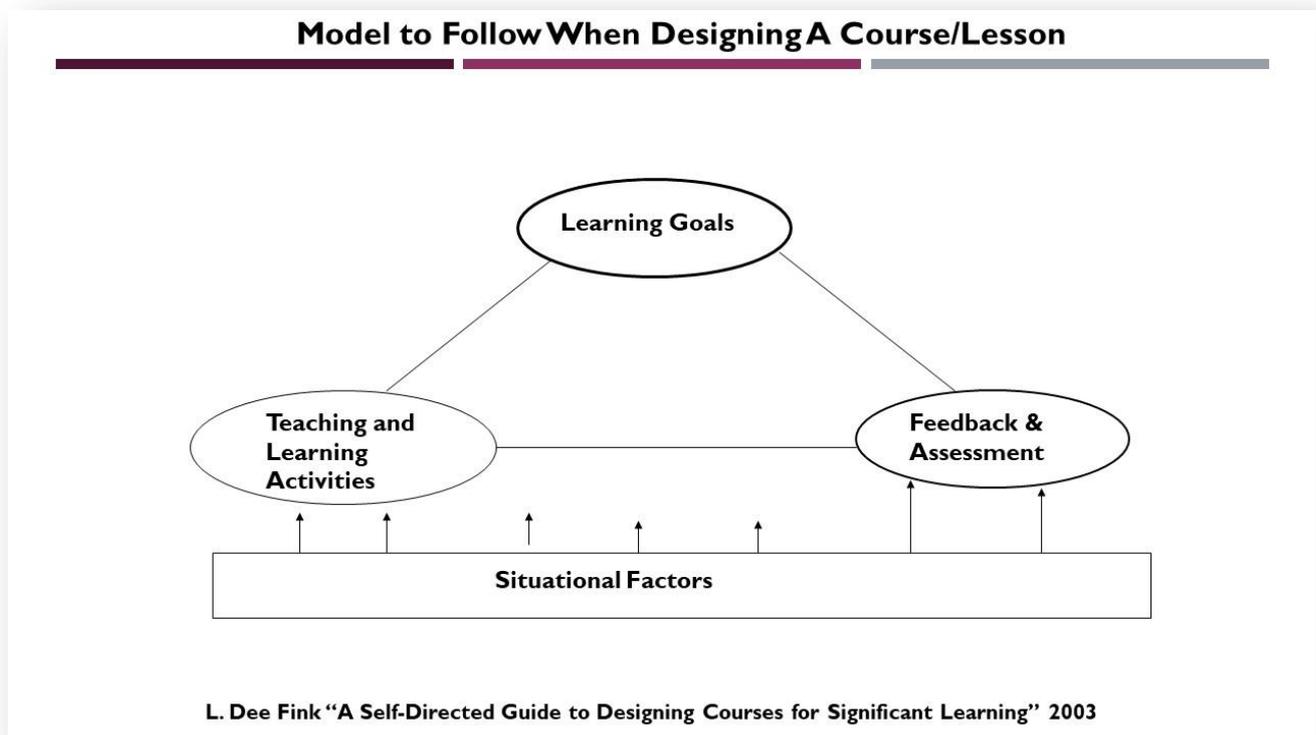


Figure 9 An overview of Integrated Course Design (Dee Fink, 2003, p. 2)

4.2. The in-company WBL mentor’s course design process: Implementation of Dee Fink’s backward design

Following the initial phase of Dee Fink’s (2003) backward design model with a view to building strong primary components, the consortium proceeded to construct the integrated course

design for in-company WBL mentors initiating the step process and focusing for this IO1 on the first 5 steps, which comprise the basic components of the integrated course design (p. 2). Answering the critical questions for each step, the consortium defined the contextual situational factors with implications for the in-company WBL mentor’s course, the learning goals based on the developed performance criteria as depicted in our competence matrix delivered in Task 2 of IO1 and based on the proposed taxonomy of significant learning experiences. The next steps involved the proposed assessment, which involved also IO3 & IO4 and the teaching learning activities, which also refers to IO5. The process-imposed synergies with other IOs and their interrelation rendered implications unavoidable sometimes causing delays and the need of re-visiting the specific steps to ensure alignment and integration of all components.

4.2.1 Step 1: Situational factors

The initial step for a quality backward course design is to consider the contextual situation

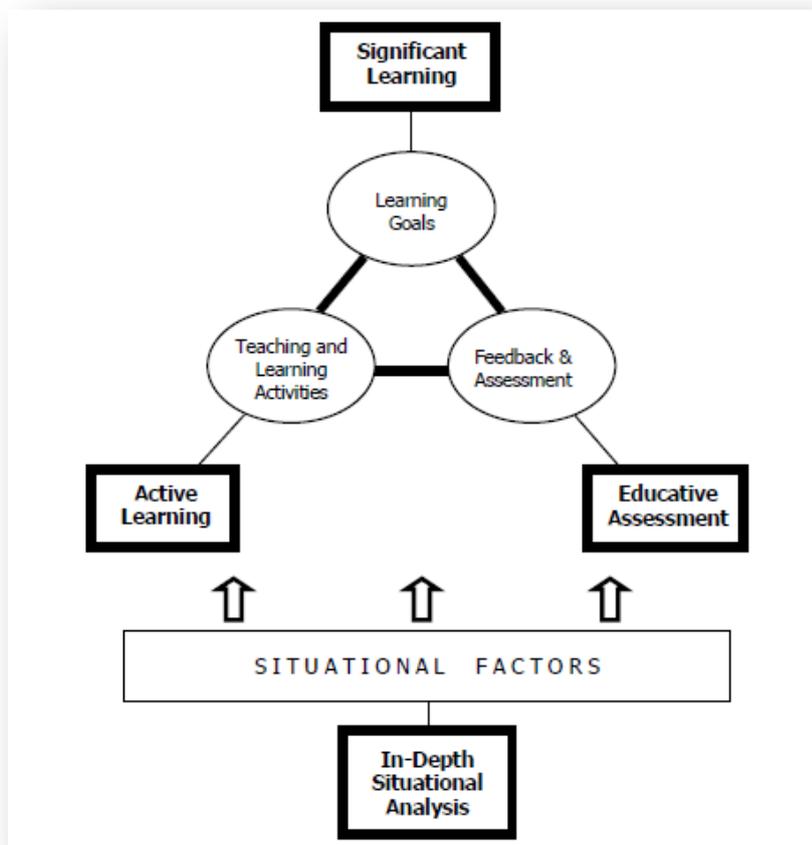


Figure 10 Dee Fink's backward design (Dee Fink, 2003, p. 25)

carefully with an in-depth Situational Analysis (Fig. 10). It is important to gather important information which may impact the teaching learning situation and will affect the important decision on the questions which will follow within the next steps of this initial phase. The general categories Dee Fink (2003) proposes as potentially affecting a course are the following (p. 6):

- Specific Context of the Teaching/Learning Situation
- General Context of the Learning Situation
- Nature of the Subject
- Characteristics of the Learners
- Characteristics of the Teacher

Therefore, Task 3, that is, our course design initiated with the contextualisation of the backward design process to the specifics of the situational factors for the in-company WBL mentor's course, which was a collaborative research endeavour among partners, who shared relevant and multiple expertise, the findings of which follows. The IO leader, IME GSEVEE allocated each situational factor to a certain partner to research and elaborate the explicit questions provided by Dee Fink (2003) for guidance (see Appendix I). The partners had the chance to peer review and discuss collaboratively in our workspace in Freedcamp with the functionalities of our forum. The compilation of the final drafts of this collaborative endeavour follows.

4.2.1.1. Specific Context of the Teaching and Learning Situation

Each training course should have minimum 12 students. In-company WBL mentorship skills will be mainly delivered at the basic level. The successful completion of the training and the assessment process will lead to a certificate for having attended an in-company WBL mentor's basic training course.

The course will be delivered through the methodology of blended and/or hybrid learning as it consists both of a face-to-face either in a synchronous online mode or with physical presence depending on the contextual factors the course will be delivered and of an e-learning course format. The face-to-face part of the course will be based on courses that have already been developed in the context of previous European Projects (NAAGRCY, INNOAPPRENET) and will be



adequately adapted to address the needs of the in-company WBL mentor's competence matrix that was developed as part of the Intellectual Output 1 of the Project.

Regarding the e-learning part of the syllabus, the content will be asynchronous and more extended than the face-to-face part. Asynchronous material is prepared in advance and ready to use upon request. This will enable the material to be applied at different location to participants with different cultural backgrounds and geographical locations.

Delivery of the course will be done through participants' laptops or personal computers. The course delivery will not require a classroom or lab setup. For the face-to-face part, whenever delivered in physical presence and not in an online synchronous session mode, to be added to this course a room will be needed with seating arrangements for facilitating multiple teams work.

Prior to the course, the participants will be provided with suggestions regarding the virtual environment and information related to the duration and content of the course. Internet connection will be the only vital element that will affect the success of the delivery of the course material. For the face-to-face part, the learning environment should take into consideration Adult Education principles, which give emphasis on the flexibility of place and time of the course delivery. Also, equipment such as internet connection personal computers/laptops/tablets and a projector (only in sessions with physical presence) will be needed.

The learners must also be provided with detailed information on the duration of the course, the syllabus' structure and the exact allocation of time (in hours) and ECVET points in modules.

The course does not require special equipment. It will be limited to the delivery of in-company WBL mentorship skills. Yet, the participants are expected to have experience and sufficient technical and professional knowledge in the field that they will in-company WBL mentor.

4.2.1.2. Expectations of External Groups

Learners enrolled in this training course are expected to:

- be competent in in-company WBL mentoring interns, apprentices and/or in-company Work-Based Learners
- be mobile and employable in the international labour market
- be part of a continuing VET for career development
- be aware of latest regulations and requirements of the industry



- be familiar with the new skill gaps that are emerging between traditional education and the latest technologies
- be knowledgeable with the requirements and practices for industrial or commercial skill development, the global trends in soft skills and the updating for career progression of interns/apprentices and
- have integrated digital skills.

Moreover, the related professional society of in-company WBL mentors expect from new learners to:

- have the prerequisite knowledge and experience
- collaborate with stakeholders
- be aware of the internship, Work-Based Training and/or apprenticeships requirements including any day/evening release for college studies
- be able to integrate learning material with the assessment content and practice
- be able to communicate the learning material to the interns, work based trainees and apprentices effectively and efficiently
- be able to develop and assess key common skills such as developing self, working as a member of a team, applying design and technology and so forth
- be able to develop a fair assessment and grading system and □ be aware of the certification system.

The in-company WBL mentors' training course is affected by

- issues relating to health and safety
- issues relating to strategies for future progression
- issue relating to the best in-company WBL mentoring practice for formal, non-formal and informal learning in a range of supervision and support approaches such as formative, normative and restorative and the
- ability to link the learning of the Intern or Apprentice to the objectives of business.

In addition, there are also standards for other sources that must be met, namely for the accreditation bodies.

4.2.1.3. Nature of the Subject

The In-company WBL mentors' training course that will be created in the context of #In-company WBL mentor4WBL@EU Project, is divergent and multidisciplinary, as it draws its theoretical background from multiple and different fields, namely management, strategic planning, self-management, psychology, social psychology, emotional quotient, communication, leadership and, above all, adult learning. These fields are to an extended degree interconnected as they complement one another: for instance, effective communication techniques are used also in the field of successful management, social psychology and leadership.

The content of the course is divided in two basic categories: 20% theoretical content (legislative and pedagogical level) and 80% practical content. The course's syllabus is proportionally structured including national labour laws, the background and basics of the dual vocational training system, skills management concepts and evaluation of the key competencies for the job, recruitment processes, preparation of training programme, problem-solving, communication, work safety, work protection, application of measurement tools and techniques etc.

The in-company WBL mentoring field of study is fundamentally cognitive, cultivating the mechanisms of how learners learn, remember, pay attention and solve problems. In parallel, the modules contained and the learning methods and techniques used address to learners' perception (recognition and interpretation of sensory stimuli), attention (ability to sustain concentration on a particular action/ thought and ability to manage competing demands of the environment), memory storage but also executive functions that enable goal-oriented behaviour, such as the ability to plan and execute a plan (namely flexibility, theory of mind, anticipation, problem-solving, decision-making, working memory, emotional self-regulation, sequencing and inhibition).

Nevertheless, one can also underpin that this training course includes also metacognitive aspects (learning how to learn), as it addresses both to the knowledge and to the regulation of knowledge. **Knowledge of cognition** includes knowledge about oneself as a learner, knowledge about learning strategies, and knowledge about why and when to use a given strategy while **regulation of cognition** includes the ability to plan, monitor, regulate and evaluate your learning process. The process of developing self-awareness and the ability to self-assess is a contemplation about one's education and learning -- past, present, and future. Since adults are largely self-

determining, helping them develop metacognitive skills is an essential element in any training program intended to increase their autonomy.

Training course's syllabus will be structured in a way that affects positively the development of self-awareness and the ability of self-assessing. In that way, learners will reflect on their way of learning- past, present, and future. Since adults are largely self-determining, helping them develop metacognitive skills is an essential element of the training program with the view to increasing their autonomy even more.

After completing the course, learners will be able to:

- set learning goals for the mentee (e.g. set goal, differentiate between long and short-term goals, outline activities that will help mentees to achieve them, identify potential obstacles to meeting them etc.)
- understand their own but also mentee's learning style (e.g. express "likes" and "dislikes" about different learning activities, recognize learning preferences in simple terms, share and explain their own learning preferences to others etc.)
- evaluate their own and the mentee's learning (e.g. express feelings about lesson in simple terms, monitor and assess their progress, identify achieved goals, provide feedback to the in-company WBL mentor about needs and preferences etc.).

The study field is not considered as a stable one, as, at least in the EU, in-company WBL mentoring has just emerged as a distinguished domain, delineating and distinguishing from other similar fields. What's more, its formation still goes on. The course is intended to be based on the up-to-date literature review findings and there is a possibility future research proves learning content which today seems important to be included as obsolete. In this context, learners will be alerted for being inquisitive for further changes and updates.

In addition, it has to be taken into consideration that some factors will differentiate according to the special needs of each learner and the working environment s(he) is going to practice his/her in-company WBL mentoring skills. Besides, apart from the fact that future in-company WBL mentors should be fully adaptive to changing working environments –and consequently to labour market needs-, they should be able to "supply" their mentees with the skills of flexibility and adaptability to multiple working environments, skills that themselves must firstly acquire and possess via the training course. Therefore, the course's main purpose will be

articulated not only upon learners' acquisition of different level of skills but, simultaneously, upon learners' pedagogical capability of transferring knowledge, competences and skills to mentees. The course will deal with the basic level of their competences.

4.2.1.4. Characteristics of the Learners

The training program will be addressed to a specific group of professionals (target group). This group has specific characteristics that define it and determine the relationships developing between its members. These characteristics are the size, structure, and social rules of its members.

As adults, they have a wide range of experiences on the basis of which they have shaped attitudes and values. They tend to have an active participation that is one of the characteristics of adulthood. They face barriers to learning internally (lack of self-confidence, low self-esteem, anxiety, pre-existing knowledge and values that make it difficult to adapt new situations) and externally (social/ work, family responsibilities and adult duties). They develop their own way of learning as a result of their abilities, experience, educational level and their own personality traits (Kokkos, 2005, pp. 86-91; Kokkos, 2008, pp. 81-83).

The target learner group in the course is adult men and women, business employees, with years of experience in their work. In this content, a basic characteristic that should be taken into account before designing the course is the adulthood element of the learners. All learners carry the special characteristics of the adults: they consciously search for their training having certain professional or social targets, expect for knowledge and skills to be applied immediately and practically and carry a wide range of experience which wish to use as a source of learning. (Kokkos, 2005, 2008). They are people with specialized professional knowledge who want to share their experience but who lack the appropriate knowledge of how this can be done.

In addition, learners might come from different educational levels. Some will be graduates of universities, some may have post-graduate studies, some may have attended private or public training schools and some may have only secondary or post-secondary education. They may know at least one foreign language and have computer knowledge.

Apart from their professional obligation, learners will most probably continue in parallel with attending our course (it is not very probable that the company will give a professional development leave or if they own the company, they won't find a replacement easily) plus their

family obligations. Most learners are likely to be married, which means increased obligations and less leisure time. Their age ranges from 25 to 55 years. This must be underlined as the content should be adjusted to these restrictions. Last but not least, apart from the time and the tiredness factors, regarding the face-to-face part of the course, the distance factor should be taken into account when choosing a convenient venue.

During training period, course learners who belong to company's staff should have reduced working time. Nevertheless, it should be noted that in case of an experienced learner, the learner may have already experience in in-company WBL mentoring but without any guidance. This may cause the emergence of established ideas on how in-company WBL mentorship should be causing feeling of reluctance for change of certain practices. In more simple words, prior experience, knowledge and informal skills on in-company WBL mentorship may be either a blessing or sometimes a curse, as these have been acquired without any expert guidance and thus it is not guaranteed that they are the correct ones. The situational factor of possible reluctance to change, if one has been used doing things a certain way, might also be taken into consideration while designing the training course.

Apprenticeship & Internship WBL In-company WBL mentors can be either professionals in in-company WBL mentoring or experienced employees of the company that offers an apprenticeship/internship position. In this context, syllabus must be flexible, depending on the size and the sector of the company.

Concerning learners' profile, indicatively, a participant in this training course should be willing to be employed as an in-company WBL mentor (or be already employed as a in-company WBL mentor), have minimum 3 years of vocational/ working experience in the specific technical field, have minimum one year full-time employment in the company -in case the in-company WBL mentor is a staff member and not a freelancer- and acquire diplomas/ certifications of knowledge depending on his field of expertise.

Learners are also expected to be self-motivated to an extended degree, as adult learners tend to be and given that taking this training course is optional. Their motivation is directly related to professional growth, e.g. cultivation of problem-solving capacity, self-esteem, increase of self-confidence or even their will to be a member of a In-company WBL mentors' Register.



4.2.1.5. Characteristics of the Instructor

Since the course for in-company WBL mentors is addressed to adult learners, it is crucial that the course instructor demonstrates high competence and confidence in Adult Education and andragogical learning principles in general. Adult learning process differs from children due to different social, psychological, developmental and situational characteristics. It is essential that the course instructor is highly competent and confident to follow adult educational models which assume a high degree of responsibility for learning taken by the learner (Gravani, 2012, pp. 420-421; Knowles et al., 2005, p. 64). Therefore, the course instructor assumes the role of the facilitator guiding the in-company WBL mentors to self-direction, autonomous engagement and control of their educational development through the course. In addition, as the course delivery method will be blended/hybrid the course instructor's role is the one of the online facilitators. Qualities may include evidence of outstanding teaching practice, strong intra- and inter-personal skills, experience with adult learners, respect of peers, and current knowledge of professional development.

Prior experience of working with adult learners, whether on a paid or voluntary basis, is essential, and in-company WBL mentoring experience is an advantage. Degree background and roles may be open to those who do not have higher education qualifications but they have gained relevant experience through work or volunteering. It may be an advantage to have professional qualifications or training in areas such as psychology, counselling or guidance.

Mentor4WBL@EU project consortium consists of educational providers with high level of the above described competencies and during the implementation of the project's initial Intellectual outputs, which involved a detailed in-company WBL mentors needs and tasks analysis leading to their respective competencies definition the consortium have gained invaluable insight of the in-company WBL mentorship domain so that their assigned course instructors will be confident enough subject wise.

Although prior experience regarding the course content is impossible due to the innovative nature of the course, the literature review of the current available course for in-company WBL mentors which the consortium developed during Intellectual Output 1 will provide a profound foundation to build upon more relative knowledge, skills and attitudes through their own research and together with their learners as co-researchers following the andragogical principles (Gravani, 2012; Knowles et al., 2005). Being professional educators on the post-secondary and higher

education levels they are equipped with up-to-date educational methodologies and learning theories and adequate prior experience in teaching and learning.

The quality and the quantity of prior experience in teaching and learning of our consortium's assigned course instructors can be considered an asset as well as their involvement in the course design from its initial stage adhering to the most modern theories of adult course design especially when it is a blended or hybrid course as the in-company WBL mentors course is assumed to be designed (McGee & Reis, 2012, p. 9). However, as the course instructor's role is this of an online facilitator, it is essential that he/she grows to an adaptive enabler in a process beyond the traditional classroom with the passive learners towards its re-conceptualization of active learners. This means that the course design should allow for the course instructor's flexibility and when necessary redesigning of the course since a fundamental component, the learners were not involved in the course design process as dictated by the adult learning theories (Gravani, 2012; Knowles et al., 2005).

Apart from the delivery mode, the time available for the course design and development is a variable influencing the course design. The course to be delivered by the consortium has certain limitations due to the fact that it is a project which is imperative to follow the rules and regulations of the Erasmus+ programme which is its funding source. Having said that, the course instructor has limited freedom to deviate from approved proposal's restrictions content and time wise.

4.2.1.6. Special Pedagogical Challenge

As mentioned before due to the Erasmus+ framework our course is to be delivered certain challenges emerge apart from the aforementioned. First and foremost, the absence of the in company in-company WBL mentors, the learners themselves, involvement in the course design as it is appropriate for any adult educational intervention means that there is lack of intrinsic motivation which is imperative for their active participation according to self-determination theory (Deci, Vallerand, Pelletier, & Ryan, 1991). In order to deal with this challenge, it is wise that the course design allows the course instructor with adequate flexibility to adapt the content to the learners needs whenever any gap between their expressed needs and the ones the course covers emerges. This way both instructor and learner will assume the roles of facilitator/enabler and self-



directed/autonomous learner respectively, thus, functioning on a par with andragogical principles (Gravani, 2012; Knowles et al., 2005).

Another challenge our course design should take into consideration is the level of familiarity of the learners in the autonomy they will be ascribed regarding their learning having previous experiences in traditional classroom perspective which although they are familiar with, it is juxtaposed with andragogy and blended/hybrid methodologies. In addition, their technological background in e-learning may be insufficient. This challenge can be resolved with a learning contract discussion and agreement before the course begins, a flexible tool which guarantees mutuality and collaboration from the initial stages of the educational process (Knowles, 1977, p. 210).

4.2.2 Step 2: Formulation of the course’s learning goals

In tandem with the backward design model Dee Fink (2003) developed the Taxonomy of Significant Learning with 6 interactive cognitive, meta-cognitive and affective areas to be used selectively depending on the learning outcomes desired in lieu of Bloom’s hierarchical Taxonomy (University of British Columbia, 2019) as Figure 11 depicts.

Bloom's Taxonomy	Learning Behavior	Fink's Taxonomy of Significant Learning	Learning Behavior	Wiggins & McTighe Facets of Understanding	Depth of Understanding
Create	Generate, Design, Produce, Construct	Foundational Knowledge	Remember, understand, identify	Explanation	Accurate (basic), coherent, systematic, justified, predictive (advanced)
Evaluate	Judge, critique against standards	Application	Use, judge, calculate, critique, create, manage, coordinate, produce, solve, assess, decide	Interpretation	Meaningful (basic), insightful, significant, illustrative, illuminating (advanced)
Analyze	Differentiate, Organize, Attribute	Integration	Connect, relate, integrate, compare, associate	Application	Effective (basic), efficient, fluent, adaptive, graceful (advanced)
Apply	Execute, Implement	Human Dimension	Come to see themselves as... Understand others in terms of... Decide to become... Interact with others regarding...	Perspective	Credible (basic), revealing, insightful, plausible, Unusual (advanced)
Understand	Interpret, Exemplify, Classify, Summarize, Infer, Compare, Explain	Caring	Value, empathize, support, respond	Empathy	Sensitive (basic), open, receptive, perceptive, tactful (advanced)
Remember	Recognize, recall	Learning How to Learn	Question, adjust, reflect, plan, revise, seek feedback, read, summarize, teach	Self Knowledge	Self-aware (basic), metacognitive, self-adjusting, reflective, wise (advanced).

Bloom's orientation: hierarchical from the bottom up

Fink's orientation: interdependent – no hierarchy

Wiggins & McTighe orientation: level of depth for each facet

Figure 11 Taxonomies of learning side by side (University of British Columbia, 2019)



4.2.2.1. Dee Fink's taxonomy of significant learning

Fink (2007) refers to his significant learning taxonomy as building upon Benjamin Bloom's (1956 as cited in Fink, 2007) traditional six general categories of learning but, instead of having a hierarchical order, he views his taxonomy learning outcomes as interactive and interdependent as depicted in figure 12 and each one involving learning something significant.

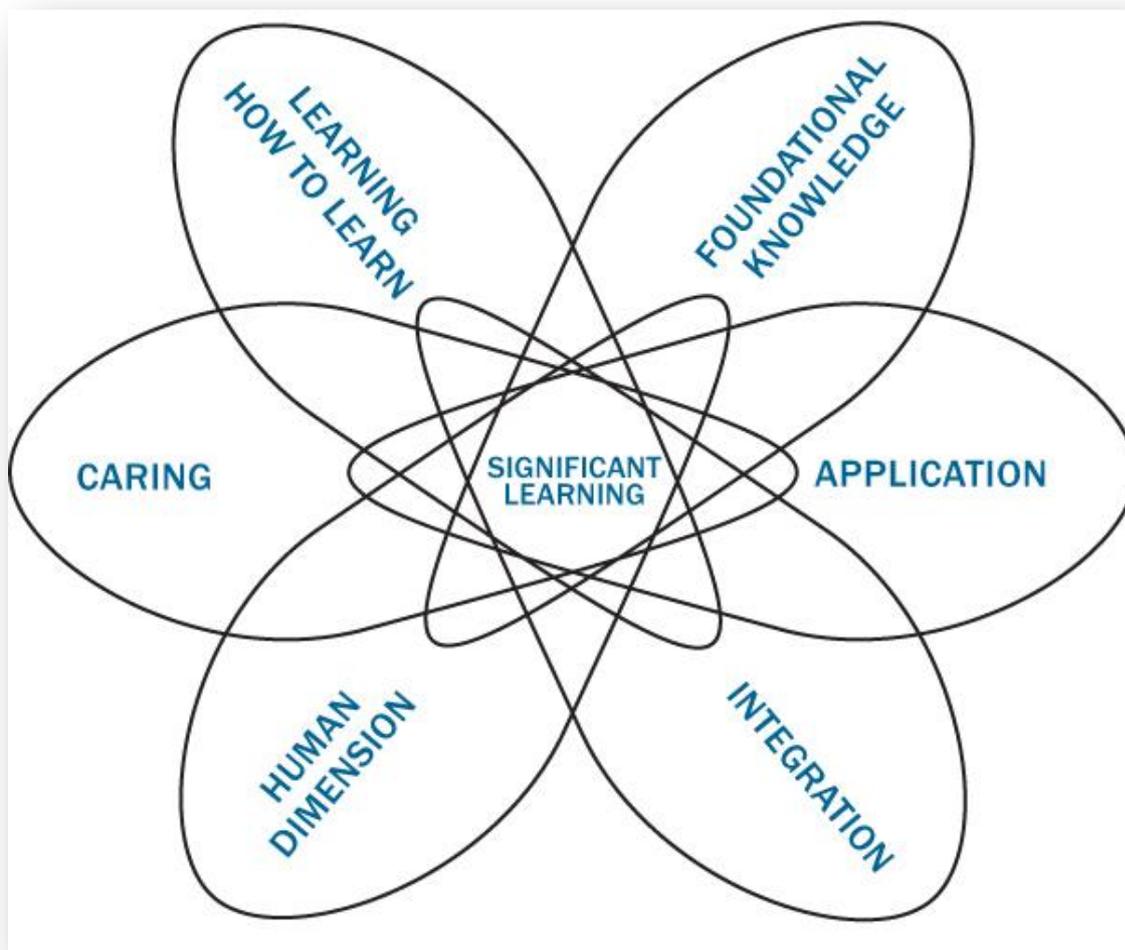


Figure 12 Dee fink's significant learning taxonomy (Dee Fink, 2003, p. 9)

Fink (2007) describes briefly these six broad categories of learning, which IO1 used for defining the learning outcomes for the in-company WBL mentor's course, as follows:

1. **Foundational knowledge:** A set of facts, principles, relationships, that is. Knowledge constituting the content of a course and we wish our learners to understand and remember after the end of the course.

2. **Application:** What we want our learners to be able to do with the foundational knowledge they have acquired including physical skills and/or problem solving, decision making and creative thinking.
3. **Integration:** The connections (similarities and interactions our learners will recognise and make identifying the relational nature of ideas within a subject matter or a course as well as their relationship with other courses or fields and the learners' own personal, social and work life. The thrust of the interdisciplinarity of learning as Dee Fink (2007) put it.
4. **Human dimension:** What the learners have learned about themselves and/or about understanding others and/or interacting with them.
5. **Caring:** Any changes you wish your learners to adopt regarding their feelings, values, interests and ideas about the subject of your course.
6. **Learning how to learn:** Acknowledging the fact of the constant evolution of knowledge and given the fast pace of rendering obsolete today's knowledge. It is significant to assist our learners to maintain continuous learning after the course ends with a self-directed learning agenda.

On the premise that all the above six general types of learning are considered significant and can be all addresses, Dee Fink (2007) proposes a powerful course design incorporating significant learning as the purpose of an integrated course design, which our project followed for designing the course of the in-company WBL mentors.

4.2.2.2. In-company WBL mentor's course learning outcomes methodology formulation

Following the explicit description of Dee Fink's taxonomy of significant learning (2007) with clarifying questions for formulating the learning outcomes of each category (Dee Fink, 2003) and the relevant verbs to describe the learning outcomes for each category (University of British Columbia, 2019; The Peak Performance Center, 2019), the IO leader, IME GSEVEE, divided the tasks for formulating the learning outcomes for the in-company WBL mentor's course, as derived from the performance criteria of the competence matrix developed during Task 2, to pairs of two partners while each pair should collaborate with the C4FF partner, responsible for the assessment methodology (IO4) to work collaboratively on the assessment criteria for the developed learning outcomes (see Appendix J). Specifically, the IO leader

- Divided the consortium into 6 pairs assigning one category of Dee Fink’s significant learning type to two partners:
 - Foundational knowledge was assigned to IME GSEVEE & DIEK Egaleo
 - Application was assigned to IME GSEVEE and BAU
 - Integration was assigned to IME GSEVEE ad OAED
 - Human Dimensions were assigned to DIEK Egaleo and BAU
 - Caring was assigned to BAU and OAED.
 - Learning how to learn were assigned to OAED and DIEK Egaleo
- Each pair was given guidelines for the formulation of quality learning outcomes, clarifications and questions for each category as well as the corresponding verbs for each category (Table 9).
- Each pair could use our projects’ Google drive for creating documents to work collaborative on the formulation of the learning outcomes.
- Partners could follow the progress of the learning outcomes formulation and peer review them in the threads within the forum of our workspace created to facilitate collaboration and ideas exchange.

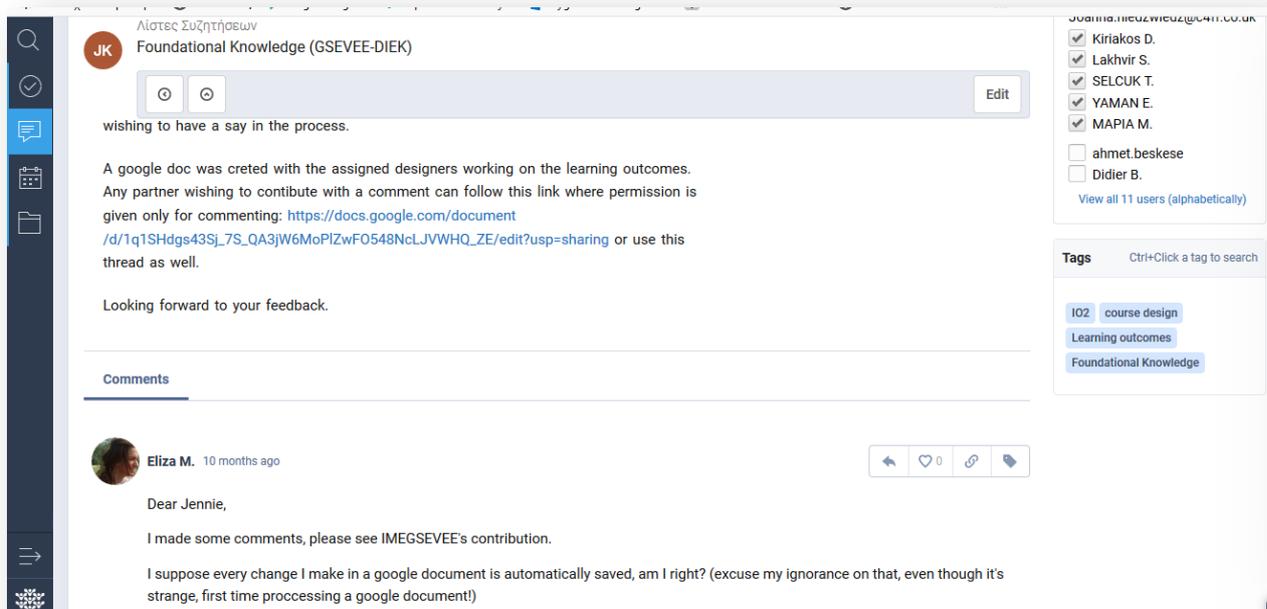
In-company WBL mentor Training course	Learning Outcomes	
	Foundational Knowledge	Describes what learners will be able to do with information, e.g. learners will understand & remember key concepts, terms, ideas, relationships, facts etc. Example of Verbs to use: <i>identify, remember, understand</i>
	Application	Describes the kind of activities & tasks learners will be able to perform based on the information they have acquired, e.g. learners will perform/"do" important tasks. Example of Verbs to use: <i>analyze, critique, solve, demonstrate, design, develop, use, calculate, create, manage, coordinate, produce, solve, assess, decide, judge</i>
	Integration	Describes the kind of activities & tasks learners will be able to perform when they synthesize, link to or relate specific information to other information, e.g. learners will identify the relationship between "x" and "y". Example of Verbs to use: <i>align, compare, contrast, integrate, organize, relate, connect, associate</i>
	Human Dimension of Learning-Self	Describes the kinds of activities learners will be able to perform when they apply information to themselves, i.e. from what they come know about themselves. Example of Verbs to use: <i>conclude, discern, discuss, identify, recognize, relate, come to see themselves as, understand others in terms of, decide to</i>
	Human Dimension of Learning-Others	Describes the kinds of activities learners will be able to perform when they apply information to themselves and their interactions with others, i.e. from what they come to know about others Example of Verbs to use: <i>convince, discuss, display, recommend, reconsider</i>



	Caring	Describes the kind of activities learners will be able to perform when they connect the information to themselves and their personal lives in a meaningful way Example of Verbs to use: <i>act, challenge, defend, propose, support, value, empathize, respond</i>
	Learning how to learn	Describes the kind of activities learners will be able to perform in order to continue to learn more about this topic in the future/ ability to know how you learn effectively Example of Verbs to use: <i>create, develop, formulate, identify, organize, select, question, adjust, reflect, plan, revise, seek feedback, summarize, teach</i>

Table 9 Verbs for describing Dee Fink's Taxonomy (The Peak Performance Center, 2019)

Each pair of partners worked collaboratively to derive the learning outcomes for their assigned category using the corresponding verbs and making sure they followed the given guidance for quality assurance and direct relationship with at least one performance criterion from our competence matrix. The pair completed a table with their collaboratively worked learning outcomes for the category they were assigned with the corresponding performance criteria. A sample of such a google document collaboratively developed table by the pair of partners IME GSEVEE and DIEK Egaleo can be viewed in Appendix K. Then, a thread was created in our workspace forum (e.g. https://freedcamp.com/Partners_Ycl/Mentor4WBLEU_Vt7/discussions/796683) where the pair of partners could publicly discuss their ideas, which could freely and publicly be reviewed by the rest



of the partners contributing to the process (Fig. 13). The table included also suggestions for the
Figure 13 Screenshot of the forum thread for discussing the formulation of the Foundational knowledge learning outcomes



assessment criteria and the learning teaching activities. The pair of partners cooperated separately with the leaders of the IO4 and IO5 to contribute to the assessment criteria and the content development which consist the focus of the corresponding IOs. Since IO4 and IO5 would develop in detail the assessment criteria and the learning content of the course it was deemed more beneficial for the project to allow for the partners experts in these areas to delve into these aspects of the course design and, thus, at this phase general directions were developed by each pair of partners and discussed with the experts IO4 and IO5 leaders as contributions to their more detailed deliverable.

4.2.2.3. In-company WBL mentor's course learning outcomes

The collaborative work of all partners in pairs facilitated by our google drive collaborative documents and the functionalities of our freedcamp workspace resulted in eliciting learning outcomes from each performance criteria of our competence matrix. This was a constantly evolving process as it involved IO3 the ISO compliant certification scheme which rendered a certain procedure of continuous commenting and amendments as the sine qua non condition to ensure ISO compliance. After continuous re-visiting to the list of the performance criteria to follow the changes due to the IO3 ISO compliant procedures and constant updates of the learning outcomes based on these changes the final table of the aligned to the performance criteria of the competence matrix for the in-company WBL mentor learning outcomes to be included in the course design can be viewed in Appendix L.

The compilation of the learning outcomes as per Dee Fink's (2007, 2003) significant learning taxonomy is as follows:

After the completion of the course, the learner should **be able to**:

Foundational Knowledge

- identify the foundations of in-company apprenticeship & internship for WBL in-company WBL mentorship
- explain the importance & contribution of WBL apprenticeship & Internship to companies
- understand what in-company WBL mentorship is/identify its differences from similar terms (e.g. teaching, coaching)
- describe the principles of a productive in-company WBL mentoring relationship/ recognize the importance and the challenges of in-company WBL mentorship relationship building
- remember the special factors characterizing adult learners

- list the different stages of the process of the design and implementation of an in-company apprenticeship & internship WBL programme
- indicate ways of socialization of the mentee
- give examples of effective in-company WBL mentoring practices
- define structured & documented methods to assess different aspects of the in-company WBL mentoring procedure
- Recognize sensitive personal data
- Recognize the benefits of creative thinking and problem solving in WBL
- Explain the benefits of self-assessment
- Understand what empathy is
- recognize the importance of interpersonal skills
- describe how good communication with other can influence working relationships
- Analyse and have an increased understanding of the techniques of effective listening

Application

- create and manage feasible action plans & resources for achieving the WBL objectives/ analyse the needs of the apprentice
- estimate the necessary resources to perform the in-company WBL mentoring process
- assess WBL mentee's commitment on the objectives, action plans & methods of assessing progress of objectives
- coordinate with the VET school tutor for developing the optimal skills transfer plan for the WBL mentee
- coordinate the WBL plan if different in-company WBL mentors train the mentee
- make decisions together with the mentee concerning the operating rules during the in-company WBL mentoring process at workplace
- record on mentee's personal learning log/recording system according to the framework (eg. contract, learning diary)
- demonstrate flexibility in adjusting the learning path according to the mentee's needs, time constraints, resources or other issues
- solve complex problems that might derive during the apprenticeship/ internship
- create learning scenarios and link the appropriate teaching methodology to them
- produce a welcoming leaflet/presentation/pack with a summary of the WBL content
- locate the fundamentals of the workspace and the organizational culture
- demonstrate the professional rules and work ethics
- use digital tools, media and technologies for the needs of in-company WBL mentorship
- assess the WBL mentee's impact on company and team
- assess and interpret the WBL mentee's performance
- judge and prescribe necessary changes in the objectives
- recommend the best course of action based on assessment

- assess and interpret the WBL mentee's performance
- judge and prescribe necessary changes in the objectives
- employ counselling skills that include assessment techniques to facilitate discussion and mutual decision-making between in-company WBL mentor and mentee to create positive change on the in-company WBL mentoring path
- analyse and have an increased understanding of the techniques of effective listening
- employ their new skills on effective listening actively in the working environment □ assess the strength and weaknesses of the apprentice

Integration

- connect the WBL objectives with the action plans and the methods of assessing progress of objectives
- combine effectively the school's VET needs, the mentee's and the company's needs & expectations
- correlate companies' policies & procedures with the whole in-company WBL mentoring process
- unite stakeholders involved in the in-company WBL mentoring process
- organize mentee's day-to-day tasks
- connect and intermix his/her vocational knowledge, experience, know-how and competences with mentee's personal profile and the in-company WBL mentoring procedure on the whole
- align WBL tasks to sector needs
- integrate school assignments in the WBL learning scenarios/plan
- connect and work with others to achieve a set task
- integrate empathy to change behaviour and build better relationships

Human Dimension of Learning (learning about & changing one's self)

- reflect in order to monitor and assess development of his/her competence as a in-company WBL mentor
- initiate self-assessment of own WBL in-company WBL mentoring practices
- respond and inspire with necessary social and behavioural competencies (role model, communication, team work, availability)
- identify own strengths and areas for improvement as a WBL In-company WBL mentor
- discuss with the mentee about his assessment of the in-company WBL mentoring practices and competencies along the WBL period
- communicate constructively in different environments, collaborate in teams and negotiate
- protect the mentee from immoral or illegal activity
- feel the impact of their role on the mentee, the company and the society

- understand others in terms of learning barriers
- discuss the skills of communication and focus on the art of listening □ protect the mentee from immoral or illegal activity

Human Dimension of Learning (understanding & interacting with others)

- collaborate with the mentee in a productive in-company WBL mentorship relationship
- nurture the mentee's abilities
- cooperate with the mentee for achieving mutual benefit
- motivate by focusing on positive changes
- communicate creatively to build trust
- support the mentee through identifying needs
- resolve conflicts effectively
- empathise with the mentee's concerns and feelings
- cooperate with stakeholders involved in the in-company WBL mentoring process
- inspire as a role model
- inspire mentee for developing to a lifelong learner
- lead the socialization of the mentee in the company
- protect the mentee from immoral or illegal activity
- feel the impact of their role on the mentee, the company and the society
- discuss the skills of communication and focus on the art of listening
- protect the mentee from immoral or illegal activity
- help the mentee become familiar with the working environment and describe work safety and obligatory issues.
- communicate the common ground which the in-company WBL mentor and the mentee would share throughout the program
- motivate the mentee to appreciate the value of attaining knowledge of formal training
- discuss with the WBL mentee the assessment results in a productive way
- recommend the best course of action based on assessment

Caring

- act as a role model in the work-life
- support individuals to continuously learn
- commit to relations of care and trust with WBL mentees
- empathise with the WBL mentees' personalities and lives
- value the impact of contextual differences (take into account different socio-economic and cultural backgrounds)
- value public good over private gain

Learning how to learn

- develop & implement a personal plan to be updated on in-company WBL mentorship
- reflect & self-assess performance
- research & identify important information resources needed to apply new in-company WBL mentorship principles and tools to a new mentee
- transfer knowledge and Commit to self-monitor own performance
- identify Internet resources for in-company WBL mentoring and own learning
- formulate questions that correspond to the mentee's needs
- develop a learning plan that nurtures creative thinking, problem solving and working culture
- take responsibility of their own learning for advancing their in-company WBL mentorship
- self-regulate their behaviour to positively impact the team environment

4.2.3. Step 3: Defining feedback and assessment

Educative assessment is the term Dee Fink defines as the sophisticated learning-centred approach which moves further from the audit-ive type assessment enhancing the quality of learning (Dee Fink, 2003, p. 13) as depicted in figure 14.

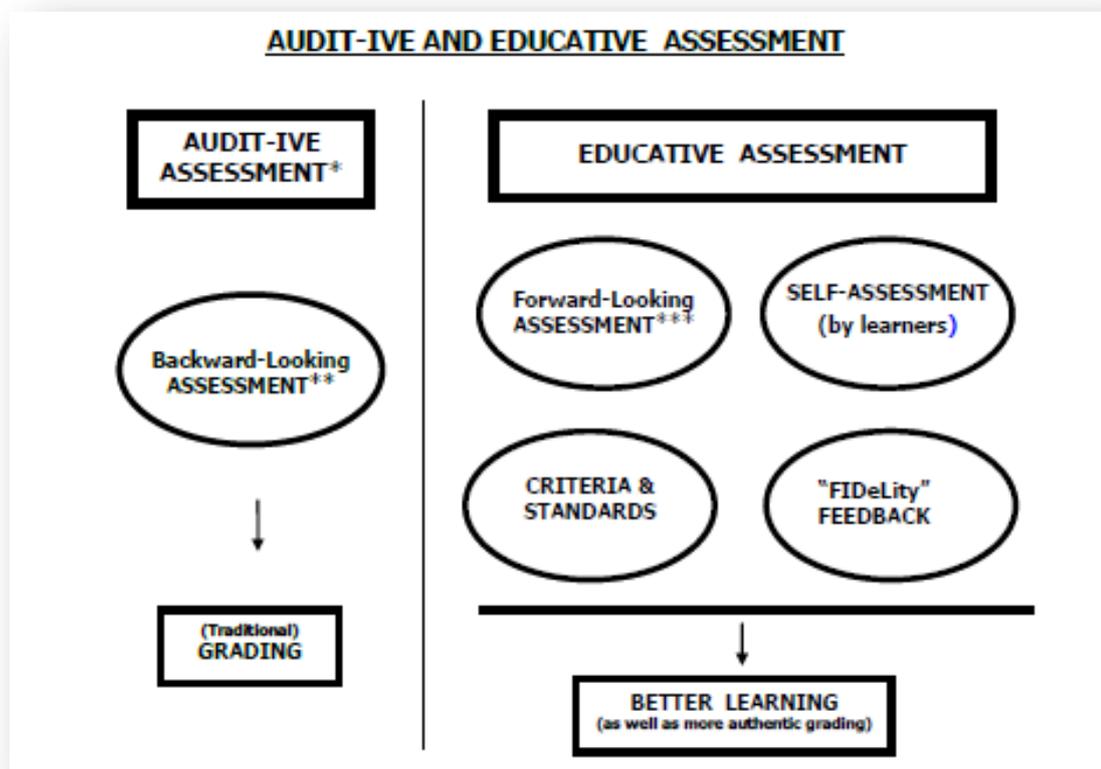


Figure 14 Dee Fink's model of educative assessment (Dee Fink, 2003, p. 14)

Backward design approach focuses mainly on the concept of the alignment of the learning outcomes with their assessment providing as a guiding question “How will we know whether the learner has achieved the learning goal?” as the key evaluative strategy to measure the level of mastering the course content. This strategy involves a continuum of a variety of formal and informal assessment methods varying in scope, time-frame, setting and structure capturing the evolution of learning and leading to acceptable evidence for the validation of the accomplishment of the learning goal (Wiggins & McTighe, 1998).

This phase of the course design will be dealt more deeply during the IO3, the certification scheme and IO5, the assessment methodology, which specialise in the acceptable evidence for gauging the learners’ progress towards their certification respectively. In this vein, this IO was developed in parallel with IO3 and IO4 contributing to the development of the assessment methodology and criteria as well as the certification scheme process and the development of the sample evaluative questions and evidence for the learners’ certification. For this purpose, a more detailed presentation of the assessment methodology and criteria will be presented in the next IOs deliverable and this IO will be limited in presenting a list of feedback and assessment activities in a general form related to each one of the 6 kinds of significant learning of the learning outcomes and a more detailed presentation of the assessment methodology and criteria together with the certification process, criteria and evidence will be delivered in the following IOs.

4.2.3.1. Feedback and assessment activities list

A suggestion of a set of a continuum of assessment methods for each one of the six types of significant learning was developed by partners as follows:

Foundational Knowledge

- peer assessment
- multiple choice quizzes
- case study quizzes
- open questions quizzes for the description of adult learners’ special characteristics

Application

- Creation of personal portfolio with action plans
- Personal Projects

- Team Projects
- Draw a road map for lifelong learning for certain cases
- Answering set of questions following the learning activities
- Self-evaluation for keeping in line with the goal of improvement during the training

Integration

- Personal assignments
- Short position papers
- Watch a video and answer to questions

Human Dimension of Learning (learning about & changing one's self)

- Iterative self-evaluation
- Practice the preparation and application of a beginning checklist for need analysis of the mentee and in-company WBL mentor if necessary
- Practice the preparation and application of an ending checklist for future advice to the mentee

Human Dimension of Learning (understanding & interacting with others)

- Discussions in groups or course forum
- Learning Portfolio
- Quizzes
- Multiple choice questions

Caring

- Discussions in groups
- Self-evaluation
- Case study quizzes

Learning how to learn

- Discussions in groups or course forum
- Learning Portfolio

- Quizzes
- Multiple choice questions
- Maintain a personal tracking record of self-improvement

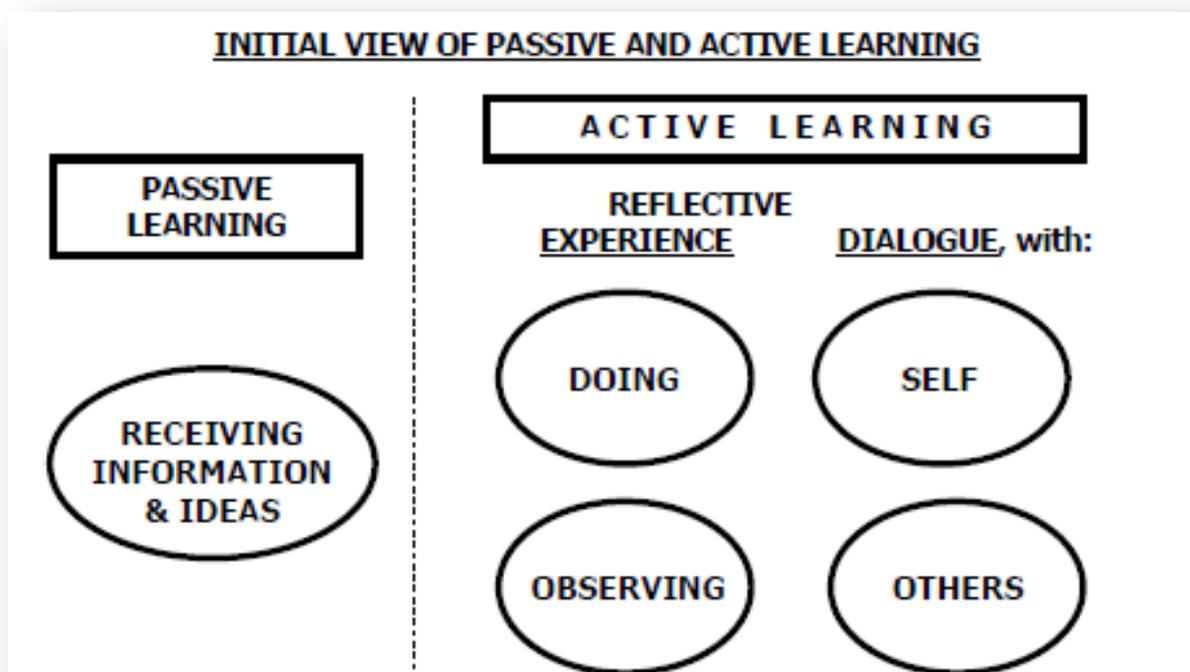
4.2.4. Step 4: Identifying the learning activities

With point of departure that IO5 refers to the in-company WBL mentor’s course content development, this IO was charged with the responsibility to provide design guidelines for the learning activities to be incorporated in the learning content to be developed and a list of suggested activities. In this vein the concept of active learning dominates the learning activities design methodology and suggested learning activities in line with the backward design model propositions (Dee Fink, 2003, pp. 10-21).

4.2.4.1. Learning activities methodology

The concept of active learning underpins the benefits of “doing things” and engaging learners for their knowledge acquisition and retainment. The main idea is that involving learners actively rather than considering them “empty barrels” waiting passively to be transfused the new knowledge and skills enables learners to be involved and engaged with the content resulting in their satisfaction and success in learning (Dee Fink, 2003, 2007) as depicted on Figure 15.

Figure 15 Passive versus Active Learning (Dee Fink, 2003, p. 16)



In addition, the in-company WBL mentor's learner profile, as identified during the situational factors analysis which initiated our backward design process, calls for an andragogical approach constituent of which is experiential learning with emphasis on interaction and self-discovery (Knowles, Holton III, & Swanson, 2005, p. 116).

Designing significant learning activities requires a holistic view of active learning which Dee Fink (2003) conceptualizes as depicted in Figure 16 below.

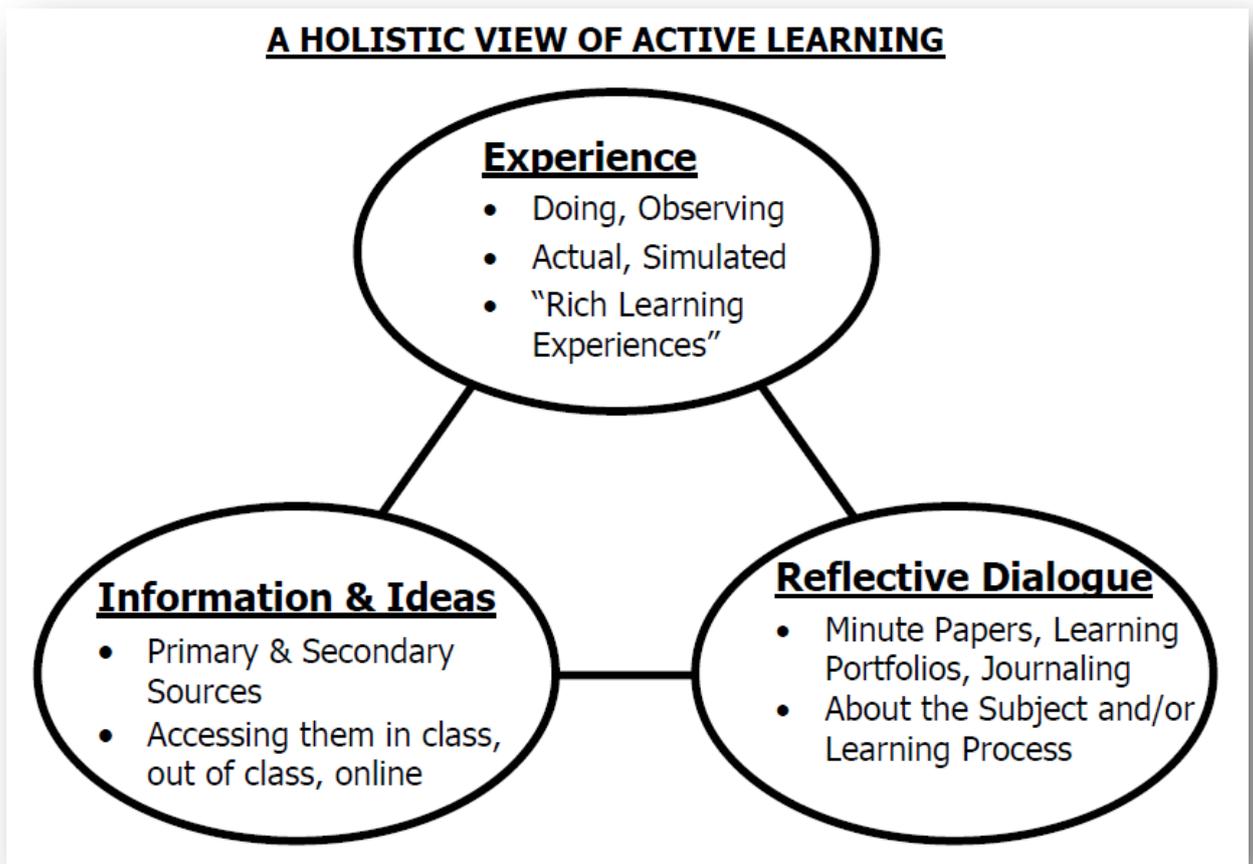


Figure 16 Dee Fink's (2003) conceptualisation of a holistic view of active learning (p. 17)

The Model of Holistic Learning proposes that learners need to

- acquire the necessary information and ideas often accomplished by either readings or lectures;

- observe or do experientially providing a rich learning experience such as case studies, role playing, problem solving and decision-making activities, real experience stories;
- reflect on the meanings of the concepts and experiences via reflective journals and/or learning portfolios (Dee Fink, 2007).

Alignment of the both the learning outcomes and assessment with opportunities to provide learners with rich learning experiences with a view to both learning new concepts and skills and practising them with hands-on activities while encouraging them to think reflectively served both our project's backward course design model and our andragogical approach and, thus, the design of learning activities for holistic and active learning as depicted in Figure 17 frames the methodology for the learning content development which will take place during IO5.

LEARNING ACTIVITIES FOR HOLISTIC, ACTIVE LEARNING

	GETTING INFORMATION & IDEAS	EXPERIENCE		REFLECTIVE DIALOGUE, with:	
		"Doing"	"Observing"	Self	Others
DIRECT	<ul style="list-style-type: none"> • Primary data • Primary sources 	<ul style="list-style-type: none"> • "Real Doing," in authentic settings 	<ul style="list-style-type: none"> • Direct observation of phenomena 	<ul style="list-style-type: none"> • Reflective thinking • Journaling 	<ul style="list-style-type: none"> • Dialogue (in or out of class)
INDIRECT, VICARIOUS	<ul style="list-style-type: none"> • Secondary data and sources • Lectures, textbooks 	<ul style="list-style-type: none"> • Case Studies • Gaming, Simulations • Role Play 	<ul style="list-style-type: none"> • Stories (can be accessed via: film, oral history, literature) 		
ONLINE	<ul style="list-style-type: none"> • Course website • Internet 	<ul style="list-style-type: none"> • Teacher can assign students to "directly experience _____." • Students can engage in "indirect" kinds of experience online. 		<ul style="list-style-type: none"> • Students can reflect and then engage in various kinds of dialogue online. 	

Figure 17 Course's model of learning activities development (Dee Fink, 2003, p. 18)



4.2.4.2. List of learning activities

Apart from the methodology for the development of the learning content during IO5, IO1 proceeded to providing a list of indicative learning activities following the Model of Holistic Learning to be considered as examples for the learning content designers during IO5.

Foundational Knowledge

- Assigned videos
- Presentations and articles
- Own web research
- Group/forum discussions
- Peer collaboration in problem solving scenarios

Application

- Own web research
- Team-playing/ Small group discussions
- Case studies on adjusting the learning procedure according to mentee's needs

Integration

- Explore sources on the internet
- Simulations with real in-company WBL mentoring stories
- Case scenario role-playing

Human Dimension of Learning (learning about & changing one's self)

- Assigned videos, presentations, checklist templates and articles
- Own web research
- Forum discussions
- Small group discussion
- Peer collaboration in problem solving scenarios

Human Dimension of Learning (understanding & interacting with others)

- Assigned videos, presentations, checklist templates and articles
- Own web research
- Forum discussions
- Small group discussion
- Peer collaboration in problem solving scenarios

Caring

- Team playing/ small-group discussions
- Questionnaires and feedback from the learners
- Roundtable or 360-degree evaluations (receiving feedback)

Learning how to learn

- Assigned videos, presentations and articles
- Own web research
- Be a follower of interesting sites, scientific magazines, in-company WBL mentoring associations
- Forum discussions
- Small group discussion
- Peer collaboration in problem solving scenarios

Chapter 5 Conclusions

For IO1 Course design for in-company WBL mentors for apprenticeship and internship an organic interrelated with other IOs methodology was followed as its deliverables consisted of the main concepts the project had to deal with affecting the sequential IOs. For this purpose, the methodological process was agreed to initiate with the conceptualisation of the term of competence in a socially constructed *modus operandi* exploiting the consortium's multi-institutional and multidisciplinary composition, our Experts Committee and our Multiplier Event's participants to add multiple perspectives, individual as well as collective, and merge their negotiations into the IO's deliverables. The next methodological phase consisted of an agreed framework structure to serve as the scaffolding to construct the new profession's competence matrix, which was a fusion of the European e-Competence Framework with the PDCA cycle adding to two successfully implemented processes the quality improvement element and soft skills.

In this vein, a desk research took place by the consortium partners for the identification of the state-of-the-art best practices for mentors' training courses in EU and worldwide based on the developed best practices classification tool. The findings of the desk research together with previous EU projects transferrable elements provided the input for the definition of the newly emergent profession of the in-company WBL mentor's profile with the resulting from it tasks, roles and responsibilities as constructed through the synthesis of the consortium's multiple perspectives of the interpretations of the desk research findings. With point of departure this conceptualisation of the new emerging in-company WBL mentor's profession profile and based on the agreed competence framework structure to be followed the consortium proceeded to the definition of the main competence areas referring to the in-company WBL service processes following the PDCA cycle and adding to it the BE phase to integrate the necessary soft skills for the profession. Negotiations and ISO compliant elaboration processes followed to specify a set of performance criteria for each competence area in an organic modality, which involved IO3, IO4 and IO5, necessitating collaboration and flexibility to accommodate the consortium's and our Expert committee's multi-institutional and multi-disciplinary perspectives creatively and dialectically. This iterative process underpins the complexity of the construction of professional profiles and their



competences and the importance of the integration of multiple perspectives from experts, disciplines and institutions and their contexts. The last phase of the competence matrix framework structure involved the alignment of the constructed performance criteria with EMCC Competence Framework Foundation and Practitioner levels as well as EQF level 4.

The final matrix of competences served as the basis for the initial phase of the backward course design model involving the contextual situational factors analysis, the aligned with the competence matrix learning outcomes based on Dee Fink's taxonomy derived from each performance criterion and the framework for their assessment criteria and learning activities to be fully developed during the following IOs. The intermediate and final phases of the backward course design model will follow to the next IO2.

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Appendix A - The Best Practices Matrix: a classification tool

The purpose of this guidebook is to assist and equip the consortium with sufficient insight and guidance to identify, validate and compile effective models and practices regarding educational frameworks covering the training of in-company mentors involved in WBL in VET.

According to mentor4WBL@EU our first intellectual output, the course design for apprenticeship & internship in-company WBL mentors will be derived after the reviewing of existing state of the art of competences profiles of- and trainings for- in-company WBL mentors available within the 28 European countries with a focus on the represented partnership countries. In order to fulfil our first task, which is the description of the in-company WBL mentor's profile IME GSEVEE will take the lead to provide partners with a methodology for defining and identifying Best Practices, as well as the definitions of criteria and a roadmap towards achieving this. A matrix will be provided as a framework for ranking a Practice against the criteria required to classify it, or identify where the Practice is in the evolutionary scale facilitating partners to position a Practice on the matrix and provide an indication of the potential for that Practice to be classified as Best Practice and benchmark it. Peer networking among partners and research will result in a collection of existing or new best, effective, promising or innovating practice within or outside EU that are evidence-based and show measurable impact in the area to be benchmarked.

Benchmarking means identifying, understanding and acknowledging as ideal to follow as example for the optimisation of the performance improvement process. This guidebook provides a useful methodology and tools to assist the consortium partners in their benchmarking process.

Classification of Practices tool The Best Practices Matrix

	Innovative practice	Promising practice	Effective practice	Best practice
Sustainable	1	2	3	4
Repeatable	2	3	4	5



Proposal compliant	3	4	5	6
Deemed essential	4	5	6	7

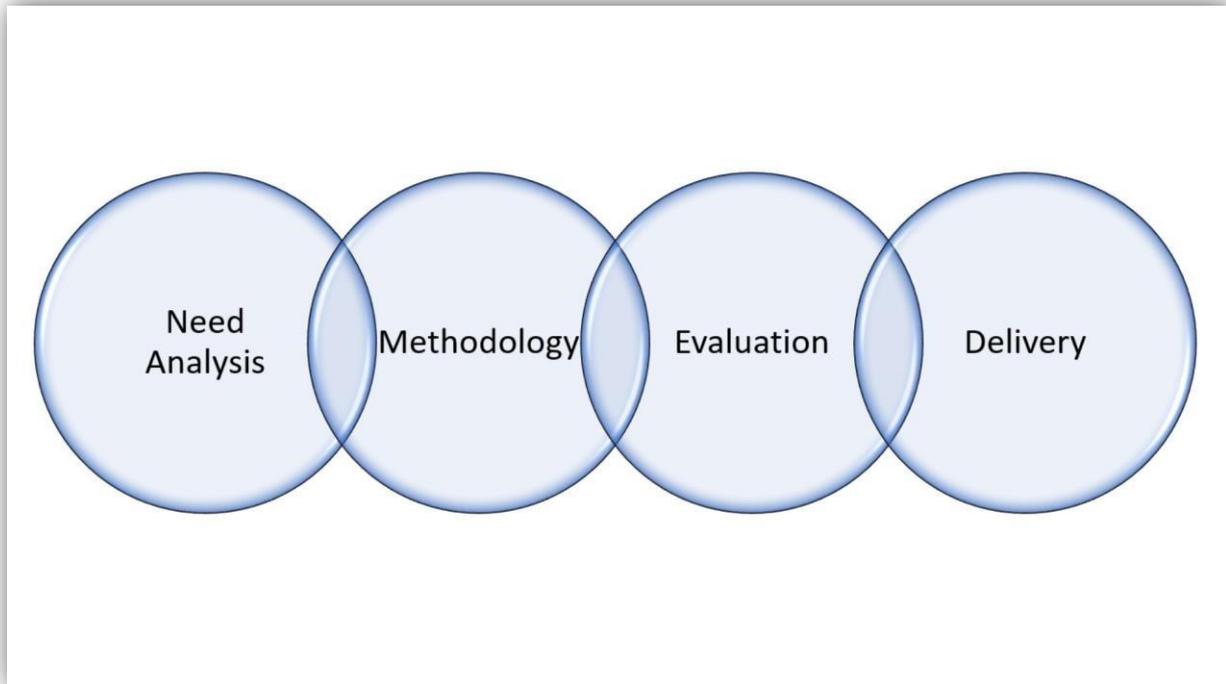
Matrix Criteria

Horizontal Axis		
Criteria	Definition	Related Questions
Innovative practice	<ul style="list-style-type: none"> • New suggestion addressing the problem • Not yet tested in wide context • Limited supported data 	Does this idea break new ground? Is it unique? Does it significantly enhance existing practices?
Promising practice	<ul style="list-style-type: none"> • New suggestion already put into practice in a limited scope • Replicated in limited scale • Enough supporting data with positive results 	Has this practice been implemented in one or two organisations? Are the results or its evaluation either subjective or not validated enough yet?
Effective practice	<ul style="list-style-type: none"> • Proven effectiveness • Long-standing solutions • Replicated in broad scale • Conclusive data with positive results 	Has this practice been a long time in operation? Have its results been objectively evaluated and externally audited positively?
Best Practice	<ul style="list-style-type: none"> • Innovative practice with proven effectiveness • Newly presented solution • Replicated in sufficient scale • Conclusive data with positive results 	Is it an idea different from dominant practices? Has it proved its operational value as highly effective?
Vertical Axis		
Sustainable	<ul style="list-style-type: none"> • It is inexpensive • It delivers stable results 	Does it require more effort than it is worth? Is it dependent on an individual? Does it have sponsorship? Is it funded?
Repeatable	<ul style="list-style-type: none"> • It can be replicated 	Is it restricted for any local reasons? Can it be replicated?
Proposal compliant	<ul style="list-style-type: none"> • It complies with the proposals' 	Is it within our proposal's IOs? Does it exceed or reduce



	IOs	our expected results?
Deemed essential	<ul style="list-style-type: none"> It is included in our deliverables 	Is it something we cannot do without? Is it embedded in all training interventions?

The training course elements to be reviewed:



Each partner will research what training courses are available for in-companies' in-company WBL mentors either in their country or another and will provide their feedback in a paper defining which element is considered as worth being followed as exemplar justifying their choices with a paragraph explaining the mark they have assigned to their choice.

This way we will provide a state-of-the-art report on the top current best practice in EU and worldwide and the justifiable foundations of the course to be designed as a constellation of the best practices' elements found in the current literature review.

Appendix B – The desk research tool

IO1- Course design

Proposition based on two standards:

1. ISO 21001: Educational organizations management systems - Requirements with guidance for use
 - a. Chapter 8.3.4.2. Educational service design and development controls
 - b. Chapter 8.3.4.3. Curriculum design and development controls
2. NP4512 : 2012 Vocational training management systems, Requirements
 - a. Chapter 7.3.3.

This document can be used to draft the In-company WBL mentor4WBL course design. It can also be used as a guideline to list all components of existing trainings in European countries, allowing a benchmark.

Title: #in-company WBL mentor4WBL@EU: Questionnaire on essential characteristics of existing in-company WBL mentor training course curriculum

Source: EFCoCert

Intellectual output: IO1-: Invitation to complete questionnaire on essential characteristics of existing in-company WBL mentor training course curriculum

Document Type: Document

Date: 2018-12-20

Action ID: To invite all partners to submit completed questionnaire on essential characteristics of existing in-company WBL mentor training course curriculum in their respective country and/or in other European countries.

*Proposed deadline **2019-01-25***

Course design structure

Course name and description	
Purpose and scope of the course	
Statutory and regulatory requirements applicable	
Country in which the course is organised	
Name of the organization that delivers the course	
Prerequisites	
Characteristics of the learners	
Conditions for attendance (requirements, assiduity, assessment, certification, qualification, payment and financing conditions)	
Learning outcomes <ul style="list-style-type: none"> • Are consistent with the scope of the course • Are described in terms of competence learners should acquire by completing the curriculum • Shall include an indication of the level of which the competences will be achieved • Are specific, measurable, achievable, relevant and time-bound (SMART) 	
Training mode and format <ul style="list-style-type: none"> • (e-learning, blended, f-to-f) 	
Pedagogical methods	
Learning activities <ul style="list-style-type: none"> • Are suitable to the method of educational delivery • Are appropriate for ensuring achievement of the learning outcomes • Are SMART 	
Assessment criteria and methods <ul style="list-style-type: none"> • Prior to training • During training • After training 	
Program content (including modules and educational sequences)	
Training schedule <ul style="list-style-type: none"> • Length (hour) • Dates • Times • Venues 	
Language	
EQF level	
Number of credit points (ECVET)	
Educational resources and venues (including infrastructure, hardware, software,	



documentation)	
If e-learning, requirements for use : hardware, operating system, type of internet connection, browser, screen resolution, audio, video and multimedia software requirements)	
If e-learning, availability time and type of technical or educational support provided to trainees during and after the training sessions)	



Appendix C – Desk research findings compilation

IO1-A3 Course design

Proposition based on two standards:

1. ISO 21001: Educational organizations management systems - Requirements with guidance for use
 - a. Chapter 8.3.4.2. Educational service design and development controls
 - b. Chapter 8.3.4.3. Curriculum design and development controls
2. NP4512: 2012 Vocational training management systems, Requirements
 - a. Chapter 7.3.3.

This document can be used to draft the In-company WBL mentor4WBL course design. It can also be used as a guideline to list all components of existing trainings in European countries, allowing a benchmark.

Title: #In-company WBL mentor4WBL@EU: Questionnaire on essential characteristics of existing in-company WBL mentor training course curriculum

Source: IMEGSeVee, Fondation EFCoCert, Centre for Factories of the Future Limited, Bahcesehir Universitesi Foundation, DIEK Aigaleo, Manpower Employment Organisation

Intellectual output: IO1-A3: Invitation to complete questionnaire on essential characteristics of existing in-company WBL mentor training course curriculum

Document Type: Document

Date: 2019-02-08

Action ID: To invite all partners to submit completed questionnaire on essential characteristics of existing in-company WBL mentor training course curriculum in their respective country and/or in other European countries.

Proposed deadline: 2019-02-08

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Course design structure 1: Austria

Source: <https://www.eqavet.eu/eu-quality-assurance/case-studies/the-academy-for-apprenticeship-trainers-in-vorarlb>

Course name and description	IVET course
Purpose and scope of the course	The course aims to pose specific qualification standards for in-company



	trainers regarding vocational and pedagogical issues, which are regulated by the Austrian law.
Statutory and regulatory requirements applicable	<p>Before participating in apprenticeships, companies must have been evaluated regarding their suitability. In detail, companies should have been evaluated by the responsible organizations which are the Chamber of Labour and the Apprenticeships Office of each province (receiving a related certification). Among the auditing criteria is the existence of qualified in-company trainers between their employees (the other criteria are the existence of the necessary equipment and the implementation of the legal framework concerning the activities that the apprentice will be trained).</p> <p>The in-company trainer before undertaking the task of educating the trainee should have proven qualifications in vocational pedagogy and law. The in-company trainer should take the IVET trainer examination (which is one module of the master craftsman examination, to assess their knowledge and skills). The necessary requirements are described in the Vocational Training Act (BAG).</p>
Country in which the course is organised	Austria
Name of the organization that delivers the course	Regional Economic Chambers
Prerequisites	<p>The vocational qualification must be at least on the level of an experienced skilled worker. In terms of law the trainer must have passed the final exam after an apprenticeship and at least a two years practical experience in the field of work or</p> <ul style="list-style-type: none"> • a graduation from a relevant school and at least two years practical experience in the field of work or • at least five years practical experience in the field of work (which does not have to be a training practice). <p>For pedagogical qualification a rather simple and practice-oriented standard is set, for the reason that it should not be a too big hurdle for SMEs. A person who fulfils the above mentioned vocational standard has two possibilities to become an acknowledged trainer for apprenticeship training, as described below.</p>
Characteristics of the learners	Skilled workers (staff or owner of a company) who are interested to participate in apprenticeships as an in-company trainer
Conditions for attendance (requirements, assiduity, assessment, certification, qualification, payment and financing conditions)	
Learning outcomes	<p>The learner is supposed to have acquired specific skills and competences after the completion of the course and in detail:</p> <ul style="list-style-type: none"> • Personal skills, • Social skills, • Pedagogical skills • Technical skills

relevant and time-bound (SMART)	
Training mode and format <ul style="list-style-type: none"> (e-learning, blended, f-to-f) 	face to face, blended
Pedagogical methods	
Learning activities <ul style="list-style-type: none"> Are suitable to the method of educational delivery Are appropriate for ensuring achievement of the learning outcomes Are SMART 	
Assessment criteria and methods <ul style="list-style-type: none"> Prior to training During training After training 	In order the diploma of in-company trainer to be acquired two basic routes exist: <ul style="list-style-type: none"> a trainers exam before an examination committee a recognised (voluntarily participation) with a final “expert talk” (instead of a formal examination)
Program content (including modules and educational sequences)	The content is divided in two basic categories. 60% legal content and 40% pedagogic content <u>Main content modules</u> 1. Determination of the training targets and planning of the training in the enterprise <ul style="list-style-type: none"> analysis of the job profile regarding the planning of training measures specification of individual training targets choice and design of appropriate training measures time and organization-related structuring of the training activities in the company workflow 2. Preparation, realization and supervision of the training measures <ul style="list-style-type: none"> training methodology (taking into consideration activating methods in particular) use of more staff in the training use of training tools success control 3. Trainer's attitude / behavior <ul style="list-style-type: none"> tasks and responsibilities of the trainer personality development of the apprentice leadership and motivation communication skills 4. Training-relevant legal provision
Training schedule <ul style="list-style-type: none"> Length (hour) Dates Times Venues 	Length: 40 hours
Language	German
Price	
EQF level	
Number of credit points (ECVET)	Three main levels exist:



	Level 1: certified apprenticeship trainer / 25 points Level 2: licensed apprenticeship trainer/ 40 points Level 3: qualified apprenticeship trainer with diploma/ 70 points
Educational resources and venues (including infrastructure, hardware, software, documentation)	
If e-learning, requirements for use : hardware, operating system, type of internet connection, browser, screen resolution, audio, video and multimedia software requirements)	
If e-learning, availability time and type of technical or educational support provided to trainees during and after the training sessions)	

Best Practices Matrix Classification:	7
Course Element(s):	Overall
The methodology of this course is quite in-depth and detailed, structured in levels. There is a provision for success control (evaluation). Deemed essential and best practice.	

Course design structure 2: Belgium

Source: <http://www.ifapme.be/tutorat>

Course name and description	Tutoring trainings to optimize your learner's stay in your company
Purpose and scope of the course	With this training based on situations encountered every day in the field, the tutor will have useful tips and concrete tools to practice with his learner daily. This training gives the opportunity to discuss with other in-company WBL mentors. It brings tools easy to use to enhance daily professional practices. It valorizes in-company WBL mentor's role.
Statutory and regulatory requirements applicable	
Country in which the course is organised	Belgium
Name of the organization that delivers the course	IFAPME
Prerequisites	To be a in-company WBL mentor
Characteristics of the learners	
Conditions for attendance (requirements, assiduity, assessment, certification, qualification, payment and financing conditions)	



<p>Learning outcomes</p> <ul style="list-style-type: none"> • Are consistent with the scope of the course • Are described in terms of competence learners should acquire by completing the curriculum • Shall include an indication of the level of which the competences will be achieved • Are specific, measurable, achievable, relevant and time-bound (SMART) 	<p>What is your role as a tutor? How to motivate your learner? How to positively evaluate the young person? How to better understand the training system in which you and your learner evolve? How to act so that your learner is always punctual? How can your apprentice or trainee best represent your company? How to avoid breach of contract?</p>
<p>Training mode and format</p> <ul style="list-style-type: none"> • (e-learning, blended, f-to-f) 	Face-to-face
Pedagogical methods	Discussions and practical cases
<p>Learning activities</p> <ul style="list-style-type: none"> • Are suitable to the method of educational delivery • Are appropriate for ensuring achievement of the learning outcomes • Are SMART 	Exchanges with other in-company WBL mentors
<p>Assessment criteria and methods</p> <ul style="list-style-type: none"> • Prior to training • During training • After training 	
Program content (including modules and educational sequences)	
<p>Training schedule</p> <ul style="list-style-type: none"> • Length (hour) • Dates • Times • Venues 	Length: 8 hours (a second module of 16 hr exists) Given during the day or given during evenings
Language	
Price	Free
EQF level	
Number of credit points (ECVET)	
Educational resources and venues (including infrastructure, hardware, software, documentation)	
If e-learning, requirements for use : hardware, operating system, type of internet connection, browser, screen resolution, audio, video and multimedia software requirements)	
If e-learning, availability time and type of technical or educational support provided to trainees during and after the training sessions)	

Best Practices Matrix Classification:	3
Course Element(s):	Need Analysis, Delivery



This face-to-face training course is viable, inexpensive and with quick results. Deemed Essential. Includes peer learning. Not so many information provided.

Course design structure 3: Denmark

Source: <https://www.apprenticeship-toolbox.eu/training-teaching/teachers-trainers/128-teachers-trainers-in-denmark>
<http://eng.uvm.dk/adult-education-and-continuing-training/adult-vocational-training>
<http://certsupp.uds.dk/amu>

Course name and description	Person to Person training
Purpose and scope of the course	The diploma allows managing job functions in companies/organisations which employ skilled and/or unskilled employees within the job areas that the vocational training programme targets. Factions has been described in the centrally approved action oriented of the specific vocational training program.
Statutory and regulatory requirements applicable	Companies is necessary to have been approved by the relevant trade committee (consisting of social partners representatives) to ensure that the training environment is appropriate and that there are qualified trainers available. In- company-trainers, however, is not necessary to have any pedagogical trainer qualification. In general there are different programs available related with the training of in-company trainers offered by the AMU system (the adult vocational training programmes), lasting from 2 days to 2 weeks, depending on sector. However, so far the specific programs are more familiar between social and healthcare professions.
Country in which the course is organised	Denmark
Name of the organization that delivers the course	Vocational Training Centres
Prerequisites	The in-company trainer must have a qualification as a skilled worker (or equivalent) within the trade in question. There are very few legal requirements to become a trainer. Trainers in enterprises who are responsible for apprentices must be craftsmen. They must have completed a VET programme for which they have received a 'journeyman's certificate' and have work experience.
Characteristics of the learners	The trainer is supposed to have some years practical experience in the related job
Conditions for attendance (requirements, assiduity, assessment, certification, qualification, payment and financing conditions)	
Learning outcomes	Upon the completion of the project the participant would be able to: <ul style="list-style-type: none"> • Are consistent with the scope of the course • Are described in terms of competence learners should acquire by completing the curriculum • Shall include an indication of the level of <ul style="list-style-type: none"> • use the training methods, training materials, and communication to train other people. • understand the importance of their colleagues' skills and learning style in connection with the training, and make use of this knowledge in their training of the individual colleague.

<p>which the competences will be achieved</p> <ul style="list-style-type: none"> • Are specific, measurable, achievable, relevant and time-bound (SMART) 	
<p>Training mode and format</p> <ul style="list-style-type: none"> • (e-learning, blended, f-to-f) 	face to face
<p>Pedagogical methods</p>	<ul style="list-style-type: none"> • Theoretical course with presentation on methods that can be used in the working environment • exchanges and the sharing of experience • scenarios based on the work of the participants • working in teams based on specific scenarios
<p>Learning activities</p> <ul style="list-style-type: none"> • Are suitable to the method of educational delivery • Are appropriate for ensuring achievement of the learning outcomes • Are SMART 	
<p>Assessment criteria and methods</p> <ul style="list-style-type: none"> • Prior to training • During training • After training 	No exams are necessary, only attendance
<p>Program content (including modules and educational sequences)</p>	<ul style="list-style-type: none"> • Plan of teaching/ training • Communication • Feedback • Teaching Methods • Motivation
<p>Training schedule</p> <ul style="list-style-type: none"> • Length (hour) • Dates • Times • Venues 	Length: 2 days
<p>Language</p>	Danish
<p>Price</p>	Between 50€ (for target group) and 250 € (non- target group)
<p>EQF level</p>	4
<p>Number of credit points (ECVET)</p>	
<p>Educational resources and venues (including infrastructure, hardware, software, documentation)</p>	
<p>If e-learning, requirements for use : hardware, operating system, type of internet connection, browser, screen resolution, audio, video and multimedia software requirements)</p>	
<p>If e-learning, availability time and type of technical or educational support provided to trainees during and after the training sessions)</p>	

Best Practices Matrix Classification:	2
Course Element(s):	Delivery

This course constitutes a promising practice given its repeatable and inexpensive with a so far application to social and healthcare professions.
Sustainable and Repeatable.

Course design structure 4: Equitas – International Centre for Human Rights Education

Source: https://equitas.org/wp-content/uploads/2010/11/Equitas_Generic_TOT_2007.pdf

Course name and description	Training of Trainers: Designing and Delivering Effective HRE
Purpose and scope of the course	The manual outlines a six-day workshop which aims at providing human rights educators with the necessary tools for planning, designing, and conducting effective training-of-trainers (TOT) workshops. The manual has been designed for use by both facilitators and participants. Facilitators will use the manual to prepare and conduct the workshop. Participants will use the manual as a reference tool both during and after the workshop. The workshop is designed as a practicum for human rights education (HRE) development. It focuses on the “how to” of designing, delivering, and evaluating human rights training, as well as the development of a systematic approach to HRE. Participants will not only learn about effective HRE design, they will also have the opportunity to put their learning into practice by preparing an actual model for a human rights training session. The expectation is that participants will use the model as a basis for developing training they will deliver within the context of the work of their organizations.
Statutory and regulatory requirements applicable	
Country in which the course is organised	
Name of the organization that delivers the course	
Prerequisites	
Characteristics of the learners	
Conditions for attendance (requirements, assiduity, assessment, certification, qualification, payment and financing conditions)	
Learning outcomes <ul style="list-style-type: none"> ● Are consistent with the scope of the course ● Are described in terms of competence learners should acquire by completing the curriculum ● Shall include an indication of the level of which the competences will be achieved ● Are specific, measurable, achievable, relevant and time-bound (SMART) 	At the end of the workshop, participants should be able to: <ul style="list-style-type: none"> • Use a basic instructional design model to plan and develop effective human rights training for specific target groups • Identify appropriate evaluation methods and processes for their HRE training • Facilitate human rights training more effectively • Identify follow up activities to the training for furthering their HRE work
Training mode and format	The TOT workshop as outlined in this manual is designed to take place



<ul style="list-style-type: none"> • (e-learning, blended, f-to-f) 	<p>over six days. A minimum of 10 and a maximum of 30 participants are recommended in order to maintain the integrity of the training design. However, the content and activities can be modified to accommodate smaller groups. Some guidelines and suggestions for planning and conducting an effective workshop are provided below.</p>
<p>Pedagogical methods</p>	<p>The participatory curriculum design model of the workshop outlined in this manual is based on principles of adult experiential learning. The underlying principle is that much of the content will come from the participants and that the workshop will serve as a framework for drawing out their experiences. Participants and facilitators commit themselves to engage in a process of mutual teaching and learning. The emphasis is on practical application and the development of strategies for action. Continued reflection and evaluation are central to the learning process. Transformative learning theory underpins the workshop content and process.</p>
<p>Learning activities</p> <ul style="list-style-type: none"> • Are suitable to the method of educational delivery • Are appropriate for ensuring achievement of the learning outcomes • Are SMART 	<p>This manual contains everything needed to implement a training-of-trainers (TOT) workshop, including a sample workshop schedule, instructions for facilitating each activity, training materials (e.g., worksheets, reference sheets), a sample application form, a pre-training assignment, sample evaluation questionnaires, and a glossary of terms specific to training. The manual is divided into eight modules, each building on the others, and provides a comprehensive training on developing a model for a human rights training session for a specific target group.</p>
<p>Assessment criteria and methods</p> <ul style="list-style-type: none"> • Prior to training • During training • After training 	
<p>Program content (including modules and educational sequences)</p>	<p>The content of each module is briefly described below. Module 1 – Getting Started serves to welcome the participants and situate the relevance of this workshop in building their capacity as human rights educators. Participants begin by reviewing their expectations and resources for the workshop and reflecting on how they can work effectively as a group. They explore principles of adult learning and participant-centred methodology and examine the application of these principles in the area of human rights education. Participants also reflect on their personal capacity as human rights educators and the socio-political context in which their HRE work is carried out. In Module 2 – Effective Human Rights Education – A Tool for Social Change, participants explore the transformative potential of HRE work. They examine the elements of a transformative learning model and then explore the potential for social transformation of their own HRE work. The focus is on establishing some common understanding around the “what” and the “why” of HRE (i.e., what is it? and why do it?) before addressing the “how” of effective HRE. Participants also begin to reflect on appropriate means for measuring the impact of their HRE work. Module 3 – Designing Human Rights Education focuses</p>



	<p>on the importance of approaching human rights training in a systematic way in order to achieve results. Participants explore what a systematic approach to human rights training entails by examining the essential elements, at the organizational and societal levels, that human rights educators must consider when planning a human rights training session. These include:</p> <ul style="list-style-type: none"> • Their organization’s HRE work on particular issues as well as its overall HRE and HR work • Other local, national actors working on similar issues within the society • The broader international human rights community addressing similar issues nationally and globally • The human rights situation and context of the potential participants • The global human rights environment <p>In Module 4 – Developing a Model for a Training Session, participants work in designated groups to outline the main elements of a model for the training they will be designing for their specific target group. This work will be completed in Modules 6 and 7. In Module 5 – The Human Rights Educator and the Art of Facilitation, participants have the opportunity to reflect on their role as facilitators of a HRE process, explore some of the facilitation challenges they face in their work and share strategies for addressing them. In Module 6 – Evaluation, Transfer of Learning, and Follow Up, participants determine effective methods for measuring results. They also plan evaluation and follow up activities for the training they have designed, which are essential elements for ensuring the sustainability of HRE, work. Module 7 – Model for Your Training Session provides the opportunity for participants to complete the models for the training sessions they have been developing throughout this workshop and share them with the group for comments and feedback. In Module 8 – Evaluation and Closing, participants will have the opportunity to give their feedback on the workshop.</p>
<p>Training schedule</p> <ul style="list-style-type: none"> • Length (hour) • Dates • Times • Venues 	<p>Remember to include in your workshop schedule time for: daily recaps and debriefs, evaluations, and breaks (morning, lunch, afternoon).</p> <p>Day 1 5 hrs 45 min Module 1 Getting Started Total: 4 hrs 45 min Activity 1 Group Introductions 45 min Activity 2 Guidelines for Working Effectively as a Group 30 min Activity 3 Expectations, Resources and Workshop Content 30 min Activity 4 Participatory Methodology and HRE 45 min Activity 5 About Recaps and Debriefings 30 min Activity 6 Profile of a Human Rights Educator: Self-Assessment 45 min Activity 7 The Current Context of Our HRE Work 1 hr</p> <p>Module 2 Effective Human Rights Education – A Tool for Social Change Total: 3 hrs 45 min Activity 1 Our Understanding of HRE and its Goal 1 hr</p> <p>Day 2 5 hrs 30 min Module 2 cont’d Activity 2 Transformative Learning: Theory and Practice 1 hr 30 min Activity 3 The Transformative Potential of HRE 45 min Activity 4 Measuring Impact 30 min</p> <p>Module 3 Designing Human Rights Education Total: 2 hrs 15 min Activity 1 Developing Human Rights Training for Results 2 hrs Activity 2</p>



	<p>Educational Development Cycle 15 min</p> <p>Module 4: Developing a Model for a Training Session Total: 9 hrs 15 min Activity 1 Developing a Training Session – The Basics 30 min</p> <p>Day 3 5 hrs 45 min Module 4 cont’d Activity 2 Assessing Learning Needs of Your Target audience 2 hrs 30 min Activity 3 Determining Goals and Objectives 1 hr 15 min Activity 4 Determining Training Content 2 hrs</p> <p>Day 4 5 hrs 45 min Module 4 cont’d Activity 5 Determining Training Materials and Techniques 2 hrs 30 min</p> <p>Module 5 The Human Rights Educator and the Art of Facilitation Total: 5 hrs 45 min Activity 1 The HR Educator’s: Core Values and Beliefs 30 min Activity 2 Setting the Climate 45 min Activity 3 Facilitation Dilemmas 1 hr 15 min Activity 4 Handling Conflict in our HRE and HR Work 45 min</p> <p>Day 5 6 hrs Module 5 cont’d Activity 5 Reflecting on My Role as a HR Educator 1 hr Activity 6 Sharing HRE Activities 1 hr 30 min</p> <p>Module 6 Program Evaluation, Transfer of Learning and Follow Up Total: 3 hrs 30 min Activity 1 The Continuous Improvement Cycle 45 min Activity 2 Evaluation Techniques 1 hr Activity 3 Transfer of Learning 1 hr Activity 4 Planning for Follow Up to Your Training Session 45 min</p> <p>Day 6 6 hrs Module 7 Model for Your Training Session Total: 4 hrs 30 min Activity 1 Putting Together the Model for Your Training Session 2 hrs 30 min Activity 2 Presentations of Participants’ Models for Their Training Session 2 hrs</p> <p>Module 8 Workshop Evaluation and Closing Total: 45 min Activity 1 Evaluation of Workshop 30 min Activity 2 Closing of Workshop 15 min</p>
Language	
EQF level	
Number of credit points (ECVET)	
Educational resources and venues (including infrastructure, hardware, software, documentation)	
If e-learning, requirements for use : hardware, operating system, type of internet connection, browser, screen resolution, audio, video and multimedia software requirements)	
If e-learning, availability time and type of technical or educational support provided to trainees during and after the training sessions)	



Best Practices Matrix Classification:	7
Course Element(s):	Methodology, Best Practice
<p>The methodology of this course based on the principles of adult experiential learning is the best practice of all train the trainer programmes I reviewed. Trainees' centred. Sustainable, Repeatable, Proposal compliant and Deemed essential for the course we described in our proposal.</p>	

Course design structure 5: European Commission

Source: [Teachers and trainers in work-based learning/apprenticeships Final Report - Mapping of models and practices \(2017\)](#)

Course name and description	<p>Trainers in company are professionals, and to become one a certain level of experience is necessary, most often described by previous education and an additional minimum number of years of experience on the job in a (most often designated) sector. Next to these requirements, a good number of MS have set up various types of training programmes, which serve as condition to qualify for operating as a trainer in work-based learning settings in VET (pp. 67-68).</p> <p>Full programme (often containing a train-the-trainer component) AT, DE, HU, LU, NL, SI</p> <p>Top-up programme (additional on top of earlier education and experience) AT, DE, FI, HR, IE, LU, NL, PL, PT, RO, SI, SK</p> <p>(p. 69)</p>
Purpose and scope of the course	<p>Types of programmes offered to trainers in company:</p> <p>In our review across the EU-Member States, we encountered initial trainer education programmes in at least half of the MS. Some countries offer full training/educational programmes (see table 4.5), all of which cover pedagogical/andragogical competences (most often mentioned as prerequisites for becoming a trainer) and training methodologies (i.e. how to function as a master, tutor or in-company WBL mentor to an apprentice) (p. 68).</p>
Statutory and regulatory requirements applicable	<p>Formal frameworks that define the knowledge, skills and attitudes that trainers should possess are only found in a few MS (i.e. DE, FI, IT, NL), and even in these MS, the trainer competences defined are often a suggestion to companies, and are not binding. This does not mean that such frameworks for training competences are completely absent in other MS. Skills and competences for trainers can also be included as part of the competences defined for their occupational profiles, instead of in a separate occupational profile for trainers. To</p>



understand the types of competences included, table 2.5 presents a number of illustrative examples of trainers in companies' competences in WBL along the main categories of competences.

Table 2.5. Examples of required trainers' competences

Main categories of trainer competences:	Specific examples:
Pedagogical, andragogical, psychological competences	<ul style="list-style-type: none"> - Attunes his way of educating on the task maturity and learning of the participant (NL) - To support apprentices with learning difficulties through individual design of the training and learning guidance, reach supportive aids if necessary and consider to provide the possibility to extend the training time (DE)
Social, communicative and motivational skills	<ul style="list-style-type: none"> - The IVET trainer must be able to create conditions conducive to learning and create a motivating learning culture which includes give and receive feedback (DE)
Practical training content	<ul style="list-style-type: none"> - IVET trainers must be able to create on the basis of training regulations a company training plan, which is geared particularly toward professional and business processes typical for the work (DE) - Makes an induction programme (NL)
Guidance monitoring, evaluation and assessment	<ul style="list-style-type: none"> - Assessment of a candidate's competences through tests for competence-based qualifications (FI)
Didactical & methodological competences	<ul style="list-style-type: none"> - Views information about the training institute, the needs of the participant and the opportunities within the training company to examine how the learning objectives can be achieved (NL) - Planning of vocational skills demonstrations and/or competence tests (FI)
Legal framework and responsibilities	<ul style="list-style-type: none"> - Understand their own functions and the contractual elements of the sector and/or company in terms of training (IT)
Personal development & cooperation	<ul style="list-style-type: none"> - The workplace instructor develops his or her own work as an instructor (FI) - Manage relationship with people outside the company that are involved in the apprentice's training (IT)

More often, minimal requirements on trainers in companies do not include specific competences, but vary substantially on other types of requirements that are in place. For example, trainers in companies should not be younger than 18 years (AT) and they should have a minimum amount of years of working experience in the specific sector, most often 3-5 years of experience (BG, IE, IT, PT, SI). Often the demanded amount of years of experience are associated with the qualification level of the professional. University graduates are often required to have less years of working experience than professionals with a secondary educational degree. Trainers in companies should thus also meet with the requirements regarding their own education. For example, they should at least have the same level of qualification for which the apprenticeship is qualifying (NL), they should have a craft certificate or further education (IE) or they should be specialists in their branch (LV) and/or have a Master Craftmanship qualification (HU, SI, DE). In various MS there are also requirements concerning the successful completion of specific training programmes, generally in the field of pedagogical competences (i.e. PT, RO, DE). In Romania, trainers should have a secondary education for trainers in apprenticeship/work placements to function as trainers in company. In Germany trainers in company who carry the responsibility for the students' development during the in-company placement, if they do not have a Master Craftmanship qualification, should have passed the Trainer Aptitude Regulation (i.e. AEVO).

Country in which the course is organised

EU

<p>Name of the organization that delivers the course</p>	<table border="1" data-bbox="742 230 1327 407"> <tr> <td>Chambers</td> <td>DE, HU, LU, SK, SI,</td> </tr> <tr> <td>Social partners (also authorities for VET or further training and employment)</td> <td>AT, IE, NL</td> </tr> <tr> <td>Higher Education Institutions (HEIs)</td> <td>FI, PL, SK</td> </tr> <tr> <td>VET-institutions or VET training schools</td> <td>IE, NL, PT</td> </tr> <tr> <td>Private education providers, business training centres</td> <td>FI, DE, PL, PT, SI, SK</td> </tr> </table> <p>p. 72</p>	Chambers	DE, HU, LU, SK, SI,	Social partners (also authorities for VET or further training and employment)	AT, IE, NL	Higher Education Institutions (HEIs)	FI, PL, SK	VET-institutions or VET training schools	IE, NL, PT	Private education providers, business training centres	FI, DE, PL, PT, SI, SK																																												
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<p>Prerequisites</p>																																																							
<p>Characteristics of the learners</p>	<p>trainers on their place of work, either employed by the VET institution (teachers) or the company that deals with administration, training, development and quality assurance and networking related to providing work-based learning (trainers).</p> <p>26 job profiles are identified of professionals in WBL who work in the companies. This category of trainers in company can include qualified trainers, but also skilled workers, who perform training-related functions or oversee practical training of students/workers in the workplace. The following table provides an overview of the different job profiles.</p> <p>Table 2.3. Overview of job profiles of professionals in WBL in companies</p> <table border="1" data-bbox="762 965 1316 1473"> <thead> <tr> <th>MS</th> <th>Job profile</th> </tr> </thead> <tbody> <tr> <td>AT</td> <td>IVET trainers (company-based part of dual training)</td> </tr> <tr> <td>BE</td> <td>Practical training instructors who accompany students during work-based learning parts of the school-based programmes</td> </tr> <tr> <td>BE</td> <td>Practical training instructors who accompany students during work-based learning parts of the school-based programmes</td> </tr> <tr> <td>BG</td> <td>Mentor</td> </tr> <tr> <td>CZ</td> <td>CVET trainers</td> </tr> <tr> <td>CZ</td> <td>Instructor of practical training</td> </tr> <tr> <td>DE</td> <td>In-company trainers (dual system)</td> </tr> <tr> <td>DE</td> <td>CVET teacher and trainers (e.g. self-employed, external trainers, unpaid volunteers, freelance workers, subject specialists, company employees).</td> </tr> <tr> <td>DK</td> <td>Apprentice tutors or practical training instructors</td> </tr> <tr> <td>ES</td> <td>Trainers/tutors</td> </tr> <tr> <td>ES</td> <td>Tutors/trainers</td> </tr> <tr> <td>FI</td> <td>Workplace instructor</td> </tr> <tr> <td>FR</td> <td>Tutor or apprenticeship mentors</td> </tr> <tr> <td>HR</td> <td>Craftsmen with a license for apprenticeships</td> </tr> <tr> <td>HU</td> <td>Practical training instructor in companies</td> </tr> <tr> <td>IE</td> <td>Work based tutor</td> </tr> <tr> <td>IT</td> <td>Tutor in apprenticeship / Company tutor</td> </tr> <tr> <td>LU</td> <td>Apprentice tutors in companies</td> </tr> <tr> <td>LV</td> <td>Supervisors of practical placements</td> </tr> <tr> <td>LV</td> <td>Tutors</td> </tr> <tr> <td>MT</td> <td>Mentors</td> </tr> <tr> <td>NL</td> <td>Tutors</td> </tr> <tr> <td>PL</td> <td>Trainer (practical training instructors in companies)</td> </tr> <tr> <td>SE</td> <td>Trainers</td> </tr> <tr> <td>SI</td> <td>Mentors in companies</td> </tr> <tr> <td>SK</td> <td>Instructor</td> </tr> </tbody> </table> <p>Source: database TT in WBL</p> <p>Training professionals in companies are most often referred to as ‘work-based’ or company tutors’ (ES, FR, IE, IT, LV, LU, NL, RO), ‘apprenticeship in-company WBL mentors’ (BG, FR, SI), ‘in-company trainers’ (DE) or licensed Craftsmen (HR). In Finland they are referred to as ‘workplace instructors’, i.e. working professionals (i.e. skilled workers) in companies with the responsibility to ‘supervise’ (instead of to instruct) students in the workplace. Some countries explicitly distinguish between IVET trainers (AT) or CVET trainers (DE, CZ). This shows the diversity of definitions used across the EU to describe trainers in companies. This broad country review concludes that even where similar terms are used, terms should not be used interchangeably across MS, as similar names may have different meanings in different MS. Table 2.4 below summarises for a small number of MS the actual job description of trainers in companies.</p>	MS	Job profile	AT	IVET trainers (company-based part of dual training)	BE	Practical training instructors who accompany students during work-based learning parts of the school-based programmes	BE	Practical training instructors who accompany students during work-based learning parts of the school-based programmes	BG	Mentor	CZ	CVET trainers	CZ	Instructor of practical training	DE	In-company trainers (dual system)	DE	CVET teacher and trainers (e.g. self-employed, external trainers, unpaid volunteers, freelance workers, subject specialists, company employees).	DK	Apprentice tutors or practical training instructors	ES	Trainers/tutors	ES	Tutors/trainers	FI	Workplace instructor	FR	Tutor or apprenticeship mentors	HR	Craftsmen with a license for apprenticeships	HU	Practical training instructor in companies	IE	Work based tutor	IT	Tutor in apprenticeship / Company tutor	LU	Apprentice tutors in companies	LV	Supervisors of practical placements	LV	Tutors	MT	Mentors	NL	Tutors	PL	Trainer (practical training instructors in companies)	SE	Trainers	SI	Mentors in companies	SK	Instructor
MS	Job profile																																																						
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<p>Conditions for attendance (requirements, assiduity, assessment, certification, qualification, payment and financing conditions)</p>	<p>- Trainers in company were assessed separately, for which 26 job profiles were found. Given the variety in names and titles used for professionals across MS, their roles and responsibilities are also different. In some MS, trainers are seen as in-company WBL mentors, that help learners find their way, in others they serve more a practical instructors, and yet another possibility is that they supervise learners in their development in the company. These different roles also come with different competences requirements, though in general, the requirements for trainers in companies are considerable less formal and defined than those for teacher professionals in VET institutions. Moreover, requirements for trainers focus less on specific teaching competences, but tend to include aspects such as years of experience, and the correct certifications to work in the position. In most cases such 'requirements' are mere recommendations and are not binding; only in a limited number of MS, trainers are required to enrol in additional training programmes on pedagogy (pp. 36-41)</p> <p>- Legal status of trainers: pp.53-54</p> <p>- Identification of needs (needs analysis of trainers): p. 54</p> <p>- Mandatory objectives for improving trainer quality (e.g. benchmarks, standards)</p> <p>The standards to which to adhere are set within the competence requirements of trainers and the demand for specific initial trainer education/training and continuous development in-service. In some MS there are national agencies who are responsible for ensuring the quality of the apprenticeship or practical placement of trainers in company such as the Education and Training Boards (i.e. ETB's) in Ireland who are responsible for providing the training programmes for trainers. (p. 54)</p>
<p>Learning outcomes</p> <ul style="list-style-type: none"> ● Are consistent with the scope of the course ● Are described in terms of competence learners should acquire by completing the curriculum ● Shall include an indication of the level of which the competences will be achieved ● Are specific, measurable, achievable, relevant and time-bound (SMART) 	
<p>Training mode and format</p> <ul style="list-style-type: none"> ● (e-learning, blended, f-to-f) 	
<p>Pedagogical methods</p>	
<p>Learning activities</p> <ul style="list-style-type: none"> ● Are suitable to the method of educational delivery ● Are appropriate for ensuring achievement 	



<p>of the learning outcomes</p> <ul style="list-style-type: none"> • Are SMART 																															
<p>Assessment criteria and methods</p> <ul style="list-style-type: none"> • Prior to training • During training • After training 																															
<p>Program content (including modules and educational sequences)</p>	<p>Table 4.7. Content of ITE/ITT programmes for trainers in company in WBL</p> <table border="1"> <thead> <tr> <th>Content of programme</th> <th>Member States</th> </tr> </thead> <tbody> <tr> <td colspan="2">Pedagogical, social, communicative skills</td> </tr> <tr> <td>Pedagogical/andragogical/psychological knowledge, methods and guidance</td> <td>DE, HR, LU, PL, PT, SI, SK</td> </tr> <tr> <td>Social, communicative & motivational skills, how to work with groups</td> <td>AT, DE, FI, IE, NL, SI</td> </tr> <tr> <td colspan="2">Teaching, training, didactic skills</td> </tr> <tr> <td>Practical training content (e.g. training plan, syllabi, vocational skills demonstrations, competence tests, preparation of training)</td> <td>AT, DE, FI, NL, SK</td> </tr> <tr> <td>Guidance, monitoring, evaluation and assessment</td> <td>DE, FI, IE, LU, NL, PT</td> </tr> <tr> <td>Didactical/Methodology/Interventions in education (i.e. also in the workplace)</td> <td>IE, PT, SI</td> </tr> <tr> <td colspan="2">Knowledge on cultural aspects</td> </tr> <tr> <td>Deontological and ethical knowledge or skills (gender equality, ethnic and cultural diversity)</td> <td>PT</td> </tr> <tr> <td colspan="2">Knowledge on the legal framework</td> </tr> <tr> <td>Legal framework and responsibilities</td> <td>AT, IE, LU, NL, SK</td> </tr> <tr> <td>Educational and occupational safety (legislation)</td> <td>NL, SI</td> </tr> <tr> <td colspan="2">Practical skills</td> </tr> <tr> <td>Practical part (practice in real or simulated situation)</td> <td>PT</td> </tr> </tbody> </table> <p><i>Source: database TT in WBI</i></p> <p>p. 73</p>	Content of programme	Member States	Pedagogical, social, communicative skills		Pedagogical/andragogical/psychological knowledge, methods and guidance	DE, HR, LU, PL, PT, SI, SK	Social, communicative & motivational skills, how to work with groups	AT, DE, FI, IE, NL, SI	Teaching, training, didactic skills		Practical training content (e.g. training plan, syllabi, vocational skills demonstrations, competence tests, preparation of training)	AT, DE, FI, NL, SK	Guidance, monitoring, evaluation and assessment	DE, FI, IE, LU, NL, PT	Didactical/Methodology/Interventions in education (i.e. also in the workplace)	IE, PT, SI	Knowledge on cultural aspects		Deontological and ethical knowledge or skills (gender equality, ethnic and cultural diversity)	PT	Knowledge on the legal framework		Legal framework and responsibilities	AT, IE, LU, NL, SK	Educational and occupational safety (legislation)	NL, SI	Practical skills		Practical part (practice in real or simulated situation)	PT
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<p>Training schedule</p> <ul style="list-style-type: none"> • Length (hour) • Dates • Times • Venues 	<p>Table 4.6. Characteristics initial training programmes for trainers in company in WBL</p> <table border="1"> <thead> <tr> <th>Characteristics of programme</th> <th>Member States</th> </tr> </thead> <tbody> <tr> <td colspan="2">Duration (indication)</td> </tr> <tr> <td>< 20 hours</td> <td>IE, NL</td> </tr> <tr> <td>20 – 50 hours</td> <td>AT, LU, SI, SK</td> </tr> <tr> <td>50 – 100 hours</td> <td>DE</td> </tr> <tr> <td>> 100 hours</td> <td>FI, NL, PL</td> </tr> <tr> <td colspan="2">Responsible for initiating (and offering) initial training programmes</td> </tr> </tbody> </table> <p>p. 71</p>	Characteristics of programme	Member States	Duration (indication)		< 20 hours	IE, NL	20 – 50 hours	AT, LU, SI, SK	50 – 100 hours	DE	> 100 hours	FI, NL, PL	Responsible for initiating (and offering) initial training programmes																	
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<p>Language</p>																															
<p>EQF level</p>	<p>4 for the Netherlands</p>																														
<p>Number of credit points (ECVET)</p>																															
<p>Educational resources and venues (including infrastructure, hardware, software, documentation)</p>	<p>Funding of initial training programmes for trainers in company</p> <p>Information concerning the funding schemes for initial training programmes for trainers in company is only available to a limited extent. Generally, the costs are usually covered by the company. In Germany, professionals who wish to become a master craftsman or foreman, have to finance the AEVO certificate (which is a standard part of the diploma) and the accompanying test by themselves, unless the company pays for the qualification and training. In Finland, funding for the workplace instructor training is derived from educational providers' own funding and/or external funding by companies and the government's educational administration. The training for workplace instructors involved in vocational upper secondary education and training and at the development of training models has been supported through the European Social Fund. Also in other countries, the ESF is used to upgrade the competences of trainers in company.</p>																														

If e-learning, requirements for use : hardware, operating system, type of internet connection, browser, screen resolution, audio, video and multimedia software requirements)	
If e-learning, availability time and type of technical or educational support provided to trainees during and after the training sessions)	

Best Practices Matrix Classification:	N/A
Course Element(s):	N/A
N/A	

Course design structure 6: Finland

Source: http://oph.fi/download/155383_Training_for_workplace_instructors_3_credits.pdf & https://www.oph.fi/download/155761_guide_on_implementing_workplace_instructor_training.pdf

Course name and description	Guidelines on Workplace Instructor Training
Purpose and scope of the course	The recommendation on Training for Workplace Instructors (3 credits) integrates the instruction on on-the-job learning included in the vocational qualifications and different ways of provision of vocational education and training. It forms a basis for the planning and implementation of training for workplace instructors within vocational upper secondary education and preparatory training for competence-based qualifications, and for workplace trainers within apprenticeship training. The training will be focused according to the needs of the students that will be instructed. Workplace instructors can also use and apply the skills and knowledge obtained through such training in the instruction of students at other educational levels. (Finnish National Board of Education 2012c.)
Statutory and regulatory requirements applicable	These instructions are intended for trainers of workplace instructors. They are recommendatory in nature, and do not constitute a regulation. The Finnish National Board of Education recommends that, where possible, people acting as workplace instructors participate in workplace instructor training. The Workplace Trainer Training Programme (Finnish National Board of Education, 1998) was especially directed at workplace trainers within apprenticeship training and the Workplace Instructor Training Programme (Finnish National Board of Education 2000 and 2004) was directed at workplace instructors within vocational upper secondary education and training. “The contents of workplace instructor training will be developed at national level, to cater broadly for on-the-job learning and practical training at various levels of education, while providing for the assessment of vocational competences and the skill requirements of



	<p>each workplace instructor.” (Ministry of Education and Culture 2011b.) Education providers can recommend completion of the workplace instructor training as a prerequisite to acting as a workplace instructor. The importance of training for workplace instructors can be highlighted during negotiations on collaboration. Agreements on learning at the workplace may take a position on a trained workplace instructor.</p>
Country in which the course is organised	Finland
Name of the organization that delivers the course	<p>As the authority responsible for the development and implementation of vocational qualifications, further vocational qualifications and specialist vocational qualifications, the Finnish National Board of Education has prepared these instructions to support the training of workplace instructors.</p> <p>Education providers are responsible for the training of workplace instructors (Qualification requirements for vocational upper secondary qualifications, chapter 8.2). Education providers must solve e.g. the following matters regarding workplace instructor training:</p> <ul style="list-style-type: none"> • The importance of workplace instructor training as an instructor • Focus points of workplace instructor training and planning of training in accordance with various forms of vocational education and training • Implementer of workplace instructor training • Process of implementing workplace instructor training • Recruitment of workplace instructors and marketing of the training • Competence assessment and development for workplace instructors • Selecting the forms of training for workplace instructors • Resourcing of training • Training for the trainers of workplace instructors • Methods of assessing and developing the training for workplace instructors • Methods of keeping track of and registering trained workplace instructors <p>(see also Guide, pp.17-18)</p>
Prerequisites	
Characteristics of the learners	<p>Workplace instructor training is first and foremost aimed at people acting as workplace instructors of students in vocational education and training. This guide applies the concept ‘workplace instructor’ even though the official concept used within apprenticeship training is workplace trainer.</p>
Conditions for attendance (requirements, assiduity, assessment, certification, qualification, payment and financing conditions)	<p>Sources of funding for workplace instructor training include education providers’ own funding and external funding e.g. companies and the education administration. Support granted by the European Social Fund has been particularly directed at training workplace instructors involved in vocational upper secondary education and training and at the development of training models. The possible costs incurred by the education provider and workplace during workplace instructor training are presented in table 2 (see Guide, p. 16).</p> <p>Regardless of which learning methods are applied under the various</p>

	models, participants' salary expenses are calculated in accordance with the amount of work required to earn 3 credits. It remains to be considered whether such training actually requires three weeks' work from participants. Experience indicates that workplace instructors complete part of the training in their own time and at their own expense. In many cases, participants pay for their own meals and cover their own travel expenses. It is recommended that the employer cover all training-related expenses on the participant's behalf
Learning outcomes <ul style="list-style-type: none"> • Are consistent with the scope of the course • Are described in terms of competence learners should acquire by completing the curriculum • Shall include an indication of the level of which the competences will be achieved • Are specific, measurable, achievable, relevant and time-bound (SMART) 	See pp. 12-19
Training mode and format <ul style="list-style-type: none"> • (e-learning, blended, f-to-f) 	Training for workplace instructors is implemented flexibly, in accordance with the current situation and competence needs of employees acting as workplace instructors. Methods employed in training include e.g. multiform learning. The provider of workplace instructor training is responsible for ensuring that the training is personally tailored for each participant, on the basis of whether the participant primarily instructs and assesses students in vocational upper secondary education and training, students in preparatory training for competence-based qualifications, or students in apprenticeship training. In addition, account is taken of the participant's earlier knowledge and skills.
Pedagogical methods	flexible, active, participatory methods suggested Flexible methods of implementation and versatile training opportunities, from which workplace instructors can choose the one they consider most suitable. Account must be taken of the special characteristics of various vocational fields and workplaces when planning training. Where possible, workplaces can participate in specifying the training's method of implementation. (see Guide, ch 7)
Learning activities <ul style="list-style-type: none"> • Are suitable to the method of educational delivery • Are appropriate for ensuring achievement of the learning outcomes • Are SMART 	Andragogy and learning centred appropriate
Assessment criteria and methods <ul style="list-style-type: none"> • Prior to training 	The provider of workplace instructor training is responsible for recognising earlier skills and knowledge, as well as for the content and issuing of the certificate.

<ul style="list-style-type: none"> • During training • After training 	<p>It is important that education providers decide on how the implementation and impacts of workplace instructor training are monitored. This determines what feedback is collected and from whom, and how this information will be applied in the development of training. When assessing the impact of workplace instructor training, the education provider's goals regarding workplace instructor training are evaluated. Workplace instructor training can be used to e.g. monitor competence development among workplace instructors, development of the instruction provided to students, and the students' entry into the world of work after graduation. (see also Guide, pp.22-24 & ch.9)</p>
<p>Program content (including modules and educational sequences)</p>	<p>Workplace instructor training (3 credits) comprises three modules: 1. Planning of training provided in the workplace, vocational skills demonstrations and competence tests (1 credit) 2. Instructing the student and assessing learning (1 credit) 3. Assessing the student's or candidate's competences (1 credit)</p>
<p>Training schedule</p> <ul style="list-style-type: none"> • Length (hour) • Dates • Times • Venues 	<p>3 weeks in total</p> <p>A plan must be prepared for the implementation of training, specifying how previously acquired skills and knowledge are identified and recognised. Achieving the training objectives takes approximately three weeks. The participants have the option of completing only parts of the training. The training modules do not have a fixed order of completion. Instead, they can be completed in line with the participants' needs. For example, training providers may train workplace instructors during vocational teachers' work placement periods. In such a case, the teacher will guide the workplace instructor on how to instruct the students. On the other hand, teachers can also train workplace instructors while on instruction visits to the workplace during the students' on-the-job learning period.</p>
<p>Language</p>	
<p>EQF level</p>	
<p>Number of credit points (ECVET)</p>	<p>3 credits</p>
<p>Educational resources and venues (including infrastructure, hardware, software, documentation)</p>	<p>Workplace instructor training should be offered in various formats to workplace instructors. (see also Guide, ch.8)</p> <p>When training is arranged as online training, the training provider incurs equipment and software costs. The workplace must also be equipped for e-learning</p> <p>Funding for workplace instructor training may be obtained from various sources, for example companies, the national education administration and education and qualification providers. Training for workplace instructors can also be implemented as part of development projects, provided that this contributes to achieving the targets set for the projects in question</p>
<p>If e-learning, requirements for use : hardware, operating system, type of internet connection, browser, screen resolution, audio, video and</p>	



multimedia software requirements)	
If e-learning, availability time and type of technical or educational support provided to trainees during and after the training sessions)	2 days of contact teaching, 1 instruction visit/ 2 meetings in small groups depending on the training model

Best Practices Matrix Classification:	7
Course Element(s)	Overall
Best practice with emphasis on the dynamic and flexible learning and highly effective operational value. Sustainable, Repeatable, proposal compliant and deemed essential.	

Course design structure 7: France (1)

Source: <http://www.cci-paris-idf.fr/dec-departement-entreprises-et-competences/action-reussir-sa-mission-de-tuteur-en-entreprise-formation>

Course name and description	Action "Succeeding as a tutor in a company"
Purpose and scope of the course	Have tools, methods to facilitate the integration of a new employee in a company, pass on his skills and encourage his progress
Statutory and regulatory requirements applicable	A training based on the competency framework "Exercise the mission of in-company WBL mentor in company" registered in the inventory of the French RNCP (National Directory of Professional Certifications)
Country in which the course is organised	France
Name of the organization that delivers the course	Chamber of Commerce and of Industry Paris
Prerequisites	To be an in-company in-company WBL mentor
Characteristics of the learners	
Conditions for attendance (requirements, assiduity, assessment, certification, qualification, payment and financing conditions)	
Learning outcomes <ul style="list-style-type: none"> • Are consistent with the scope of the course • Are described in terms of competence learners should acquire by completing the curriculum • Shall include an indication of the level of which the competences will be achieved • Are specific, measurable, achievable, relevant and time-bound (SMART) 	
Training mode and format	Face-to face



<ul style="list-style-type: none"> (e-learning, blended, f-to-f) 	
Pedagogical methods	<ul style="list-style-type: none"> exchanges and the sharing of experience scenarios based on the work of the participants methods and tools that can be used on a daily basis
<p>Learning activities</p> <ul style="list-style-type: none"> Are suitable to the method of educational delivery Are appropriate for ensuring achievement of the learning outcomes Are SMART 	
<p>Assessment criteria and methods</p> <ul style="list-style-type: none"> Prior to training During training After training 	
<p>Program content (including modules and educational sequences)</p>	<p>Appropriate the tutorial function</p> <ul style="list-style-type: none"> - identify the tasks and skills of the tutor - define the tutor's posture <p>Successful reception and integration</p> <ul style="list-style-type: none"> - determine good practices to welcome and integrate a new employee - to exchange and develop relationships of trust - identify the motivation levers of the "Generation Y" <p>Identify the keys to successfully pass on their knowledge and know-how</p> <ul style="list-style-type: none"> - list the key success factors of the transmission and the risks of failure - discover the profile of the tutor, recognize his "maturity of learning" - adopt the appropriate posture and mode (s) of transmission <p>Pass on your skills</p> <ul style="list-style-type: none"> - identify the knowledge to be transmitted - furniture the tools and choose the methods to transmit its practices <p>Promote and formalize the progress of the tutored</p> <ul style="list-style-type: none"> - communicate to accompany and encourage the rise in skills - validate the acquisition of know-how
<p>Training schedule</p> <ul style="list-style-type: none"> Length (hour) Dates Times Venues 	<p>Length: one day (8 hours)</p> <p>Dates: following catalogue</p> <p>Venue: Paris</p>
Language	
Price	390 €
EQF level	
Number of credit points (ECVET)	
Educational resources and venues	



(including infrastructure, hardware, software, documentation)	
If e-learning, requirements for use : hardware, operating system, type of internet connection, browser, screen resolution, audio, video and multimedia software requirements)	
If e-learning, availability time and type of technical or educational support provided to trainees during and after the training sessions)	

Best Practices Matrix Classification:	2
Course Element(s):	Methodology
Although not inexpensive, promising practice and sustainable. Strong cultivation of pass-on skills. Clever methods' use. Not so easily repeatable due to its cost. No reference in assessment/accreditation procedure.	

Course design structure 8: France (2)

Source: <https://www.orsys.fr/formation-devenir-tuteur-d-entreprise.html>

Course name and description	Become an in-company in-company WBL mentor
Purpose and scope of the course	How to integrate new employees, share know-how and develop skills? This internship will allow you to define the framework and the stakes of your mission of tutor, by developing in particular an effective communication and appropriate teaching methods
Statutory and regulatory requirements applicable	
Country in which the course is organised	
Name of the organization that delivers the course	
Prerequisites	<ul style="list-style-type: none"> • Experience of 5 years OR diploma equivalent to that prepared by the mentee and two years of experience. • General knowledge of the operation of the company.
Characteristics of the learners	Anyone accompanying trainees as a tutor within companies in the following sectors: engineering, digital, studies, consulting and events.
Conditions for attendance (requirements, assiduity, assessment, certification, qualification, payment and financing conditions)	
Learning outcomes	<ul style="list-style-type: none"> • Identify the issues and characteristics of the tutor function



<ul style="list-style-type: none"> • Are consistent with the scope of the course • Are described in terms of competence learners should acquire by completing the curriculum • Shall include an indication of the level of which the competences will be achieved • Are specific, measurable, achievable, relevant and time-bound (SMART) 	<p>within the company</p> <ul style="list-style-type: none"> • Develop an effective and adapted communication in a in-company WBL mentor position • Design and animate formative work situations • Design tools and teaching aids
<p>Training mode and format</p> <ul style="list-style-type: none"> • (e-learning, blended, f-to-f) 	
<p>Pedagogical methods</p>	
<p>Learning activities</p> <ul style="list-style-type: none"> • Are suitable to the method of educational delivery • Are appropriate for ensuring achievement of the learning outcomes • Are SMART 	<ul style="list-style-type: none"> • Construction of the first tutoring tools • Feedback from experience • Mutualisation of good practices • Situations of communication
<p>Assessment criteria and methods</p> <ul style="list-style-type: none"> • Prior to training • During training • After training 	
<p>Program content (including modules and educational sequences)</p>	<p>Integrate the role of tutor in the company</p> <ul style="list-style-type: none"> • Define tutoring in business. • Know the training device and the actors involved in the process. • Understand the tutor's mission and its requirements. • Identify the roles and responsibilities of the tutor. • Anticipate the main traps related to the accompaniment and avoid them. <p>Collective reflection</p> <ul style="list-style-type: none"> • Work on representations of tutoring in companies. Exchange of practices. <p>Welcome the trainee</p> <ul style="list-style-type: none"> • Prepare the arrival of the trainee. • Structuring your welcome and integration. • Build your action plan. • Write the job description and the job description and describe them as skills. <p>Practical work</p> <ul style="list-style-type: none"> • Work analysis of individual workstations. Workshops in subgroups on the different stages and tools of the intern's reception. <p>Communicating with the trainee</p> <ul style="list-style-type: none"> • Adopt a win-win communication. • Formulate signs of positive and / or negative recognition to promote progression and mobilization. • Identify behaviors and adapt to the other person. • Master the emotional dimension between tutor and tutored and evaluate objectively. • Identify the difficulties encountered.



	<p>Scenario</p> <ul style="list-style-type: none"> • Role plays on communication styles. Collective debriefing. <p>Train and accompany</p> <ul style="list-style-type: none"> • Identify the learning process and pedagogical approaches. • Appropriate types of personality profiles in the face of learning. • Build the training path in the company. • Develop the educational progression of the mentee. • Develop formative work situations. • Train by immersive scenarios. • Train by observation scenarios. <p>Practical work</p> <ul style="list-style-type: none"> • Development of a pedagogical progression. Role plays on accompaniment to the situation of trainees. Collective debriefing. <p>Assess</p> <ul style="list-style-type: none"> • Set up monitoring and evaluation of the mentee's path. • Plan the evaluation frequency. • Evaluate during an interview. • Have the mentee self-assess. <p>Practical work</p> <ul style="list-style-type: none"> • Development and formalization of the learner assessment and progression process.
<p>Training schedule</p> <ul style="list-style-type: none"> • Length (hour) • Dates • Times • Venues 	<p>Length: 2 days</p>
<p>Language</p>	<p>French</p>
<p>Price</p>	<p>€ 1.490,00</p>
<p>EQF level</p>	
<p>Number of credit points (ECVET)</p>	
<p>Educational resources and venues (including infrastructure, hardware, software, documentation)</p>	
<p>If e-learning, requirements for use : hardware, operating system, type of internet connection, browser, screen resolution, audio, video and multimedia software requirements)</p>	
<p>If e-learning, availability time and type of technical or educational support provided to trainees during and after the training sessions)</p>	



Best Practices Matrix Classification:	3
Course Element(s):	Methodology
Although not inexpensive and easily repeatable, promising practice. Provision of strong prerequisites. Emphasis on the cultivation of soft skills (e.g. empathy).	

Course design structure 9: Germany

Source: <https://www.apprenticeship-toolbox.eu/training-teaching/trainers-trainers/118-teachers-trainers-in-germany>

Course name and description	Training of In-company Trainers
Purpose and scope of the course	Training staff in the dual system need to demonstrate personal and professional aptitude in order to be permitted to deliver training. Persons in possession of both the occupational skills, knowledge and competences required for the respective occupation and relevant occupational and vocational teaching qualifications are deemed to display professional aptitude.
Statutory and regulatory requirements applicable	<p>Evidence of professional aptitude is usually provided via an examination conducted in accordance with the Ordinance on Trainer Aptitude (AEVO). "Full-time trainers" in IVET hold mostly an advanced qualification certificate as master craftsman and must have completed further training concerning the Trainer Aptitude. The "Ordinance on Trainer Aptitude of 21 January 2009" – AEVO, involves the technical and teaching aptitude for preparing initial vocational training, taking into account organizational and legal factors. In this connection, trainers are able to :</p> <ol style="list-style-type: none"> 1. develop company training plans on the basis of the training regulations for the particular occupation which are especially geared to work and business processes that are typical of that occupation, 2. take into account the possibilities offered by the involvement and co-determination of employee representatives in connection with the provision of initial vocational training, 3. ascertain the need for cooperation and coordinate at content and organizational level with cooperating institutions, particularly with part-time vocational schools 4. apply criteria and procedures for the selection of trainees, also taking their heterogeneity into account, 5. prepare training contracts and arrange to have the signed contracts registered with the competent body, and 6. examine the possibilities for conducting parts of initial vocational training abroad.
Country in which the course is organised	Germany
Name of the organization that delivers the course	There is a competent body for every in-company vocational training programme. For most recognized occupations, this is the relevant



	Chamber of Industry and Commerce or Chamber of Skilled Crafts. These bodies see that only those persons who are properly qualified provide instruction.
Prerequisites	Trainers are responsible for planning training content and schedules and for conducting in company vocational training programmes. Only those persons who have the requisite personal and professional qualifications may provide vocational training. This means specifically that every individual is normally assumed to have the requisite personal qualification unless they are shown to lack it. Consequently, it is not allowed for a trainer to have come into conflict with the law as a result of certain offences or to have violated the Vocational Training Act or related provisions. Trainers must be professionally qualified as well. They must have a good command of the occupational skills that they want to teach to young people. It is normally assumed that a trainer who has earned corresponding recognized vocational qualification or a degree from a university or university of applied sciences is professionally qualified. Furthermore, an individual can be deemed to be professionally qualified even when he has no recognized vocational qualification. As a rule, the individual in such cases has to prove he has at least six years of relevant occupational experience.
Characteristics of the learners	A trainer must be technically and personally suitable. Technical competence shall include the respective professional vocational skills, knowledge and competences, and the respective vocational and pedagogical qualifications (AEVO). A trainer must understand about planning and conducting vocational training and dealing with young people. This area is called educational qualification for vocational training. A trainer can earn this qualification at a trainer seminar and, after passing an exam, receive a corresponding certificate from the Chamber of Industry and Commerce or Chamber of Skilled Crafts.
Conditions for attendance (requirements, assiduity, assessment, certification, qualification, payment and financing conditions)	As mentioned above, evidence of aptitude is provided via an examination conducted in accordance with the Ordinance on Trainer Aptitude (AEVO). In 2015, a total of 91,926 persons took part in trainer aptitude examinations conducted in the areas of trade and industry, the craft trades, agriculture, the public sector and housekeeping, 64.4% men, 35.6% women (BIBB Data Report). Professionals who work as In-company trainers receive higher wage for the additional work as trainers and have a higher social reputation.
Learning outcomes <ul style="list-style-type: none"> • Are consistent with the scope of the course • Are described in terms of competence learners should acquire by completing the curriculum • Shall include an indication of the level of which the competences will be achieved • Are specific, measurable, achievable, relevant and time-bound (SMART) 	According to AEVO and concerning the technical and teaching aptitude needed to assess whether the prerequisites for conducting initial vocational training are met and to plan initial vocational training. trainers are able to : <ol style="list-style-type: none"> 1. establish conditions that promote learning and a motivating learning culture, give and receive feedback, 2. organize, structure and evaluate the probationary period, 3. develop and structure operational learning and work assignments based on the company training plan and work and business processes that are typical of the occupation, 4. select training methods and materials appropriately for the target

	<p>group and use them according to the respective situation,</p> <ol style="list-style-type: none"> 5. assist trainees having difficulties learning by individualizing initial vocational training and guidance, when necessary use aids that support training and examine the possibility of extending the period of training, 6. offer trainees additional training options, particularly in the form of additional qualifications, and examine the possibility of shortening the duration of training and the possibility of early admission to the final examination, 7. foster trainees' social and personal development, identify problems and conflicts on a timely basis and work toward a solution, 8. ascertain and assess trainee performance, evaluate performance assessments issued by third parties and examination results, conduct appraisal interviews, draw conclusions for the remainder of the training, and 9. foster intercultural skills. <p>Moreover, concerning the technical and teaching aptitude for bringing initial vocational training to a successful conclusion and for showing trainees options for their professional development. In this connection, trainers are able to:</p> <ol style="list-style-type: none"> 1. prepare trainees for the final examination or journeyman's examination in view of the examination dates and bring the trainee's initial vocational training to a successful conclusion, 2. ensure that the trainees are registered with the competent body for the examinations and point out to said body any particularities that are of relevance to the conducting of the examination, 3. help prepare a written letter of reference based on performance assessments, and 4. inform and advise trainees regarding development and career paths in the company and possibilities for continuing vocational training.
<p>Training mode and format</p> <ul style="list-style-type: none"> • (e-learning, blended, f-to-f) 	face to face
Pedagogical methods	Team work
<p>Learning activities</p> <ul style="list-style-type: none"> • Are suitable to the method of educational delivery • Are appropriate for ensuring achievement of the learning outcomes • Are SMART 	
<p>Assessment criteria and methods</p> <ul style="list-style-type: none"> • Prior to training • During training • After training 	Oral and written exams
<p>Program content (including modules and educational sequences)</p>	<ul style="list-style-type: none"> • Analysing Work Tasks and Defining Learning Requirements • Planning and Preparing Training • Implementing Training • Evaluation and Further Development of Training
<p>Training schedule</p> <ul style="list-style-type: none"> • Length (hour) • Dates • Times • Venues 	Length: Training session of 3 months appr.



Language	German
Price	Cost is covered mostly by the trainers or the company pays for further qualification
EQF level	6
Number of credit points (ECVET)	
Educational resources and venues (including infrastructure, hardware, software, documentation)	
If e-learning, requirements for use : hardware, operating system, type of internet connection, browser, screen resolution, audio, video and multimedia software requirements)	
If e-learning, availability time and type of technical or educational support provided to trainees during and after the training sessions)	

Best Practices Matrix Classification:	6
Course Element(s):	Methodology, Evaluation
A promising yet limited practice, not so easily repeatable (company pays for the training). It constitutes a learner-centred training. Strong prerequisites' provision. Thorough certification procedure with written and oral exams.	

Course design structure 10: Greece

Source: https://www.minedu.gov.gr/publications/docs2017/plaisio_mathiteias.pdf

<https://www.hellenicparliament.gr/en/Vouli-ton-Ellinon/I-Bibliothiki/Koinovouleftiki-Sylogi/Efimeris-Tis-Kyverniseos-FEK/>

Course name and description	Training of in-company trainers
Purpose and scope of the course	
Statutory and regulatory requirements applicable	The in-company trainers are skilled workers in enterprises, who provide apprentices with the knowledge and practical skills required for an occupation. These trainers are "Part-time trainers" as the training is a part-time activity for them. For the in-company training, there are no formal requirements, with adequately defined roles for the in-company trainers. Nevertheless, in fact in-company trainers must have previous work experience in the specific occupation, which they must convey to the apprentices. They must also tend to the apprentices' training, ensuring that it is based on the relevant educational curriculum of each occupational specialty. Moreover, they should be able to deal and solve problems and conflicts between apprentices and they must cooperate with the VET School teachers, in order to ensure the best possible combination of practical and theoretical training. Pursuant to Article 27 of Joint Ministerial Decision 40087/2007 – (Official Government Gazette 2376/B/2007) cooperating companies have to provide the necessary equipment, facilities and staff. They cooperate with the EPAS (OAED's Apprenticeship Schools) teachers, who are responsible for monitoring the whole process and meeting the



	necessary safety and other requirements set by the law. Companies provide supervisors, who are in charge of the apprentices. OAED has tried to transfer its experience in dual apprenticeship system to the Ministry of Education. More specifically, in some EPAL and IEK 9 month and 6-month apprenticeship schemes are implemented over the last two years. In the near future apprenticeship system (and in-company training) is expected to be expanded to more EPAL and IEK.
Country in which the course is organised	Greece
Name of the organization that delivers the course	According to the “National Quality Framework for Apprenticeship” (Joint Ministerial Decision–JMD–Ministries of Education and Labour, Official Government Gazette 26385/491B/2017), it is foreseen that the responsible bodies for training of in-company trainers will be Chambers and Social Partners in cooperation with OAED.
Prerequisites	According to the “National Quality Framework for Apprenticeship” it is foreseen that in company-trainers should have all the necessary professional qualifications and rights.
Characteristics of the learners	In-company trainers are not officially designated. In most cases, the in-company trainer is the employer himself. (A great percentage of companies that offer vacancies for Apprentices are very small or micro companies even self-employed). In bigger companies the person in charge may be the head of the department where the apprentice is placed or the supervisor of the department. There is no specially certified and pedagogically qualified expert trainer in the company, who is exclusively or partly responsible for training apprentices. The monitoring of in-company training is coordinated by the Career Offices, operating in the Apprenticeship Vocational Schools (EPAS). The monitoring of the training curriculum in the OAED Apprenticeship Vocational Schools (EPAS) is defined in the EPAS Rules of Procedure, Law3475/2006 (Official Government Gazette 2376/B/2007). The monitoring of in-company training at EPAL (Vocational Lyceums) and IEK (Vocational Institutes) of the Ministry of Education is supervised by EPAL and IEK teachers and trainers.
Conditions for attendance (requirements, assiduity, assessment, certification, qualification, payment and financing conditions)	There are no financial incentives for becoming an in-company trainer. In-company trainers, especially self-employed persons who are former EPAS graduates, are proud to pass on their knowledge and profession to young people.
Learning outcomes <ul style="list-style-type: none"> • Are consistent with the scope of the course • Are described in terms of competence learners should acquire by completing the curriculum • Shall include an indication of the level of which the competences will be achieved • Are specific, measurable, achievable, relevant and time-bound (SMART) 	
Training mode and format <ul style="list-style-type: none"> • (e-learning, blended, f-to-f) 	
Pedagogical methods	
Learning activities <ul style="list-style-type: none"> • Are suitable to the method of educational delivery 	



<ul style="list-style-type: none"> • Are appropriate for ensuring achievement of the learning outcomes • Are SMART 	
Assessment criteria and methods <ul style="list-style-type: none"> • Prior to training • During training • After training 	
Program content (including modules and educational sequences)	
Training schedule <ul style="list-style-type: none"> • Length (hour) • Dates • Times • Venues 	
Language	
Price	
EQF level	
Number of credit points (ECVET)	
Educational resources and venues (including infrastructure, hardware, software, documentation)	
If e-learning, requirements for use : hardware, operating system, type of internet connection, browser, screen resolution, audio, video and multimedia software requirements)	
If e-learning, availability time and type of technical or educational support provided to trainees during and after the training sessions)	

Best Practices Matrix Classification:	4
Course Element(s):	Delivery
Sustainable, Repeatable and replicated in broad scale. Innovative and Effective practice (cooperation with external entities, i.e. Apprenticeship Vocational Schools). Deemed essential.	

Course design structure 11: LdV project 2013-15 (Portugal, Belgium, Turkey, Slovakia, Poland, UK)

Source: <http://bmw-eu.net/>

Course name and description	BMW: Be a in-company WBL mentor in the workplace
Purpose and scope of the course	<p>The project consists in the transfer of already existing and validated tools and methodologies, adapted, tested, validated and implemented in new target-groups. Through this transfer process, the project will develop:</p> <ul style="list-style-type: none"> - a new ICT based framework for setting up In-company WBL mentoring in SME's; - a methodology for certifying In-company WBL mentors, including an innovative course for in-company WBL mentors;



	<ul style="list-style-type: none"> - an innovative guide for oriented the Mentee in an effective in-company WBL mentoring relationship; - an ICT based training for becoming an e-In-company WBL mentor including a feed-back system to evaluate the in-company WBL mentoring system/results and the in-company WBL mentoring relationship; - the mainstreaming of those tools within Education and Training Systems in each country. <p>The consortium envisages to contribute to promote work-based lifelong learning closer to the needs of increasing economic performance and competitiveness of SMEs with a strong multiplying effect throughout Europe.</p>
Statutory and regulatory requirements applicable	
Country in which the course is organised	7 partners from 6 different countries - Portugal, Belgium, Turkey, Slovakia, Poland, UK
Name of the organization that delivers the course	https://bmw.ctcp.pt/index.asp
Prerequisites	Research on In-company WBL mentoring culture in SMEs, identify in-company WBL mentoring opportunities, how companies see in-company WBL mentoring in their development strategy, installed management capacity for adopting in-company WBL mentoring, in-company WBL mentoring experiences, etc. and comparisons between the countries involved.
Characteristics of the learners	Profile for In-company WBL mentor in the Workplace
Conditions for attendance (requirements, assiduity, assessment, certification, qualification, payment and financing conditions)	<p>ICT based framework for setting up In-company WBL mentoring in SMEs (offering a step by step approach for implementing in-company WBL mentoring in SMEs).</p> <p>Certification (See p. 87):</p> <p>For certification of in-company WBL mentor, there are three distinct roles:</p> <ol style="list-style-type: none"> 1 - The role of instructor 2 - The role of a regular coach, based on practical experience and day-to-day support 3 - The role of a development coach, to achieve growth. <p>The candidate to be a in-company WBL mentor should be skilled on the 3 roles as defined in the “Certification of In-company WBL mentors in the Workplace” (more info in http://www.bmw-eu.net) Therefore it is advisable to complete all the course. However, as this course is oriented to the development of In-company WBL mentoring skills for an intervention in the workplace, each SME can choose the role or roles that they see as necessary for in-company WBL mentoring in their own organisation. Once the course is flexible, and after have decided upon the role to take, they can decide which action to take to train the in-company WBL mentor in taking up their role. For the course a threshold has been established of 100% of completion and at least 80% of success in all the self-assessment (for each module available). A model of certificate is indicated below.</p>
Learning outcomes	In this course, training on knowledge and skills will be provided.



<ul style="list-style-type: none"> • Are consistent with the scope of the course • Are described in terms of competence learners should acquire by completing the curriculum • Shall include an indication of the level of which the competences will be achieved • Are specific, measurable, achievable, relevant and time-bound (SMART) 	<p>Regarding attitudes, it takes a lot of time and effort to learn certain attitudes to be a in-company WBL mentor. Time and resources that are not always available for SMEs. Therefore we believe that the chosen in-company WBL mentor has some basic attitudes that are necessary to take up the role of a in-company WBL mentor.</p>
<p>Training mode and format</p> <ul style="list-style-type: none"> • (e-learning, blended, f-to-f) 	<p>e-learning</p>
<p>Pedagogical methods</p>	<p>lecturing</p>
<p>Learning activities</p> <ul style="list-style-type: none"> • Are suitable to the method of educational delivery • Are appropriate for ensuring achievement of the learning outcomes • Are SMART 	<p>not activating learners</p>
<p>Assessment criteria and methods</p> <ul style="list-style-type: none"> • Prior to training • During training • After training 	<p>Self-assessment prior, during and after training</p>
<p>Program content (including modules and educational sequences)</p>	<p>This course is composed by the following modules: Module 1: Online assessment to check if the candidate has the necessary attitudes Module 2: Knowledge on in-company WBL mentoring Module 3: Communication skills Module 4: Instructing skills Module 5: Coaching-on-the-job Module 6: Coaching for development Module 7: E-in-company WBL mentoring Also provided TRAINING FOR BECOMING AN E-IN-COMPANY WBL MENTOR This document consists in a training module on e-in-company WBL mentoring.</p>
<p>Training schedule</p> <ul style="list-style-type: none"> • Length (hour) • Dates • Times • Venues 	<p>We suggest to plan it within a 60 hours course.</p>
<p>Language</p>	<p>The whole documents available here EN PT NL SK TR PL</p>
<p>EQF level</p>	



Number of credit points (ECVET)	
Educational resources and venues (including infrastructure, hardware, software, documentation)	It can be organized according to each training entity organization
If e-learning, requirements for use : hardware, operating system, type of internet connection, browser, screen resolution, audio, video and multimedia software requirements)	
If e-learning, availability time and type of technical or educational support provided to trainees during and after the training sessions)	

Best Practices Matrix Classification:	4
Course Element(s):	Overall
Promising practice as it most probably has been implemented in the consortium partners' organisations but the results have only been evaluated by the LdV programme only. Sustainable, Repeatable and proposal Compliant. E-learning methodology.	

Course design structure 12: Luxembourg

Source: <http://www.lifelong-learning.lu/Formation/CA24359F-8235-4EF8-8302-CB4F649B4662/fr?session=07/03/2019>

Course name and description	Training for in-company WBL mentors in the context of apprenticeship in enterprise
Purpose and scope of the course	<p>“As part of the reform of vocational training and in accordance with the law of 19 December 2008, the training company must appoint one or more tutors (in-company WBL mentors) to accompany the apprentice throughout his apprenticeship.</p> <p>This training is mandatory for any company wishing to obtain the right to train since the regulation requires this training.</p> <p>The tutor is responsible for the practical training and pedagogical supervision of the apprentice or trainee. It thus occupies a central and privileged role in the relationship with the Lycée and the Chamber of Commerce regarding the practical progress of the apprenticeship.</p> <p>The training makes it possible to better achieve its mission of tutor by acquiring the necessary knowledge at the legislative and educational level.”</p>
Statutory and regulatory requirements applicable	This training is mandatory for any company wishing to obtain the right to train apprentices and/or trainees, in accordance with the amended law of 19 December 2008.
Country in which the course is organised	Luxembourg
Name of the organization that delivers the course	Chamber of Commerce – House of Training

Prerequisites	
Characteristics of the learners	Enterprise in-company WBL mentors who train apprentices and/or trainees
Conditions for attendance (requirements, assiduity, assessment, certification, qualification, payment and financing conditions)	<p>“At the end of the training, and subject to having participated in all the courses, participants will receive a certificate of participation issued by the Chamber of Commerce.</p> <p>The House of Training will be able to offer you, with the payment of an additional lump sum, 2 alternative dates of maximum catch-up, during the same calendar year if necessary to reach the 100% of participation in this training.</p> <p>Our general conditions of sale apply for all registrations.”</p>
Learning outcomes <ul style="list-style-type: none"> • Are consistent with the scope of the course • Are described in terms of competence learners should acquire by completing the curriculum • Shall include an indication of the level of which the competences will be achieved • Are specific, measurable, achievable, relevant and time-bound (SMART) 	<p>At the end of the training, the participant will be able to:</p> <ul style="list-style-type: none"> • Know how to situate the tutor's mission • Know how to promote the integration of the apprentice in your companies and in the world of work in general • Know how to manage the relationship with the apprentice(s) (comprehension, communication, pedagogical approach) • Being able to build a suitable training course
Training mode and format <ul style="list-style-type: none"> • (e-learning, blended, f-to-f) 	Face-to-face
Pedagogical methods	Theoretical courses with practical exercises
Learning activities <ul style="list-style-type: none"> • Are suitable to the method of educational delivery • Are appropriate for ensuring achievement of the learning outcomes • Are SMART 	
Assessment criteria and methods <ul style="list-style-type: none"> • Prior to training • During training • After training 	
Program content (including modules and educational sequences)	<p>1st DAY</p> <p>The importance of the tutor in companies</p> <ul style="list-style-type: none"> ○ His multiple role ○ His required skills <p>His starting missions</p> <ul style="list-style-type: none"> ○ Recruitment of the apprentice ○ Reception and integration of young people ○ Meet the requirements of the company <p>Who are today's apprentices?</p> <ul style="list-style-type: none"> ○ The construction of their personality: Their problematic ○ Their context, their social environment ○ Their expectations of learning <p>Know how to manage the tutor-apprentice relationship</p> <ul style="list-style-type: none"> ○ Attitudes that facilitate a relationship of trust ○ The foundations of a partnership <p>Get to know each other better and know each other</p>



	<ul style="list-style-type: none"> ○ Motivation and supervision of the young person on a daily basis ○ Accompany and follow the young ○ Knowing how to motivate and coach <p>2nd DAY</p> <p>Master tutorial homework</p> <ul style="list-style-type: none"> ○ Train, coach and evaluate <p>How to transmit one's skills?</p> <ul style="list-style-type: none"> ○ Strategies and means to put in place ○ The steps that facilitate learning ○ Difficulties of learning <p>Structuring and managing training</p> <ul style="list-style-type: none"> ○ Define the objectives to be achieved ○ Determine the stages of progression ○ To manage time <p>Teaching attitudes</p> <ul style="list-style-type: none"> ○ Know how to communicate well ○ Know how to manage a conflict in a positive way <p>Evaluation</p> <ul style="list-style-type: none"> ○ Attitudes facilitating objective evaluation <p>Develop an individual action plan</p> <p>3rd DAY</p> <p>The main change: the skills approach</p> <p>A new tool for the tutor: the skills repository</p> <p>Transmit your professional skills on a daily basis</p> <p>A new approach to apprentice assessment</p> <p>Develop your action plan</p> <p>MORNING OF MONITORING</p> <p>Ensure the follow-up and the implementation of the acquired</p> <ul style="list-style-type: none"> Take stock of the transfer and the objectives achieved Promote exchange and good practice between participants Discuss and answer questions
<p>Training schedule</p> <ul style="list-style-type: none"> • Length (hour) • Dates • Times • Venues 	<p>23 hours spread over 2 full days and 2 half days</p>
<p>Language</p>	<p>French</p>
<p>EQF level</p>	
<p>Number of credit points (ECVET)</p>	
<p>Educational resources and venues (including infrastructure, hardware, software, documentation)</p>	
<p>If e-learning, requirements for use : hardware,</p>	



operating system, type of internet connection, browser, screen resolution, audio, video and multimedia software requirements)	
If e-learning, availability time and type of technical or educational support provided to trainees during and after the training sessions)	

Best Practices Matrix Classification:	2
Course Element(s):	Methodology
Sustainable and Repeatable. Effective Practice (approximately 9400 training courses).	

Course design structure 13: Myanmar

Source: <https://www.cvt-myanmar.com/post-graduate-programs/in-company-trainer/>

Course name and description	In-Company Trainers Program (ICTP)
Purpose and scope of the course	In-Company Trainers Program (ICTP) is a part time course aimed at providing the trainers with skills and knowledge to increase their training quality in their company.
Statutory and regulatory requirements applicable	Terms of application: Due to the high demand, we ask you to register as soon as possible. Requirements of Application: <ol style="list-style-type: none"> 1. Age: 25 Years above 2. Education: CVT Graduate or Any Graduate 3. Recommendation letter from company 4. N.R.C copy 5. 2 photos (1.2' x 1.5' size)
Country in which the course is organised	Myanmar (Burma)
Name of the organization that delivers the course	Centre for Vocational Training
Prerequisites	
Characteristics of the learners	Owners, managers, group leaders, supervisors or/and trainers from any CVT training company, or CVT graduates or candidates with equivalent education that aspire to train young apprentices at their workplace.
Conditions for attendance (requirements, assiduity, assessment, certification, qualification, payment and financing conditions)	Education : CVT graduates or equivalent education Applicants must submit the filled in application form to ict@cvt-myanmar.com 10 weeks (every Saturday, 9am-5pm) Program: Total 80 hours, including evaluation test and final assessments.



<p>Learning outcomes</p> <ul style="list-style-type: none"> ● Are consistent with the scope of the course ● Are described in terms of competence learners should acquire by completing the curriculum ● Shall include an indication of the level of which the competences will be achieved ● Are specific, measurable, achievable, relevant and time-bound (SMART) 	<ul style="list-style-type: none"> ● Background and basics of the dual vocational training system ● Skills management concepts and evaluation of key competencies for the job ● Recruitment processes, Myanmar Labour Laws and contracting of apprentices ● How to prepare and implement the internal training program ● Basics in dealing with the apprentices/staff include planning and introduction to the workplace, problem solving and communication ● Basic methods and didactics for appropriate and effective instruction at work ● Work safety and health protection <p>When completed this course the participants will have acquired the skills, knowledge and attitude to give quality training to the apprentices/staff in the company, apply course concepts to workplace experience and should be more confident and motivated for on-the-job training.</p>
<p>Training mode and format</p> <ul style="list-style-type: none"> ● (e-learning, blended, f-to-f) 	
<p>Pedagogical methods</p>	
<p>Learning activities</p> <ul style="list-style-type: none"> ● Are suitable to the method of educational delivery ● Are appropriate for ensuring achievement of the learning outcomes ● Are SMART 	
<p>Assessment criteria and methods</p> <ul style="list-style-type: none"> ● Prior to training ● During training ● After training 	
<p>Program content (including modules and educational sequences)</p>	<p>Detailed course content</p>
<p>Training schedule</p> <ul style="list-style-type: none"> ● Length (hour) ● Dates ● Times ● Venues 	<p>10 weeks (every Saturday, 9am-5pm) Program: Total 80 hours, including evaluation test and final assessments. at CVT premises</p>
<p>Language</p>	



EQF level	listed under Post Graduate programs
Number of credit points (ECVET)	N/A
Educational resources and venues (including infrastructure, hardware, software, documentation)	
If e-learning, requirements for use : hardware, operating system, type of internet connection, browser, screen resolution, audio, video and multimedia software requirements)	
If e-learning, availability time and type of technical or educational support provided to trainees during and after the training sessions)	

Best Practices Matrix Classification:	4
Course Element(s):	Content, Delivery
Promising practice with successful results for the organisation delivering it. I could not find validation of the results from any other objective source. Sustainable, Repeatable, proposal compliant.	

Course design structure 14: Ohio, USA

Source: https://education.ohio.gov/getattachment/Topics/Career-Tech/Career-based-Intervention-CBI/Work-Based_Learning-pdf.aspx

Course name and description	In-company WBL mentor Development Program
Purpose and scope of the course	To assist in the planning and management of the student's experiences, be prepared to deal with the routine challenges offered by teenage students, and understand the types of activities and behaviours that are acceptable when interacting with young people.
Statutory and regulatory requirements applicable	The sponsoring teacher and the school system must incorporate a process to "develop" in-company WBL mentors into the early planning stages. This sponsor-development program must accommodate a range of individuals with varying degrees of experience with in-company WBL mentoring, with young people, and with the work-based programs. Because school settings differ and various work-based experiences require different parameters for successful completion, policies must be developed locally for specific situations
Country in which the course is organised	Ohio, USA
Name of the organization that delivers the course	Schools' work-based learning program
Prerequisites	
Characteristics of the learners	Each in-company WBL mentor-development program will be different and that participation within the overall development program will vary according to the needs and abilities of the individual in-company



	WBL mentor.
Conditions for attendance (requirements, assiduity, assessment, certification, qualification, payment and financing conditions)	<p>Sponsorships for the school’s work-based learning program</p> <p>Many schools plan some type of annual recognition activity for work-site in-company WBL mentors. Activities range from simple awards and recognition coffees to more formal functions (luncheons, evening banquets, etc.).</p>
Learning outcomes <ul style="list-style-type: none"> • Are consistent with the scope of the course • Are described in terms of competence learners should acquire by completing the curriculum • Shall include an indication of the level of which the competences will be achieved • Are specific, measurable, achievable, relevant and time-bound (SMART) 	
Training mode and format <ul style="list-style-type: none"> • (e-learning, blended, f-to-f) 	<p>Specific tools and activities that might be considered in the development of the total in-company WBL mentor-development package might include:</p> <ul style="list-style-type: none"> • Group Training: meetings, workshops, seminars, or other traditional classroom-oriented training sessions. Particularly important for a new in-company WBL mentor, and at the beginning of a new school year, training sessions must be scheduled at times and places to facilitate participation. Meetings of this nature should be highly interactive, fast-paced, substantive, and extremely well-planned with a clearly defined agenda and planned outcomes. • Orientation Function: an event to bring together key participants for a short, to-the-point “kick-off” activity at the beginning of the year. Consider involving all in-company WBL mentors, plus key school personnel, parents, et al. A simple coffee and donut event can be a very effective tactic to set the stage for the balance of the year. • Job Aids: simple checklists or reminders of specific procedures for completing the activity. For example, a note card with key points to be discussed in a first meeting of a day-long job shadowing, or a similar card outlining key considerations in evaluating a student’s daily work. • Handbook: short, to-the-point resource guide with appropriate references and procedures to facilitate the in-company WBL mentor’s efforts. Consider a loose-leaf, three-ring binder with appropriate dividers. Include minimal text; focus on checklists, forms, and basic information (including who and how to contact school partners). • Letters, memos, and other written materials: personalized correspondence and carefully selected reminders (along with a continuing series of “thank-you”s and reinforcing comments). Brief, written correspondence can add significantly to the perceived value of in-company WBL mentoring. However, a letter or memo is not an appropriate substitute for a personal visit or phone call. • Newsletter: Consider a regular, carefully written newsletter that



	<p>outlines key activities in progress, student successes (including alumni), and special contributions of individual businesses and in-company WBL mentor. With current technology, creating an attractive, easy-to-scan newsletter (heavy on photos and graphics) is a relatively simple task. Writing it is a far greater challenge. Nevertheless, if done on a regular basis, kept short and to the point, and widely disseminated to current and potential businesses and in-company WBL mentors, a newsletter can have substantive impact on the long-term development of in-company WBL mentors and of the program itself.</p> <ul style="list-style-type: none"> • Personal visits: In-person, hands-on coaching of in-company WBL mentors is hard to beat. Time-consuming and requiring confidence and expertise of the coordinating teacher, personal site visits remain the single most effective way to develop individual in-company WBL mentors and to promote the value of the work-based learning program. • Recognition: There are many ways to say thanks (e.g., cards and notes, simple message-based “gifts” such as coffee mug with logo, phone calls and events). From a in-company WBL mentor-development perspective, perhaps the most effective recognition is some form of group event (breakfast, banquet, etc.) that allows newer in-company WBL mentors to interact with and to hear from students, teachers, and other in-company WBL mentors examples of particularly effective activities over the course of the year. • Assessment: Evaluation of the work-based learning experience, completed jointly by the in-company WBL mentor and the coordinating teacher (with appropriate student input), is a very effective tool for stimulating discussion and planning improvements in the coming cycle of activities. • School-based Activities: Encouraging the in-company WBL mentor to visit and participate in classroom activities contributes to their understanding of the program, of the constraints imposed by the school environment, and of the opportunities available. Involving the in-company WBL mentor in specific projects helps create an “our school” mentality that over time can facilitate broadly based community interest and support.
Pedagogical methods	
<p>Learning activities</p> <ul style="list-style-type: none"> • Are suitable to the method of educational delivery • Are appropriate for ensuring achievement of the learning outcomes • Are SMART 	
<p>Assessment criteria and methods</p> <ul style="list-style-type: none"> • Prior to training • During training • After training 	<p>Assessment as part of the evaluation of the whole experience: Evaluation of the work-based learning experience, completed jointly by the in-company WBL mentor and the coordinating teacher (with appropriate student input), is a very effective tool for stimulating discussion and planning improvements in the coming cycle of activities.</p>
Program content (including modules and educational	



sequences)	
Training schedule <ul style="list-style-type: none"> • Length (hour) • Dates • Times • Venues 	
Language	English
EQF level	N/A
Number of credit points (ECVET)	N/A
Educational resources and venues (including infrastructure, hardware, software, documentation)	School sites
If e-learning, requirements for use : hardware, operating system, type of internet connection, browser, screen resolution, audio, video and multimedia software requirements)	
If e-learning, availability time and type of technical or educational support provided to trainees during and after the training sessions)	

Best Practices Matrix Classification:	5
Course element(s):	Delivery, Methodology
Effective practice with results objectively evaluated and externally validated positively. Sustainable, Repeatable and proposal compliant.	

Course design structure 15: Turkey

Source:

Course name and description	Training of the trainers
Purpose and scope of the course	<p>The course is designed separately for different disciplines. Whichever discipline the course is designed for (workplace safety, health employee etc.) the general purposes of the course design are as follows:</p> <ul style="list-style-type: none"> - Teaching the fundamentals of the area - Give ability to prepare training programs related to the field of expertise - Understand the necessities of adult training and how to adopt the material to an adult group of trainees - Ability to understand and gain skills to use factors such as (clues, active participation, further improvement and iterative development of the process and the material) - Ability to use adult training techniques and method, teaching



	<p>approaches,</p> <ul style="list-style-type: none"> - Ability to develop adult training modules specific to the discipline and apply the prepared module. - Effective presentation skills - Ability to use the tools and gadgets necessary for the training. - Learn how to use the measurement tools and techniques and apply them when necessary. <p>These trainings are meant for mainly delivering the pedagogical skills to foreman working in different disciplines. Practical education must be given by certified skilled workers and must be in compliance with Title 69 of Labour Law 1475</p>
Statutory and regulatory requirements applicable	<p>All the companies that seek to hire an apprentice must employ a skilled master trainer. Training is mandatory for 5% of the employees for companies that have more than 10 employees. If the number of the mandatory trainees exceeds 10 the company must hire a skilled trainer. All payments during the training are tax exempt All institutions who want to hire an employee under the title of apprentice must also hire skilled trainer (Title 15 Law 3308)</p>
Country in which the course is organised	Turkey
Name of the organization that delivers the course	Universities such as BAU, Bogazici University and private entities which are certified to provide the education
Prerequisites	<p>Minimum 5 years of employment not as apprentice Or Graduate from a technical school of minimum 3 years or a relevant college degree Completion of pedagogical training is required to be a trainer</p>
Characteristics of the learners	Trainee has to be older than 19 and has not taken a similar training before.
Conditions for attendance (requirements, assiduity, assessment, certification, qualification, payment and financing conditions)	<p>1250 TRY Trainees have to pass the test upon the completion of the course.</p>
<p>Learning outcomes</p> <ul style="list-style-type: none"> • Are consistent with the scope of the course • Are described in terms of competence learners should acquire by completing the curriculum • Shall include an indication of the level of which the competences will be achieved • Are specific, measurable, achievable, relevant and time-bound (SMART) 	<ul style="list-style-type: none"> - Bring the trainer to a value adder level. - Give the necessary skills for competitiveness - Give skills to accelerate the learning procedure - Learn communication, leadership and skills to motivate the apprentices - Correct use of body language - Learn skills to teach self-learning ability - Gain effective presentation techniques
<p>Training mode and format</p> <ul style="list-style-type: none"> • (e-learning, blended, f-to-f) 	Face to face
Pedagogical methods	
<p>Learning activities</p> <ul style="list-style-type: none"> • Are suitable to the method of educational delivery • Are appropriate for ensuring achievement 	

<p>of the learning outcomes</p> <ul style="list-style-type: none"> • Are SMART 	
<p>Assessment criteria and methods</p> <ul style="list-style-type: none"> • Prior to training • During training • After training 	
<p>Program content (including modules and educational sequences)</p>	<p>1st Module:</p> <ul style="list-style-type: none"> • Who are the “adults” and how do they learn? • Individual and communal constructivism • Human Improvement Stages of Erikson • Motivation: Expectation – Theory of Value • Maslow' s Hierarchy of Needs Model • Achievement Census : Control – Value Theory <p><u>Needs Analysis</u></p> <ul style="list-style-type: none"> • Needs of the Content • Needs of the Corporation • Needs of the Participants • Data Collection Techniques • Interview Planning • Interview Questions • Conducting the Interview • Observation of Work and Processes • Group Discussions • Focus Groups • Survey • Needs Analysis for the Project <p>2nd Module: Designing Teaching and Learning Programme</p> <ul style="list-style-type: none"> • Definition of Learning Objectives (Educational Outputs) • Determining the measurable learning goals (achievements) • Bloom Classification of the Goals • Transformation and Arrangement of the Content according to the Goals • Determining Learning Strategies suitable with the Goals and Generation of the Activities • Determining the Goals for the Project Choosing the Guidelines of Learning Strategy and Activities <p><u>Teaching and Education Methods and Techniques</u></p> <ul style="list-style-type: none"> • Preparation • Teaching Venue • Equipment and Materials • Information Transfer to the Participants before the Teaching Session • Understanding and Being Recognized with Self and Participants • Learning Styles • Inner and Outer Identity • Communication Profile • Power Balance between Trainer and Participants by the Adult Training • Learning and Teaching Process • Simplifying Role of the Trainer for Learning • Learning through Cooperation • Teaching through Argumentation and Examination • Project based Teaching



- Encouragement and Motivation of Participants for active Participation at the Learning Process
- Asking Questions and Motivating the Participants for Asking Questions
- Giving and Getting Feedbacks
- Creating Peaceful Learning Climate
- Managing Group of Participants
- Effecting Planning and Time Management
- Teaching and Learning Simulation Practices
- Selecting Learning Strategies for different Sessions of the Project and Developing Activities

3rd Module: Teaching Techniques:

- Creative Drama Techniques
- Acquaintance and Coalescence
- Harmony
- Trust (Content of the Modules)
- Awareness (Practising Senses)
- Empathy
- Body Language and Image
- Storytelling and Gamification
- Roleplaying and Improvisation
- Developing Creative Drama Activities for the Training / Project

Presentation Techniques:

- “What” and “How” Principles by the Presentation
- Roof Constitution and Mind Maps
- Communication Skills to Use before-, during- and after the Presentation
- Presentation Practices

4th Module: Performance Measurement and Assessment

- Definition of the Performance Measurement
- Definition of the Assessment
- Differences between Performance Measurement and Assessment
- Aim of Performance Measurement and Assessment
- Types of Assessment
- Diagnoser
- Former
- Documenter
- Necessary Qualifications for the Assessment Scale
- Validity and Reliability
- Applicability
- Types of Variables
- Dependent- and Independent Variables
- Quantitative and Qualitative Variables
- Measurement Tools for Continuous and Discontinuous Variables
- Tests with Open-Ended Questions and Multiple-Choice Tests
- Tests with Match up the Pairs Questions
- Quick Answer Tests
- Tests with True / False Questions
- Developing Performance Measurement and Assessment Tools for the Project

<p>Training schedule</p> <ul style="list-style-type: none"> Length (hour) Dates Times Venues 	<p>Minimum 40 hours. Minimum 8 hours per week. Ideally</p> <ul style="list-style-type: none"> Length: 96 Hours Dates: Execution on Request at any weekday Times: 12 days X 8 hours Venues: Meeting Room of the Corporation
Language	Turkish
EQF level	
Number of credit points (ECVET)	None (Certificate provided)
Educational resources and venues (including infrastructure, hardware, software, documentation)	Prepared by the trainer depending on the discipline. If the subject requires work place training, theoretical training has to be supported by onsite training. If not only theoretical face to face in class training is provided.
If e-learning, requirements for use : hardware, operating system, type of internet connection, browser, screen resolution, audio, video and multimedia software requirements)	
If e-learning, availability time and type of technical or educational support provided to trainees during and after the training sessions)	

Best Practices Matrix Classification:	6
Course element(s):	Methodology, Need Analysis
Effective practice, deemed essential. Could be replicated on an even broader scale. Fully featured content and interesting methodology.	

Course design structure 16: United Kingdom

Source: <https://www.i-l-m.com/learning-and-development/management/coaching-and-in-company-mentoring/8588-level-5-certificate-and-diploma-in-effective-coaching-and-in-company-wbl-mentoring> WBL mentoring

Course name and description	ILM Level 5 Certificate and Diploma in Coaching and In-company WBL mentoring
Purpose and scope of the course	<p>The purpose of this course is</p> <ul style="list-style-type: none"> -to provide learners with the required knowledge, skills and understanding in order to effectively coach or in-company WBL mentor others within an organisational context -to create an excellent foundation for a career in development or as an independent coach and in-company WBL mentor

	<p>-to develop a coaching & in-company WBL mentoring culture so that individuals can improve their performance & organisational productivity</p> <p>to encourage managers to provide effective support for the development of others and improve their performance</p> <p>Learners will carry out supervised coaching and in-company WBL mentoring sessions and review and plan professional development.</p> <p>These qualifications will provide progression opportunities to a range of qualifications such as:</p> <ul style="list-style-type: none"> • ILM Level 5 Award, Certificate or Diploma in Leadership and Management • ILM Level 7 Certificate or Diploma for Executive and Senior Level Coaches and In-company WBL mentors • ILM Level 7 Certificate or Diploma for Coaching Supervisors • ILM Level 7 Award, Certificate or Diploma in Leadership and Management
Statutory and regulatory requirements applicable	ILM has not set an entry requirement for these qualifications, however Centres, that would provide the course, must ensure that learners are in a position to meet the assessment demands of the qualification.
Country in which the course is organised	UK
Name of the organization that delivers the course	ILM and European In-company WBL mentoring and Coaching Council UK (EMCC UK) collaboration
Prerequisites	ILM cannot accept any registrations for learners under 18as these qualifications are not approved for under 18s.
Characteristics of the learners	These qualifications are for managers and those with significant responsibility for effective coaching and in-company WBL mentoring as part of their daily role within an organisational context. They are also ideal for individuals who wish to move into a development role or start a career as a freelance coach or in-company WBL mentor.
Conditions for attendance (requirements, assiduity, assessment, certification, qualification, payment and financing conditions)	<p>Internal assessment</p> <p>All units in these qualifications are internally assessed by the Centre and subject to internal and external verification.</p> <p>To pass all units the learner must:</p> <ul style="list-style-type: none"> • Satisfy all assessment criteria by providing sufficient and valid evidence. • Demonstrate that the evidence is their own. <p>Assessment decisions are determined as competent (pass) or not yet competent (refer) and the only acceptable reason for a referral is a failure to meet one or more assessment criteria.</p> <p>Using the ILM Assessment (ILMA) Service</p> <p>Please note that all centres, that would provide the course, must obtain prior approval by the Quality and Compliance Manager to</p>



	<p>deliver the qualification. Centres must use only the ILM-developed documents and the portfolio evidence matrix for submission of evidence to the ILM Assessment Service.</p> <p>Recognition of prior learning (RPL)</p> <p>Recognition of prior learning means using a person’s previous experience or qualifications which have already been achieved to contribute to a new qualification. Please refer to the ILM Recognition of Prior Learning Policy (RPL).</p> <p>All ILM qualifications are awarded by the City and Guilds of London Institute, which was founded in 1878 and is incorporated by Royal Charter</p>
<p>Learning outcomes</p> <ul style="list-style-type: none"> • Are consistent with the scope of the course • Are described in terms of competence learners should acquire by completing the curriculum • Shall include an indication of the level of which the competences will be achieved • Are specific, measurable, achievable, relevant and time-bound (SMART) 	<p>At the end of the training, the participant will be able to:</p> <ul style="list-style-type: none"> • Get a critical understanding of the role and responsibilities of the workplace coach and in-company WBL mentor • Deepen your understanding of how coaching and in-company WBL mentoring can impact an organisation • Be able to assess your own skills, behaviours and knowledge as a coach and in-company WBL mentor • Provide evidence of your own development as a coach and in-company WBL mentor through the qualification • Plan your further development • Plan, deliver and review coaching and in-company WBL mentoring in your organisation • Develop a coaching and in-company WBL mentoring culture so that individuals can improve their performance and organisational productivity
<p>Training mode and format</p> <ul style="list-style-type: none"> • (e-learning, blended, f-to-f) 	<p>Face to face and distance learning</p> <p>The qualification is structured into 1 unit group. At least 1 hour of induction and at least 2 hours of tutorial support are required. Plus required credits specified for either Certificate or Diploma</p>
<p>Pedagogical methods</p>	<p>structured learning, self-study, project work and assignments</p>
<p>Learning activities</p> <ul style="list-style-type: none"> • Are suitable to the method of educational delivery • Are appropriate for ensuring achievement of the learning outcomes • Are SMART 	
<p>Assessment criteria and methods</p> <ul style="list-style-type: none"> • Prior to training • During training • After training 	<p>Assessment types:</p> <p>Assignment, Portfolio, Reflective Journal</p> <p>Initial assessment</p> <p>An initial assessment of each learner should be made before the start of their programme to identify:</p> <ul style="list-style-type: none"> • If the learner has any specific training needs. Support and guidance they may need when working towards their qualification. • Any previous, relevant qualifications or learning where Recognition of Prior Learning can be applied. The appropriate



	<p>type and level of qualification.</p> <p>Induction</p> <p>Each programme must start with a short induction of at least one hour and two hours of tutorial support and should include written information for learners covering:</p> <ul style="list-style-type: none"> • An outline of the qualification and the related learner support available. • The aim of the ILM Level 5 Certificate or Diploma in Effective Coaching and In-company WBL mentoring. • Expectations of, and benefits to, the individual and where relevant, their employer. • Format of the programme – content, hours, attendance, delivery methods, etc. • The assessment requirements, including assessment criteria. • Roles and responsibilities of Centre staff, learners and ILM.
<p>Program content (including modules and educational sequences)</p>	<p>There are three mandatory units in each qualification, ‘Understanding the skills, principles and practice of effective management coaching and in-company WBL mentoring’ aims to enable learners to understand the role and contribution of coaching and in-company WBL mentoring, and build a business case. ‘Reviewing own ability as a management coach or in-company WBL mentor’ aims to give learners the ability to critically review their own personal qualities, skills and competence.</p> <p>Unit 1</p> <p>Understanding the Skills, Principles and Practice of Effective Coaching and In-company WBL mentoring within an Organisational Context</p> <p>Unit 2</p> <p>Undertaking Effective Coaching or In-company WBL mentoring within an Organisational Context</p> <p>Unit 3</p> <p>Undertaking an Extended Period of Effective Coaching or In-company WBL mentoring within an Organisational Context</p> <p>Unit 4</p> <p>Reviewing Own Ability as a Coach or In-company WBL mentor within an Organisational Context</p>
<p>Training schedule</p> <ul style="list-style-type: none"> • Length (hour) • Dates • Times • Venues 	<p>For Level 5 Certificate in Coaching and In-company WBL mentoring 160 hours and additional 12 hours of coaching and in-company WBL mentoring in the workplace. Unit 1,2 and 4 mandatory</p> <p>For Level 5 Diploma in Coaching and In-company WBL mentoring 380</p>



	<p>hours an additional 100 hours of coaching and in-company WBL mentoring, with multiple clients. Unit 1,3,4 mandatory</p> <p>Time constraint: Qualification registration is valid for three years. After which, learners who have not completed should be reregistered in order to complete their qualification.</p>
Language	English
EQF level	
Number of credit points (ECVET)	16 and 38 respectively
Educational resources and venues (including infrastructure, hardware, software, documentation)	
If e-learning, requirements for use : hardware, operating system, type of internet connection, browser, screen resolution, audio, video and multimedia software requirements)	
If e-learning, availability time and type of technical or educational support provided to trainees during and after the training sessions)	<ul style="list-style-type: none"> • Students can request special considerations and access arrangements throughout the course <p>A Special Consideration is a post-assessment adjustment reflecting an unforeseen circumstance which could affect a learner’s performance during or near the time of an assessment.</p> <p>Access arrangements allow candidates to show what they know and can do without changing the demands of the assessment. For example, through the use of readers, scribes and Braille question papers. Access arrangements are agreed before an assessment. They allow candidates with special educational needs, disabilities or temporary injuries to access the assessment</p> <ul style="list-style-type: none"> • At least 3 hours of tutorial support over and above the indicative guided learning hours is provided. • Student Membership of the Institute of Leadership of Management and benefits. All ILM learners receive a minimum of 12 months membership of the Institute of Leadership & Management, bringing access to a wealth of resources to support their leadership development • Learning and study skills, including reference to use of library, internet and any open or online learning to be used. • Information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity and



	plagiarism.
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Best Practices Matrix Classification:	5
Course element(s):	Methodology
Effective practice, proposal compliant. Could be replicated on an even broader scale. Quite interesting knowledge gained assessment procedure, systematizes accreditation on different levels.	



Appendix D - Existing relevant competence matrices comparison

CERTITUDE	https://inventaire.cncp.gouv.fr/fiches/2094/	https://www.seineetmarne.cci.fr/apprentissage/prestations/cce-tuteur-en-entreprise	https://www.legifrance.gouv.fr/affichIDCCArticle.do;jsessionid=FF0E294C89C81E7F2EC38CA1F031C6F9.tp_djo04v_3?idArticle=KALIARTI000005855575&cidTexte=KALITEXT000005681653&dateTexte=20100307
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French RNCP

Competence area	Competence	Competence area	Competence	Competence area	Competence area
Socialize the learner	Establish the learner's profile	Preparation of the tutored welcome	collect information of the trainee's profile	Integrate and welcome the employee	Module 3: Welcome and integrate the trainee as soon as he arrives in the company.
	Take into account the company's expectations		organization of meetings with members of his team and other services		
	Organize the learner's integration		preparation of the information to be communicated and documents of the company and the workstation		
	Construct the training / company course	Participation in the conception of the professionalisation course:	description of the missions and tasks to be carried out communication with the training entity consistency of the project in company with the training	Organize and plan the employee's skills acquisition	

			objectives		
Professionalize the learner	Accompany the learner	Train the trainee at the workplace	organization of a learning path	Accompany and transmit knowledge, knowledge, know-how, skills and corporate culture	
	Transmit methods and tools		preparation of learning sessions		
	Adjust and adapt		estimation of learning abilities		
	Organize an experience feedback		management of organizational constraints		
			prioritization of activities		
Manage the learner's course	Organize tutoring (material and logistic)				Module 2: Develop a Skills Transfer Plan.
	Manage a constructive relationship				Module 4: Pilot the trainee's career path and help him to capitalize on his skills.
	Manage the information flow				
	Measure learner's and company's satisfaction				
Assess the learner	Define the assessment approach for the period in the enterprise based	Monitoring and evaluation of the work of the trainee	information assessment documents	Monitor and evaluate the professional progress of the learner	

	on learner's professional profile				
	Measure the progress of the learner		conducting interviews		
	Assess the competences acquired by the learner in relation to the expected		communication with stakeholders		
	Harmonize assessment methods with other mentors		checking the level of learning		
			identifying difficulties encountered by the trainee and proposing corrective actions		
				Mastering one's profession with expertise	Module 1: Evaluate your skills for the tutorial function.
				Maintain and organize relations with stakeholders involved in the learner's journey (internal or external training center, hierarchy, etc.)	Module 5: Implement the tutorial function in the company.

<https://www.cairn.info/revue-management-et-avenir-2014-1-page-33.htm>

<p>Dimension relationnelle et communicationnelle</p> <ul style="list-style-type: none"> • Mener un entretien individuel de suivi • Adapter son attitude à son interlocuteur • Faciliter le contact • Faire preuve d'écoute
<p>Dimension intellectuelle</p> <ul style="list-style-type: none"> • Capacité à expliquer clairement sa pensée • Sens de l'organisation et de la méthode • Sens des réalités • Avoir une représentation d'ensemble du travail et en particulier les conclusions • Anticiper (avoir à l'esprit l'étape suivante) pour une meilleure guidance • Faire preuve d'ouverture d'esprit (savoir accepter la différence et/ou la nouveauté) • Savoir remettre en question ses idées
<p>Dimension psychologique</p> <ul style="list-style-type: none"> • Gérer ses réactions émotionnelles (colère par exemple) • Résistance à la frustration et à l'échec • Patience • Compétences
<p>Dimension tutorale</p> <ul style="list-style-type: none"> • Mener un processus d'élucidation d'objectifs • Mener un processus d'élargissement des choix (ouvrir la carte mentale du tutoré) • Amener le tutoré à organiser et planifier le travail de mémoire • Évaluer avec objectivité la démarche de recherche et de travail du tutoré • Faire un retour et conseiller sur la démarche et le travail • Évaluer avec objectivité une référence proposée par le tutoré • Analyser une proposition, une idée, une situation • Faire un retour et conseiller sur cette proposition, idée, situation • Guider sur les personnes ressources pour le mémoire • Expliquer les modalités de prise de contact avec ces personnes • Partager son expérience, ses connaissances de l'entreprise et ses questionnements professionnels
<p>Dimension « managériale »</p> <ul style="list-style-type: none"> • Organiser (pour soi) le travail de suivi (planning des RV, modalités, objectifs poursuivis à chaque étape, etc.) • Recentrer systématiquement sur l'objectif (problématique) • Valider en fin de RV la compréhension du travail à faire (Quel est l'objectif poursuivi à cette étape du travail ? Qu'est-ce que tu dois faire ? Comment vas-tu t'y prendre ?) • Faire progresser dans l'autonomie



Appendix E – Skill Card first draft

Competence area	Competence	N°	Performance criteria - assessment criteria (Ability to...)	Evidence
1. PLAN Preparation phase and induction phase	1.1. Analyze the context	1.1.1	understand the school's trainings demand	
		1.1.2	determine the learner's profile	
		1.1.3	identify the company's expectations	
		1.1.4	identify the necessary resources to realise the mentoring process	
	1.2 Establish the relationship	1.2.1	prepare the welcoming pack	
		1.2.2	define together with the mentee the operating rules during the mentoring process	
		1.2.3	maintain and organize relations with stakeholders involved in the mentoring process	
		1.2.4	ensure the relationship between the trainee and his, her school	
	1.3 Socialize the learner (organize the learner integration)	1.3.1	welcome the learner when s/he arrives in the company	
		1.3.2	transmit corporate culture	
		1.3.3	explain company's policies and procedures	
	1.4 Professionalize the learner	1.4.1	transmit professional knowledge and know-how	
		1.4.2	supervise the WBL learner on a day-to-day basis	
		1.4.3	guides the WBL learner during his apprenticeship to professionalize him and promote his employability	

		1.4.4	ensure that knowledge and competence are usable and transfer - other contexts and other professional situations	
2. DO Training phase	2.1 Conceive the training and tutoring plan	2.1.1	develop the optimal skills transfer plan for the WBL trainee together with the school mentor	
		2.1.2	organize learning situations	
		2.1.3	organize and plan the trainee's skills acquisition / the learning path	
		2.1.4	identify the necessary resources (men, means, material)	
		2.1.5	coordinate the WBL training plan if different trainers train the trainee	
	2.2 Train the learner	2.2.1	define specific and measureable learning objectives according to the school training demand	
		2.2.2	develop training material	
		2.2.3	give a training	
		2.2.4	transmit professional knowledge, know-how, and skills	
3. CHECK Evaluation phase	3.1. Evaluate the integration phase	3.1.1	plan and apply standardised evaluation methods (e.g. questionnaires, observation) to evaluate integration phase of the mentoring process.	
		3.1.2	assess the integration phase of the mentoring process using the groundrules agreed at the start	
		3.1.3	optimise the integration phase of the mentoring process on the basis of the evaluation outcomes	
	3.2. Evaluate the training phase	3.2.1	plan and apply standardised evaluation methods (e.g. questionnaires, observation) to evaluate the training phase	
		3.2.2	monitor the mentee's progress and to give constructive feedback	
		3.2.3	evaluate the mentee's progress throughout his WBL period and his relationship with the team	
		3.2.4	adjust the training phase	
		3.2.5	optimise the training phase on the basis of the evaluation outcomes	
	3.2.6	communicate the assessment outcomes to the trainee and the school and provide adequate recommendations for further developments		
4. ACT Improvement of self competences	4.1 Be an autonomous life long learner	4.1.1	define and identify the key competences necessary to act as a Mentor	

		4.1.2	organise their own professional development (also in the long-term)	
		4.1.3	be involved in mentor networks / communities of practice in order to keep up-to-date and exchange with peers	
		4.1.4	participate in relevant professional training for updating their own skills and competences (e.g. via formal and/or non-formal trainings)	
		4.1.5	modify their own practice by applying the outcomes of their continuous professional development	
		4.1.6	manage their own learning process	
	4.2 Self-reflect on his practice	4.2.1	identify our own strenghts and areas for improvement as a Mentor	
		4.2.2	anage and assess their personal resources (e.g. self- and time management, personal training needs)	
		4.2.3	continuously reflect on their own behaviour as a mentor (e.g. analyse communication processes, personal communication patterns) and make changes as a result	
		4.2.4	manage ethical issues	

Appendix F - Expert Committee invitation letter

IO3-A1: Call for experts

Why does Mentor4WBL need to call upon external expertise?

The competence certification scheme which will be developed within the Mentor4WBL Erasmus+ project will be drafted in compliance with the ISO standardisation directives, which fundamental principle is to **reach consensus within international experts representing all interested parties**.

More specifically and additionally, the ISO 17024 standard (requirements applicable for competence certification) requires at clause 8.4.a) that “appropriate experts” shall be involved in the certification scheme development.

Thus, to ensure compliance with ISO rules, an experts committee shall be established, in which any expert directly or indirectly concerned by the work based learning mentorship (e.g. mentors, mentees, companies, VET schools, authorities, financing bodies, certification bodies) is invited to apply.

This committee gathering representatives of all impacted stakeholders will be a guarantee for the representativity and the recognition of the certification scheme, establishing its value for all future certified mentors.

What is the role of the experts committee?

The role of an expert within a scheme committee is to submit comments on successive drafts of the scheme documents (e.g. skill card, prerequisites, exam process, rules applicable for certification bodies).

All comments and associated proposals for change submitted by experts are dealt with within a meeting gathering project partners. Project partners take their decision and modify documents in the general interest of all interested parties.

Who can apply to the experts committee?

The experts committee is open to any interested parties who have direct or indirect interest to recognize and to certify mentor competences. It is composed of European actors representing mentors, public and private organizations, certification bodies, research centres, financing bodies, and public authorities.

They can be:

- Individuals appointed in a personal capacity, acting independently and expressing their own personal views,
- Organisations in the broad sense of the word including companies, associations, NGO's, trade unions, research institute, universities, international and European organisations. These organisations nominates individuals as their representatives in the experts committee,



- National authorities of the EU Member States, at national, regional or local levels. As for organisations, national authorities appoint their representatives in the committee

Following the Foundation EFCoCert standardisation guidelines, the collective profile of the experts committee shall comply with following specifications and competences:

- technical, managerial and academic expertise of the sector concerned by the scheme project;
- experience of national or international standardisation work;
- balanced representation of all interested parties;
- control of English and/or development language of the standardisation project.

What is the workload commitment for an expert?

An average workload for an expert is about 2 to 3 hours per ballot for studying the proposed drafts and writing comments & related proposals. Two ballot rounds are planned within the Mento4WBL project.

What are the advantages to participate as an expert?

As an expert within the scheme experts committee, you will:

- benefit from insider information about the competence certification scheme,
- be able to influence the scheme according to your expectations,
- exchange with other experts and experiences in other sectors and or countries, enriching your views and perspectives,
- experience participating within an ISO compliant standardisation process aiming to reach consensus between interested parties,
- be officially mentioned as contributor in the final scheme documents.

How to participate to the Mentor4WBL experts committee?

Contact one of our partner (Web site address) or complete the document here attached and send it to: stephane.jacquemart@efcocert.eu



Appendix G – Experts Committee commitment form

Mentor Certification Scheme - Expert Commitment

1. Expert's profile and data

First Name

Name

e-mail

Expertise

(mention specific expertise related to the mentor certification scheme)

2. Tasks & workload

Contributions of experts are expected at 2 levels

- a) written comments on submitted drafts of the Mentor4WBL mentor certification scheme and competence profile (about 2 to 3 hours per year)
- b) participation to the physical scheme committee meetings dealing with received comments (1 day, facultative participation)

3. Expert's commitment

By signing the present application, the expert is committed to:

- a) comply completely to the applicable EFCoCert standardisation guidelines and the Mentor4WBL project guidelines (if any);
- b) ensure the necessary availability, at own costs;
- c) participate actively and in name of his personal expertise to the votes and comments concerning the mentor certification scheme manual;
- d) accept that his participation and/or his organisation name may be publically mentioned;
- e) accept to be discharged as an expert in case of repeated lack of participation.

Place, date:

The expert (first name, name):

Signature



Appendix H – Skill card comments compilation

In-company mentor skill card – v0.3

	1	2	3	4	5	6
N°	Expert	Competence area – competence – criteria N°	Type of comment ¹	Comment (justification for change) by the Expert <i>An explanation for a replacement, a modification is mandatory</i> <i>Here we need to explain why we ask for a proposition for change</i>	Proposed change by the Expert <i>A comment needs a proposition.</i> <i>A comment without a proposition is not taken into account</i>	Editorial committee decision on each comment submitted
1	E&G		Ge	Are those criteria specific, measurable & assessable? Alternatively, how the specific skills would be measured?		This needs to be defined in a further step in which we will need to define what type of evidence will be needed to prove this
2	RZ		GE	We have to decide to use trainee, mentee or learner in the entire document	Well, we should stick to one term, Mentee seems to be the most appropriate, but learner is also a good term.	
3	RZ		GE	We have to decide on His and Her and School or other alternative terms	S/he or her/his could be used. May be 'work place' is more appropriate as our project is about WBL.	School is the sending organization Workplace is the receiving organization
4	RZ		GE	Referring to 1.4.3, apprentice schemes are often a combination of WBL and a day-release at college or university for academic learning. The WBL learning often forms the mentorship element of overall training. I believe we should define mentorship, training, apprenticeship, coaching and so forth first. C4FF has made some effort in this connection – see their proposed mentor course.	Define mentorship, training, apprenticeship, coaching and so forth first	
5	RZ	1.1	Ed	Replace "Analyse the context"	With "Capacity to analyse the context"	
6	M	1.1.1	GE	Replace "understand the school's trainings demand" The school must send the mentor the courses and the curriculum of the specialty	With "Cooperate with the school in order to understand its training demand"	

7	JK	1.1.1	Te	Replace "understand the school's trainings demand" Explanation: "needs" is a better expression for training requirements whereas "demands" is better expression for work requirements	With "understand the school's training needs"	
8	C4FF	1.1.1	Ed	Replace "understand the school's trainings demand"	With "Demonstrate understanding of the school's trainings demand"	
9	E&G	1.1.1	Te	I agree as mentioned here. Normally, the interview process (for a matching between companies needs and trainees skills) should take place earlier during the selection process		
10	M	1.1.2	Te	Replace: "determine the learner's profile" And merge with 1.2.4 Collaboration with teachers in order to help the mentor determine the learner's profile	With "determine the learner's profile and ensure the relationship between the trainee and his/her school"	

11	JK	1.1.2	Te	<p>Replace: "determine the learner's profile"</p> <p>Explanation: The determination of the profile is the result of a certain performance criterion which we can assess. So, I suggested a certain performance. A lot of different performances (ways) can lead us to the same result of course. My point is that we need to express here the performance criterion/a and not the result of it</p>	<p>With "interview for information to determine the learner's profile"</p>	<p>How the mentor identifies the learner's profile is not what we are looking for.</p> <p>It can be interview or another way, what is important is that s/he identifies it</p>
12	E&G	1.1.4	Te	<p>Meaning? Budget for example?</p>		<p>Yes: budget, men, material, method... A further step is to design templates of evidence. In these templates, we can define what kind of info is needed to prove the criteria</p>
13	RZ	1.1.4	Te	<p>"identify the necessary resources to realise the mentoring process"</p> <p>Plan or process or both?</p>	<p>Resources for planning, actual mentorship, provision of a work-station/office for the mentee, physical resources and resources for implementation and evaluation.</p> <p>In summary we have a cycle of 'Planning, Facilitating (learning activities), Assessing, Reviewing and Adjusting.</p>	<p>What is the proposition?</p>

14	JK		Te	<p>Explanation: Any WBL context involves occupational risks and power relationships (an employer-based on company's short term needs agenda or an academic institution insistence on outdated content).</p> <p>When analysing the context, a mentor should be able to consider these concepts accommodating the development of the WB learner in a way benefitting the majority. The relationship between academic institution & workplace should be an egalitarian partnership negotiating the process (content & outcome) in a mutual democratic engagement.³</p> <p>This power balance between schools – employers should also accommodate the learner's choice for their own learning path if the ultimate goal is to develop self-managing practitioners who are committed to their own development⁴</p> <p>Also, power abuse in WBL is a potential dysfunctionality in mentorship⁵</p>	Add 1.1.5 "negotiate a safe and democratic learning environment"	<p>What mean safe and democratic? Can you please reformulate to avoid misunderstanding?</p> <p>In real situation, is this "safe and democratic environment" not ensured by a contract that defines what all parties expect?</p>
15	RZ	1.2	Te	Replace "Establish the relationship"	With "- Demonstrate potential to establish at mentor-mentee relationship"	
16	JK	1.2.1	Ed	<p>Replace " Prepare the welcoming pack"</p> <p>Explanation: I think the meaning of a welcome pack is signalling the establishment of a good relationship so I thought that we should change the wording here with a more generalised phrase</p> <p>Also welcoming appears in 1.3.1</p>	With "ensure mutual commitment to a productive relationship"	
17	RZ	1.2.2	Te	<p>"define together with the mentee the operating rules during the mentoring process"</p> <p>- Programme or process?</p>	A learning agreement to be devised and implemented jointly.	I do not understand what you propose: programme or process?
18	JK	1.2.2		<p>Replace "define together with the mentee the operating rules during the mentoring process"</p> <p>Explanation: When building a relationship, it is important to set reasonable and realistic expectations mutually according to Eby and Allen taxonomy⁶ (p. 14)</p>	With "clarify and structure mutual expectations"	Operating rules is clearer than expectations. Or define "expectations"

³ [Derek Portwood, 2007, p.17](#)

⁴ [Morag Harvey, 2007, p. 33, Stan Lester & Carol Costley 2010](#)

⁵ See page 14 https://www.ccghr.ca/wp-content/uploads/2013/05/Mentoring_Module2_Competency-in-Mentoring_e.pdf

⁶ https://www.ccghr.ca/wp-content/uploads/2013/05/Mentoring_Module2_Competency-in-Mentoring_e.pdf

19	JK	1.2.3	Te	<p>Replace “maintain and organize relations with stakeholders involved in the mentoring process”</p> <p>I think act as liaison encloses both maintain and organise so I thought it is better and shorter wording</p>	<p>With “act as liaison with stakeholders involved in the mentoring process”</p>	
20	E&G	1.2.3	Te	<p>What do we mean here? For example social partners or chambers auditing the WBL process? Or other institutions also participating in the in-company learning of the trainee</p>		<p>it is a skill card for mentors. We do not speak about the roles of organisations involved in the mentoring process.</p> <p>It is the mentor's responsibility to maintain and organize relations with stakeholders involved in the mentoring process.</p>
21	M	1.2.4	Ed	<p>Delete and merge with 1.1.2</p>	<p>Merge with 1.1.2</p>	
22	JK	1.2.4	Te	<p>Replace “ensure the relationship between the trainee and his, her school”</p> <p>The mentor’s task is to build the mentor-mentee relationship and not with other stakeholders</p> <p>So having so far set the performance criteria for the relationship from the part of the mentor I thought the only aspect missing was the relationship from the part of the mentee.</p> <p>I mean in this relationship a mentor will not only give but also take/learn form the mentee. The emphasis is given to the two-way relationship: reciprocal. The rest of the wording can be omitted as it has already been metioned. But in the performance criteria the mentor should show ability to switch roles with the mentee⁷</p>	<p>With “develop a reciprocal relationship exploring expectations and clarifying the in-company and academic mentors roles”</p>	<p>Too long sentence</p> <p>Proposition " ensure a clarification of roles between the in-company mentor and the academic mentor"</p>
23	JK		Te		<p>Add 1.2.5 “ensure mutual commitment to a productive relationship”</p>	
24	RZ	1.3	Te	<p>Replace “Socialize the learner (organize the learner integration)”</p>	<p>With “Preparedness to integrate the mentee in the company social setting”</p>	
25	M	1.3.2	GE	<p>“transmit corporate culture”</p> <p>Provide information about company's profile</p>	<p>make a description of the firm, its products, its place in the market and transfer corporate culture</p>	<p>Is the proposition “Provide information about company's profile”?</p>

⁷ <http://www.mentorleadershipteam.com/articles/reciprocal-mentoring-redefining-the-relationship>

26	RZ	1.3.2	Te	<p>"transmit corporate culture" - Facilitate or transmit? Replace</p>	With "Encourage the transfer of corporate culture within a given framework"	What do you mean by "within a given framework"?
27	JK	1.3.3	Te	<p>explain company's policies and procedures Explanation: Socialisation is directly connected with workplace etiquette apart from policies and procedures Corporate culture mentioned above could refer to company's mission and/or vision and not to the customs and behavioural patterns of the workplace</p>	Add "etiquette"	Not sure that candidate will understand etiquette. I fear different interpretations of the word.
28	JK		Te	A mentor as a facilitator of the socialisation process should provide support and advice during this process and this must be in the performance criteria	Add 1.3.4 "support mentee's integration and adaptation process"	
29	RZ	1.4	Te	Replace "Professionalize the learner"	With "Capacity to introduce professional "	
30	M	1.4.1	Te	<p>"transmit professional knowledge and know-how" Inform the apprentice/trainee about the technological level of the firm and the most high-tech equipment that is used in the sector</p>		Is the proposition: "Inform the apprentice/trainee about the technological level of the firm and the most high-tech equipment that is used in the sector"?
31	RZ	1.4.1	Te	<p>"transmit professional knowledge and know-how" - Encourage or transmit?</p>	With "Encourage professional knowledge and know-how within a given learning environment"	
32	M	1.4.2	Te	<p>Replace "supervise the WBL learner on a day-to-day basis" In Greece according to the Quality Framework for Apprenticeships logbook is implemented and all tasks performed by the apprentice are recorded on a day-to-day basis</p>	With "supervise the WBL learner on a day-to-day basis (use of logbook)"	As we want to develop a European skill card, and as we are not sure that other countries use logbook, I propose to reject the proposition
33	JK	1.4.3	Te	Replace "guides the WBL learner during his apprenticeship to professionalize him and promote his employability"	With "guides the WBL learner during his adaptation to the workplace customs and promote his employability"	<p>Proposition "guides the WBL learner to promote his employability "</p> <p>Adaptation to workplace customs is more linked to 1.3. "socialize the learner"</p>
34	RZ	1.4.3	Te	<p>"guides the WBL learner during his apprenticeship to professionalize him and promote his employability" How come we suddenly jumped to Apprenticeship?</p>	Focus on the mentee/learner's professional skills and his/her future employability.	What is the proposition?

35	JK	1.4.4	Te	<p>Replace “ensure that knowledge and competence are usable and transferable to other contexts and other professional situations”</p> <p>Explanation: In this fast pacing era, today’s knowledge and competences become obsolete tomorrow. So it is important that the mentor develops a professional who adjusts his/her knowledge and competence according to the conditions formed in a constantly changing employment environment.</p> <p>Learning how to learn is a key competence for both the mentor and the mentee</p>	<p>With “ensure the mentee's professional identity development towards self-managing practitioners/self-directed learners”</p>	<p>I do not understand as your proposition is not a change of what was written before. It appears to be something completely different.</p> <p>And how can a mentor prove what you propose here?</p>
36	RZ	1.4.4		<p>Replace “ensure that knowledge and competence are usable and transferable to other contexts and other professional situations”</p>	<p>With “Demonstrate means to ensure transferrability of knowledge and competences in other professional environments”</p>	
37	JK		Te	<p>Explanation: Mentoring relationships are complex and dynamic processes that include a variety of different activities and elements. Mentors act as a role model, an example, and an advisor for mentees. Much of what a mentee gains from the relationship is through learning from the example set by their mentor (p. 12)⁸</p>	<p>Add 1.4.5 “perform as a role model and subject expert resource”</p>	<p>What is a role model?</p> <p>What if the model is not a “model” to follow”? A model refers to the personality of the mentor. We cannot ask a mentee to adopt the same personality as the one of the mentor.</p> <p>Propose " perform as subject expert resource"</p>
38	JK		Te	<p>Strategize: devise a strategy or strategies</p>	<p>Add 1.4.6 “strategize the mentee's professionalisation path”</p>	<p>What means "strategize"? Please use another word, this one may lead to confusion.</p>
39	RZ	2.1	Te	<p>Replace “Conceive the training and tutoring plan”</p>	<p>With “Aptness in conceiving the Mentor-mentee training plan”</p>	<p>As the mentor has to develop a training plan for the mentee, it is not Mentor-mentee training plan. It is only the mentee who needs to be trained.</p>
40	JK	2.1	Te	<p>Replace Conceive”</p> <p>I think just conceiving it is not enough. The ability to design the learning path is important</p>	<p>With “Design”</p>	

⁸ https://www.ccghr.ca/wp-content/uploads/2013/05/Mentoring_Module2_Competency-in-Mentoring_e.pdf

41	JK	2.1.1	Te	Replace “the school trainings demand” Explanation: “needs” is a better expression for training requirements whereas “demands” is better expression for work requirements	With “the school training needs”	
42	M	2.1.2	Te	Replace “organize learning situations” To learn him / her how to adjust into different working situations	With “organize learning situations / different case studies”	
43	JK	2.1.2	Te	Organise learning situations Explanation: Scenario-based learning is one of the most effective methodologies especially in adult learning	Add “scenarios”	
44	JK	2.1.3	Te	Replace: organize and plan the trainee's skills acquisition / the learning path Explanation: To be more specific what performance we expect whe saying organise and plan	With: Demonstrate effective management of time, documentation/record-keeping skills, and report writing	
45	RZ	2.2	Te	Replace “Train the learner”	With “Ability to train the mentee/trainee”	
46	JK	2.2	Te	Replace “Train the learner” For trainers there are other Erasmus projects already funded and available so if a mentor happens to have both the role of the mentor and the trainer he/she could attend our course for the mentoring role and attend the other courses for the trainer role.	With “ Implement Effective mentoring practices”	If the trainer’s role is not in this skill card, then competence 3.2 can also be deleted
47	JK	2.2.1	Te	Explanation: to stress the ability to develop a mentoring/learning agreement with the school as a performance criterion.	Replace with develop and document the optimal skill transfer learning agreement with mentee's school reflecting purpose and progress of relationship/gols	
48	M	2.2.2	Te	Replace: “develop training material” The mentor must develop training material, procedures and method that he / she will implement on the job training	With “develop training material, procedures and method”	
49	M	2.2.3	Te	Replace “give a training” implement training material, procedures and method	With “provide on the job training”	

50	JK	2.2.3	Te	<p>give a training</p> <p>Explanation: I believe it is of utmost importance that a mentor when mentoring (and/or training) should be able to apply basic andragogical principles at least</p>	<p>Add: "implementing appropriate methodology (based on andragogical principles)</p>	<p>Give a training means here the ability to train people.</p> <p>I agree with you about application of andragogical principles but this would need to be in a new performance criteria, and described in order to understand what kind of evidence the candidate will have to provide that he uses andragogical principles!</p>
51	M	2.2.4	Ed	<p>Replace "transmit professional knowledge, know-how, and skills"</p>	<p>With "transfer professional knowledge, know-how, and skills"</p>	
52	RZ	2.2.4	Te	<p>Transmit may not be the right term may be ability to promote professional competences</p> <p>Replace "transmit professional knowledge, know-how, and skills"</p>	<p>With "promote professional competences"</p>	
53	JK	2.2.4	Ed	<p>In "transmit professional knowledge, know-how, and skills "</p> <p>Replace professional knowledge, know-how</p> <p>Explanation: to avoid repetition of know</p>	<p>With professional expertise, know-how</p>	
54	JK	2.2.4	Te	<p>Replace skill</p> <p>Explanation: Competency= knowledge, skills, ability, attitude. So, it is a more generic term than skill</p>	<p>With competencies in content area</p>	
55	JK	2.2.4	Ge	<p>Explanation: this is optional. I just wanted to clarify where the transmission should be channelled to be more concise. If you think it is superfluous, we can skip it</p>	<p>Add: "to help mentee acquire and apply new knowledge and skills/meeting the mentee's personal learning style"</p>	
56	E&G		Te		<p>Add "2.2.6. interact with the trainer in case mentor and trainer are different persons"</p>	<p>Ok, but maybe need to define what you understand by "interact" and / or precise what is the aim of the interaction</p>
57	E&G		Te		<p>Add 2.2.7 "Keep records on trainees personal portfolio according to the framework (e.g.contract, learning diary)"</p>	

58	JK	2.3	Te	I believe the development of the established relationship of the induction phase should be in the performance criteria of the training phase	Add: 2.3 Develop a productive mentoring relationship: 2.3.1 Recognize and build upon abilities of the mentee to nurture a productive relationship 2.3.2 Encourage positive changes based upon strengths 2.3.3 Supports the mentee through identifying needs and advocating when/where appropriate	
59	JK	2.4	Te	I suggest that the management of challenges should be included in the performance criteria.	Add: 2.4 Manage challenges 2.4.1 Demonstrate flexibility in adjusting the learning path according to the mentee's needs, time constraints, resources or other issues 2.4.2 Facilitate creative thinking and problem solving to address the mentee's needs 2.4.3 Use a variety of positive conflict management strategies to identify and minimize impact of conflict on program and mentoring relationship	
60	JK	2.5	Te	I believe digital literacy is important performance criterion for the mentoring process. Especially using excel or word for the documents (at least)	Add "Digital literacy" Ability to use the necessary software for documentation is a performance criterion	
61	RZ	3.1	Te	Replace "Evaluate the integration phase"	With "Capability in evaluating the Mentee integration phase"	
62	JK	3.1.1	Te	"plan and apply standardised evaluation methods (e.g. questionnaires, observation) to evaluate integration phase of the mentoring process." Plan and apply Explanation: the evaluation criteria should be clear for the mentee and the stakeholders	Change to: Plan, clarify and apply	I do not understand what you mean by clarify.
63	RZ	3.2	Te	Replace "Evaluate the training phase"	With "Ability to evaluate the training phase"	To make the reading more easy and the text less heavy, we do not mention ability to or able to

64	JK	3.2.1	Te	<p>“plan and apply standardised evaluation methods (e.g. questionnaires, observation)to evaluate the training phase”</p> <p>Plan and apply</p> <p>Explanation: the evaluation criteria should be clear for the mentee and the stakeholders</p>	Change to: Plan, clarify and apply	I do not understand what you mean by clarify.
65	M	3.2.2	Te	<p>Replace: “monitor the mentee's progress and to give constructive feedback”</p> <p>Register the apprentice/trainee progress on a day to day basis</p>	With “monitor the mentee's progress and to give constructive feedback (use of logbook)”	As we want to develop a European skill card, and as we are not sure that other countries use logbook, I propose to reject the proposition
66	M	3.2.3	Te	<p>Replace “evaluate the mentee's progress throughout his WBL period and his relationship with the team “</p> <p>Evaluate the trainee progress (use of logbook)</p>	With “evaluate the mentee's progress throughout his WBL period and his relationship with the team (use of logbook)”	As we want to develop a European skill card, and as we are not sure that other countries use logbook, I propose to reject the proposition
67	RZ	3.2.4	Te	Replace “adjust the training phase”	With “Preparedness to manage change to the plan to given aspects of training”	
68	RZ	3.2.6	Te	<p>“communicate the assessment outcomes to the trainee and the school and provide adequate recommendations for further developments”</p> <p>Break this criteria into two.</p>	The criterion is composed of two competences, the suggestion is break down the existing criterion into two.	<p>Like this ?</p> <ul style="list-style-type: none"> • communicate the assessment outcomes to the trainee and the school • provide adequate recommendations for further developments
69	M	3.2.6	GE	The mentor could send a report to school proposing additional theoretical and laboratory courses that the trainee should attend		
70	RZ	4.1	Te	Replace “Be an autonomous life long learner”	With “Demonstrate potential to be a lifelong learner”	
71	RZ	4.1.2	Ed	Re-write “organise their own professional development (also in the long-term) “	With “Manage own learning and development”	
72	RZ	4.1.3	Te	Replace “be involved in mentor networks / communities of practice in order to keep up-to-date and exchange with peers”	With “Demonstrate potential to be involved in mentor networks / communities of practice in order to keep up-to-date and exchange with peers”	
73	rz	4.1.5		Replace “modify their own practice by applying the outcomes of their continuous professional development”	With “amend justifiably their own practice by applying the outcomes of their continuous professional development”	

74	E&G		Te		Add 4.1.7 "predict consequences of specific behaviours or courses of action"	I do not understand. Mentors would have to write somewhere their predictions?
75	RZ	4.2	Te	Replace " Self-reflect on his practice"	With "Capacity to self-assess performance"	
76	RZ	4.2.1	Ed	Re-write "identify our own strenghts and areas for improvement as a Mentor" Identifying own strengths and self or aided improvements are two different set of competences/common skills/key skills.	A re-write is what is proposed.	Can you propose a new sentence?
77	JK	4.2.1	Ed	"identify our own strengths and areas for improvement as a Mentor" Explanation: typo and spelling	Change to "their own strength"	
78	RZ	4.2.2	Ed	Re-write "Manage and assess their personal resources (e.g. self- and time management, personal training needs)" Managing own learning and assessing own performance are two separate competences/common skills/key skills.	- Manage own learning - Develop competence/skills to assess own performance	
79	E&G		Te		Add 4.2.5 "use empathy appropriately and culture active listening"	As we speak here about self-reflection, I understand empathy and active listening may lead to self-reflection. But both are used to describe a kind of relationship with someone else and are not used for used directly for self-reflection. Can you rephrase your proposition?
80	M	4.3	GE		Personal Data Protection of trainee	
81	M	4.3.1	GE	It is important to include the personal data protection of trainee	Develop a process for the protection of sensitive personal data of trainee	

Type of comment: **ge** = general **te** = technical **ed** = editorial

NOTE: Columns 1, 2, 3, 4, 5 are compulsory.

Appendix I – Situational factors analysis’ tasks

allocation to partners

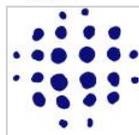
 #MENTOR4WBL@EU Empowering EU Company Mentors	
IO1- Course design for apprenticeship & internship in-company WBL mentors	
Situational Factors Analysis	
1. Specific Context of the Teaching and Learning Situation	
BAU	1. How many students should be enrolled in your course? 2. Is the course basic, advanced or graduate level? 3. How will the course be delivered: live, online, or in a classroom or lab? 4. What physical elements of the learning environment will affect the course? 5. Does your course outcome require special equipment or learning experience?
2. Expectations of External Groups	
CAFF	1. What are society's expectations of learners enrolled in general or with regard to this particular course? 2. What is the state or related professional society's accreditation requirements related to goals of this learning experience? 3. What curricular goals/outcomes of the Project/consortium will affect this course (e.g. "professionalization" of mentoring)? 4. Are there any standards or expectations for this course (from other sources) that must be met? 5. Are there professional standards that will be tested?
3. Nature of the Subject	
IME GSEVEE	1. Is the subject matter convergent (working toward a single right answer) or divergent? 2. Are the topics addressed discrete and independent, or they build on one another? 3. ? Is the subject primarily cognitive or it includes the learning of physical skills as well? 4. Is the field of study relatively stable, in a period of rapid change, or in a situation where competing paradigm are challenging each other? 5. What purpose does this course serve in the students' education? 6. What will the students use from your course in other courses? 7. Are your goals articulated with the next level course? Are the connections clear to the students?
4. Characteristics of the learners	
OAEED	1. What are the life situations of the students at the moment: full-time students? part-time working students, family and work responsibilities? 2. What life or professional goals of students relate to this learning experience? 3. What are the students' reasons for enrolling? 4. What are the students' prior experiences, knowledge, skills, and attitudes toward the subject? 5. What are the students' learning styles? 6. What knowledge, skills and attitude should a student leave this course with? 7. What motivates these students? Are they self-starters, responsible learners, or beginning undergraduates?
5. Characteristics of the instructor	
DIEK Aigaleo	1. What is the instructor's level of competence and confidence in this subject? 2. What are the prior experiences, knowledge, skills and attitudes of the instructor with regard to the process of teaching? 3. ? What are the instructor's prior experiences, knowledge, skills, and attitudes with regard to the subject of this course? 4. What are the instructor's strengths and in which areas does the instructor need to grow? 5. How much time do you have to develop this course?
6. Special Pedagogical Challenge	
DIEK Aigaleo	1. Are there any special situations in this course that will challenge students and the instructor in their efforts to have important learning experience?



Appendix J – Learning outcomes alignment with the competence matrix

IO1- Course design for apprenticeship & internship in-company WBL mentors				
Course Title: Mentor's training course Typical class size: Level of course: Delivery Method (f2f/online):				
Dee Fink's taxonomy				
	Learning Outcomes	Assessment Activities*	Learning Activities**	Team
Foundational Knowledge Describes what learners will be able to do with information, e.g. learners will understand & remember key concepts, terms, ideas, relationships, facts etc. Example of Verbs to use: <i>identify, remember, understand</i>	The learner will be able to ...			GSEVEE-IEK
Application Describes the kind of activities & tasks learners will be able to perform based on the information they have acquired, e.g. learners will perform "do" important tasks. Example of Verbs to use: <i>analyze, critique, solve, demonstrate, design, develop, use, calculate, create, manage, coordinate, produce, solve, assess, decide, judge</i>	The learner will be able to ...			GSEVEE-BAU
Integration Describes the kind of activities & tasks learners will be able to perform when they synthesize, link to or relate specific information to other information, e.g. learners will identify the relationship between "x" and "y". Example of Verbs to use: <i>align, compare, contrast, integrate, organize, relate, connect, associate</i>	The learner will be able to ...			GSEVEE-OAED
Human Dimension of Learning-Self Describes the kinds of activities learners will be able to perform when they apply information to themselves, i.e. from what they come to know about themselves. Example of Verbs to use: <i>conclude, discern, discuss, identify, recognize, relate, come to see themselves as, understand others in terms of, decide to become, interact with others regarding</i>	The learner will be able to ...			IEK-BAU
Human Dimension of Learning-Others Describes the kinds of activities learners will be able to perform when they apply information to themselves and their interactions with others, i.e. from what they come to know about others. Example of Verbs to use: <i>convince, discuss, display, recommend, reconsider</i>	The learner will be able to ...			IEK-BAU
Caring Describes the kind of activities learners will be able to perform when they connect the information to themselves and their personal lives in a meaningful way. Example of Verbs to use: <i>act, challenge, defend, propose, support, value, empathize, respond</i>	The learner will be able to ...			BAU-OAED
Learning how to learn Describes the kind of activities learners will be able to perform in order to continue to learn more about this topic in the future/ ability to know how you learn effectively. Example of Verbs to use: <i>create, develop, formulate, identify, organize, select, question, adjust, reflect, plan, revise, seek feedback, summarize, teach</i>	The learner will be able to ...			IEK-OAED
* Eg. in-class evaluation, out-of-class work, short position papers (knowledge check), proposal assignment & analysis paper (doing), bibliography assignment (doing), writing workshop (communicating with others), discussion board posts (reflective writing), discussion board posts (reflective writing), exams, classroom assessment techniques/ formative assessment, summative assessment, mid-term assessment, self-assessment ** Eg. read & analyze the assigned work, read relevant literary critical texts, synthesize primary & secondary sources, summarize related texts, explore sources on the internet, watch a video & answer to questions, case scenario role-playing, group discussion, weekly reflective journaling, post comments to a discussion e-platform *** Eg. based on assignments, participation, attendance/ grading rubrics, grading statements				



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<p style="text-align: center; transform: rotate(-45deg);">Learning Outcomes</p>		<p>Specific statements about the knowledge, skills, attitudes & values that are expected of learners after successfully completing the course.</p>	
<p>Learning Outcomes should be S.M.A.R.T.</p>			
		<p>S=SPECIFIC</p>	
		<p>M=MEASURABLE</p>	
		<p>A=APPROPRIATE & ACTION-ORIENTED</p>	
		<p>R=RESULTS-ORIENTED</p>	
		<p>T=TIME SPECIFIC</p>	
<p>How are Learning Outcomes written -></p>		<p>2 parts</p> <p>First Part: An action verb</p> <p>Second Part: A content area</p>	
<p>The action verb specifies the desired learner's performance which is followed by a description of the program content area.</p> <p>E.g. "Graduates of the course will be able to + Action Verb + Content Area"</p>			
<p>Tips for writing Learning Outcomes</p>			
✓	Focus on what students will learn rather on what faculty will teach		
✓	Describe LO as outcomes not as processes by focusing on instruction behavior rather than subject matter covered		
✓	Begin the phrase with "The learner will..."		
✓	Use Action Verbs to describe what students will know, do & value		
✓	Avoid using vague verbs that are difficult to measure/ assess		
✓	Include higher-order LO to ensure that expectations of learning extend beyond memorization of facts & terminology		
✓	Verify that LO are S.M.A.R.T.		
✓	Ensure that LO are clear and understandable by learners, faculty		
✓	Address only one outcome (do not use conjunctions)		
<p>Check list for writing well-written Los</p>			
Is there faculty consensus for each LO?		Yes	No
Does the LO utilize an effective Action Verb that targets the desired level of student performance?		Yes	No
Is the LO S.M.A.R.T.?		Yes	No
Is the LO student-centered?		Yes	No
Is the LO delivered in the curriculum?		Yes	No



Appendix K – Foundation knowledge collaborative formulation of learning outcomes (IMEE GSEVEE & DIEK Egaleo)

Available at:

https://docs.google.com/document/d/1q1SHdgs43Sj_7S_QA3jW6MoPIZwFO548NcLJVWHQ_ZE/edit?usp=sharing

Learning Outcomes	Relevance with competence matrix	Learning Activities	Assessment Activities
<p>The learner will be able to identify the foundations of in-company apprenticeship & internship for WBL mentorship</p> <p>a. explain the importance & contribution of WBL apprenticeship & Internship to companies</p> <p>b. understand what mentorship is/identify its differences from similar terms(e.g. teaching, coaching)</p> <p>c. describe the principles of a productive mentoring relationship/ recognise the importance and the challenges of mentorship relationship building</p> <p>d. remember the special factors characterising adult learners</p> <p>e. list the different stages of the</p>	<p>a. 1.1.3</p> <p>b. 2</p> <p>c. 2.4</p> <p>d. 1.1.2</p> <p>e. 2.1</p> <p>f. 2.3.1</p> <p>g. 3.1.1</p>	<ul style="list-style-type: none"> • assigned videos • presentations and articles • own web research • group/forum discussions • peer collaboration in problem solving scenarios 	<ul style="list-style-type: none"> • peer assessment • multiple choice quizzes • case study quizzes • open questions quizzes for the description of adult learners' special characteristics



<p>process of the design and implementation of an in-company apprenticeship & internship WBL programme</p> <p>f. indicate ways of socialization of the mentee</p> <p>g. give examples of effective mentoring practices</p> <p>h. define structured & documented methods to assess different aspects of the mentoring procedure</p>			
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Foundational Knowledge

Describes what learners will be able to do with information, e.g. learners will understand & remember key concepts, terms, ideas, relationships, facts etc.

Example of Verbs to use: **identify, remember, understand**

Foundational Knowledge

Associate, Compare, Contrast, Describe, Define, Explain, Give example, Identify, Illustrate, Indicate, List, Name, Paraphrase, Recite, Recognize, Remember, Repeat, Restate, Tell



Appendix L – Learning outcomes alignment with the competence matrix

WBL In-company WBL mentor Competence Matrix	Learning outcomes
1. PLAN - Preparation and induction	
1.1. Analyse the context – Ability to	
1.1.1. demonstrate understanding of the school's VET needs	<ul style="list-style-type: none"> Cooperate with stakeholders involved in the in-company WBL mentoring process Combine effectively the school's VET needs, the mentee's and the company's needs & expectations
1.1.2. understand the WBL mentee's profile, learning style and most efficient way of learning	<ul style="list-style-type: none"> Remember the special factors characterizing adult learners Combine effectively the school's VET needs, the mentee's and the company's needs & expectations
1.1.3. identify the company's expectations	<ul style="list-style-type: none"> Explain the importance & contribution of WBL apprenticeship & Internship to companies Combine effectively the school's VET needs, the mentee's and the company's needs & expectations
1.2. Plan WBL objectives and actions to achieve them – Ability to	
1.2.1. plan realistic and measurable WBL learning outcomes	Create and manage feasible action plans & resources for achieving the WBL objectives/ analyse the needs of the apprentice
1.2.2. determine and arrange feasible action plans and resources for achieving the WBL objectives	Create and manage feasible action plans & resources for achieving the WBL objectives/ analyse the needs of the apprentice
1.2.3. identify and plan the necessary resources to perform the in-company WBL mentoring process	Estimate the necessary resources to perform the in-company WBL mentoring process
1.2.4. validate consistency of the WBL objectives and action plans with the in-company WBL mentorship programme's needs	<ul style="list-style-type: none"> Connect the WBL objectives with the action plans and the methods of assessing progress of objectives Solve complex problems that might derive during the apprenticeship/ internship
1.2.5. ensure WBL Mentee's commitment on the objectives, action plans and methods of assessing progress of objectives	Assess WBL mentee's commitment on the objectives, action plans & methods of assessing progress of objectives
1.2.6. cooperate with the Vet school tutor for developing the optimal skills transfer plan for the WBL Mentee	Coordinate with the VET school tutor for developing the optimal skills transfer plan for the WBL mentee

1.2.7. organize learning situations and case studies	Create learning scenarios and link the appropriate teaching methodology to them
1.2.8. prepare the welcoming pack and ensure mutual commitment to a productive relationship	<ul style="list-style-type: none"> • Produce a welcoming leaflet/presentation/pack with a summary of the WBL content • Help the mentee become familiar with the working environment and describe work safety and obligatory issues. • Communicate the common ground which the in-company WBL mentor and the mentee would share throughout the program
1.2.9. define together with the mentee the operating rules during the in-company WBL mentoring process at workplace	Make decisions together with the mentee concerning the operating rules during the in-company WBL mentoring process at workplace
2. DO – In-company WBL mentoring	
2.1. Socialize the Mentee – Ability to	
2.1.1. welcome the Mentee when s/he arrives in the company	<ul style="list-style-type: none"> • Understand what in-company WBL mentorship is/identify its differences from similar terms (e.g. teaching, coaching) • Indicate ways of socialization of the mentee • Lead the socialisation of the mentee in the company • Coordinate with the VET school tutor for developing the optimal skills transfer plan for the WBL mentee
2.1.2. provide information about company's profile and culture	Locate the fundamentals of the workspace and the organizational culture
2.1.3. explain company's policies and procedures	Correlate companies' policies & procedures with the whole in-company WBL mentoring process
2.1.4. ensure a sound social and behavioural integration within workers and Mentee	Apply a "learning by seeing" process. Hence, reflect the moral issues and be a role model for the mentee.
2.1.5. act as liaison with stakeholders involved in the in-company WBL mentoring process	Unite stakeholders involved in the in-company WBL mentoring process
2.1.6. promote the relationship between the Mentee and his school	Motivate the mentee to appreciate the value of attaining knowledge of formal training
2.1.7. apply a process for the protection of sensitive personal data of Mentee	<ul style="list-style-type: none"> • Recognise sensitive personal data. • Define the necessary process steps for keeping the sensitive personal data.
2.2. Professionalize the Mentee – Ability to	
2.2.1. supervise the WBL Mentee and assign him tasks on a day-to-day basis	Organize mentee's day-to-day tasks
2.2.2. transmit vocational knowledge, experience, know-how, and competences	Connect and intermix his/her vocational knowledge, experience, know-how and competences with mentee's personal profile and the in-company WBL mentoring procedure on the whole
2.2.3. professionalize the Mentee and promote his employability	<ul style="list-style-type: none"> • Demonstrate the professional rules and work ethics



	<ul style="list-style-type: none"> Align WBL tasks to sector needs
2.2.4. support and empower the Mentee towards independent self-professional development/professional autonomy	Inspire mentee for developing to a lifelong learner
2.2.5. ensure transferability of knowledge and competences in other workplaces	Assess the degree which the desired tangible and intangible WBL material delivered can be applied to other workplaces
2.2.6. advise the WBL Mentee on matters related to work	<ul style="list-style-type: none"> Transfer knowledge and Commit to self-monitor own performance Communicate creatively to build trust
2.2.7. perform as a role model and subject expert resource	Inspire as a role model
2.3. Implement effective in-company WBL mentoring practices – Ability to	
2.3.1. ensure implementation of the agreed action and in-company WBL mentoring plans, situations and case studies	Give examples of effective in-company WBL mentoring practices
2.3.2. coordinate the WBL plan if different In-company WBL mentors train the Mentee	Coordinate the WBL plan if different in-company WBL mentors train the mentee
2.3.3. assist the WBL Mentee to carry out classroom assignments related to the job and implement them on real working conditions	Integrate school assignments in the WBL learning scenarios/plan
2.3.4. keep records on Mentee's personal learning log/recording system according to the framework (e.g. contract, learning diary)	Record on mentee's personal learning log/recording system according to the framework (e.g. contract, learning diary)
2.3.5. demonstrate appropriate digital literacy and skills	<ul style="list-style-type: none"> Use digital tools, media and technologies for the needs of in-company WBL mentorship Identify Internet resources for in-company WBL mentoring and own learning
2.4. Develop a productive in-company WBL mentoring relationship – Ability to	
2.4.1. recognize and build upon abilities of the mentee to nurture a productive relationship	<ul style="list-style-type: none"> describe the principles of a productive in-company WBL mentoring relationship/ recognise the importance and the challenges of in-company WBL mentorship relationship building Nurture the mentee's abilities
2.4.2. manage this relationship for achieving mutual benefit	Cooperate with the mentee for achieving mutual benefit
2.4.3. encourage positive changes based upon strengths	Motivate by focusing on positive changes
2.4.4. apply creative communication tools and techniques to establish trust and open communication	Communicate creatively to build trust
2.4.5. support the mentee through identifying needs and advocating when/where appropriate	Support the mentee through identifying needs
2.5. Manage challenges – Ability to	
2.5.1. demonstrate flexibility in adjusting the learning path according to the mentee's needs, time constraints, resources or other issues	Demonstrate flexibility in adjusting the learning path according to the mentee's needs, time constraints, resources or other issues

2.5.2. facilitate creative thinking, problem solving and working culture to address the mentee's needs	<ul style="list-style-type: none"> Recognize the benefits of creative thinking and problem solving in WBL Identify the mentee's needs Formulate questions that correspond to the mentee's needs Develop a learning plan that nurtures creative thinking, problem solving and working culture
2.5.3. use appropriate communication skills and meet adequate decisions to resolve conflicts and minimize their impact on the in-company WBL mentoring program and relationship	Resolve conflicts effectively
2.5.4. identify, analyse the and manage crisis situations, use adequate communication in case of conflict	Resolve conflicts effectively
2.5.5. manage ethical issues	Resolve conflicts effectively
3. CHECK – Assessment	
3.1. Assess the in-company WBL mentoring outcome – Ability to	
3.1.1. apply structured & documented methods to assess at planned intervals <ul style="list-style-type: none"> a) the integration, b) the acquired professional competences, c) the achievement of the objectives and related action plans, d) the relationship 	Define structured & documented methods to assess different aspects of the in-company WBL mentoring procedure
3.1.2. include the company's satisfaction and the relationship with the team in the assessment	Assess the WBL mentee's impact on company and team
3.1.3. commit the WBL Mentee to self-assess	Explain the benefits of self-assessment
3.1.4. manage to involve collaborators in the assessment	Cooperate with stakeholders involved in the in-company WBL mentoring process
3.1.5. share and agree the assessment results with the WBL Mentee	<ul style="list-style-type: none"> Discuss with the WBL mentee the assessment results in a productive way Communicate creatively to build trust
3.2. Self-assess the in-company WBL mentor – Ability to	
3.2.1. self-assess the own WBL in-company WBL mentoring practices against recognised good practices	<ul style="list-style-type: none"> Reflect & self-assess performance Initiate self-assessment of own WBL in-company WBL mentoring practices
3.2.2. self-assess the social and behavioural competences (role model, communication, team work, availability)	Respond and inspire with necessary social and behavioural competencies (role model, communication, team work, availability)
3.2.3. identify own strengths and areas for improvement as a WBL In-company WBL mentor	Identify own strengths and areas for improvement as a WBL In-company WBL mentor
3.2.4. document the WBL Mentee's assessment of his WBL In-company WBL mentor's in-company WBL mentoring practices	Discuss with the mentee about his assessment of the in-company WBL mentoring practices and competencies along the WBL period
4. ACT – Improvement	
4.1. Remediate the in-company WBL mentoring plan & outcome – Ability to	
4.1.1. revise the objectives as necessary and justify the changes	<ul style="list-style-type: none"> Assess and interpret the WBL mentee's performance Judge and prescribe necessary changes in the objectives



4.1.2. propose and mutually agree timely appropriate actions to remediate as necessary based on the assessment results	<ul style="list-style-type: none"> Assess and interpret the WBL mentee's performance Judge and prescribe necessary changes in the objectives Recommend the best course of action based on assessment Give an example of assessment schedule and suggest changes to it
4.1.3. involve collaborators in the remediation plans	<ul style="list-style-type: none"> Cooperate with stakeholders involved in the in-company WBL mentoring process Communicate constructively in different environments, collaborate in teams and negotiate
4.1.4. inform the school of the revised objectives and action plans	<ul style="list-style-type: none"> Cooperate with stakeholders involved in the in-company WBL mentoring process Communicate constructively in different environments, collaborate in teams and negotiate Prescribe a list of changes to remediate process for school's consideration
4.1.5. communicate with the Academic in-company WBL mentor the strengths and the areas in which improvement is needed	<ul style="list-style-type: none"> Assess and interpret the WBL mentee's performance Cooperate with stakeholders involved in the in-company WBL mentoring process Communicate constructively in different environments, collaborate in teams and negotiate Discuss with the academic in-company WBL mentor the identified changes to overcome areas of concern or areas for improvements
4.1.6. advise the WBL Mentee concerning performance both on the job and in school as well as his/her relationship with other employees	<ul style="list-style-type: none"> Assess and interpret the WBL mentee's performance Judge and prescribe necessary changes in the objectives Communicate creatively to build trust
4.2. Improve the in-company WBL mentor's practices – Ability to	
4.2.1. plan actions for improving the WBL In-company WBL mentoring practices according to the assessment results	<ul style="list-style-type: none"> Develop & implement a personal plan to be updated on in-company WBL mentorship Discuss with the mentee about his assessment of the in-company WBL mentoring practices and competencies along the WBL period
4.2.2. identify and address personal VET needs related to WBL In-company WBL mentoring	Seek & identify important information resources needed to apply new in-company WBL mentorship principles and tools to a new mentee
4.2.3. demonstrate personal, social and learning to learn competence	Inspire mentee for developing to a lifelong learner
5. BE – Social, Managerial & Behavioural	
5.1. Soft skills	
5.1.1. Integrity	<ul style="list-style-type: none"> Value public good over private gain Protect the mentee from immoral or illegal

	activity
5.1.2. Counselling	Employ counselling skills that include assessment techniques to facilitate discussion and mutual decision-making between in-company WBL mentor and mentee to create positive change on the in-company WBL mentoring path
5.1.3. Responsibility	<ul style="list-style-type: none"> • Feel the impact of their role on the mentee, the company and the society • Take responsibility of their own learning for advancing their in-company WBL mentorship
5.1.4. Acceptance by peers	Communicate constructively in different environments, collaborate in teams and negotiate
5.1.5. Enthusiasm	<ul style="list-style-type: none"> • Commit to self-motivation, raised aspirations and belief in one's own abilities and achieving one's goals • Motivate the mentee(s)
5.1.6. Positive attitude	Communicate creatively to build trust
5.1.7. Empathy	<p>Understand what empathy is</p> <ul style="list-style-type: none"> • Integrate empathy to change behaviour and build better relationships • Understand others in terms of learning barriers
5.1.8. Team player	<ul style="list-style-type: none"> • connect and work with others to achieve a set task • Communicate constructively in different environments, collaborate in teams and negotiate
5.1.9. Good communication skills	<ul style="list-style-type: none"> • recognize the importance of interpersonal skills • describe how good communication with other can influence working relationships • Communicate creatively to build trust
5.1.10. Active listening	<ul style="list-style-type: none"> • Communicate creatively to build trust • Analyse and have an increased understanding of the techniques of effective listening • Discuss the skills of communication and focus on the art of listening • Employ their new skills on effective listening actively in the working environment
5.1.11. Professionalism	<ul style="list-style-type: none"> • Take responsibility of their own learning for advancing their in-company WBL mentorship • Value public good over private gain • Protect the mentee from immoral or illegal activity • Integrate empathy to change behaviour and build better relationships • Communicate constructively in different environments, collaborate in teams and negotiate • Self-regulate their behaviour to positively impact the team environment