



TRAINING COURSE HANDBOOK
LEVEL UP! WORKPLACE TUTOR
GOES EUROPE



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Project Consortium:



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1. Foreword

This handbook is intended for use by VET organisations – training providers and companies – for the purpose of guiding through the implementation of high-quality training course for in-company trainers and other VET personnel that works in the context of real work processes. The handbook aims to enable training providers to design and implement a course similar to the Workplace Tutor training course run in the Level up! project, hereby supporting the exploitation of the project outcomes and spreading the benefits of high-level qualification for VET personnel.

The handbook provides an in-depth account of the training course, including the competence profile it is based on, the course design and programme, planning and implementing the course, evaluating it and insights on European certification pathways for such a qualification. It provides an account of the experiences we have gained in the course of this training programming, including practical hints of what worked well for us and what didn't.

In all likelihood, training providers will not emulate the pan-European character of our training course that combined both learners as well as learning places and contents from across Europe. However, it is quite feasible to transfer the curriculum to a more traditional training setting in terms of places of learning and set-up of participants. Some training providers may still feel it possible to take up some of the European aspects, such as Europe- or country-specific contents, issues of mobility, etc. In terms of the set-up of the course, blended learning combining face-to-face seminars with e-learning and reflected on-the-job learning, this concept can easily be transferred into a classic “national setting”.

But before we get into the details of the Level up! training course, we would like to say a few things on why we feel that high-quality training of our target group is vital across Europe. It is evident now that work-based learning is becoming increasingly important in Europe, and vocational education is directed more at acquiring relevant skills and competences for and at the workplace. Learning process guidance is an important response to the changing requirements and trends of in-company learning. It is based on the assumption that the best place to learn the skills and competencies needed for one's work is at work. At the same time, it regards the learner as a capable individual who needs support to learn at his / her own pace and finds answers to their questions themselves rather than being instructed frontally by use of ‘a one-size fits all’ approach. However, at the same time, Europe's in-company trainers are often left alone with the rapidly changing requirements of in-company training, not only learning guidance that requires a completely different set of competences compared to traditional “instructing”, but also the changing

make-up of learners, more heterogeneous learning groups, more rapidly changing competence requirements in the work processes that result in a much greater need for on-the-job further training and not only initial training, changing social and cultural backgrounds of learners, etc.

The “Level up! Workplace Tutor goes Europe” project has addressed this issue by developing a training programme suited for practitioners at the workplace, whether as training coordinators with the responsibility of the overall coordination of training activities in the company or someone training, tutoring or guiding a learner at his/her work tasks.

In the very fast changing world of work there is an urgent need to train personnel to be able to guide learners, be that new employees, apprentices or existing colleagues in new techniques and skills; it is also important, however, that VET providers throughout Europe share common standards for training this specialized group of VET professionals. Our aim was to provide the standards in the form of competence profiles and let the VET providers create their own training programmes based on the competences instead of delivering a ‘one-size fits all’ approach. The EQF-compatible competence profile “European Workplace Tutor” is targeted at in-company trainers who take on also the designing, planning, managing and running of training measures in the company, while the “Learning Process Guide” competence profile is targeted more at in-company trainers whose main responsibility is the actual training in the work process.

This innovative concept allows companies and VET institutions to create programmes tailored to the needs of their personnel.

2. Introduction to the Course

2.1 The changing situation of trainers

According to a study¹ carried out by Cedefop's TT-Net network², the responsibilities delegated to trainers are increasing and are associated with higher levels of quality. Due to the continuously changing requirements with respect to vocational education and training (VET) and the expectations of new competences and skills, there is a growing demand for greater pedagogical and didactical skills on the part of (in-company) trainers. Trainers need to handle modern training and learning methods (both in terms of methodology as well as technique) whilst being able to cope with increasingly heterogeneous learning groups, young people as well as older colleagues, learners with special learning needs or social and cultural issues. They have to recognise and utilise work processes as an opportunity for learning, and they have to be able to apply the latest evaluation and assessment methods and be a learning guide rather than an instructor. As a learning guide, trainers are expected to observe employees, analyse learning needs of individual as well as competence requirements of workplaces and / or new working techniques/processes as well as opportunities of individuals and workplaces and arrange and develop training programmes accordingly. They should be able to assess the competence development of the learners as well as evaluating the success of learning guidance / targeted training measures and their own training style.

Additionally, the organisation of VET is undergoing substantial changes. Initial and continuing vocational education are merging, the management of VET and quality assurance are becoming more and more important. In-house trainers are under increasing pressure to act economically, and they face new demands for consultation and advice. Vocational training has become a complex and challenging profession of its own. However, there is still a great lack when it comes to qualifications for this target group all over Europe – appropriate training programmes preparing trainers for the increasing demands they face in their day-to-day work are still few and far between.

1 Volmari, Kristina; Helakorpi, Seppo; Frimotdt, Rasmus (eds); Cedefop (2009): Competence framework for VET professions: handbook for practitioners. Helsinki Finnish National Board of Education. Available from Internet: http://www.cedefop.europa.eu/files/111332_Competence_framework_for_VET_professions.pdf

2 The TTnet was a Pan-European forum for practitioners and policy-makers dealing with the training and professional development of VET teachers and trainers between 1998 and 2009.

2.2 Description of the Level up! project

The project “Level up! Workplace Tutor goes Europe” was aimed at the professionalization and improved qualification of in-company VET personnel as one of the key actors in VET. It intended to work on two levels:

- a) on the practitioners’ level: it aimed to provide an outstanding example, an innovative training for in-company training personnel that enables a high-level qualification as well as a peer-to-peer exchange at European level;
- b) with respect to VET policy, the project pursued the establishment of a pan-European multi-stakeholder dialogue on current debates surrounding VET in Europe.

In practice, these two objectives have been implemented as follows:

1. Implementation of a pan-European training course called “European Workplace Tutor:” a group of participants from six European countries (Portugal, Spain, Finland, Hungary, Ireland and Germany) completed the blended-learning programme “European Workplace Tutor” that had been previously developed in the Leonardo da Vinci projects “It’s time” and “European Workplace Tutor” (EWT), and adapted to include European aspects of VET policy and systems as well as current issues in the respective countries. The course provided the participants with the complete learning outcomes of the European Workplace Tutor profile.
2. Implementation of a European forum for stakeholders of VET personnel to facilitate a debate and the development of recommendations on current issues in European VET policy: this debate has been put into action in the framework of the European Workplace Tutor Network, through a series of measures:
 - the implementation of five multiplier events gathering stakeholders in order to discuss selected issues of relevance to current VET policy in Europe;
 - the integration of the aforementioned issues and European stakeholders in existing networks and events of project partners;
 - dissemination activities; and
 - additional consultation with experts on results developed in the project.

The events addressed aspects of the current European debate on VET issues and brought together VET personnel and stakeholders to discuss them, and to develop positions and recommendations that contribute to further debate. These outcomes have been published in the form of subject-specific [brochures](#)³ including political recommendations.

³ See the following link: <http://www.workplacetutor.eu/publications.html>

Through its objectives, the project has addressed existing needs of VET personnel in Europe. This is of increased importance against the background of the current shift of policy paradigms in Europe, away from “streamlining” vocational education and towards a holistic approach, according to the model of dual training.

As previously mentioned, the consortium of partner organisations implemented three European projects supported by the European Commission, in which we have:

analysed and compared the qualification landscape for VET trainers in various European countries,

developed a common European qualification profile,

developed and adapted training programmes for in-company trainers,

piloted training courses in a number of countries, and

promoted the long-term implementation of better quality training for trainers through various activities.

In our most recent project “Level up!” project, we implemented a European training course in which participants from six European countries learned together and from one another in four different European countries.

2.3 Description of the role of workplace tutor

The European training course aims at endowing in-company trainers with skills they require in order to train learners (apprentices/trainees as well as colleagues) in their day-to-day learning processes at work.

The target group of the European training course included in-company trainers, tutors, learning representatives and other in-company actors involved in the formal and non-formal training processes of their organisations; as well as trainers from VET organisations that are involved in the transition process to work-based learning and can act as multipliers by training and advising in-company trainers and training companies. That means that we targeted professionals who are not completely new to the issues of training and already have some form of qualification and / or experience but would like to gain new insights and methods and improve their qualification. Also, all training participants were currently involved in training at their workplace in order to ensure that the on-the job learning element of the training course was feasible.

The European Workplace Tutor competence profile includes all competences required for high-level in-company training positions in the different countries participating in the project, covering all tasks and responsibilities of in-company trainers from:

- analysing learning needs of individuals, workplaces and organisations,
- planning and preparing training measures,
- implementing training measures and guiding learning processes,
- assessing and documenting learning processes to
- quality assurance and evaluation.

The European Workplace Tutor has the responsibility to independently plan, implement and evaluate in-company learning processes according to the requirements of the organisation and the individual, assess learning outcomes, advise individuals regarding their learning processes and guide individuals in their learning processes. The tasks include:

1. to plan, implement and increase the quality of in-company learning processes economically and according to demand;
2. to assess the qualification needs of individual workers and, based on the results, to develop training offers tailored to the needs of the target group;
3. to consult his/her company/organisation with regard to qualification needs and corresponding training measures and / or changes thereof;
4. to support the development of professional, social and methodological competences within the company/institution; to develop and implement personnel development projects and to be able to formulate and initiate the necessary processes of change within the company/institution;
5. to develop specific qualification offers for target groups that require additional psychological, pedagogical and/or cultural support.

3. Course design

3.1 Introduction to the course concept

This course aims at endowing in-company trainers with skills they require in order to guide learners (apprentices/trainees as well as colleagues) in their day-to-day learning processes at work.

The course follows the curriculum of the European Learning Process Guide and covers the following contents:

- Analysing learning needs of individuals and organisations
- Planning and preparing training measures
- Implementing training measures and guiding learning processes
- Assessment and documentation of learning processes
- Quality assurance and evaluation

Participants will learn about how to analyse learning needs of individuals and groups, how to translate them into customised training offers, how to plan and prepare training measures, how to implement them and apply learning guidance in your day-to-day work, how to assess and document learning processes and how to evaluate and improve the quality of your own work. You will have the opportunity to reflect your own role as a trainer and learn about variety of methods and instruments to apply in your daily work. Special attention will be given to the workplace as a place of learning, to the changing role from instructor to learning guide and what this involves, and to learners with special needs and how to respond to them.

A special focus is placed on the transfer of acquired knowledge and skills to the work reality of the participants. The training course will involve various opportunities to apply what they have learned, try out new methods and instruments in their daily work and reflect them in the learning group.

As this training course involved a European training group, we have also placed an emphasis on the European dimension (exchange of opinion and experience, VET systems in different countries, intercultural competence, the English language and current issues in Europe such as youth unemployment, integrating learners with special needs, etc.)

3.2 Why a European training course?

The internationalisation of business on the one hand, and the growing importance of the European level in education and training policy have resulted in a greater need for comparable and transparent qualifications. At the same time, Europe is currently facing a series of issues, such as youth unemployment and the economic and social integration of refugees that have a great impact on training and education in practice and should be addressed not only at national but also at European level.

VET policy and practice in Europe differs widely, in recent years, there have been a number of political initiatives to improve the comparability and transparency of qualifications in the EU and to facilitate the mobility of employees and apprentices. We believe that practitioners of VET can benefit greatly from an exchange of knowledge and experience with colleagues from other European countries. Enabling such an exchange is a core objective of our training course.

In order to emphasise the European dimension of our training course, we will complement the existing curriculum with input on the different national VET systems, the discussion of current political issues that impact on training policy and practice and a strong focus on the aspect of intercultural competence.

3.3 The Role of the Learning Process Guide

The Learning Process Guide competence profile was derived from the European Workplace Tutor competence profile⁴ in order to describe a related but isolated competence profile for in-company trainers who are not so strongly involved in the complex management and coordination processes of (larger) companies' training processes and measures but who are more practically involved in the day-to-day training activities in the company but who still have a great need for high-quality training competences for the reasons specified in the introduction of this handbook. The reasons for this being that there was a clear need identified for such a qualification in the EWT project, the predecessor to the Level up! project, in fact, a numerically greater need simply due to the greater numbers of trainers working in such a capacity. The training programme that we developed in the "Level up!" project is based on the Learning Process Guide profile.

The Learning Process Guide accompanies learning processes of staff in the company, this can involve formal as well as non-formal and informal learning processes. The learning process guide acts as a specialist for learning processes with the aim of enabling learners to independently create and reflect learning processes.

⁴ For the EWT profile see ANNEX 1.: COMPETENCE PROFILE OF THE EUROPEAN WORKPLACE TUTOR

The responsibilities include:

1. to plan, implement and increase the quality of in-company learning processes economically and according to demand
2. to assess qualification needs of individual workers and based on this to develop training offers tailored to the needs of the target group
3. to consult his/her company/organisation with respect to qualification needs and corresponding training measures changes
4. to support the development of professional, social and methodological competences within the company/institution; to develop and implement personnel development projects and to be able to formulate and initiate the necessary processes of change within the company/institution
5. to develop specific qualification offers for target groups that require additional psychological, pedagogical and/or cultural support

In the following section we provide the competence profile of the Learning Process Guide that specifies the competence requirements identified for this target group in seven European countries. The profile is learning-outcome oriented and the basis of our training programme, therefore specifying the learning outcomes that the training pursues.

3.4 The competence profile of the Learning Process Guide

Unit 1: Analysing the learning needs of the learner(s)

Task 1.1 He/she is able to collect and analyse basic information about the learner(s); identify and discuss the learning needs and styles of the learner and jointly agree on learning objectives		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ Assess the needs and potential of individual learners in the context of work ▪ understand the specific needs of the target group 	<ul style="list-style-type: none"> ▪ analyse the learners' entry level, learning style and developmental needs ▪ identify training needs and potential of different individuals 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of different needs of specific target groups (special psychological, pedagogical, cultural support), socio-economic contexts and their impact on learning ▪ comprehensive knowledge of interview and questioning techniques for assessing the learner/the learning needs

Task 1.2 He/she is able to analyse training environment		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ Exchange of information with other institutions / departments 	<ul style="list-style-type: none"> ▪ consider objectives, strategies, work processes and methodologies and the company's framework conditions when advising learners 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of competence requirements of specific jobs, functions and tasks in his area and corresponding occupation profiles ▪ factual knowledge of entitlements and obligations for learning at the workplace (incl. legal frameworks of traineeships, apprenticeships, etc.) ▪ comprehensive knowledge of training and learning opportunities within and outside the organisation (e.g. training cooperations)
Task 1.3 He/she is able to provide guidance and advise to learners (individual development); perceive individual learning behaviours, barriers and obstacles		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ provide guidance and advice to individuals ▪ personalise learning processes, taking ▪ into consideration possible learning difficulties as well as a different cultural and social background ▪ apply social, communication and intercultural competencies to appropriately respond to the learner 	<ul style="list-style-type: none"> ▪ identify own and others' learning styles ▪ identify possible learning difficulties / barriers in learners ▪ offer target group-specific guidance, orientation and support for individual learners ▪ draw-up and use a PDP within his field of specialisation 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of the professional competences required by the labour market in his field of specialisation ▪ specialized knowledge of the sources there are of materials and courses for self-study/refreshment (lifelong learning)

Unit 2: Planning and preparing training measures: plan training and learning measures (ongoing or specific training measures) for his area economically and according to needs / framework conditions of the company and the learner

Task 2.1 He/she is able to choose and plan task assignments, learning steps and arrangements		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ Choose learning tasks and arrange those and pass them on to learner for independent planning and implementation ▪ Making decisions regarding learning arrangement and conducting handover talks 	<ul style="list-style-type: none"> ▪ plan personalised learning processes based on the identified training needs and the specific learner's needs ▪ use the work processes as a learning environment ▪ plan learning activities that match the objectives ▪ identify which learning goals can be achieved through which means of learning (including the use of e-learning) 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of requirements of specific occupations, functions and tasks in his area
Task 2.2 He/she is able design and negotiate appropriate learning paths and agreements, compose suitable learning groups		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ is aware of the importance of social / personal development and how to encourage this (including aspects of democratic / civil education, critical thinking), especially when dealing with young worker 	<ul style="list-style-type: none"> ▪ establish clear learning objectives and communicate them effectively, taking into account the learner's views 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of company structure and workplaces (incl. requirements)
Task 2.3 He/she is able ensure the smooth commencement of training measures by providing necessary space, time slots, training personnel and material / equipment)		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ understand, what kind of possibilities and challenges work represents as a learning environment 	<ul style="list-style-type: none"> ▪ prepare learning environments at the workplace 	<ul style="list-style-type: none"> ▪ specialized knowledge of sources of training materials and courses for self-study / refreshment

Unit: 3 Guiding learning processes: Guide and accompany learning processes

Task 3.1 He/she is able facilitate, moderate and support individual and institutional learning processes; accompany work processes in the learners' area with the aim of identifying problems, need for support		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ awareness of different learning styles and cultural and social backgrounds ▪ interacting and guiding heterogeneous groups by using active learning methods 	<ul style="list-style-type: none"> ▪ facilitate meaningful tasks in real work situations to achieve learning objectives ▪ make use of learning environments at the workplace ▪ document learning processes ▪ prepare learning materials, instruct students in their use ▪ offer guidance and support within the work process 	<ul style="list-style-type: none"> ▪ technical / subject-specific comprehensive knowledge in their area ▪ theoretical and comprehensive knowledge of learning theories ▪ factual and theoretical knowledge of different didactical methods, their advantages and disadvantages ▪ theoretical and comprehensive knowledge of the principles of learning guidance ▪ theoretical and comprehensive knowledge of how work triggers learning processes ▪ comprehensive knowledge of strategies for creating positive learning experiences ▪ comprehensive knowledge of dynamics of learning processes in groups and individuals, group dynamics and how to influence them ▪ comprehensive knowledge of motivation theories
Task 3.2 He/she is able deal with and respond to conflicts appropriately		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ identify and respond to problems / critical situations ▪ apply suitable conflict management and mediation competence 	<ul style="list-style-type: none"> ▪ give and receive feedback 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of moderation techniques
Task 3.3 He/she is able observe the learner – working and learning as well as social behaviour		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ apply good social, communication and intercultural competencies when interacting with the learner on all levels, ▪ motivate learners ▪ considers the prior knowledge and abilities of the learners and communicates with the learner eye to eye 	<ul style="list-style-type: none"> ▪ apply different didactical methodologies of according to the needs of the situation and learner(s) and to switch between them ▪ give and receive feedback 	<ul style="list-style-type: none"> ▪ theoretical and comprehensive knowledge of the principles of learning guidance

Unit 4: Assessment and documentation of learning processes of individuals

Task 4.1 Apply suitable tools for assessment and documentation;		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ to assess the learner's progress, learning outcomes and needs for further training against the learning objectives ▪ apply adequate evaluation / assessment methodologies when evaluating vocational skills and know how. ▪ select appropriate evaluation and assessment instruments and techniques 	<ul style="list-style-type: none"> ▪ use observation techniques ▪ give and receive (instant) feedback in appropriate situations ▪ identify needs for further training and is able to support EWT in advising learners on this ▪ communicate with co-workers about the learners' progress 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of assessment methods and instruments and their advantages and disadvantages (incl. self-assessment)
Task 4.2 He/she is able to conduct evaluation talks / appraisal interviews (interim and final), support the learners to reflect and evaluate their progress, strengths, weaknesses and learning needs, including documentation of progress		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ reflect upon own perceptions and allow learners to reflect on their progress themselves 	<ul style="list-style-type: none"> ▪ Support the learners to reflect and evaluate their progress, strengths, weaknesses and learning needs, including documentation of progress ▪ to be assessed ▪ use progress interviews and appraisals ▪ document learning process throughout, guide the learner in self-documentation ▪ encourage and guide the learner in self-assessment 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of evaluation methods ▪ comprehensive knowledge of reflection methods ▪ comprehensive knowledge of documentation personal development/progress
Task 4.3 He/she is able to document learning activities, progress and results		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ to assess the learner's progress, learning outcomes and needs for further training against the learning objectives 	<ul style="list-style-type: none"> ▪ document learning process throughout, guide the learner in self-documentation 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of different forms of documentation

Unit 5: Quality assurance and improvement – Evaluation of training measures (interim and final)

Task 5.1 He/she is able to assure and improve the quality of own work continuously by assessing and evaluating, methods used, own attitudes, monitoring changes in the field and updating own knowledge and skills; reflect and receive feedback on own work, recognise progress and set new goals		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ the ability to reflect upon his approach to teaching/tutoring/training ▪ set and pursue own learning goals, including ability to take action to improve ▪ Self-reflect and self-evaluate ▪ Awareness of personal strengths and weaknesses in learning processes ▪ Assess and, if applicable, adapt the own behaviour and attitude in order to support the learner 	<ul style="list-style-type: none"> ▪ select and apply evaluation tools that suit the needs (questionnaires, case studies, etc.) ▪ use SWOT analyses 	<ul style="list-style-type: none"> ▪ theoretical and comprehensive knowledge of evaluation methods and tools (formative and summative) ▪ theoretical and comprehensive knowledge of methodologies for evaluating learning processes
Task 5.2 He/she is able to – If applicable – adapt the learning arrangement / set revised learning goals for individuals; to He/she is able to update, secure and pass on the knowledge that is of general interest		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ communicate the information gathered to the appropriate target groups ▪ willingness to update their competencies by keeping informed, participating in training in a self-directed manner 	<ul style="list-style-type: none"> ▪ regularly update their knowledge / skills ▪ identify factors and elements conducive / obstructive to successful learning at the workplace ▪ interpret and transfer evaluation results (identify causes for problems / success) 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of research methods and sources for updating knowledge
Task 5.3 He/she is able to support the EWT in the development of professional, social and methodological competences within the company / institution		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ act as an agent of development of professional, social and methodological competences within the company / institution ▪ cooperate effectively with other relevant departments and colleagues, e.g. management, HR department, workers' representation) 	<ul style="list-style-type: none"> ▪ select and apply evaluation tools that suit the needs (questionnaires, case studies, etc.) ▪ use SWOT analyses ▪ communicate effectively training results, findings, difficulties to the appropriate places (e.g. management, HR department, workers' representation) 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of external impacts on the quality of training (e.g. company culture) ▪ comprehensive knowledge of factors conducive to learning at the workplace ▪ comprehensive knowledge of official and unofficial structure of the company

3.5 Blended learning and its benefits

In our pan-European training course a group of 16 participants from six European countries followed the blended-learning programme which had been previously developed in the Leonardo da Vinci projects “It’s time” (2007-2009) and “European Workplace Tutor” (2011-2013) and adapted to include European aspects of VET policy and systems as well as current issues in the respective countries.

The course ran over a period of 15 months. It was designed as a blended-learning course, combining face-to-face seminars (four 5-da-seminars in four different countries) with reflected learning at the workplace (through assignments and project work), and an e-learning element for learning, exchange and support in between the seminars.

Blended learning simply means the combination of virtual online training and face-to-face sessions for the purpose of enhancing learning, often used to address issues of distances between learners and places of learning and / or to enable greater flexibility of timing learning, for example for professionals. Both aspects applied in our case, so blended learning was a good way of addressing these structural constraints. In this method, various platforms and modes of delivery are used in a way that they complement each other and work in tandem to achieve overall learning objectives and outcomes.

The term ‘blended learning’ describes the manner in which e-learning is integrated or combined with a face-to-face learning, enabling independent learning for participants but also accompanied by the learning group and / or tutor, for example in the case of forum discussions or handing in assignments. A carefully designed blending of online and offline learning can make the overall learning experience productive and keep the learners engaged and motivated. This learning method can be particularly suitable for adult learners involved in a fully or partly distant education training programme as it gives them the opportunity to engage in traditional classroom activities and also to proceed with their learning in a flexible way that suits their circumstances.

In order to make the integration of online and offline components effective, various factors such as learning goals, target group, size of the target group, and/or content all need to be considered. For one, it is vital to keep the learners motivated enough so that they remain actively engaged throughout the whole course. The online material, the accompanying instructions, the assessment methods, etc. all need to be carefully designed and complementary to the offline classroom/seminar sessions; for that both the content and the methodology of the course need to be innovative and customizable. On the practical side, using this method of learning depends on access to advanced technology (as well as and fast bandwidth internet access) and sufficient know-how by both the developer of the training course and the learners. While this may sound basic, technological shortcomings and challenges may easily undermine the motivation of the learners and the success of the course.

In the “Level up!” course, we made good experiences with the following factors:

1. An introduction to the e-learning platform, its purpose and functionality and how it will be used throughout the course at the first face-to-face seminar.
2. We have found that it is important to allow for enough time for this and to let the participants use the platform in the framework of a practical assignment. In our case, the course contents were not included in the platform at the first seminar because we wanted to avoid the participants “pre-studying” content. However, we found that this has advantages and disadvantages. One of the disadvantages being that there was no opportunity to have a practical example of the learning platform at the outset of the course which in our case resulted in a rather hesitant usage of the platform at the beginning of the programme.

The “offline” learning was further differentiated: the seminars included practical elements such as company visits, discussions with experts and stakeholders, etc. As the original blended-learning programme was adapted to cover diverse European aspects of vocational education and training as well as current issues in the respective countries, each training seminar took place in a different country and included content on the country-specific VET system, current issues relevant to vocational education and training in the respective country (youth unemployment, promotion of vocational education, permeability between educational subsystems, holistic vocationalism versus modularisation, access, etc.). Company visits – as well as classroom talks by invited local speakers – enabled participants to receive new input and discuss issues that concerned them in a multi-national and multi-cultural setting. The aim was to help course participants to gain a closer look at the work carried out by their peers in the partner countries and thus broaden their horizon and inspire them by way of exposure to new ideas that they can incorporate into their own praxis.

In addition to face-to-face sessions and e-learning components, work-based learning was also integrated into the course. Participants were regularly given assignments and projects to be carried out at their workplace; their learning experiences were later shared and discussed with their tutors and peers.

4. Training course programme

4.1 Level up! goes web 2.0 – the learning platform as a supporting element

As previously described, the training programme was developed based on the “Learning Process Guide” profile and followed a blended learning approach. It consisted of four seminars delivered “face to face” in Ireland, Finland, Spain and Germany.

Between the individual face-to-face sessions, learning content could be tracked, deepened and reflected on the learning platform. In addition, there was the possibility to link up and discuss with the peer learners in the forum of the platform and to upload assignments in between seminars. The access is barrier-free, so that the contents can also be recognized by language programs for the hearing-impaired or blind people.

The structure of the platform was based on the seminars that were carried out within the framework of the project. For each seminar, learning objectives were defined and a description of the methods, supplementary materials and tasks were also included. The platform thus provided a helpful support for both learners and learning providers.

A special feature that distinguishes learning platforms from other tools is that they can support teaching and learning independent of location and time. Learning platforms can complement the traditional classroom teaching through new and expanded possibilities of communication and cooperation. Learning materials can be designed by the trainer and compiled from various sources on the platform. It is thus possible to design learning environments in which learners not only receive but also become active, using the techniques of Web 2.0 to redesign their content, collaboratively develop content or discuss occurring problems.

The learning platform used in this course is based on Moodle and can be freely checked by interested training providers. Alternatively, training providers are also welcome to use training materials and upload them to their own systems.⁵

⁵ See learning platform on this link: <http://lerne.igmetall.de/course/view.php?id=38>

4.2 About the learners

This pan-European training course had 16 participants from 5 partner countries, the language of the course was English.

- The participants were expected to comply with the following criteria in order to participate in the course.
- have had previous experience and / or qualifications in training (this training programme is not targeted at absolute beginners and assumes that trainers have had previous experience in in-company / work-based training in addition to a qualification in their technical field)
- currently held a position at their organization in training, tutoring and/or human resources activities where the job included some of the tasks and responsibilities of a workplace tutor / learning process guide (in order to ensure that the on-the-job element of the blended learning concept could be applied)
- had the opportunity (enabled by employer) to follow the whole training programme (20 days F2F sessions in four countries, e-learning, learning at work);
- had a good command of English – minimum Level B2 in the Common European Framework of Reference for Languages (in order to ensure that the participants could not only follow the course but also actively participate in discussions)
- had the ability to use a computer and had access to high speed internet (in order to enable participation in the e-learning element).

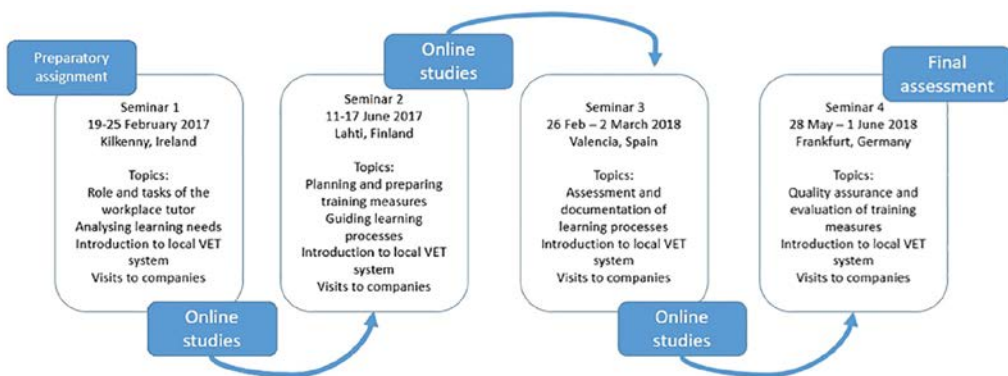
As described, all these criteria were necessary in order to ensure that the participants could follow the entire curriculum including all elements of the blended learning concept and succeed in the course.

In terms of participant acquisition, the consortium found that the greatest barrier were the criteria of the long “away time” followed by language barriers. While we made the experience that in spite of the potential participants’ doubts as regards their language abilities, none of them had any major difficulty with the language in the end. The issue of time away from work, however, did make a real difference. Unfortunately, funding constraints meant that the seminars would have to be at least five days long. If that hadn’t been the case, we might have opted for shorter 4-day seminars including the weekend so that participants would have only been away from work for a Friday and Monday respectively because this meant a real problem in finding participants who (and whose employers) were willing and able to set aside so much time.

If the training concept is transferred into a more traditional “national” training course, it is likely that it will be easier to find appropriate participants (e.g. with regard to the language barrier and the great amount of “away time” for the week seminars). We would recommend splitting the week-seminars into more 2-day weekend-seminars (e.g. Friday evening and Saturday) in such a setting.

4.3 Training programme

The project consortium took the European Workplace Tutor / Learning Process Guide training programme on a learning journey across Europe, based on four 5-day-seminars in Ireland, Finland, Spain and Germany.



The scope and length of the training programme (300 hrs)

face-to-face seminars (4 x 5 days = 120 hrs)

Self-study (180 hrs), consisting of:

- E-learning
- Learning on-the-job (practical assignments and project work) that offer the possibility of practical application and integration of learning contents in day-to-day situations. Assignments and project work are documented and presented, discussed and reflected upon in the face-to-face seminars. This way, on-the-job-learning is reflected and accompanied, allowing for the maximum learning outcome.

Each seminar placed an emphasis on a specific unit of the competence profile and was enhanced by four different “national” focus topics relevant to VET in the country visited (e.g. the introduction of work-based learning in Finland). The contents were supplemented by company visits, the chance for and exchange with VET stakeholders of the country visited and detailed insights into the VET systems of the respective countries. The aim was to put a great emphasis on activity-oriented training, including active assignments, simulations, diverse training methods, peer discussions and active reflection and trying to minimise frontal teaching and input-based teaching as much as possible. However, we also wanted to allow space for the respective training culture to shape the character of each seminar as this reflects the idea and nature of this pan-European training course, so we left the respective hosts quite a lot of freedom and flexibility as regards the implementation of their seminar.

Timetable suggestions for the seminars:

Day 1	Day 2	Day 3	Day 4	Day 5
Session 3 hrs	Session 3 hrs	Session 3 hrs	Session 3 hrs	Session 3 hrs
Break	Break	Break	Break	Break
Session 3 hrs	Session 3 hrs	Session 3 hrs	Session 3 hrs	Session 3 hrs
Additional programme		Additional programme	Additional programme	

The sessions should each consist of theoretical background and practical application. No single session should only be theory or frontal teaching. One session can represent a company visit or different event. There was no additional programme every single day in order to give the participants time to reflect, rest and discover the group and place.

4.4 Planning the curriculum

We have compiled an extensive list of more detailed suggestions for the delivery of course content, including activities, lesson plans, training methods, etc. that you may refer to in the Annex.⁶

Preparation phase prior to the course

Selection of participants:

- Interested participants contacted the respective national partners. The course was disseminated by means of an information brochure, but partners also used events etc. to advertise the course.
- Language level testing: Language skills can be tested through various placement tests. In this project for written skills we used the Cambridge University Press Unlimited Placement Test Oral skills were assessed through short interviews to make sure that participants were able to communicate about their work, duties etc.
- Short appraisal interviews (via telephone or in person): professional background and experience of candidates, possibility of exemption for seminars, possibility of implementing on-the-job assignments in their work.

Preparation prior to the first seminar

- Language preparation – materials were sent to participants in advance to give them the opportunity to brush up on their specialist English, e.g. Cedefop glossary at <http://europass.cedefop.europa.eu/en/education-and-training-glossary>
- Brief assignment on introduction, professional background and motivation to do the course, personal development plan
- Basic reading materials either as pdfs or links e.g. learning styles

⁶ For suggestions for activities, lesson plans, additional materials see Annexes (annex 2: training materials, annex 3: examples of assignments) For sample tasks see the following link: <http://lerne.igmetall.de/course/view.php?id=38>

Seminar 1

Analysing the learning needs of the learner(s)

Duration:

- 5 days

Main learning goals:

- Introduction to the group, the training programme
- Understanding the role and responsibility of the Learning Process Guide (LPG)
- Self-reflection of own work and attitude as a trainer
- Analysing learning needs

Contents:

- Course Objectives (of the overall training programme) and working methods (face-to-face, e-learning, on-the-job learning)
- Introduction to the learning platform
- Learning contents of Seminar 1 (derived from the LPG profile, for details see Chapter 3.1 above):
 - introductions (participants and the tutor)
 - the role of the “Workplace Tutor” and “Learning Process Guide” (competence profiles, responsibilities)
 - the participants’ expectations and their personal development plan (PDF) in relation to the competences to be acquired
 - determining individual learning needs
 - needs analysis and assessment
 - tools/methods to analyse learning needs
 - learning agreements
 - occupation profiles
 - competence requirements of jobs
 - conducting interviews and appraisals
- Introduction to VET system in Ireland, company and / or school visits etc.
- Qualifications Frameworks, their benefits and limitations and how to use them in practice

Learning goals	Contents	Methods (suggestions)
<ul style="list-style-type: none"> Knowing the group, the tutor, the training programme Reflecting own expectations 	<ul style="list-style-type: none"> Introduction of participants and tutors, the Level up! project 	<ul style="list-style-type: none"> Activity-oriented introduction games, using the room
<ul style="list-style-type: none"> Sensitisation to cultural dimension 	<ul style="list-style-type: none"> Raising awareness of cultural dimensions to learning, VET, different communication and learning styles 	<ul style="list-style-type: none"> Brainstorming cultural stereotypes on learning
<ul style="list-style-type: none"> Feeling more comfortable with the working language 	<ul style="list-style-type: none"> Repeated explanations of terminology, slow and clear use of language of tutors, creating a communication culture of patience throughout the seminar 	<ul style="list-style-type: none"> Activity-oriented methods, games and group assignments have proven to encourage participants to speak more freely and feel less self-conscious in a different language
<ul style="list-style-type: none"> Understanding different learning styles 	<ul style="list-style-type: none"> Appraisal of personal learning style through questionnaire that was sent to the participants prior to the course 	<ul style="list-style-type: none"> Discussion, questionnaire about learning styles
<ul style="list-style-type: none"> Understanding the entire training programme 	<ul style="list-style-type: none"> Course Objectives (of the overall training programme) and working methods (face-to-face, e-learning, on-the-job learning) 	<ul style="list-style-type: none"> Presentation, discussion PDP
<ul style="list-style-type: none"> Understanding how to use the learning platform 	<ul style="list-style-type: none"> Explanation and tour of the platform Practicing using the platform 	<ul style="list-style-type: none"> Presentation Assignment
<ul style="list-style-type: none"> Understanding the role of the LPG and the Workplace Tutor Reflecting own role and attitude as a trainer 	<ul style="list-style-type: none"> Presenting roles of job profiles, discussing different approaches to training 	<ul style="list-style-type: none"> Game: Guiding the blind Joint brainstorming Reflection Possible re-uptake of PDP (what do I want to change in my own work)
<ul style="list-style-type: none"> Analysing learning needs, understanding why and how to analyse and observe learning needs of individuals, assess competence requirements of workplaces, techniques, job profiles 	<ul style="list-style-type: none"> Determining individual learning needs Needs analysis and assessment Observing learners in the work process Signs of learning needs Tools/methods to analyse Learning needs Learning agreements Occupation profiles Competence requirements of jobs Conducting interviews and appraisals 	<ul style="list-style-type: none"> Input, presentations Materials Group assignments Brainstorming Simulation (appraisal interviews, etc.)

<ul style="list-style-type: none"> ▪ Understanding the VET system in Ireland ▪ Understanding Qualifications Frameworks, their benefits and limitations 	<ul style="list-style-type: none"> ▪ The Irish VET system ▪ Practical examples of the Irish VET system ▪ EQF/NQF ▪ Discussion with experts and stakeholders ▪ Company visit 	<ul style="list-style-type: none"> ▪ Input ▪ Excursions, company or school visits ▪ Focus group discussions ▪ Discussion and reflection of differences to own VET system
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Sample training plan

Day 1	Day 2	Day 3	Day 4	Day 5
Morning <ul style="list-style-type: none"> ▪ Introduction, getting to know each other and the course ▪ 3 hrs 	Morning <ul style="list-style-type: none"> ▪ The training course and project, PDP ▪ The role of the Learning Guide ▪ 3 hrs 	Morning <ul style="list-style-type: none"> ▪ Introduction to the Irish VET system and Qualifications Frameworks ▪ 3 hrs 	Morning <ul style="list-style-type: none"> ▪ Analysing learning needs ▪ 3 hrs 	Morning <ul style="list-style-type: none"> ▪ Analysing learning needs 3 hrs
<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
Afternoon <ul style="list-style-type: none"> ▪ Learning styles ▪ 3 hrs 	Afternoon <ul style="list-style-type: none"> ▪ The role of the Learning Guide ▪ 3 hrs 	Afternoon <ul style="list-style-type: none"> ▪ Conference on Qualification and Qualification Frameworks, discussion ▪ 3 hrs 	Afternoon <ul style="list-style-type: none"> ▪ Company visit ▪ 3 hrs 	Afternoon <ul style="list-style-type: none"> ▪ Analysing learning needs, evaluation ▪ 3 hrs
Evening <ul style="list-style-type: none"> ▪ Social dinner and games on cultural dimension 	Evening <ul style="list-style-type: none"> ▪ Free 	Evening <ul style="list-style-type: none"> ▪ Learning platform 	Evening <ul style="list-style-type: none"> ▪ Social dinner 	

Sample methods:

Below we have listed some sample methods on how the contents may be delivered. These are merely suggestions and are not exclusive, for more suggestions, please refer to the Annex.

The role of learning guide – “Guiding the blind”

Objective: To gain a basic understanding of the Learning Process Guides, their attitude, their responsibilities and the requirements expected of them; which will lead to an overview of the steps of a learning guide can be derived which will be further underlined over the duration of the course.

The exercise includes: forming pairs, in which one partner can see, whilst the other is blindfolded. Each pair has to jointly navigate a relatively difficult course. The partner who can see guides his blindfolded companion. According to the instructions, they are responsible for ensuring that the blindfolded partner makes it safely to their destination, and that they do not do anything wrong (Role A). A note on the goal: how did they both fare and what feelings did they notice? The way back again involves mastering the course, but now the pair receives a completely different instruction: The blindfolded partner leads and the partner who can see receives strict instructions to only intervene or to do something when the blindfolded partner asks for help or is in danger (e.g., they get totally lost) (Role B). At the end each makes a note of their experiences and feelings. Thereafter the roles are reversed so that the both participants are familiar with the characteristics of both states (as leader and as guided). The track should be altered in the second round.

Tutor: Do not forget to bring some sort of material which can be used as a blindfold!

SWOT Analysis

It is important that your learner or learners have confidence in the process and in you. But more important the need to have confidence in their own abilities. One of the ways of increasing their confidence is to do SWOT Analysis on them.

SWOT stands for Strengths, Weaknesses, Opportunities and Threats. To do this follow these instructions.

Draw a horizontal line across the top of a sheet of A4 paper about 2 cm from the top. Now draw a horizontal line half way between the line you just made and the bottom of the page. Now draw a vertical line down the centre of the page from the first horizontal line to the bottom of the page creating four boxes. Now give each box a name. The top left should have a title Strengths. The top right should have the title Opportunities, the bottom left should have the title Weaknesses and the bottom right should have the title Threats.

Now into each box, add the relevant information about learner in this order:

- Strengths
- Opportunities
- Weaknesses
- Threats

Let your learner tell you what to write. Start with their Strengths. Fill in all of the things they are good at.

Now move on to Opportunities. Fill in any opportunities available to them; e.g. training courses they could do or projects they could offer to help with.

Next, fill in your Weaknesses. Don't be too hard but be realistic.

Finally, fill in what they perceive to be their threats.

Now across the top write the words "Build on your Strengths. Take your Opportunities".

Now fold the sheet across the middle so that you can only see the top half. They can now only see their Strengths and Opportunities.

Tell them to every day consult the sheet making changes. As they take their opportunities their Strength list increases and their weaknesses list decrease as does the threats. By folding the sheet in half, they are looking only at their strengths and opportunities and avoid negative thinking about their weaknesses and threats.

Draw up a list of the tasks they wish to take to increase your strengths and set a date by which you want to have achieved them.

Similarly draw up a list of the opportunities that come their way and make a note to take these opportunities. They may be a free lecture or a book launch or maybe your company is seeking volunteers for something that could increase your strengths or build your reputation which will help by reducing your weaknesses.

This simple exercise will help with the drafting of a Personal Development Plan.

Training needs analysis

Every organisation has problems and there are different ways of solving them. Training happens to be one possible solution, but how can we find out if training is the solution?

In her book "From Analysis to Evaluation" Jane Bozarth describes a method of identifying if the problem can be resolved by training. She says in her book that she does not know where she saw it first, but that there were many variations of it out there.

So, let's try a little exercise. Think of a job at your place of employment where you think training is necessary. Ask yourself two questions. "Do the learners know how to do the job?" and "Are they willing to do the job?".

Create a box divided into four squares. Mark each box as follows:

- Top left: A
- Top right: B
- Bottom left: C
- Bottom right: D

The bottom left corner should be given a 0 (zero)

The top left corner should be given a 10

The bottom right should be given a 10

Use the scale to place the learner in one of the four boxes.

For example, if their ability to do the job is VERY high and they are VERY willing place them in box B

If their ability to do the job is LOW but their willingness is HIGH place them in box D

If their ability is HIGH but their willingness is LOW place them in box A

If their ability is LOW and their willingness is LOW place them in box C

So, what does this tell us?

Look at the same graphic diagram below where I have replaced the letters A, B, C and D with the following:

- A = Motivation Problem
- B = Resource Problem
- C = Person is in the wrong job
- D = Training problem

Now you can see if the problem is a training one or not. It is a problem that can be solved by training if the learners are in Box D. They are very willing but unable. Training may resolve that problem, but of course they may not be allowed to do the job in which case maybe it is the supervisor that needs training.

If they are in box C it may be that the person is in the wrong job.

If they are in box A or it could mean that they are not sufficiently motivated. Perhaps they are poorly paid or have bad terms and conditions of employment or poor supervision. You remember the “Shamrock organisation”? Maybe they are part of the flexible workforce.

If they are in box B they are very willing and very able so maybe they do not have the correct resources.

For you, as a Workplace Tutor, having this discussion with the team leader or manager who asked you to deliver the training is important as it could save the organisation money by not wasting it on training and it could save your reputation if the training fails to resolve the problem. It also resolves the problem I mentioned earlier about going over the head of a supervisor or threading on their toes. By involving them in a discussion on the problem and asking them for their suggestion you make life easier for yourself, you will end up with a better training course and all the stakeholders will be happy.

Self-study phase 1

Moodle and on-the-job learning tasks:

3. Finalisation of personal development plan
4. Training needs analysis on one person and a small group of people
5. Identification of competences and learning needs at the workplace – learning agreements
6. Course specification design (excluding lesson plans)

Seminar 2

Planning and preparing training measures, Guiding learning processes

Duration:

- 5 days

Main learning goals:

- Planning and preparing training measures based on the learning needs identified
- Planning training measures according to needs and framework conditions as well as economic and time constraints
- Guiding learning processes on the job

Contents:

- Reflection of the first seminar and the self-study period – going through assignments
- Planning and preparing, implementing training measures and learning guidance:
- Learning tasks and arrangements
- personalized learning processes
- Learning agreements
- Drawing up a learning plan or a course plan
- Requirements of specific occupations
- Planning learning activities
- The workplace as a learning environment
- Establishing clear learning objectives
- Learning environments
- Learning styles, learning behaviour, learning difficulties and learning barriers
- Cultural aspects in learning, intercultural skills
- Principles of learning guidance
- Preparing learning tasks and materials
- Conflict management and problem-solving
- Feedback and motivation
- Introduction to VET system in Finland through school, company visits with special focus on personalized learning plans and validation of prior learning / competences

Learning goals	Contents	Methods (suggestions)
<ul style="list-style-type: none"> Reflection of last seminar and self-study period, becoming aware of what has been learned, as an individual, as a group 	<ul style="list-style-type: none"> Appraisal of what has happened since the last seminar, what learners remember, what was particularly useful for them at work and why Presentation and discussion of assignment results 	<ul style="list-style-type: none"> Discussion in plenary of groups Presentations in plenary of groups
<ul style="list-style-type: none"> Getting an overview of the upcoming seminar 	<ul style="list-style-type: none"> Contents overview Expectations and questions of participants 	
<ul style="list-style-type: none"> From analysing learning needs to planning and preparation of training measures 	<ul style="list-style-type: none"> Considering needs, resources, framework conditions and economic aspects 	<ul style="list-style-type: none"> Input Group assignments Templates
<ul style="list-style-type: none"> What to consider when planning and preparing training measures 	<ul style="list-style-type: none"> Learning goals, contents, methods and material Learning environment, settings, choosing the right framework 	<ul style="list-style-type: none"> Presentation, discussion PDP
<ul style="list-style-type: none"> Preparing learning tasks and materials 	<ul style="list-style-type: none"> Choosing the right methods, time frame, materials 	<ul style="list-style-type: none"> Training materials, templates, simulation in group assignments
<ul style="list-style-type: none"> Learning to cope with “special” learners and situations 	<ul style="list-style-type: none"> Different learning styles, learning behaviour Learning difficulties, barriers in learning Conflict management and problem solving 	<ul style="list-style-type: none"> Case studies, group assignments, brainstorming
<ul style="list-style-type: none"> Cultural dimensions of learning 	<ul style="list-style-type: none"> Cultural differences in learning, Heterogeneous groups Intercultural skills 	<ul style="list-style-type: none"> Input, presentations Brainstorming
<ul style="list-style-type: none"> Applying learning guidance techniques in the work process 	<ul style="list-style-type: none"> Observation techniques Motivation and giving feedback 	<ul style="list-style-type: none"> Materials and templates, simulated group assignment
<ul style="list-style-type: none"> The Finnish VET system, personalized learning plans and the validation of prior learning / competences 	<ul style="list-style-type: none"> The Irish VET system Practical examples of the Irish VET system EQF/NQF Discussion with experts and stakeholders Company visit 	<ul style="list-style-type: none"> Input Excursions, company or school visits Focus group discussions Discussion and reflection of differences to own VET system

Sample training plan

Day 1	Day 2	Day 3	Day 4	Day 5
Morning <ul style="list-style-type: none"> Introduction, reflection and assignments 3 hrs 	Morning <ul style="list-style-type: none"> From learning needs to training measures – planning and preparing 3 hrs 	Morning <ul style="list-style-type: none"> Planning and preparing training measures 3 hrs 	Morning <ul style="list-style-type: none"> Guiding learning processes in the work process 3 hrs 	Morning <ul style="list-style-type: none"> Special learners and learning situations, the cultural dimension 3 hrs
<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
Afternoon <ul style="list-style-type: none"> Assignments and introduction to the topics of this seminar, expectations 3 hrs 	Afternoon <ul style="list-style-type: none"> Finnish VET system and company visit 3 hrs 	Afternoon <ul style="list-style-type: none"> Conference and discussion on work-based learning 3 hrs 	Afternoon <ul style="list-style-type: none"> Special learners and learning situations 3 hrs 	Afternoon <ul style="list-style-type: none"> Implementing training measures and learning guidance in the work process 3 hrs
Evening <ul style="list-style-type: none"> Social dinner and introduction to Finland and the VET system 	Evening <ul style="list-style-type: none"> Free 	Evening <ul style="list-style-type: none"> School visit 	Evening <ul style="list-style-type: none"> Social dinner 	

Sample tasks

Individual Development Plan

Instructions

Once you have completed your Self-assessment and an Assessment of Your Position and Your Work Environment as outlined in the Individual Development Planning Process, you are ready to fill in the IDP form (see below).

Individual development plan purpose

- Set priorities for your career development
- Identify goals that are mutually beneficial to you and your employer
- Select the best available activities and the resources needed to help you achieve your goals
- Set a timeline for achieving your goals

Individual development plan sections

Developmental goals for the coming year

- What do you want to achieve?

Relationship of goals to the organization's goals

- How will the organization benefit from your development goal?

Knowledge, skills, abilities to be developed

- What will you learn?

Developmental activities

- What are the best development activities for the goals that you have identified?

Resources

- What resources are required for you to engage in the development activities – time, funds, help from others, and so forth?

Date for completion

- IDPs are usually written for a one -year period, but some employees prefer to set short-term (1 year), medium-term (2 years), and long-term (3 years) goals. The longer time frame may be necessary if, as a goal, you want to earn a degree or certification in your field.

Developmental goals for the coming year	Relationship of goal to the organization's goals	Knowledge, skills, abilities to be developed	Developmental activity	Resources	Date for completion
Goal 1					
Goal 2					
Goal 3					

What's the Stereotype?

Stereotyping is supposing that all of the members of a group have the same qualities. When people stereotype, they assume no one in that group is at all different from anyone else. We encounter people being stereotyped every day.

What is the stereotype of:

- A smart student?
- An unintelligent student?
- A teacher?
- A parent?
- A rock star?
- A religious fanatic?
- A poor person?
- A rich person?
- An old person?
- A boy your age?
- A girl your age?

DISCUSSION QUESTIONS

1. Were everybody's stereotypes the same? If not, why not? If yes, why?
2. What is the effect of stereotyping on that individual? On the community? On the person believing that stereotype?

Discussing learning agreements

Introduction: Introduce the learning step and describe briefly what it is about (what is a learning agreement and a discussion of learning agreements); introduce the background material for learning agreements.

Role play in the plenary: The participants prepare (possibly) in three groups a role play for a learning agreement discussion. For this purpose, three learning needs and the relating learning pathways developed previously are chosen. It would be good if the learning needs included a subject-specific one as well as a social or personal learning need (e.g. unpunctuality, problems in the group). Each group chooses a participant who will take on the role of the learning process guide.

The three discussions are then played out in the plenary.

The other participants have the task to observe the role play, and to assess aspects according to what they have learned about learning agreements.

Plenary: Evaluation of the role play.

Situational deepening of topics such as: basic attitude in the dialogue, motivation, questioning techniques, active listening (background material on these questions may be distributed)

Development of aspects / guidelines for leading learning agreement discussions in the group

Conflict management

As a learning process guide you should always observe the three key areas of conflict management:

- Be active as soon as possible
- Take the time for conflict management
- Strive for mutual conflict resolution
- Why these three points are so important?

Be active as soon as possible:

Based on the information about conflict escalation, it should have become clear to you that a conflict not tackled in time develops a character of its own – the later you take care of it, the more difficult the solution, and the more “blood is left on the carpet”. In other words: the sooner a conflict is actively addressed, the greater the likelihood that hidden opportunities can be exploited. Delayed or ignored conflicts are destructive and significantly affect the project.

Take time for the conflict management:

Only superficially “resolved” conflicts fester in the background. Therefore, it is worthwhile to deal with a conflict thoroughly, even if this means putting yourself and your team under time pressure. Setting a timeframe at the beginning of a conflict, however, can result in the team learning to work together in a much more constructive way. Carefully dealing with a conflict cannot be limited to clarification at a factual level; an actual conflict mostly takes place at an emotional level involving attitudes and behaviours—and drawing people’s attention to them and to engendering change takes time!

Strive for mutual conflict resolution:

Conflict resolutions arrived at in a hierarchical top-down way are usually not sustainable because the root causes are left unresolved.

Only by taking those affected by the conflict seriously and including interested parties—while preserving the integrity of the individual—can you be successful. As a rule: those who involved in a conflict are also best place to find a solution since they have to be able to live with the solution.

Self-study phase 2

Moodle and on-the-job learning tasks:

1. Implementation of training measures at work
2. Lesson design for an individual learner or a small group of learners
3. Final project – selection of project

Seminar 3

Assessment and documentation of learning processes of individuals

Duration:

- 5 days

Main learning goals:

- Documenting and assessing learning processes and progress
- Assessment and examination – purpose, techniques and preparing learners
- Youth unemployment and its relevance for trainers

Contents:

- Reflection on the previous seminars and self-study; going through the assignments
- Assessment in general: methods, instruments and types of assessment
- How to assess learner's progress and learning outcomes
- Identification of further development needs
- Observation techniques
- Giving and receiving feedback
- Conducting appraisal interviews
- Documentation of learning and learning outcomes assessment
- Reflection methods
- Identification and / or accreditation of prior learning

- Preparation for the final project
- Competence assessment
- Introduction to VET system in Spain through school, company visits with special emphasis on youth employment

Learning goals	Contents	Methods (suggestions)
<ul style="list-style-type: none"> ▪ Reflection of last seminar and self-study period, becoming aware of what has been learned, as an individual, as a group 	<ul style="list-style-type: none"> ▪ Appraisal of what has happened since the last seminar, what learners remember, what was particularly useful for them at work and why ▪ Presentation and discussion of assignment results 	<ul style="list-style-type: none"> ▪ Discussion in plenary of groups ▪ Presentations in plenary of groups
<ul style="list-style-type: none"> ▪ Getting an overview of the upcoming seminar 	<ul style="list-style-type: none"> ▪ Contents overview ▪ Expectations and questions of participants 	
<ul style="list-style-type: none"> ▪ Final project 	<ul style="list-style-type: none"> ▪ Discussing and approving plans for final project 	<ul style="list-style-type: none"> ▪ Tutor with individual participants
<ul style="list-style-type: none"> ▪ Understanding assessment, purpose, techniques, bias, etc. 	<ul style="list-style-type: none"> ▪ Assessment in general: methods, instruments and types of assessment ▪ The problem of bias 	<ul style="list-style-type: none"> ▪ Presentation, discussion
<ul style="list-style-type: none"> ▪ Assessing learner's progress and learning outcomes 	<ul style="list-style-type: none"> ▪ Observation techniques ▪ Giving and receiving feedback ▪ Choosing the right methods, time frame, materials according to nature and purpose ▪ Formative and summative assessment ▪ Theoretical and practical assessment, holistic assessment and its benefits ▪ Assessment in real work assignments 	<ul style="list-style-type: none"> ▪ Training materials, templates, simulation in group assignments
<ul style="list-style-type: none"> ▪ Documenting learning progress and outcomes 	<ul style="list-style-type: none"> ▪ Why and how to document ▪ Examples of documentation systems and benefits ▪ Conducting appraisal interviews 	<ul style="list-style-type: none"> ▪ Case studies, Training materials, templates, simulation in group assignments
<ul style="list-style-type: none"> ▪ Preparing for final project 	<ul style="list-style-type: none"> ▪ What is expected ▪ How to handle the final project ▪ Time frame and assessment criteria 	<ul style="list-style-type: none"> ▪ Input, Q&A

<ul style="list-style-type: none"> Understanding the documentation and validation of competences, identification of previously acquired competences and how to apply this in their own work 	<ul style="list-style-type: none"> Documentation and validation of competences, purpose, means, examples Recognition of prior learning, why and how Tools participants can use in their own work 	<ul style="list-style-type: none"> Input, group assignments
<ul style="list-style-type: none"> The Spanish VET system, Youth unemployment and its relevance for trainers 	<ul style="list-style-type: none"> The Spanish VET system Practical examples of the Spanish VET system Youth unemployment in Spain and in Europe What trainers can do, training, selection of apprentices, practical experiences and good practice examples Discussion with experts and stakeholders Company visit 	<ul style="list-style-type: none"> Input Excursions, company or school visits Focus group discussions Discussion and reflection of differences to own VET system

Sample training plan

Day 1	Day 2	Day 3	Day 4	Day 5
Morning <ul style="list-style-type: none"> Introduction, reflection and assignments 3 hrs 	Morning <ul style="list-style-type: none"> Understanding assessment 3 hrs 	Morning <ul style="list-style-type: none"> Assessing learners 3 hrs 	Morning <ul style="list-style-type: none"> Assessing learners and documenting learning progress 3 hrs 	Morning <ul style="list-style-type: none"> Final project 3 hrs
<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
Afternoon <ul style="list-style-type: none"> Assignments and introduction to the topics of this seminar, expectations 3 hrs 	Afternoon <ul style="list-style-type: none"> Visit of a training centre, Spanish VET system, discussion of final projects 3 hrs 	Afternoon <ul style="list-style-type: none"> Conference and discussion on youth unemployment 3 hrs 	Afternoon <ul style="list-style-type: none"> Company visit 3 hrs 	Afternoon <ul style="list-style-type: none"> Documentation and validation of learning, RPL 3 hrs
Evening <ul style="list-style-type: none"> Social dinner 	Evening <ul style="list-style-type: none"> Free 	Evening <ul style="list-style-type: none"> Free 	Evening <ul style="list-style-type: none"> Social dinner 	

Sample tasks

Observation techniques

Individual assignment: How do I determine my individual learning needs as learning guide?

Assignment for the participants: Determine their personal learning needs and your learning expectations for this LPG module.

In the exercise “guiding the blind” the course participants recognised what the work of a learning process guide “feels” like; tasks and requirements were then systematically worked out. Now the participants are given the task of determining their own learning needs on the way to becoming a learning guide.

In the Forum: How can learners promote their own capacity for self-observation? Gather feedback from each course participants on how they have determined their own learning needs and how the learners plan to nurture this capacity. (Note: the focus here is on the approach and not the result)

Giving and receiving feedback

Introduction

What are open question? Short explanation, difference to closed questions, some examples.

Examples for the implementation of interim talks by use of open questions, aids for evaluation:

Participants form groups of three. One participant reports on a current project / talk at work that he has found difficult. Another participant takes on the role of the learning process guide and explores the current status of the project / problem, experiences with the new behaviour as a learning guide, problems, barriers and possibilities for solution – by using only open questions. The third person observes the interview and gives feedback.

Change of roles after 10 mins per interview and feedback / discussion each.

Aids for evaluation:

- a) Important experiences and / or problems that arose in the project / task.
- b) Evaluation of the experiences with open questions: how difficult was it to hold back own suggestions? Attitudes of the listener: What is he required to do / what are we able to hear when listening? What role do we assume when using this form of questioning? Role of observer and their documentation. How did the person feel when reporting on their work?

Self-assessment: What kinds of behaviours on my behalf do I have to monitor closely as they could cause problematic Pygmalion effects?

b. Which „normal“, maybe even unconscious forms of behaviour of the learning guide could cause the following behavioural issues in a learner or learning group?

- Aggression, tendency to violence
- Conflict
- Distanced, arrogant or ironic behaviour in between the learners
- Lack of commitment
- Xenophobia, hostility towards foreigners / migrants
- Bullying
- Exclusive group dynamics
- Hierarchical tendencies in a group

Now consider whether any of those tendencies exist in your learning group and briefly describe those cases so that you can present them in your next seminar.

Self-study phase 3

Moodle and on-the-job learning tasks:

1. An assessment assignment (experiment with different assessment methods)
2. Accreditation of prior learning (APL), identification of prior learning
3. Final project

Seminar 4

Quality assurance and improvement – Evaluation of training measures (interim and final)

Duration:

- 5 days

Main learning goals:

- Quality assurance of in-company training
- Evaluation of training measures
- Self-reflection and self-assessment
- VET system in Germany and the dual system

Contents:

- Reflection on the previous seminars and self-study; going through the assignments
- Quality assurance and quality in training
- How to measure quality in training
- On certification and accreditation
- Self-reflection and self-assessment
- SWOT analysis
- Interpreting and transferring evaluation results
- Impact on the quality of training
- Presentation and assessment of final projects
- Introduction to the VET system in Germany through company visits with special focus on the Dual System

Learning goals	Contents	Methods (suggestions)
<ul style="list-style-type: none"> Reflection of last seminar and self-study period, becoming aware of what has been learned, as an individual, as a group 	<ul style="list-style-type: none"> Appraisal of what has happened since the last seminar, what learners remember, what was particularly useful for them at work and why Presentation and discussion of assignment results 	<ul style="list-style-type: none"> Discussion in plenary of groups Presentations in plenary of groups
<ul style="list-style-type: none"> Getting an overview of the upcoming seminar 	<ul style="list-style-type: none"> Contents overview Expectations and questions of participants 	
<ul style="list-style-type: none"> Final project 	<ul style="list-style-type: none"> Presentation and assessment of final project 	<ul style="list-style-type: none"> Presentation, peer review
<ul style="list-style-type: none"> Understanding quality and quality assurance 	<ul style="list-style-type: none"> Quality and quality assurance in general: methods, instruments and types of assessment 	<ul style="list-style-type: none"> Presentation, brainstorming
<ul style="list-style-type: none"> How to measure quality in training 	<ul style="list-style-type: none"> Planning measuring Methods and techniques What to measure? How to measure? SWOT analysis Open and closed feedback, quantitative and qualitative methods Choosing the right methods, time frame, materials according to nature and purpose Formative and summative evaluation Interpreting and transferring evaluation results 	<ul style="list-style-type: none"> Training materials, templates, group assignments
<ul style="list-style-type: none"> Self-reflection and self-assessment 	<ul style="list-style-type: none"> Self-perception, bias, criticism, giving and receiving feedback 	<ul style="list-style-type: none"> Group assignments
<ul style="list-style-type: none"> The quality of training 	<ul style="list-style-type: none"> Internal and external impact factors 	<ul style="list-style-type: none"> Input, brainstorming
<ul style="list-style-type: none"> The German VET system, with special focus on the Dual System 	<ul style="list-style-type: none"> The German VET system Practical examples of the German VET system Dual training, how it works Discussion with experts and stakeholders Company and school visit 	<ul style="list-style-type: none"> Input Excursions, company or school visits Focus group discussions Discussion and reflection of differences to own VET system

Sample training plan

Day 1	Day 2	Day 3	Day 4	Day 5
Morning	Morning	Morning	Morning	Morning
<ul style="list-style-type: none"> ▪ Introduction, reflection and assignments ▪ 3 hrs 	<ul style="list-style-type: none"> ▪ Presentation of final projects ▪ 3 hrs 	<ul style="list-style-type: none"> ▪ Company visit ▪ 3 hrs 	<ul style="list-style-type: none"> ▪ Measuring and assuring quality in training ▪ 3 hrs 	<ul style="list-style-type: none"> ▪ Measuring and assuring quality in training ▪ Self-reflection and self-assessment ▪ 3 hrs
<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
Afternoon	Afternoon	Afternoon	Afternoon	Afternoon
<ul style="list-style-type: none"> ▪ Quality and quality assurance in training ▪ 3 hrs 	<ul style="list-style-type: none"> ▪ German VET and the dual system ▪ 3 hrs 	<ul style="list-style-type: none"> ▪ Conference and discussion on the dual system and in-company training ▪ 3 hrs 	<ul style="list-style-type: none"> ▪ Presentation of final projects ▪ 3 hrs 	<ul style="list-style-type: none"> ▪ Wrap-up ▪ Handing over of certificates ▪ 3 hrs
Evening	Evening	Evening	Evening	
<ul style="list-style-type: none"> ▪ Presentation of final projects ▪ Social dinner 	<ul style="list-style-type: none"> ▪ Presentation of final projects 	<ul style="list-style-type: none"> ▪ Presentation of final projects 	<ul style="list-style-type: none"> ▪ Social dinner 	

Sample tasks

Evaluation tools and methods

Conducting evaluative talks: Collect your own experience by conducting an evaluative talk at your workplace. Use the guidelines developed.

Consider that there is a big difference between evaluative talks and assessment talks. The evaluative talk does not have the purpose to assess / value.

Peer-to-peer exchange of experience: Discuss your experience in the forum and, if necessary, adapt the guidelines according to your needs!

What do we want to consider when conducting evaluative talks in the future? (= Work on a common checklist).

For orientation purposes you may use the checklist.

Input: The moderation of evaluative talks in groups

Quality circles and feedback rounds (Provide background material on the evaluation of group processes, e.g. flashlight, feedback rounds, talking stick, etc.)

Evaluation and theoretical consolidation

Two possible consolidation:

- a) Exercise for making the learning process conscious: What can we learn from mistakes? How can we determine what we have learned?
- b) On feedback: Note on the central importance of feedback in the evaluative talk:

It is not about interpreting or suggesting intentions of a person but about describing the observation and impact on the observer himself and resulting clues for future learning needs and learning outcomes. (provide background material on feedback)

SWOT analysis

SWOT stands for Strengths, Weaknesses, Opportunities and Threats, and a SWOT analysis examines these factors for a given business, project, or personal objective. The idea is to define an objective and then use the analysis to determine what internal and external factors may support or hinder that objective. Strengths and weaknesses represent the internal factors affecting an individual or organization, while opportunities and threats constitute external, environmental factors.

A SWOT analysis helps to measure risks and rewards while also identifying the key factors related to accomplishing the stated objective. If done effectively, a SWOT analysis should lead to a strategy for dealing with negative factors while maximizing strengths and opportunities. The more precise your SWOT analysis, the easier it will be to create an action plan for accomplishing your objective.

Why Use SWOT Analysis?

A SWOT analysis can be used as part of business planning, market analysis, project management, organizational change, individual development (such as a career change or evaluation), or any situation requiring strategic planning to reach an objective. It is sometimes done in combination with a PEST analysis, which looks at the broader political, economic, social and technological factors, and provides a macro-environmental view. This broader external analysis may be relevant depending on the size of the business and type or scope of project under consideration, but a simple SWOT analysis can be helpful for any size of business. And since the analysis considers both internal and external factors, it is an opportunity for businesses to take an honest look at what they can handle and which strategies or operations need to change.

While you can create a SWOT analysis using a list format to document strengths, weaknesses, opportunities and threats, it is common for these categories to be represented in a 2x2 matrix. The matrix is essentially a table with four columns, showing internal factors on top and external below. This format puts the categories side-by-side, making it easier to see correlations among them. The SWOT templates provided below include the matrix format as well as other options. You'll find templates for Microsoft Word, Excel and PowerPoint. All of the templates are free to download and can be customized to fit your project's needs. A SWOT template in Word offers simplicity, while Excel allows you to include additional data sheets in your analysis, and PowerPoint templates provide a visual display to enhance presentations. We've also included a Smartsheet SWOT template, which provides the benefits of a spreadsheet format with enhanced collaboration and additional features.

Internal and External Factors in SWOT Analysis

No matter which template you choose, your analysis will include the four SWOT categories. Let's take a closer look at what constitutes strengths, weaknesses, opportunities and threats.

- **Strengths and Weaknesses** – These are internal factors, which in a business context may include financial resources, human resources, facilities, equipment, processes and systems. They may include elements such as business culture, certifications, reputation, and leadership. It is important to remember that what constitutes a strength or weakness will depend on the objective you are assessing. An element of your business could be a strength in one instance and a weakness in another context depending on how it affects your objectives. In general, you are looking for what characteristics give your business an advantage or disadvantage over others in achieving the objective.
- **Opportunities and Threats** – The external elements influencing your business may include market trends, outside funding, customer demographics, suppliers, the economic climate, political and environmental issues, and other factors. The analysis can help identify new business opportunities and areas for growth as well as issues that could hinder a project or business endeavour. External factors are typically outside of your control – even weather and seasonal changes can influence business goals. Anticipating these factors early can help your team plan ahead and stay flexible when they occur. Part of the analysis is to examine how external opportunities and threats relate to internal strengths and weaknesses in order to determine whether an objective is even attainable and create a strategy for moving forward.

5. Evaluating a course for workplace tutors / learning guides

5.1 Introduction

By now, evaluation and quality assessment are no longer just buzzwords, but have become more or less routine tasks in adult education. Vocational education and training are taking up time from trainees and trainers and are an important element in improving the performance of both the trainee and the organisation, so without doubt, training efforts should be evaluated. This is even more important when a new course such as the Level up! training offer is being tried out. For us as the project consortium that meant that we wanted to take feedback from training participants into account and trainers' observations should also play a role in reflecting our course design and delivery. Overall, the course evaluation was intended to provide valuable information that informs course design and course adaptation in a continuous cycle of improvement.

In the following text, we want to explain the reasoning underlying our evaluation efforts in the pan-European training course "European Workplace Tutor" and how we used evaluation as a source to enhance the overall quality of our learning offer. We are also going to provide an insight into the tools used for the course evaluation.

5.2 Basics and frameworks

Any course designer, training provider, trainer, workplace tutor or learning guide will probably agree that change through learning is mostly outside of our control – there is no simple and straightforward equation such as "If we train someone doing X, then Y learning will happen, and Z change will come about". Au contraire, learning is a highly personal matter, shaped by previous experience, attitudes, and context. Accepting this fact means that in evaluation, too, we should position ourselves in a place where "it arguably has greatest effect – helping us distinguish between what is supporting and what is hindering learning, and then changing our approach accordingly" (Haddock, P., 2015, p. 4).

There are countless ways to carry out evaluations, but in general, the following aspects are the most important ones to be considered in the evaluation design phase:

What is the purpose of evaluation?	This question is strongly linked to the question of who the driver of the evaluation is. This could be an external funder who asks for an evaluation for reasons of accountability and justification of the money spent. If the training provider itself is carrying out the evaluation, the organisation may be more interested in obtaining findings on which to develop future trainings or assess the quality of learning materials and trainers (organisational learning). An employer may further be interested in finding out if the investment in training was worthwhile or whether alternative methods are needed instead.
Where is the evaluator located?	External evaluation means an evaluation designed and implemented by an evaluator or team of evaluators not belonging to the adult education institution responsible for the learning offer. By contrast, self-evaluation is internally organised and self-regulated by those working in the context.
What to evaluate?	e.g. the activities and performance of the educators or tutors, the physical and learning environment, training effectiveness (such as knowledge/skills/competences acquired, motivation...)
When to evaluate?	Evaluation can be formative (used to improve a course while it is ongoing) or summative (used to determine the success of a completed course).
What are appropriate data collection instruments and data sources for the evaluation?	Written questionnaires are common to capture opinions and reactions of training participants. But other methods can be used to capture different levels of information, e.g. group discussions, personal interviews, videotaping a training session ...

Table 1: Some aspects to be considered in the evaluation design phase

When designing an evaluation for a learning intervention or a training course and when considering whom to involve and what, when and why to evaluate, the following frameworks are useful to draw upon:

One of the best-established models for training evaluation is the Kirkpatrick model which was already established in the 1950s (cf. Kirkpatrick, 2006) and consists of four levels of evaluation to demonstrate a link between training and learning/change:

- Level 1: Reaction of the learner to a training programme (relevance, quality of trainer, materials etc.)
- Level 2: Learning (changes in knowledge, skills, attitudes)
- Level 3: Behaviour change (whether and how learning is applied as part of working practices)
- Level 4: Organisational results (changes to the organisation as a result of the changes in behaviour)

Further expanding Kirkpatrick's model, Kaufman et al. (1995) regrouped these levels and introduced some more aspects:

- Level 1: Resources and processes (similar to Kirkpatrick's reaction level, but includes the quality and contributions of the methods and resources used)
- Level 2: Acquisition (focuses on individual and small group benefits, analogous to Kirkpatrick's level 2)
- Level 3: Application (analyses whether newly acquired knowledge and skills are being applied on the job)
- Level 4: Organisational level (examines organisational contributions and payoffs)
- Level 5: Societal contributions (additional level looking at societal outcomes)

Both the Kirkpatrick and the Kaufman model offer pragmatic ways of evaluating learning, while Brinkerhoff (2006) suggests a more systemic view with the Success Case Method and argues that a training alone cannot achieve performance results, consequently the organisational system is shifted into the focus of the evaluation and not the training course itself. The method combines various methodologies such as storytelling, case studies and naturalistic inquiry to deliberately look at the most, and least successful participants of a training program. The purpose is not to examine the average performance, but to ask „When the program works, how well does it work? What is working, and what is not?“

The following evaluation approaches and concepts have also proved worth considering in training evaluation and have also influenced the evaluation of the “Level up!” European Workplace Tutor course:

- User-driven evaluation: an approach based on the principle that evaluations should be planned and conducted in ways that enhance the likely utilization of both the evaluation findings and of the evaluation process itself to inform decisions and improve performance. (Patton)
- The Most Significant Change approach (MSC): This approach involves generating and analysing personal accounts of change (and learning) and a process of deciding which of these accounts is the most significant and why. The approach provides information about impact but is primarily about clarifying the values held by different stakeholders, thus, it can be very helpful in explaining how change comes about and when. (Davies/Dart, 2005).
- Evaluative enquiry and strategies for communicating and reporting to enhance learning in organisations (Preskill/Torres, 1998 and Torres et al., 2005): Here, evaluation itself is approached as a learning opportunity using dialogue and reflection.

5.3 Evaluation design for the Level up! European Workplace Tutor course

The Erasmus+ project “Level up! Workplace Tutor goes Europe” pursued the professionalization and improved qualification of in-company VET personnel as key actors of vocational education through implementing the pan-European training course “European Workplace Tutor”. The course was delivered through 4 seminars lasting 5 days each in 4 different European cities. Each seminar was organized, hosted and delivered by a different project partner organisation. This meant that in our evaluation design we had to take into account that a passing of evaluation findings and lessons learned would have to take place between the concerned organisations in between the seminars.

When we set out designing the overall evaluation strategy, our main evaluation question was whether the course was implemented as intended and whether quality expectations set out by the project consortium were achieved. The evaluation was designed and implemented by the project partner die Berater® from Austria. It was proposed as a combination of formative and summative evaluation, which means that it was predominantly conducted while the course was going on to provide immediate feedback results, but there was also a component determining the overall quality of the course and its results once the course was finished. The process was led as a participatory self-evaluation (with die Berater® being part of the project consortium) and focused on the first two levels of the Kirkpatrick model (reaction, learning) with an outlook on the third level (behaviour change) during the impact evaluation carried out after the course finished.

Overall, the evaluation aimed at optimizing the quality of the course in terms of

- content and structure,
- didactic/methodological approaches,
- e-learning element,
- European dimension,
- impact on the participants, and
- organisation.

In the training course, a group of 16 participants (from Portugal, Spain, Finland, Hungary, Germany and Ireland) followed the blended-learning programme “European Workplace Tutor” which had been previously developed in the Leonardo da Vinci-projects “it’s time” and “European Workplace Tutor”. However, the course also included new elements provided by local trainers, content on the host countries’ specific VET systems, excursions and discussions with experts, and overall cross-border peer exchange (please refer to previous chapters in this book to read more about the course design).

5.4 Aspects of the evaluation

The overall aim of the course evaluation was to improve the course offer with regards to the following aspects which were focused upon throughout the course evaluation:

European Training Course: overall concept

- compliance of the course design with state of the art
- methodology
- completeness
- attractiveness, motivation
- relevance to practice contexts

European Training Course: individual face-to-face sessions

- course content, structure and delivery
 - quality of training concept
 - relevance of selected topics
 - practice-orientation
 - adequacy of overall course structure (face-to-face sessions/self-study phases/workplace projects)
 - quality of training materials
 - appropriateness of trainers' qualification
- didactic/methodological approaches
 - orientation towards needs of participants
 - application of active learning methods
 - mix and balance of training methods
 - balance between theory and practical elements
 - facilitation of transfer into participants' work life
 - logic and transparency of assessment and certification procedure
 - representation of the European dimension in the training approach
 - added value of e-learning elements
- organisation
 - location, venue, date, duration of face-to-face course
 - infrastructure and equipment
 - pre-course information

- impact on the participants
 - extent to which expectations have been met
 - acquisition/enhancement of relevant knowledge, skills and competences as outlined in the competence profile the European Workplace Tutor
 - direct applicability of contents and methods in participants' professional practice
 - overall satisfaction with the course

European Training Course: e-learning

- functionality and usability of the platform
- adequacy to the needs of the target group
- quality and usability of the e-content:
 - structure and elements
 - navigation and design
 - support
 - attractiveness

European Training Course: workplace projects

- applicability of training content
- effectiveness
- relevance of new skills and knowledge
- transferability
- change in behaviour

5.5 Evaluation instruments and practical arrangements

The course evaluation took the views and experiences of three stakeholder groups into account: (1) participants, (2) trainers, and (3) training developers and project consortium and applied the following data collection instruments (please refer to the annex for examples of questionnaires used):

Participants' view:

- ex-ante expectations: learning agreement and personal development plan (PDP) in relation to the competences to be acquired (filling in the PDP was an integral part of the first training seminar)
- during each face-to-face session:
 - reflections of self-learning phases (integral part of training seminar)
 - participatory evaluation methods as needed (cf. SEALL manual)
 - trainers' and course providers' own evaluation tools as needed
- after each face-to-face session: online questionnaire focusing on learning results and satisfaction to be filled in by participants
- impact evaluation through an online questionnaire after the final seminar
- ex-post: reflection through self-assessments and "proof of competence" (integral part of each seminar)

Trainers' view:

- after each face-to-face session: online questionnaire focusing on trainers' observations
- personal interviews and feedback rounds with training developers

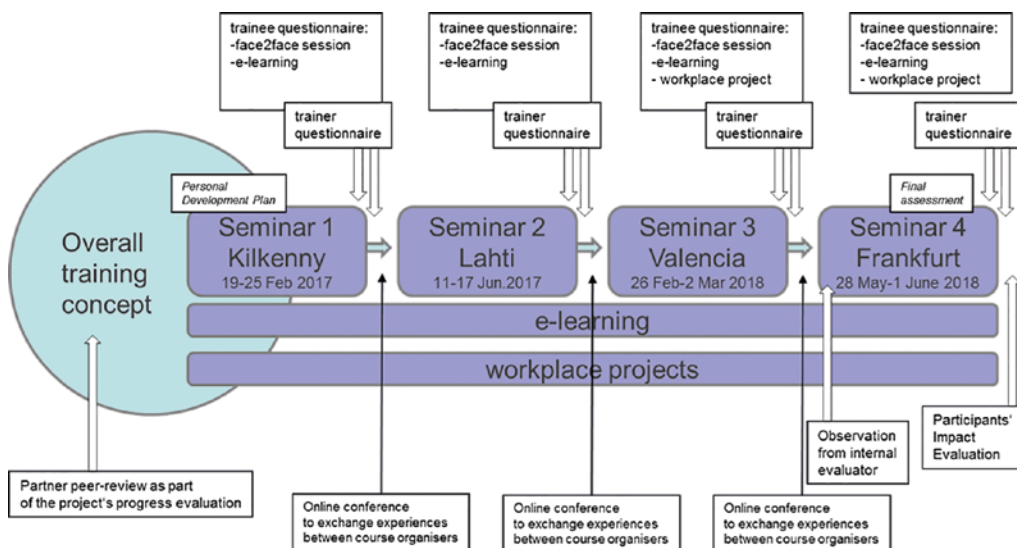
Training developers' and project consortium view:

- ex-ante assessment of the training concept and of the e-learning offer (as part of the internal project evaluation)
- observation of one seminar by the internal evaluator
- online conferences facilitated by the internal evaluator in between the seminars

5.6 Communication of evaluation findings

Short summaries of all evaluation results gathered through online questionnaires from course participants and trainers were immediately shared with the project partners as soon as they were available after each seminar. But already after the first seminar was over, it became clear that there needed to be more communication among the course organizers in order to provide the course participants with a consistent learning experience. In order to assure a consistent feedback loop and to make sure that lessons learned were shared among course organizers, the internal evaluator then facilitated an online conference after each face-to-face session where course organizers were able to discuss the findings of the seminar evaluations and their own experiences.

After the final seminar in Frankfurt, all training participants (including those who did not attend all four seminars) were asked to submit a final impact evaluation (see questionnaire in the annex). The findings of all course evaluation activities were then synthesized in a final course evaluation report by the internal project evaluator and included quantitative and qualitative results as well as recommendations on the adaptation/finalization of the course offer which were once again discussed in a final online conference.



For Bibliography and recommended reading see Annex 4: References

5.7 Examples of questionnaires used for the course evaluation

Participants' evaluation questionnaire after first seminar

(Questionnaires were adapted for each seminar in order to take particularities of the training design such as the workplace project or the e-learning into account)

Educational experience				
Please rate your level of satisfaction with these specific aspects regarding course content, structure and delivery of the seminar in Kilkenny:				
	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Relevance of topics selected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice-orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriateness of trainers' subject knowledge and facilitation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of training materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balance between face-to-face and e-learning/self-study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is there anything else you would like to tell us regarding these aspects?				

Training approach and methodologies

Please rate your level of satisfaction with the training approach and methodologies: How satisfied are you with ...

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
... how needs and expectations of participants have been taken into account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... how participants had a chance to contribute to the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the application of training methodologies that enhance active learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the balance between theory and practical elements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the facilitation of the transfer of training contents into your own work setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the assessment in the course and the certification procedure (logical, transparent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the representation of the European dimension of the training approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the added value of e-learning elements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there anything else you would like to tell us about your level of satisfaction with these aspects?

Practical arrangements and organisation

Please rate your level of satisfaction with the organisation of the seminar in Kilkenny:

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Adequacy of pre-seminar information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suitability of the seminar location and training venue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability and suitability of IT resources and other equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suitability of the seminar date and time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suitability of the seminar duration (5 days)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of work-leisure-balance, right amount of free time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there anything else you would like to tell us concerning the training organisation?

Overall satisfaction – Seminar				
Overall achievements and shortcomings				
	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Extent to which your expectations have been met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent to which you gained new knowledge and insights about learning process guiding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Direct applicability of tools and methods to your professional practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, how satisfied are you with your personal experience at this seminar?				
Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Do you have recommendations for future seminars of this type?				

Participants' demographics
These last few questions are strictly for analysing purposes to help us understand our participants better. Please rest assured that your answers will be treated confidentially and anonymously, and personal data will never be shared.
What is your gender?
<input type="radio"/> Male <input type="radio"/> Female
Please tell us a little bit about your professional background:
Your profession: <input type="text"/> Your industry (e.g. trade, automotive, education...): <input type="text"/> Position in your company: <input type="text"/>
Years of working experience as a learning guide or in tutoring or training others?
<input type="radio"/> no previous experience at all <input type="radio"/> less than 1 year <input type="radio"/> 1-2 years <input type="radio"/> 3-5 years <input type="radio"/> 6-10 years <input type="radio"/> more than 10 years

Impact evaluation questionnaire for participants

(distributed after the last seminar)

Participants' demographics
Your name
In which seminars did you participate? Please tick all that apply:
<input type="checkbox"/> Kilkenny, IE <input type="checkbox"/> Lahti, FI <input type="checkbox"/> Valencia, ES <input type="checkbox"/> Frankfurt, DE
Please tell us a little bit about your professional background:
Your profession: <input type="text"/>
Your industry (e.g. trade, automotive, education...): <input type="text"/>
Position in your company: <input type="text"/>
Does your current work involve elements of learning guidance or workplace tutoring?
<input type="radio"/> absolutely, I mostly work in this area <input type="radio"/> yes, my work involves some guidance and tutoring <input type="radio"/> no, guidance and tutoring are currently not part of my job description

Impact and competence development			
<i>For the next questions, please consider the competence profile of a learning guide and all seminars that you attended (it does not matter if you attended just one or all four seminar).</i>			
If you think about all the exercises you did and the concepts and tools that you have heard about in the course... What would you say are the two most important skills or competences you developed or improved during the course? Please describe.			
First skill/competence			
Second skill/competence			
Do you have a clear plan for how you will apply the new knowledge/skills/competences acquired in the course? Can you tell us a little bit about this plan?			
If you consider the whole competence profile of a European Workplace Tutor, would you say the course has helped you to considerably enhance your knowledge, skills and competences in the areas outlined? (If you want to have a look at the full competence profile again, please refer to pages 8-14 in the <i>Level-Up Handbook for Workplace Tutors – Learning Process Guide</i> .)			
Yes, absolutely	Yes	Rather no	No, not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place for comments on skills and competence development:			

Overall satisfaction – Whole course series
What was the most positive aspect of the overall course (all seminars you attend)? Why?
Do was the most negative aspect of the overall course (all seminars you attended)? Why?
Is there anything else you would like to add?

Trainer questionnaire

<p>Identification</p> <p>Please add your name here. This is for organisational reasons only, please be assured that your feedback will be treated confidentially and anonymously.</p>
<p>Please choose the location of the EUROPEAN WORKPLACE TUTOR seminar in which you participated as a trainer.</p> <p><input type="radio"/> Kilkenny, IE <input type="radio"/> Lahti, FI <input type="radio"/> Valencia, ES <input type="radio"/> Frankfurt, DE</p>
<p>Overall satisfaction</p>

<p>Please rate your overall satisfaction with the seminar: Are you satisfied with...</p>				
	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
... how the seminar turned out?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the level of knowledge and skills acquired by the participants in the area of learning process guiding?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... your personal trainer performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the quality of training materials provided through the European Workplace Tutor/LEVEL UP project?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Is there anything else you would like to tell us regarding these aspects?</p>				
<p> </p>				

<p>General approach and methodologies</p>				
<p>General approach and methodologies applied:</p>				
	Yes, absolutely	Rather yes	Rather no	No, absolutely not
Were andragogical principles consistently implemented?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Were the applied methodologies adequate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you think the EWT training material and information provided to you were sufficient to deliver the training appropriately?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you think the seminar duration (5 days) was appropriate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you happy with the choice of participants and composition of the group?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>If you answered one or more questions with “rather no” or “no, absolutely not”, please let us know what you else you would have needed or what should be changed/improved.</p>				
<p> </p>				

Achievements and lessons learned			
Overall, how satisfied are you with your personal experience at this training?			
Very satisfied <input type="radio"/>	Satisfied <input type="radio"/>	Dissatisfied <input type="radio"/>	Very dissatisfied <input type="radio"/>
What was the greatest achievement of the seminar?			
What was the weakest point of the seminar?			
Which lessons have you learnt as an educator? What would you do differently in a seminar of this kind?			
Do you have any other comments we should consider?			

6. Reflections on the training course – Lessons learned

Over the course of the “Level up! Workplace Tutor goes Europe” project, a 15-month long pan-European training course was organised for a group of 16 participants from six European countries (Finland, Germany, Hungary, Ireland, Portugal and Spain).

The course design was innovative in that it brought together actors from various European countries and enabled a cross-border peer exchange among them. That contributed to the broadening of the horizon of in-company training personnel with regards to training practices, methods and structures in other countries and included the intercultural dimension that trainers faced in their day-to-day work. The curriculum also consisted of specific subject-related content with regards to European issues of VET and country-specific aspects of VET systems. The aim of the training course was to complete the learning outcomes of the Learning Process Guide profile. Each seminar took place in a different country, specifically:

- Kilkenny, Ireland, organised by Noreside Resource Center (February 19-24, 2017): covering the first unit of the Learning Process Guide on “Analysing the learning needs of the learner(s)” and the role and specific attitudes of the learning guide. Additionally, the Irish VET system and the issue of qualifications frameworks.
- Lahti, Finland, organised by Lahti Region Educational Consortium Salpaus Further Education (June 12-16, 2017): covered the second and third units of the Learning Process Guide, on “Planning and preparing training measures” and “Guiding learning processes,” respectively. Additionally, it covered the Finnish VET system and issues of recognition of prior learning.
- Valencia, Spain, organised by Fundación Pascual Tomas, FPT (February 26 – March 03, 2018), focussing on the “Assessment and documentation of learning processes of individuals” (Unit 4 of the Learning Process Guide) and the Spanish VET system and youth unemployment.
- Frankfurt, Germany, organised by Berufsbildungswerk Gemeinnützige Bildungseinrichtung des DGB GmbH, bfw (May 18 – June 1, 2018), covered Unit 5 of the Learning Process Guide on “Quality assurance and improvement – Evaluation of training measures (interim and final)” and the German VET system and the dual training system.

The following summary is based on the experience of the organisers and trainers involved in the implementation of the four seminars as well as the feedback of participants, the lessons they learned and the challenges they faced.

6.1 Preparation of the training seminar

Recruitment, selection of training participants

Potential participants in the training seminars had to meet a set of criteria as agreed on by the project's consortium members. First of all, they had to be involved in the learning processes of their company's staff and hold a position related to training, tutoring and/or human resources activities. In order to be able to successfully complete the pan-European training course, their employers had to agree to support their participation in the training programme, including their attendance of the four five-day training seminars. They also had to have a good command of English (Level B2 in the Common European Framework of Reference for Languages or higher) and sufficient computer literacy skills and access to high-speed internet.

Candidates were usually recruited from and/or through the network of the organisers. Information material was compiled for this purpose (brochure). ^Contact was made via email and word-of-mouth. When it came to the final selection among formally eligible candidates (see above), the motivation, the prior experience and the candidates' willingness to learn and the potential benefits of completing the course for both the participant and the company were also considered. (Noreside candidates, for instance, were chosen on the basis of how much the course would benefit them and their organisation.)

By and large, the recruitment and selection process posed quite a few challenges. Though there were enough interested and eligible candidates to choose from, the language and framework conditions of the course did not make it too easy to find candidates. Mostly, the length of the course within the framework of the "Level up!" project spanning for 15 months and the time away from work (four whole weeks) was seen as too long by many candidates and / or their employers and issues concerning the pay of the participants for the period of the training course were also raised. This meant that in spite of the fact that participation was free, it was difficult to find the right participants.

However, once we had completed the selection process, we're happy to say that out of the whole group, only two participants dropped out, one due to health reasons and another due to change of employment.

The seminar trainers

The five-day training seminars were conducted either by a single individual or by a team of two or three trainers. The success of the seminar is not contingent on the number of trainers involved; rather, it requires prior experience and familiarity with the content and goals of the course itself. When the trainers themselves had not been involved in the “Level up!” project, they were given a thorough introduction, including all the necessary documents and information related to the project as well as the content of previous training seminars.

If different trainers are engaged over the course of training, it may be helpful if they can attend each other’s seminar at least in part, to meet and get to know the participants before it is their turn to work with them. If that is not an option, trainers can always contact their colleagues for information about the group and its special characteristics (specific needs, strengths and weaknesses, particular interests, etc.). The sharing of information between the trainers can largely improve the quality of the training. For the same reason, the organisation offering the course may formally appoint a lead trainer with overall responsibility and employ specialist trainers – whose work is coordinated by the lead trainer – to deliver specific parts of the training programme. We made good experiences with the organisation of virtual meetings between seminars that were attended by the trainers of the past and the upcoming seminar as well as by project partner representatives of the past and upcoming host organisation, the project coordinator and evaluation partner.

In the “Level up!” project, all trainers were familiar with the content of the course and the expected learning outcomes that needed to be covered and were given absolute freedom to choose the methods to accomplish the goals of the seminar. As they were all experienced professionals, they could be trusted to decide how to meet the needs of their group and what kind of activities and modes of delivery were most appropriate under the circumstances. Accordingly, group work, role playing, simulations, presentations and plenary discussions, etc. were all part of the training seminars. Activities that geared participants towards independent self-learning were also employed.

Development of the training materials (TMs)

In developing TMs for the seminars, trainers relied on the resources that had been developed within the framework of the project and previous projects as well as existing training material from their previous work experience that matched the topic and content of the training seminar and searched for or developed new TMs to meet the needs and interests of the training group.

As mentioned above, trainers were free to choose the methodology and learning styles they found the most appropriate to achieve the goals of the seminars and suit the needs of the particular training group.

In general, trainers and trainees alike were pleased with the TMs as the evaluation at the end of the course confirmed. Supporting materials were occasionally challenging to find to stimulate discussion and engage trainees so that they could all contribute to a collaborative learning situation. Also, as the majority of the participants in the training course were not native English speakers, attention needed to be paid to the clarity of instructions and overall communication; it is important to have all participants on the same page, so to speak, and to that effect the multi-linguistic and/or multi-cultural aspects of the target group should be kept in mind in relation to the development of TMs, too.

Overall, we received good feedback regarding the training material both from the participants and the trainers.

6.2 Organisation of the training

Location, accommodation, operative tasks, challenges

As all four organisations that offered a training seminar had (or had access to) their own training facility, finding the right location for the training was easy; on all four occasions the groups could meet in a venue that was designed to hold training activities, i.e. it met the requirements in terms of size, technical equipment, etc.

The consortium suggests following the rules of “FREEDOM” to find the appropriate location, according to which the location should:

1. Not be FREEZING
2. Not be ROASTING
3. Not create EAR STRAIN. Participants should be able to hear without distraction.
4. Not create EYE STRAIN. Participants should be able to see without distraction.
5. There should be no DISTRACTIONS such as mobile phones, outside noise etc.
6. The course should not create OVERWORK for the participants
7. There should be no MESSINESS in the classroom”

As every seminar was held in a different city, finding the right accommodation for the participants with easy access to transportation to and from the location of the training was always a challenge. Affordability was a major consideration because costs had to be kept within the project’s budgetary constraints.

The actual organisation of the training seminars was done indirectly, with colleagues at the partner organisation mediating between the seminar organisers and the participants by collecting and passing on information back and forth. Direct and continuous interaction between the seminar organisers and the trainees could have been more efficient and, on occasion, faster.

Overall, both the organisers/trainers and the learners were satisfied with the practical arrangements (location, accommodation, travel) that were made for the seminars.

Active involvement of the participants, diversity of methods, practical applicability of learning content

According to the trainers, participants were active, motivated and involved throughout the whole training course. While the selection of the right candidates who are motivated and ready to learn can be ensured during the recruitment process, it is equally important to keep them engaged and interested once the training has started until the end of the programme. To this end, trainers paid attention to using active and dynamic methods to foster participation and to involve trainees in group work, presentations and discussions, as well as case studies and study visits. In addition, participants were asked to reflect on the progress of the course and provide feedback on a regular basis. While there were some participants who would have preferred if more time had been devoted to traditional lecture-based teaching, the majority was satisfied with the more active, training-based methods of learning and they all remained engaged throughout the course.

The diversity of methods and practical applicability of learning content was appreciated by the learners. They also highlighted the multitude of company visits and the opportunity to exchange opinions and expertise with local stakeholders at the conferences as very positive.

6.3 Evaluation of the training⁷

Evaluation criteria and process

The ongoing evaluation of the training was an important component of the course, with respect to both trainers/organisers and trainees, and on several levels.

At its most immediate, trainers paused at the end of each lesson/day during the training seminars to have a group discussion on the subject of that particular lesson/day in order to find out whether the learning objectives had been successfully met, or to make adjustments if there was need for further instruction.

⁷ For a more detailed discussion, see the section "Evaluating a course for workplace tutors / learning guides."

In addition, the “Level up!” project had an overall internal evaluation plan; the evaluation was designed and implemented by the project partner die Berater® from Austria. It was a combination of formative and summative measurements: it was predominantly conducted while the course was unfolding to provide immediate feedback results and thus make adjustments possible if necessary, and then there was a final evaluation at the end of the training programme to determine the overall quality and results of the course. Both trainers and trainees were invited to provide feedback (which they all did). The evaluation process was based on the first two levels of the Kirkpatrick model (reaction and learning). That is, the evaluation was designed to establish the degree to which participants 1) found the training favourable, engaging and relevant to their jobs, and 2) acquired the knowledge, skills, attitude, confidence and commitment they were supposed to master by the end of the training (i.e. the aims as set by the project documentation and the objectives set for each lesson were achieved).

Trainees were also asked about their prior expectations at the beginning of the training course; these expectations were reviewed at the end to see if they were fulfilled. This preliminary survey also helped the trainers to identify the trainees’ preferred learning style and thus allowed for a change in methods if that was necessary.

The benefits of the evaluation results

After the final seminar, all training participants were asked to submit a final impact evaluation. The findings of all course evaluation activities were then synthesized by the internal evaluator of the project in a final course evaluation report that included quantitative and qualitative results as well as recommendations on the finalization and potential adaptation of the course offer. This report can help project partners as well as other organisations to make amendments should they decide to deliver the training course in the future.

7. EWT Course Certification Requirements

7.1 Assessment and certification criteria for the European Workplace Tutor

Assessment is a vital part of the entire training programme and should be aligned with the intended learning outcomes for the LPG qualification profile⁸, in order to give a clear understanding of the knowledge, skills and competences the learner should acquire by the end of the training. Since the learning outcomes reflect a specific task, the assessment result should demonstrate the achievement of the learning outcomes foreseen for the EWT curriculum.

Based on what was agreed between “Level up!” partners, the EWT learner’s assessment was based on the following criteria:

- **Continuous Assessment** – through the development of regular assignments, after each seminar, related to the topic of that face-to-face sessions.
- **Final Assessment** – through the development of a final project covering all the training programme topics and tools, following the structure suggested:
 - Identification of the problem
 - Analysis of the problem
 - Propose solution
 - Design solution
 - Implement solution
 - Assess solution

EWT Course final evaluation criteria was based on three main moments:

- Delivery (design the problem): 60%
- Presentation – in the final training seminar in Frankfurt (Germany): 20%
- Roundtable (peer assessment – feedback): 20%

By the end of the training course, participants will receive a certificate for the “European Workplace Tutor” qualification where, among others, will be described: the qualification name, the LPG profile of Skills and Competences, the Occupation /career options, duration and EQF/NQF level.

⁸ See section 2.2 for the LPG Learning Outcomes matrix.

To get a good overview of the different options for a certification model that fits the various partner countries, the Certificate contains information about the qualification and certification requirements of each country of the partnership.

7.2 Certification model for the EWT

The EWT qualification was developed based on a learning outcomes approach, allowing a better expression of what the qualification holder is expected to know, be able to do and understand. The learning outcomes also support other EU tools and principles that lead to higher consistency in employment, education and training policy across Europe, like the European Credit System for Vocational Education and Training (ECVET), the Europass and other instruments.

The Certificate Model developed in the frame of this project was based on already existent EU models and tools, thus allowing a clear understating, comparison and legibility between the different countries of the partnership.

The different certification requirements and certification models of the partner countries are as follows:

GERMANY

1. TITLE OF THE CERTIFICATE

Zeugnis über die Prüfung zum
Geprüfter Lernprozessbegleiter/
Geprüfte Lernprozessbegleiterin

2. TRANSLATED TITLE OF THE CERTIFICATE (EN)

Certificate on completion of the recognized further training examination for
European Learning Process Guide (certified)

This translation has no legal status

3. PROFILE OF SKILLS AND COMPETENCES

- to plan, implement and increase the quality of in-company learning
- processes economically and according to demand
- to assess qualification needs of individual workers and based on this to
- develop training offers tailored to the needs of the target group
- to consult his/her company/organisation with respect to qualification
- needs and corresponding training measures changes
- to support the development of professional, social and methodical
- competences within the company / institution; to develop and implement
- personnel development projects and to be able to formulate and initiate
- the necessary processes of change within the company/institution
- to develop specific qualification offers for target groups that require
- additional psychological, pedagogical and/or cultural support

4. RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE

Certified initial and continuing training specialist works as instructors or training managers in companies as well as for education providers in the field of adult education, for private job placement and consultancy agencies, for public chambers and in the public administration or are self-employed. They plan corporate initial and continuing training measures, coordinate and optimize learning processes and support learners.

(*)Explanatory notes

This document is designed to provide additional information about the specified certificate and does not have any legal status in itself. The format of the description is based on the following texts: Council Resolution 93/C 49/01 of 3 December 1992 on the transparency of qualifications, Council Resolution 96/C 224/04 of 15 July 1996 on the transparency of vocational training certificates, and Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers.

More information on transparency is available at: www.cedefop.eu.int/transparency

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5. OFFICIAL BASIS OF THE CERTIFICATE	
Name and status of the body awarding the certificate Chamber of Industry and Commerce (Industrie- und Handelskammer, IHK)	Name and status of the national/regional authority providing accreditation/recognition of the certificate Chamber of Industry and Commerce
Level of the certificate (national or international) ISCED 2011 Level 55 These qualifications are referenced to level 5 of both the German and the European Qualifications Framework (DQR, EQF); see www.dqr.de/content/2316.php .	Grading scale/Pass requirements 100 – 92 points = 1 = excellent 91 – 81 points = 2 = good 80 – 67 points = 3 = average 66 – 50 points = 4 = pass 49 – 30 points = 5 = poor 29 – 0 points = 6 = fail The candidate passed all examinations required for the completion of further training.
Access to next level of education and training The further training examination gives access to the next level of qualifications Certified initial and continuing training specialist (Geprüfter Aus- und Weiterbildungspädagoge/ Geprüfte Aus- und Weiterbildungs-pädagogin) as well as access to advanced programmes in higher education.	International agreements
Legal basis Regulations governing the recognized further training examination for certified initial and continuing training specialist (regional IHK).	

6. OFFICIALLY RECOGNIZED WAYS OF ACQUIRING THE CERTIFICATE
The certificate is acquired through passing the examination administered by the body mentioned in section 5 above. Before sitting the examination, candidates must furnish proof of <ol style="list-style-type: none"> 1. Successful completion of a three-year course of training in a recognized occupation, followed by at least one year of relevant practical work or 2. successful completion of training for another recognized occupation, followed by at least two years of practical work and successful completion of the final examination in accordance with Section 4 of the Instructor Aptitude Regulations (Ausbilder-Eignungsverordnung) or comparable job-related pedagogical skills or 3. relevant skills and competences.
Additional information The skills and competences of which proof is to be furnished in the further training examination are usually acquired during many years of practical work and within the framework of education measures. Courses are offered in preparation for the examination; their duration and content are geared to the different specialist and managerial tasks. Translations of the certificate can be obtained from the body mentioned in section 5 above.

IRELAND

To be considered a qualified trainer in Ireland you need to possess a certificate to state that you have successfully completed the “QQI Training and Development” (6S3372).

QQI stands for Quality and Qualifications Ireland and all providers of this course must be registered with QQI as a centre for delivery and hold an approval to deliver the course. To achieve both the centre needs to make a detailed application.

1. TITLE OF THE CERTIFICATE

Certificate
Learning Process Supervisor
Learning Process Facilitator

2. TRANSLATED TITLE OF THE CERTIFICATE (EN)

Certificate on completion of the recognized further training examination for European Learning Process Guide (certified)

This translation has no legal status

3. PROFILE OF SKILLS AND COMPETENCES

- to plan, implement and increase the quality of in-company learning
- processes economically and according to demand
- to assess qualification needs of individual workers and based on this to
- develop training offers tailored to the needs of the target group
- to consult his/her company/organisation with respect to qualification
- needs and corresponding training measures changes
- to support the development of professional, social and methodical
- competences within the company / institution; to develop and implement
- personnel development projects and to be able to formulate and initiate
- the necessary processes of change within the company/institution
- to develop specific qualification offers for target groups that require

4. RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE

Certified initial and continuing training specialist works as instructors or training managers in companies as well as for education providers in the field of adult education, for private job placement and consultancy agencies, for public chambers and in the public administration or are self-employed. They plan corporate initial and continuing training measures, coordinate and optimize learning processes and support learners.

(*)Explanatory notes

This document is designed to provide additional information about the specified certificate and does not have any legal status in itself. The format of the description is based on the following texts: Council Resolution 93/C 49/01 of 3 December 1992 on the transparency of qualifications, Council Resolution 96/C 224/04 of 15 July 1996 on the transparency of vocational training certificates, and Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers.

More information on transparency is available at: www.cedefop.eu.int/transparency

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5. OFFICIAL BASIS OF THE CERTIFICATE**Name and status of the body awarding the certificate**

All providers of this course must be registered with QQI as a centre for delivery and hold an approval to deliver the course. To achieve both the centre needs to make a detailed application. They can include public and private providers, and both are treated equally.

Name and status of the national/regional authority providing accreditation/recognition of the certificate

QQI which stands for Quality and Qualifications Ireland.

QQI (Quality and Qualifications Ireland) is an independent State agency responsible for promoting quality and accountability in education and training services in Ireland. It was established in 2012 by the Qualifications and Quality Assurance (Education and Training) Act 2012.

Level of the certificate (national or international)

These qualifications are referenced to level 5 of both Ireland and the European Qualifications Framework (DQR, EQF).

Grading scale/Pass requirements

The qualification requires the completion of two five-day courses, in class or online learning.

Access to next level of education and training**International agreements**

The Irish Qualifications Framework is aligned to the European Qualifications Framework.

Legal basis

Qualifications and Quality Assurance (Education and Training) Act 2012

6. OFFICIALLY RECOGNIZED WAYS OF ACQUIRING THE CERTIFICATE

1. See this web address on how to become an accredited QQI training provider: <https://qhelp.qqi.ie/providers/initial-access-to-programme-validation/>
2. See the attached descriptors for the two courses that when successfully completed allow for the issue to Trainers of a Major Award at Level 6 of the IQF.

See attached "Training and Development Course Providers Application.pdf" an example of the application form that training organisations already accredited by QQI must submit to be allowed to deliver the courses. Please note the link between the assessment and the Learning Outcomes in the documents mentioned at 2 above.

Additional information

The skills and competences of which proof is to be furnished in the further training examination are usually acquired during many years of practical work and within the framework of education measures. Courses are offered in preparation for the examination; their duration and content are geared to the different specialist and managerial tasks.

Translations of the certificate can be obtained from the body mentioned in section 5 above.

FINLAND

In Finland, VET is organised by different types of education providers: municipalities, joint municipal authorities, the state and the private sector. An authorisation to provide education is required. In the future, education is regulated through a single authorisation license, and education providers will have increased freedom in organising their activities.

VET for young people and adults is consolidated, forming a single entity with its own steering and regulation system and financing model. Education is competence-based and customer-oriented: Each student is offered the possibility to design an individually appropriate path to finishing an entire qualification or a supplementary skill set. The primary importance is on what the student learns and is able to do. There are basic vocational qualifications (180 cts), further (120 or 150 cts) and specialist (160 or 180 cts) qualifications on offer.

Authorised education providers issue qualification certificates and they have to comply with the qualification requirements issued by the NBE.

There are no special requirements to take a qualification. Every student will have a personalised plan where his or her prior learning (formal, non-formal and informal) will be taken into account and how the skills and competences needed for the qualification will be acquired: studies at school, online learning and workplace learning. The plan determines the scope and length of the qualification process.

1. TITLE OF THE CERTIFICATE
Todistus Oppimisprosessin ohjaaja Oppimisprosessin ohjaaja
2. TRANSLATED TITLE OF THE CERTIFICATE (EN)
Certificate on completion of the recognized further training examination for European Learning Process Guide (certified)
This translation has no legal status

3. PROFILE OF SKILLS AND COMPETENCES

- to plan, implement and increase the quality of in-company learning
- processes economically and according to demand
- to assess qualification needs of individual workers and based on this to
- develop training offers tailored to the needs of the target group
- to consult his/her company/organisation with respect to qualification
- needs and corresponding training measures changes
- to support the development of professional, social and methodical
- competences within the company / institution; to develop and implement
- personnel development projects and to be able to formulate and initiate
- the necessary processes of change within the company/institution
- to develop specific qualification offers for target groups that require

4. RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE

Certified initial and continuing training specialists works as instructors or training managers in companies as well as for education providers in the field of adult education, for private job placement and consultancy agencies, for public chambers and in the public administration or are self-employed. They plan corporate initial and continuing training measures, coordinate and optimize learning processes and support learners.

(*)Explanatory notes

This document is designed to provide additional information about the specified certificate and does not have any legal status in itself. The format of the description is based on the following texts: Council Resolution 93/C 49/01 of 3 December 1992 on the transparency of qualifications, Council Resolution 96/C 224/04 of 15 July 1996 on the transparency of vocational training certificates, and Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers.

More information on transparency is available at: www.cedefop.eu.int/transparency

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5. OFFICIAL BASIS OF THE CERTIFICATE	
<p>Name and status of the body awarding the certificate</p> <p>NBE issues qualification requirements and gives authorisation to education providers.</p> <p>VET providers issue certificates</p>	<p>Name and status of the national/regional authority providing accreditation/recognition of the certificate</p> <p>Authorised education providers issue qualification certificates and they have to comply with the qualification requirements issued by the NBE.</p>
<p>Level of the certificate (national or international)</p> <p>These qualifications are referenced to level 5 of both Finland and the European Qualifications Framework (FQR, EQF).</p>	<p>Grading scale/Pass requirements</p> <p>Competence demonstration at workplace, Skills tests at work or at school</p>
<p>Access to next level of education and training</p>	<p>International agreements</p> <p>The ECVET system (European Credits system for Vocational Education and Training) is implemented in this country VET system</p>
<p>Legal basis</p>	

6. OFFICIALLY RECOGNIZED WAYS OF ACQUIRING THE CERTIFICATE
<p>There are no special requirements to take a qualification. (see explanation above)</p>
<p>Additional information</p> <p>The skills and competences of which proof is to be furnished in the further training examination are usually acquired during many years of practical work and within the framework of education measures. Courses are offered in preparation for the examination; their duration and content are geared to the different specialist and managerial tasks.</p> <p>Translations of the certificate can be obtained from the body mentioned in section 5 above.</p>

SPAIN

The Accreditation, Recognition and Evaluation of Vocational Competencies obtained through training or work experience corresponds to the National Institute of Qualifications – (Instituto Nacional de las Cualificaciones-INCUAL).

This evaluation and accreditation of professional competences will be developed following criteria that guarantee the reliability, objectivity and technical rigor of the evaluation. The National Catalogue of Professional Qualifications serves as an objective reference in this procedure. Any certifiable training action must refer to the Professional Qualifications included in said Catalogue for the established professional certificates.

Professional certificates are the instrument of official accreditation of vocational qualifications of the National Catalogue of Professional Qualifications in the field of labor administration.

These certificates certify the set of professional competences that enable the development of an identifiable work activity in the productive system without this constituting regulation of professional practice.

They have official status and validity throughout the national territory and are issued by the State Public Employment Service (Servicio Público de Empleo Estatal-SEPE) and the competent bodies of the Regions.

1. TITLE OF THE CERTIFICATE
Certificado Supervisor de Procesos de Aprendizaje Facilitador de Procesos de Aprendizaje

2. TRANSLATED TITLE OF THE CERTIFICATE (EN)
Certificate on completion of the recognized further training examination for European Learning Process Guide (certified)
This translation has no legal status

3. PROFILE OF SKILLS AND COMPETENCES

- to plan, implement and increase the quality of in-company learning
- processes economically and according to demand
- to assess qualification needs of individual workers and based on this to
- develop training offers tailored to the needs of the target group
- to consult his/her company/organisation with respect to qualification
- needs and corresponding training measures changes
- to support the development of professional, social and methodical
- competences within the company / institution; to develop and implement
- personnel development projects and to be able to formulate and initiate
- the necessary processes of change within the company/institution
- to develop specific qualification offers for target groups that require
- additional psychological, pedagogical and/or cultural support

4. RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE

Certified initial and continuing training specialists works as instructors or training managers in companies as well as for education providers in the field of adult education, for private job placement and consultancy agencies, for public chambers and in the public administration or are self-employed. They plan corporate initial and continuing training measures, coordinate and optimize learning processes and support learners.

(*)Explanatory notes

This document is designed to provide additional information about the specified certificate and does not have any legal status in itself. The format of the description is based on the following texts: Council Resolution 93/C 49/01 of 3 December 1992 on the transparency of qualifications, Council Resolution 96/C 224/04 of 15 July 1996 on the transparency of vocational training certificates, and Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers.

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5. OFFICIAL BASIS OF THE CERTIFICATE	
<p>Name and status of the body awarding the certificate</p> <p>National Institute of Qualifications (Instituto Nacional de las Cualificaciones-INCUAL).</p> <p>Public Body belonging to the Spanish Ministry of Education.</p> <p>Social Agents (most representative employers' organisations and trade unions at national level).</p>	<p>Name and status of the national/regional authority providing accreditation/recognition of the certificate</p> <p>National Institute of Qualifications (Instituto Nacional de las Cualificaciones-INCUAL).</p> <p>Public Body belonging to the Spanish Ministry of Education.</p>
<p>Level of the certificate (national or international)</p> <p>These qualifications are referenced to level 5 of both Spain and the European Qualifications Framework (SQR, EQF).</p> <p>European instruments and tools are considered in the process of awarding a qualification.</p> <p>The European Union established in March 2004 the Common European Principles for validation of non-formal and informal learning, which are necessary to promote the comparability and acceptance of differences between Member States as well as for the transfer and acceptance of educational outcomes and training in different environments.</p>	<p>Grading scale/Pass requirements</p> <p>Final assessment for the Training Modules.</p> <p>Accreditation for work experience.</p>
<p>Access to next level of education and training</p>	<p>International agreements</p> <p>ECVET System is not fully implemented in Spain.</p> <p>The Ministries of Education and Labour are responsible for its implementation.</p>
<p>Legal basis</p> <p>The professional certificates, regulated by Royal Decree 34/2008, of January 18, must be officially published in the Official State Gazette (BOE).</p>	

6. OFFICIALLY RECOGNIZED WAYS OF ACQUIRING THE CERTIFICATE
<p>They are obtained through two ways:</p> <ul style="list-style-type: none"> ▪ Exceeding all the training modules that make up the professional certificate. ▪ Following the procedures established for the evaluation and accreditation of professional competences acquired through work experience or non-formal training according to the National Institute of Qualifications (Instituto Nacional de las Cualificaciones-INCUAL).
<p>Additional information</p> <p>The skills and competences of which proof is to be furnished in the further training examination are usually acquired during many years of practical work and within the framework of education measures. Courses are offered in preparation for the examination; their duration and content are geared to the different specialist and managerial tasks.</p> <p>Translations of the certificate can be obtained from the body mentioned in section 5 above.</p>

PORTUGAL

The central government has overall responsibility for vocational education and training. The Ministry of Education is traditionally responsible for the educational sector (pre-primary education, basic education, secondary education, school-based training). The Ministry for higher education and science is responsible for tertiary education. The Ministry of Labour, through the Institute for Employment and Vocational Training (IEFP), is responsible for training through apprenticeship programmes, continuing vocational training and active labour market measures implementation. The Ministries of education and labour share equal responsibility over the National Agency for Qualification and Vocational Education (ANQEP). ANQEP and IEFP have the overall responsibility for implementing VET policies. Regional authorities for non-higher education and VET are responsible for the implementation of policies at local level. In accordance with specific legislation, the SNQ comprises the following institutions: ANQEP (coordination), Directorate-General for Education (DGE); DGERT; IEFP; bodies and structures with competence to fund VET policies; sector councils for qualification; centres specialised in adult qualifications; primary and secondary education establishments; training centres and professional rehabilitation of direct and protocol management with IEFP; centres of excellence created for training providers distinguished by the quality of their interventions, namely the protocol centres of IEFP; accredited (certificação) VET providers. The SNQ also includes enterprises that promote the training of their employees, and other entities that contribute to the same purpose. Higher education institutions are also part of the SNQ, in accordance with the specific and applicable legislation. The social partners intervene in the coordination of the SNQ through their participation in the general council of ANQEP, in the management board of the IEFP; and in the monitoring board of DGERT accreditation of VET providers. Higher education (universities and polytechnic institutes) are autonomous institutions.⁹

1. TITLE OF THE CERTIFICATE

Certificado
Supervisor de Processos de Aprendizagem
Facilitador de Processos de Aprendizagem

2. TRANSLATED TITLE OF THE CERTIFICATE (EN)

Certificate on completion of the recognized further training examination for
European Learning Process Guide (certified)
This translation has no legal status

⁹ Adapted from: https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_CR_PT.pdf

3. PROFILE OF SKILLS AND COMPETENCES

- to plan, implement and increase the quality of in-company learning
- processes economically and according to demand
- to assess qualification needs of individual workers and based on this to
- develop training offers tailored to the needs of the target group
- to consult his/her company/organisation with respect to qualification
- needs and corresponding training measures changes
- to support the development of professional, social and methodical
- competences within the company / institution; to develop and implement
- personnel development projects and to be able to formulate and initiate
- the necessary processes of change within the company/institution
- to develop specific qualification offers for target groups that require
- additional psychological, pedagogical and/or cultural support

4. RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE

Certified initial and continuing training specialists works as instructors or training managers in companies as well as for education providers in the field of adult education, for private job placement and consultancy agencies, for public chambers and in the public administration or are self-employed. They plan corporate initial and continuing training measures, coordinate and optimize learning processes and support learners.

(*)Explanatory notes

This document is designed to provide additional information about the specified certificate and does not have any legal status in itself. The format of the description is based on the following texts: Council Resolution 93/C 49/01 of 3 December 1992 on the transparency of qualifications, Council Resolution 96/C 224/04 of 15 July 1996 on the transparency of vocational training certificates, and Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers.

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5. OFFICIAL BASIS OF THE CERTIFICATE

Name and status of the body awarding the certificate

Accredited body / VET provider

Name and status of the national/regional authority providing accreditation/recognition of the certificate

1- IEFP – Instituto do Emprego e Formação Profissional. (Institute of Employment and Professional Training, Portugal)

Instituto Público, do Ministério do Trabalho e Solidariedade Social (Public Institute, Ministry of Labor and Social Solidarity)

2 – ME – Ministério da Educação (Ministry of Education)

<p>Level of the certificate (national or international)</p> <p>These qualifications are referenced to level 5 of both Portugal and the European Qualifications Framework (PQR, EQF).</p>	<p>Grading scale/Pass requirements</p> <p>Quantitative evaluation expressed on a numerical scale from 0 to 20.</p> <p>10 – Minimum value for approval.</p>
<p>Access to next level of education and training</p> <p>Higher education</p>	<p>International agreements</p>
<p>Legal basis</p> <p>Portaria n.º 1497/08, of 19 of December</p>	

<p>6. OFFICIALLY RECOGNIZED WAYS OF ACQUIRING THE CERTIFICATE</p>
<p>School / Training Center</p> <ul style="list-style-type: none"> ▪ On-the-job training ▪ Previous learning recognized <p>National Reference Point for Qualifications</p> <p>http://portal.iefp.pt/pnrq/index.html</p>
<p>Additional information</p> <p>The skills and competences of which proof is to be furnished in the further training examination are usually acquired during many years of practical work and within the framework of education measures. Courses are offered in preparation for the examination; their duration and content are geared to the different specialist and managerial tasks.</p> <p>Translations of the certificate can be obtained from the body mentioned in section 5 above.</p>

HUNGARY

Qualifications of VET teachers and instructors are regulated by the Act on General Education and the Act on VET; the qualifications of adult training instructors by the Act on Adult Training. Qualification requirements were set up according to school types and depending on the nature of subjects.

Required qualifications for:

- Vocational instructor in the school: BA/BSc higher education degree and vocational practical teacher degree (ISCED 660); Compulsory in-service training at least in every seven years (can be accomplished in accredited in-service training, formal in-service training, etc.)
- Instructor at the enterprise: Relevant vocational qualification of at least the same level as that of the training programme, at least 5 years of professional experience and a master craftsmanship certificate (the latter is a requirement since 2015 except for those over 60 years of age or holding a higher education degree and specified years of professional experience); No compulsory in-service training

From September 2019 VET instructors must hold a 'practice instructor' certificate awarded by the Chamber of Commerce and Industry (the training programme to be provided by the Chamber will focus on content related to administrative tasks and basic pedagogical, social-psychological and communication skills)

(See Act CLXXXVII/2011 on VET)

1. TITLE OF THE CERTIFICATE
Bizonyítvány Tanulási folyamatfelügyelő Tanulási folyamat facilitátor
2. TRANSLATED TITLE OF THE CERTIFICATE (EN)
Certificate on completion of the recognized further training examination for European Learning Process Guide (certified)
This translation has no legal status

3. PROFILE OF SKILLS AND COMPETENCES

- to plan, implement and increase the quality of in-company learning
- processes economically and according to demand
- to assess qualification needs of individual workers and based on this to
- develop training offers tailored to the needs of the target group
- to consult his/her company/organisation with respect to qualification
- needs and corresponding training measures changes
- to support the development of professional, social and methodical
- competences within the company / institution; to develop and implement
- personnel development projects and to be able to formulate and initiate
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4. RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE

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More information on transparency is available at: www.cedefop.eu.int/transparency

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5. OFFICIAL BASIS OF THE CERTIFICATE	
<p>Name and status of the body awarding the certificate</p> <p>Chamber of Commerce and Industry</p>	<p>Name and status of the national/regional authority providing accreditation/recognition of the certificate</p> <p>Ministry of Human Capacities Ministry for National Economy Chamber of Commerce and Industry Hungarian Accreditation Committee</p>
<p>Level of the certificate (national or international)</p> <p>These qualifications are referenced to level 4 in Hungary and 5 in the European Qualifications Framework (HQR, EQF).</p>	<p>Grading scale/Pass requirements</p> <ul style="list-style-type: none"> ▪ Vocational instructor in the school: portfolio, final exam ▪ Instructor at the enterprise: master craftsmanship exam. The exam is divided into two parts: oral exam testing the pedagogical and entrepreneurial knowledge and practical exam (oral, written, practical/interactive part) testing the professional knowledge.
<p>Access to next level of education and training</p>	<p>International agreements</p> <p>ECVET system (European Credits system for Vocational Education and Training) is not yet fully implemented in Hungarian VET system</p>
<p>Legal basis</p> <p>See Act CLXXXVII/2011 on VET</p>	

6. OFFICIALLY RECOGNIZED WAYS OF ACQUIRING THE CERTIFICATE
<p>Additional information</p> <p>The skills and competences of which proof is to be furnished in the further training examination are usually acquired during many years of practical work and within the framework of education measures. Courses are offered in preparation for the examination; their duration and content are geared to the different specialist and managerial tasks.</p> <p>Translations of the certificate can be obtained from the body mentioned in section 5 above.</p>

8. High-quality training in small chunks – Learning causes

The aim of learning causes is to offer low-threshold and easily applicable small chunks of the training programme to be used in the implementation of short but innovative workshops that can be organised by training providers, multinational companies, etc., to enable the exchange and competence development of VET personnel in a transnational group in a feasible and realistic way. The workshops are intended to cover between 4 hours to 2 days, and will apply interactive and learner-centered methods to work in a concentrated way on specific learning causes.

8.1 Social competence – learning cause

The topic of social competence is intended to promote the conscious use of these competences among the participants and support their expansion. Theoretical units alternate with practical exercises and role plays and are flanked by discussions and reflection talks.

Topics:

- What are social skills?
- Self-management/reliability...
- Communication
- Why is communication so difficult?
- Feedback
- Conflict management
- Cooperation
- Group Dynamics and Team Building, etc.

Time	Topic	subject matter	Methods	Material
8:30	Welcome/ Start	Intro, Agenda	Plenary presentation	Flipchart, PowerPoint/ Laptop/Beamer Moderator tool case
		Introduction round	<p>Common Ground Triangle:</p> <p>Divide participants into 3 groups. Everyone interviews another of their own group. Key questions can be „<i>name, age, origin, job, hobby, etc.</i>“. Then the three must find the seven things in common that they share. The results are prepared on flipchart and presented to the plenary. Everyone introduces the interviewee.</p>	
		Expectations, fears, own contribution	<p>Card query:</p> <p>Participants are asked to write their expectations on blue cards, their fears on red cards and on yellow cards, what they personally want to contribute to make the seminar a success. Each participant attaches the cards to a prepared Metaplan wall and presents them to the plenary.</p>	
9:30	Thematic introduction	What is social competence?	Plenary presentation on the back- ground with active involvement of the participants. Ask for their own experiences, have their own explana- tions derived, encourage them to think, to ask themselves and to discuss.	Flipchart, PowerPoint/ Laptop/Beamer
10:30	<i>Break</i>			

10:45	Communi- cation	Schulz von Thun	Introduction to theory using an example. Collect further examples from the plenary. Splitting into small groups and translating the examples from sender to receiver. Presentation in plenary.	Flipchart, Metaplan wall, PowerPoint/ Laptop/Beamer Moderator's case
		Feedback	Collaborative development of feedback rules with active involvement of participants and based on current literature Ask for their own experiences, have their own explanations derived, encourage them to think, to ask themselves and to discuss. Divide participants into 2 groups and instruct them to give each other feedback according to the rules developed. Subsequently, exchange of experiences (not content) in the plenary.	
		Conflict management	<p>Presentation of the theory about flipchart and metaplan walls with active involvement of the participants rules with active involvement of participants and based on current literature. Ask for their own experiences, have their own explanations derived, encourage them to think, to ask themselves and to discuss.</p> <p>Then collect conflict situations from the plenum and, if necessary, provide your own examples. Divide participants into small groups and have the different conflict situations assigned or selected. The task should be to present the conflict situation in a role play and then bring about a solution using the theories and methods learned.</p>	
13:00	Lunch			

14:00	Communication (continued)	Group dynamics	<p>Presentation of the theory on flipcharts and Metaplan walls with active involvement of the participants. Ask for their own experiences, have their own explanations derived, encourage them to think, to ask themselves and to discuss.</p> <p>Assessment of situations, role models and group phases on the basis of video sequences in which groups act. Discussion in the plenary.</p> <p>Furthermore, special group exercises with self-reflection and external reflection.</p>	<p>Flipchart, Metaplan wall, PowerPoint/ Laptop/Beamer</p> <p>Moderator's case</p>
16:00	Motivation	What is that? Intrinsic and Extrinsic factors, drivers, etc.	<p>Plenary presentation with active involvement of the participants. Ask for their own experiences, have their own explanations derived, encourage them to think, to ask themselves and to discuss.</p>	<p>Flipchart, Metaplan wall, PowerPoint/ Laptop/Beamer</p>
17:00	Conclusion	Summary and feedback	<p>Expectations and fears are compared with the summary of the seminar in the plenary, the opinions of the participants are asked and discussed.</p> <p>After that, the participants can give each other positive feedback by writing it on "PostIt's" and stick it on back of the receiving person.</p>	<p>Post Its, Moderator case</p>

8.2 Continuous improvement process (cip) – learning cause

This seminar concept illuminates the topic CIP from the theory as well as in the practical implementation and should motivate the participants to actively participate in the CIP process. The sometimes dry topics were loosened up with animating exercises. After the lunch break, further methods can be tried out in a kind of market of possibilities, concrete proposals/projects can be worked on or own problems can be discussed in sub-groups. The participants decide the contents themselves and are accompanied by the trainers and supported if necessary.

Topics:

- KVP
- 5 S
- PDCA
- Perception, recognizing variations

Possible topics in the market of possibilities

Other Tools

- Poka yoke
- Gemba Walk
- Cause Effect Diagram
- Etc.

Ideas/problems/projects contributed by the participants

Prepared case studies

Time	Topic	subject matter	Method	Material
8:30	Welcome/ Start	Intro, Agenda	Plenary presentation	Flipchart, PowerPoint/ Laptop/Beamer
		Introduction round	Common Ground Triangle: Divide participants into groups of 3. Everyone interviews another participant of their own group. Key questions can be „ <i>name, age, origin, job, hobby, etc.</i> “. Then the three must find the seven things in common that they share. The results are prepared on flipchart and presented to the plenary. Everyone introduces the interviewee.	Flipchart Moderator tool case
		Expectations, fears, own contribution	Card query: Participants are asked to write their expectations on blue cards, their fears on red cards and on yellow cards, what they personally want to contribute to make the seminar a success. Each participant attaches the cards to a prepared metaplan wall and presents them to the plenary.	Metaplan wall, Moderator tool case
9:30	Thematic introduction	What is CIP? Historical background and origin, partial or related topics such as lean management, 5 S, etc.	Plenary presentation on the background with active involvement of the participants. Ask for their own experiences, have their own explanations derived, encourage them to think, to ask themselves and to discuss.	Flipchart, PowerPoint/ Laptop/Beamer
10:30	Break			

10:45	Quality assurance	What are standards?	Participants are divided into groups. Each group gets the task to build a paper plane that flies 10 meters straight ahead. The participants should decide on a type and then take it to the test track. After all pilots have flown over the test track, they receive the task to create a standardized production manual without drawing pictures. Afterwards, one participant from each group is sent to another group to rebuild the planes. These test builders are instructed by the trainer shortly before what they have to pay attention to during construction. The test builders then have to rebuild the planes according to the instructions and without any further instructions from the teams. The results are compared with the prototypes. Afterwards discussion about the difficulties and what this means for standards.	Din A 4 Paper, Moderator tool case, Flipchart, test track about 10 m length, ...
	Perception	How do I recognize deviations?	Participants are divided into groups. Each group receives a differently detailed, pre-structured assessment sheets and observation assignment. They should assess the state of the venue in various aspects, document the observations and present them to the plenary. Discussion: Conspicuousness of the different perceptions. What could be the reason?	Flipchart, differently structured assessment sheets, moderator case, etc.
		How do I start the problem solving process? How to use the PDCA-Cycle?	Plenary presentation on the background with active involvement of the participants. Ask for their own experiences, have their own explanations derived, encourage them to think, to ask themselves and to discuss.	Flipchart, PowerPoint/ Laptop/Beamer
13:00	Lunch			

14:00	Methods	Filling the method case	<p>Market of possibilities:</p> <p>Different methods are described on Metaplan walls, combined with search hints and QR codes. The Metaplan walls are set up in a kind of fair</p> <p>Task:</p> <p>Participants select interesting topics for them and work on them in small groups. Afterwards, they present their topic to the plenary as a way of teaching the topic to their colleagues in their own words.</p>	Metaplan, Wifi, Laptop, Smartphones, textbooks, flipchart, moderator case, etc.
15:00	Case studies	Application of the learned contents	<p>The participants are asked for concrete problems from their own working environment. These cases are collected and the participants may freely distribute themselves among the projects. Each project group should consist of at least 3 participants. The task now is to work on these problems with the treated contents in 2 hours as far as possible. This is a hypothetical treatment, i.e. it does not necessarily have to come to an actual treatment and the solution approaches do not necessarily have to be limited to really prevailing circumstances. After the processing time, the current status of the individual groups is presented and hypothetical further steps are outlined. Problems, obstacles, hurdles and solutions are discussed and the plenum gives feedback on the project.</p> <p>If not enough case studies come together, prepared case studies can be submitted.</p>	Metaplan, Wifi, Laptop, Smartphones, textbooks, flipchart, moderator case, etc.
17:30	Conclusion	Summary and feedback	<p>Expectations and fears are compared with the summary of the seminar in the plenary, the opinions of the participants are asked and discussed.</p> <p>After that, the participants can give each other positive feedback by writing it on "PostIt's" and stick it on back of the receiving person.</p>	PostIt's, Moderator case

8.3 Intercultural competences – learning cause

Time	Topic	Subject matter	Method	Material
Day 1				
9.00 – 9.30	<ul style="list-style-type: none"> The participant knows the participant of the course and is sensitized for the topic 	<ul style="list-style-type: none"> Introduction round Start Evaluation of the welcome game Presentation of the course of the event 	Interactive game Moderated frontal	Cards with greeting types
9.30 – 10:30	<ul style="list-style-type: none"> The participant learns different definitions of culture and becomes familiar with the iceberg model (applied to culture). 	Key question: What is culture? <ul style="list-style-type: none"> Definitions (Alexander Thomas, Hofstede, Trompenaars) and explanations (Equal); let them be collected Iceberg model (where do terms such as clothing, behaviour, standards, values, etc. belong) 	frontal Playful: Participants receive cards with terms that they apply to the iceberg, then evaluation: Is everything in the right place?	flip chart Cards with terms, iceberg on flipchart
10:30 – 11:00	<ul style="list-style-type: none"> the participant knows what intercultural competence means and that it is composed of three pillars (knowledge, skills and competences) 	Key question: What is intercultural competence? Mediation of models: <ul style="list-style-type: none"> The self/the stranger 	Frontal Interactive (to do)	Flipchart
11:00-12:30	<ul style="list-style-type: none"> The participant knows that there are different cultural models/dimensions and how to use them. The participant knows how best to prepare for another culture 	Key question: How do I get there (Knowledge) Different cultural models and dimensions: Lewis, Trompenaars etc. Hawk. Information about the acquisition of knowledge about other cultures and cultural standards	Frontal Task (to do)	Flipchart
Lunch				

Time	Topic	Subject matter	Method	Material
13.00 – 14.00	<ul style="list-style-type: none"> -> The participant knows what is formative for German culture and what is regarded as typically German 	<p>Key question: How do I get there (Knowledge 2)</p> <ul style="list-style-type: none"> What is typically German? (self-reflection cognitive) 	Intercultural quiz Cultural Cake	
14.15 – 16.00	<ul style="list-style-type: none"> -> The participant practices self- and external reflection and perspective change 	<p>Key question: How do I get there (skills)</p> <p>Exercises for self-reflection affective, external reflection, perception, change of perspective</p> <p>(e.g. from non-violent communication "The anger process)</p>	To do	
Day 2				
9.00 – 10:30	<ul style="list-style-type: none"> The participant learns the transmitter-receiver model and the basics of non-violent communication 	<p>Key question: How do I get there (skills: communication)</p> <ul style="list-style-type: none"> Input communication: transmitter-receiver model Schulz v. Thun Non-violent Communication (Marshall Rosenberg) 	Frontal	
10:45 – 12:30	<ul style="list-style-type: none"> The participant learns about the conflict model, the possible levels of a conflict and various conflict strategies 	<p>Key question: How do I get there (skills: conflict behaviour)</p> <ul style="list-style-type: none"> Conflict model possible causes of an interc. conflict: relationship, facts, conflicts of interest, structural conflicts Various conflict strategies (attack, defend, flee, freeze, distract) 	Frontal ABC Exercise (Roleplay)	PPT/ whiteboard instruction sheet
Lunch				

Time	Topic	Subject matter	Method	Material
13:00 – 14:00	<ul style="list-style-type: none"> The participant experiences in a game how he reacts to the pre-programmed conflict in an “inter-cultural” context 	<p>Key question: How do I get there (Skills/abilities: Conflict behaviour)</p> <ul style="list-style-type: none"> Intercultural card game (two groups with different rules) 	Intercultural card game, then reflection	2 double card games, playing instructions
14:15 – 15:45	<ul style="list-style-type: none"> The participant reflects on his conflict behaviour and alternative possibilities The participant learns communicative ways of coping with conflicts 	<p>Key question: How do I get there (Skills/abilities: Conflict management)</p> <ul style="list-style-type: none"> Improving/adapting one’s own conflict behaviour/learning alternatives 	<p>conflict animals “Yes, but” Different formulations of “please”</p>	
15:45-16:00	<ul style="list-style-type: none"> Final reflection 	<ul style="list-style-type: none"> Final round 		

9. Annex

9.1 Annex 1.: competence profile of the European workplace tutor¹⁰

This qualification profile was developed in the EWT project, the forerunner of the “Level up!” project, and spans qualification contents for trainers as well as considering the training needs identified by companies and organisations in all of the following countries: Finland, Netherlands, Germany, Hungary, Romania, Spain and Portugal.

The European Workplace Tutor has the responsibility to...

- ... *independently plan, implement and evaluate in-company education processes in initial and further training*
- ... *advise individuals regarding training and education*
- ... *guide in-company learning processes*
- *The European Workplace Tutor has a specialised biography and a qualification in his area, he is not solely a pedagogue but he is “from the trade.”*

The tasks include:

1. to plan, implement and increase the quality of initial and continuing vocational training / personnel development within his/her company economically and according to demand;
2. to assess qualification needs of both the company/institution and individual workers and based on this to develop qualification offers tailored to the needs of the target group;
3. to consult his/her company/institution with respect to qualification needs and necessary organisational changes for the implementation of qualification offers;
4. to support the development of professional, social and methodic competences within the company/institution; to develop and implement personnel development projects and to be able to formulate and initiate the necessary processes of change within the company/institution;

¹⁰ The learning outcome profile is formulated in terms of learning outcomes; this, however, does not discount the importance of contents and processes of learning and their impact on the eventual level and nature of competence. For this purpose, we developed common standards for the training of European Workplace Tutors in the „It’s time” project which summarised the surrounding conditions the consortium believes to be vital for successful training.

5. to develop specific qualification offers for target groups that require additional psychological, pedagogical and/or cultural support;
6. manage and coordinate the above-mentioned areas including the verification of strategic effort of groups and the synergy of knowledge of various relevant areas.

Unit 1: Analysing the learning needs of the learner(s)

Task 1.1 He/she is able to collect and analyse basic information about the learner(s); identify and discuss the learning needs of the learner and jointly agree on learning objectives		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ understand the specific needs of the target group ▪ assess the needs and potential of individual learners in the context of work and VET 	<ul style="list-style-type: none"> ▪ analyse the learners' entry level, learning style and developmental needs ▪ identify training needs and potential of different individuals ▪ identify possible learning difficulties / barriers in learners 	<ul style="list-style-type: none"> ▪ advanced knowledge of different needs of specific target groups (special psychological, pedagogical, cultural support), socio-economic contexts and their impact on learning ▪ advanced knowledge of interview and questioning techniques for assessing the learner/the learning needs
Task 1.2 He/she is able to analyse training environment		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ collaborate with other institutions where applicable (e.g. vocational school, university, etc.) ▪ keep the balance between the interests of learner, company and, if applicable school / university 	<ul style="list-style-type: none"> ▪ consider objectives, strategies, work processes and methodologies and the company's framework conditions when advising learners 	<ul style="list-style-type: none"> ▪ comprehensive factual knowledge of the VET system (syllabus, occupational profiles, legal aspects) ▪ advanced knowledge of competence requirements of specific occupations, functions and tasks in his area ▪ advanced factual knowledge of entitlements and obligations for learning at the workplace (incl. legal frameworks of traineeships, apprenticeships, etc.) ▪ advanced knowledge of training and learning opportunities within and outside the organisation (e.g. training cooperations)

Task 1.3 He/she is able to provide guidance and advise to learners (career planning), to perceive individual learning behaviours, barriers and obstacles		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ personalise learning processes, taking into consideration possible learning difficulties as well as a different cultural and social background ▪ provide guidance and advice to individuals, taking into account opportunities inside and outside of the company ▪ apply social, communication and intercultural competencies to appropriately respond to the learner 	<ul style="list-style-type: none"> ▪ identify own and others' learning styles ▪ offer target group-specific guidance, orientation and support for individual learners ▪ draw-up and use a PDP 	<ul style="list-style-type: none"> ▪ advanced knowledge of curriculum / syllabus creation ▪ advanced knowledge of different needs of specific target groups (special psychological, pedagogical, cultural support), socio-economic contexts and their impact on learning ▪ advanced knowledge of the professional competences required by the labour market in his field of specialisation ▪ advanced knowledge of the sources there are of materials and courses for self-study/refreshment (lifelong learning) ▪ advanced knowledge of different ways to detect individual learning behaviours, barriers and obstacles (testing, interviewing, observations)

Unit 2: Analysing organisational needs and creating training opportunities

Task 2.1 He/she is able to analyse the vocational situation / labour market situation in his sector / profession, the situation of his / her company in terms of competence requirements;		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ assess the possibilities of education within the company 	<ul style="list-style-type: none"> ▪ analyse (changing) work processes and resulting competence requirements ▪ assess the vocational situation in the field (trends, new developments, etc.) 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of the professional competences required by the (changing) labour market ▪ advanced knowledge of the own company and / or department and its needs in terms of competence / training ▪ advanced knowledge of competence requirements of specific occupations, functions and tasks in his area

Task 2.2 He/she is able to consult his/her company / institution with respect to qualification needs and necessary organisational changes for the implementation of qualification offers and to support the build-up of subject-specific, social and methodological competences within the company in cooperation with the personnel department

Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ support the development of professional, social and methodic competences within the company / institution ▪ develop and implement personnel development projects and to formulate and initiate the necessary processes of change within the company / institution ▪ to design and implement appropriate projects for personnel development, if needed by working together with the company's HRD department (where applicable) ▪ apply negotiation techniques when negotiating for means and time needed to implement training offers ▪ act as an agent of education in his company applying self-initiative and self-direction 	<ul style="list-style-type: none"> ▪ consult his/her company / institution with respect to qualification needs and necessary organisational changes for the implementation of qualification offers ▪ design learning activities that match the learning goals ▪ develop appropriate learning environments at the workplace (e.g. learning islands) ▪ find the balance between the training needs and the chances offered by the companies ▪ calculate, procure, and manage the budget needed for the training measure ▪ write funding proposals based on planned training measures, cooperating with the appropriate internal and external interfaces 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of possibilities to obtain funding / other kind of support for training measures, how to update his / her knowledge in that respect ▪ theoretical knowledge of characteristics and goals of different learning activities: for example opportunities of training in networks, learning islands ▪ factual knowledge of entitlements and obligations for learning at the workplace (incl. legal frameworks of traineeships, apprenticeships, etc.) ▪ advanced knowledge of organisational and decision-making procedures of the own company ▪ advanced knowledge of official and unofficial structure of the company

Unit 3: Planning and preparing training measures (ongoing training programmes or specific measures) economically and according to needs / framework conditions of the company and the learner

Task 3.1 He/she is able to choose and plan task assignments, learning steps and arrangements under consideration of (pre-determined) requirements, to design and negotiate appropriate learning paths and agreements, compose suitable learning groups and to plan the evolution of the training measures and intervention plans and criteria

Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ choose learning tasks, arrange and formulate those and pass them on to learner for independent planning and implementation ▪ making decisions regarding learning arrangement and conducting handover talks ▪ be aware of the importance of social / personal development and how to encourage this (including aspects of democratic / civil education, critical thinking), especially when dealing with young workers 	<ul style="list-style-type: none"> ▪ develop a training / work plan based on the identified training needs ▪ personalise learning processes according to the specific needs of the learner ▪ establish clear learning objectives and communicate them effectively, taking into account the learner's views ▪ plan learning activities that match the objectives ▪ identify which learning goals can be achieved through which means of learning (including the use of e-learning) 	<ul style="list-style-type: none"> ▪ factual knowledge of the VET system (syllabus, occupational profiles, legal aspects) ▪ advanced knowledge of requirements of specific occupations, functions and tasks in his area ▪ advanced knowledge of company structure and workplaces (incl. requirements) ▪ specialized knowledge of cost calculation of learning activities/arrangements ▪ theoretical knowledge of characteristics and goals of learning activities

Task 3.2 He/she is able to ensure the smooth commencement of training measures by providing necessary space, time slots, training personnel and material / equipment)

Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ understand, what kind of possibilities and challenges work represents as a learning environment ▪ coordinate the training measure with the appropriate colleagues, departments 	<ul style="list-style-type: none"> ▪ use the workplace as a learning environment ▪ calculate costs for training measures 	<ul style="list-style-type: none"> ▪ advanced knowledge of sources of training materials and courses for self-study / refreshment ▪ specialized knowledge of cost calculation of learning activities/arrangements ▪ advanced knowledge of company structure and relevant competencies

Unit 4: Implementing training measures and guiding learning processes

Task 4.1 He/she is able to facilitate, moderate and support learning processes and groups, design processes of individual and collective learning, observe and accompany work processes in his area with the aim of identifying problems, need for support		
COMPETENCE	SKILLS	KNOWLEDGE
<ul style="list-style-type: none"> ▪ awareness of different learning styles and cultural and social backgrounds ▪ interacting and guiding heterogeneous groups, encouraging a fair and equal dialogue in groups of learners ▪ communicate learning progress to the appropriate places (in-company, with VET schools, etc.) 	<ul style="list-style-type: none"> ▪ facilitate meaningful tasks in real work situations to achieve learning objectives ▪ make use of learning environments at the workplace ▪ document learning processes according to requirements ▪ comply with regulation (documentation, guidance, work hours, etc.) ▪ prepare learning materials, instruct students in their use ▪ collaborate with the appropriate educational institution (school, university), if applicable 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of technical / subject-specific knowledge in their area ▪ advanced theoretical knowledge of learning theories ▪ factual and theoretical knowledge different didactical methods, their advantages and disadvantages ▪ theoretical and advanced knowledge of the principles of learning guidance ▪ theoretical and comprehensive knowledge of how work triggers learning processes ▪ comprehensive knowledge of strategies for creating positive learning experiences ▪ advanced knowledge of development of learning processes in groups and individuals, group dynamics and how to influence them ▪ comprehensive knowledge of necessary documentation, if applicable ▪ advanced factual knowledge of apprenticeship / traineeship regulations
Task 4.2 He/she is able to deal with and respond to conflicts appropriately		
COMPETENCE	SKILLS	KNOWLEDGE
<ul style="list-style-type: none"> ▪ identify and respond to problems / critical situations ▪ apply good social, communication and intercultural competencies when interacting with the learner on all levels, motivation ▪ apply suitable conflict management and mediation competence 	<ul style="list-style-type: none"> ▪ give and receive feedback 	<ul style="list-style-type: none"> ▪ advanced knowledge of moderation techniques

Task 4.3 He/she is able to observe the learner (working and learning as well as social behaviour) and to get acquainted with the learners (motivations, skills and competencies, background) as well as to get the learner acquainted with the workplace, if applicable

COMPETENCE	SKILLS	KNOWLEDGE
<ul style="list-style-type: none"> ▪ connect himself to the level of the learner ▪ act as a link between trainees / apprentices and staff / management 	<ul style="list-style-type: none"> ▪ apply different methodologies of teaching / training / coaching according to the needs of the situation and learner(s) and to switch between them ▪ comply with regulation (documentation, guidance, work hours, etc.) ▪ give and receive feedback ▪ advise learners, specifically non-permanent staff, with regard to career / further training opportunities ▪ offer guidance and support within the work process 	<ul style="list-style-type: none"> ▪ theoretical and advanced knowledge of the principles of learning guidance ▪ comprehensive knowledge of strategies for creating positive learning experiences ▪ advanced knowledge of different ways to detect individual learning behaviours, barriers and obstacles (testing, interviewing, observations, e.g.)

Unit 5: Assessment and documentation of learning processes of individuals

Task 5.1 He/she is able to prepare the assessment organisationally and develop appropriate assessment tools prepare the learner(s) adequately for their assessment / examination and then assess the learning progress of the learners using different methods and indicators keeping assessment situations close to working practice

Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ to assess the learner's progress, learning outcomes and needs for further training against the learning objectives ▪ apply adequate evaluation / assessment methodologies when evaluating vocational skills and know how ▪ devise sound evaluation and assessment instruments and techniques 	<ul style="list-style-type: none"> ▪ use observation techniques ▪ give and receive (instant) feedback in appropriate situations ▪ identify needs for further training and advise the learner on this ▪ communicate with co-workers about the learners' progress ▪ create / select real / realistic evaluative assignments (e.g. real work orders) and span a breadth of competencies to be assessed 	<ul style="list-style-type: none"> ▪ advanced knowledge of assessment methods and instruments and their advantages and disadvantages ▪ advanced knowledge of assessment criteria (occupation / job profiles) ▪ factual knowledge of examination and assessment standards in the relevant vocational field ▪ factual knowledge of applicable regulations and documentation that is required for formalised measures

Task 5.2 He/she is able to conduct evaluation talks / appraisal interviews (interim and final); support the learners to reflect and evaluate their progress, strengths, weaknesses and learning needs, including documentation of progress		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ reflect upon own perceptions and allow students to reflect on their progress themselves 	<ul style="list-style-type: none"> ▪ use progress interviews and appraisals ▪ encourage and guide the learner in self-assessment 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of benefits of self-assessment
Task 5.3 He/she is able to document learning activities, progress and results		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ reflect upon learning progress and results 	<ul style="list-style-type: none"> ▪ document learning process throughout, guide the learner in self-documentation 	<ul style="list-style-type: none"> ▪ factual knowledge of applicable regulations and documentation that is required for formalised

Unit 6: Quality assurance and improvement – Evaluation of training measures (interim and final)

Task 6.1 He/she is able to assure and improve the quality continuously by assessing and evaluating training offers, methods, own attitudes, monitoring changes in the field and updating own knowledge and skills, reflect and receive feedback on own work, recognise progress and set new goals		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ the ability to reflect upon his approach to teaching/tutoring/ training ▪ set and pursue own learning goals, including ability to take action to improve ▪ self-reflect and self-evaluate ▪ awareness of personal strengths and weaknesses in learning processes ▪ assess and, if applicable, adapt the own behaviour and attitude in order to support the learner ▪ to develop and improve the own work community using self-initiative and direction 	<ul style="list-style-type: none"> ▪ use SWOT analyses ▪ use evaluation tools and techniques ▪ interpret and transfer evaluation results (identify causes for problems / success) 	<ul style="list-style-type: none"> ▪ theoretical and comprehensive knowledge of evaluation methods and tools (formative and summative) ▪ theoretical and comprehensive knowledge of methodologies for evaluating learning processes

Task 6.2 He/she is able to analyse the impact of the training under consideration of the needs analysis and the planning, to adapt the learning arrangement / set revised learning goals for individuals and institutionally, if applicable; and to update, secure and pass on of knowledge that is of general interest, develop the professional, social and methodical competences within the company / institution

Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ cooperate effectively with other relevant departments and colleagues, e.g. management, HR department, workers' representation) ▪ communicate the information gathered to the appropriate target groups ▪ willingness to update their competencies by keeping informed, participating in training in a self-directed manner 	<ul style="list-style-type: none"> ▪ prepare and develop evaluation tools that suit the needs (questionnaires, case studies, etc.) ▪ research possibilities for improvement and continuously update their knowledge / skills ▪ identify factors and elements conducive / obstructive to successful learning at the workplace ▪ interpret and transfer evaluation results (identify causes for problems / success) ▪ adapt offers according to the results of evaluation ▪ communicate effectively training results, findings, difficulties to the appropriate places (e.g. management, HR department, workers' representation) ▪ compile evaluation reports and disseminate them appropriately ▪ create, improve and evaluate learning environments in the company 	<ul style="list-style-type: none"> ▪ theoretical and comprehensive knowledge of valuation methods and tools (formative and summative) ▪ comprehensive knowledge of research methods and sources for updating knowledge ▪ comprehensive knowledge of resources and decision-making processes for implementing change ▪ advanced knowledge of external impacts on the quality of training (e.g. company culture) ▪ advanced knowledge of factors conducive to learning at the workplace ▪ comprehensive knowledge of official and unofficial structure of the company

9.2 Annex 2: Training Materials

Below, you will find training materials, resources and work sheets that we have used in the course as well as suggestions for methods and assignments.

Self-study: Practical advice for participants

A sound filing system: design a filing system both for the computer and print material from the beginning on and maintain it so you can keep a good overview.

Planning and allocating time: Plan your self-study phases realistically and well in advance. Stick to your plan. Put down learning times in your diary. Design a long-term plan including particularly larger tasks at an early stage. Plan rhythmically and in a process-oriented way. Also include time for reflection and iteration.

Sources of information: Consider ways of information procurement and research. Keep a manageable number of sources of information, databases, portals and fora with which you can work well.

Listen actively: Try to grasp the contents of seminars and learning groups as actively as possible, e.g. by formulating important points in your own words, by discovering arguments and structures, relating contents to own experiences, thinking beyond what is being said („If this is the case, then that really means...“). Listening is not relaxation but a creative activity that requires a large amount of energy and concentration.

Take notes: Take notes, also, and especially when you do not receive documents. Taking notes is another way of actively reflecting upon what is being said. You can place emphasis, decide what is important to you. Develop an adequate format, always take down a title, date and topic as well as keeping a broad margin for subsequent notes and comments. Do not let the process of taking notes distract you from listening. Also remember that the initial draft is usually not the final document. Use arrows, images, and create a system of own abbreviations. Consider that the subsequent amendment can occur (and is recommended).

Learning agreement

Learning agreement with myself in the framework of the qualification course of workplace tutor

This is an agreement that you make with yourself in the framework of the qualification as a learning process guide at the beginning of the course (recommended).

Name: _____

What is unclear to me with regard to the concept of the course? What seems unfamiliar, what have I done differently, what seems difficult for me?

What do I want to change in the way I fulfil my work? Do I want to proceed differently, if yes, how?

Which new knowledge and skills do I require in order to do so? Which competencies do I aim to acquire?

What do I want to acquire during this course? How can this course specifically contribute to that? What do I want to know / be able to do at the end of this course?

What worries me in this regard?

What do I want to contribute to the achievement of my goals?

What do I require from my learning group, my course tutor?

How can I recognise whether I have achieved my goals?

Date and signature

Personnel development plan (PDP)

Serves your documentation and is the basis for an exchange with the course tutor.

My personal development plan				
Name:				
Aims	Activities	Obstacles	Solutions	Duration and deadlines
▪ what do I want to achieve	▪ what I will do in order to achieve my development aims	▪ what could hinder me achieving my goals	▪ how I can overcome the obstacles	▪ my detailed timeline
1.				
2.				
3.				

Should be filled in for the practical assignments in the self-study phase.

Diary Sheet

Learner(s) accompanied:

Self-study time:

Date:

Step of the learning guidance:
Assignment:
Initial thoughts and planning:
How did the assignment go, what happened and how did I act
Outcomes of this assignment
Judgment of my course of action: What was good? What could have been better? What should I change next time around?
What became apparent to me during this assignment?

Documentation of project progress

Suggestion for the continuous documentation of the progress of the final project.

The presentation will be a lot easier if you continuously stick to the suggestion of project documentation.

You should keep a project diary in which you always take notes on the following points whenever you worked on your project:

1. Date
 2. Current question / issue
 3. Involved persons
 4. My aims and contemplations
 5. My procedure, all occurrences related to it
 6. Result, comparison to aims, opinions of others
 7. My own judgment
 8. New / further questions
-

Guideline for the documentation of finalised projects

This is an aid for structuring your project documentation. For the final project, you will have to deliver a documentation to your course tutor. This is obligatory and serves as a confirmation of performance.

(The documentation must be filled in and delivered to the course tutor as a confirmation of performance)

1. Name of the course participant
2. Date, place, project number if applicable
3. Project title
4. Starting point, definition of problem, specific requirements
5. Analysis of problem and situation
6. Aims, target group
7. Initial thoughts, planning of procedure
8. Pedagogical substantiation of plan
9. Social context (customers, external partners, consultants, promoters)
10. Method
11. Obstacles, barriers
12. Meanders, change of initial plan
13. Required resources (instruments)
14. Results, product
15. Opinions of others regarding the result
16. My own opinions regarding the results
 - Aim achieved? Problem solved?
 - Requirements fulfilled?
 - Unwanted side effects?
 - Reactions of involved persons
17. Key situations
18. What have you learned about the issue / problem as well as yourself?
19. What would you change next time? What advice would you give to someone planning a similar project?
20. Concluding thoughts and theses

Proof of competence

This should be filled in at the end of the project and serves the confirmation of acquired skills and competencies.

Proof of competence			
Surname		First name	
Address			
Institution		Course	
Duration			
1. Please document the course of the project considering the following aspects: Initial situation / problem / junctions / organisational framework conditions / milestones			
2. Reflect upon the course of the project taking into account the following aspects: requirements, barriers, setting directions			
3. Which of your skills and competencies (existing or newly acquired) became apparent?			
4. Which skills and competencies did you develop during the project? Which existing skills and competencies did you expand / improve?			
The above statements are supported by (please name 2-3 internal or external project partners)			
Date and place		Signature of possessor of proof of competence	
Comments by course tutor			
Name	Institution	Date	Signature

Additional Training Material

1. The subjects of the Module Learning Process Guide

- From instructor to learning guide
- Encouraging learners to learn, arranging learning situations
- Conducting conversations in the sense of learning guidance
- Moderating learning groups
- Motivating learners, aiding the overcoming of learning obstacles
- Critically reflecting the own learning guidance behaviour
- Dealing with heterogeneous learning groups
- Dealing with conflicts in VET
- Overcoming difficult situations and problems of learners in VET
- Pedagogical and andragogical basics
- Overcoming difficult situations and problems of learners in VET
- Pedagogical and andragogical basics

Learning objectives of the Module Learning Process Guide

- The participant can integrate the demeanour of a learning guide and act appropriately in this role
- The participant can choose, arrange and set learning tasks in an individually appropriate manner
- The participant can encourage and support learners and learning groups to learn independently
- The participant can reflect upon (recognise, identify, assess) their own behaviour and work on its improvement (self-evaluation)
- The participant can formulate and set targets for himself / herself
- The participant can structure, agree upon, reflect, analyse and optimise learning processes in cooperation with the learner
- The participant can deal with critical situations in VET and can accompany individual learners in critical situations

2. Suggestion for solution:

Why does modern VET require learning process guides rather than instructors?

- Strengthen their ability to act independently and professionally as well as their problem-solving competencies
- Individual development, individualised learning processes
- Mutual and collaborative learning
- Train competencies instead of qualifications
- More social competencies
- More methodological competencies
- Learn to cope with open situations
- Utilise the individual learner's potential
- The appropriate solution, not the "the" right one
- Learn rather than teach
- The learner's high motivation

3. Fundamental attitudes and convictions of the learning process guide

- Respect for the learner
- To work this out for themselves
- Customer-oriented, modern attitude
- Constructively critical attitude
- It is in people's nature to develop throughout their entire life
- They gain experiences in order to learn
- Nobody wants to deliberately make mistakes; instead mistakes are made because a person cannot do something better
- Mistakes are there to aid learning
- As a trainer it is my task to create a situation for the learner in which they can gain experiences and learn valuable lessons
- It is more important for the learner to find the right way themselves rather than being instructed on it
- Learning processes are laws onto themselves, they therefore require time and patience

4. Requirements and challenges of learning process guidance

- Set tasks, do not give solutions
- To weigh up when mistakes and their pursuit are fruitful and when it is necessary to intervene
- Each learning situation is open and cannot be planned in detail
- You do however need a clear strategic framework
- The precise behaviour of the learning guide is very much situational, i.e. an appropriate decision based on the currently perceived situation, and requires a lot of “intuition”
- This is especially true for the numerous instances of ambivalence and weighing up processes that are part and parcel of this role
- Methodological diversity and change
- There are no fixed rules and dogma
- A learning guide is not a cosy refuge for the trainer, but rather a form of leadership that requires a great deal of mental presence!
- The learning guide should not only leave scope for development, but also provide a structure so that this can blossom
- The learning guide is responsible for time keeping and achieving learning outcomes

5. Tasks of the learning process guide

1. Identify and discuss with learners individual learning needs and learning behaviours
2. Based on this, design and negotiate appropriate learning paths and agreements
3. Choose learning tasks, arrange and formulate those and pass them on to learner for independent planning and implementation
4. Observe and accompany the processing of the learning task
5. Conduct interim talks
6. Perceive individual learning barriers and obstacles
7. Motivate the learners
8. Assess and, if applicable, adapt the own behaviour and attitude in order to support the learner
9. Conduct evaluation talks with the learners
10. Moderate heterogeneous learning groups
11. Deal with and respond to conflicts appropriately

6. Signs that an employee probably has to/would like to learn something

- Many questions, inquiries
- Curiosity, Interest
- Hesitation, uncertainty, helplessness
- Avoidance behaviour, wanting to escape tasks, resistance, refusal
- Mistakes, failures, (quality) deficiencies
- Stress, signs of being overchallenged
- Conflicts, complains, annoyances
- Dissatisfaction (my own and other's)
- Slowness
- Fears, resistance
- Refusal towards changes
- Work left unfinished
- Missing information

7. Guidelines for an observation of individual learning needs (behaviour at work)

Employee name:

Date:

- How does the employee approach new tasks? How do they prepare themselves for the work?
- What task-related challenges have not yet been solved or not solved well? What quality deficiencies have occurred? What mistakes/weaknesses keep on recurring?
- What do they do once the task entrusted them has been completed?
- How do they deal with customers? How do they address their needs?
- How do they respond to unexpected difficulties, disruptions or when they encounter problems?
- Do they recognize their own errors, difficulties and limitations themselves, and how do they deal with it?
- What are the signs of uncertainty / being over challenged? What seems difficult?
- How do they handle stressful periods in which several things have to be done at the same time?
- How do they shares their own workload, how do they manage time?
- How do they react when colleagues make them aware of mistakes? How do they take on board such corrections?

- How do they use the help and advice from colleagues? How do they behave when others need help or support?
- What remains/will be circumvented/overlooked?
- What conflicts / complaints reoccur? How do they behave in conflicts?
- How do they obtain information from colleagues / how do they pass this information on?
- How do they take into account the need for economic efficiency?
- How do they apply their professional knowledge and skills?
- How do they use written and other resources?
- How do they present the results of their work? How do they deal with the questions that arise from their work?
- If the employee has management responsibility: How do they perceive it? How do they deal with subordinates?
- Analysis: Which training needs emerge? (technical, methodological, personal, social)

8. Worksheet for identifying your own learning needs as a learning process guide

Requirements for the approach of learning process guides	
What the learning process guide must consequently be able to do	
As a trainer how have I approached this thus far?	
What am I not able to do? What makes me insecure? What still seems strange to me as a learning process guide?	
My learning needs on the way to becoming a learning process guide	
My expectations of the course – what I would like to learn here	

9. For self-observation of one's own learning needs based on a work tasks

- What am I good at as regards this task?
- Where do I feel insecure / overwhelmed? When do I get “sweaty palms”?
- What is difficult for me?
- What annoys me?
- Where do I lose my footing?
- What mistakes do I make?
- What quality deficiencies occur?
- In which situations do I find it difficult or impossible to cope?
- Where am I dissatisfied with my performance?
- Where am I dissatisfied with the process?
- What would I like to do differently or better?
- What knowledge do I lack, what would I like to know more about?
- What would I like to do better?
- What else would I personally like to learn?
- Where do I feel under-challenged?

Conclusion: What would I like to/should I learn? (technical, methodological, personal, social)

10. Model of the complete work task

1. Understand
2. Plan (including the planning of monitoring)
3. Decide
4. Implement
5. Perceive / observe
6. Estimate / assess / adjust
7. Conclude / hand-over
8. Evaluate
9. Pass on knowledge

11. Selection of possible learning paths

1. Formal learning

- Lectures
- Meetings
- Seminars, courses (external further training opportunities)
- Topic- and question-based workshops
- Textbooks, specialist literature, other information materials

2. Self-“teaching”

- Explain, demonstrate and instruct oneself
- Set exercises
- Tutorials

3. Activating “teaching”

- Hand over investigative tasks
 - Ask an expert
 - Use of information media
 - In practice, “learn from the best”
 - Clarification tasks
 - Internships with observation tasks
 - Excursions with research tasks
- Pass over learning task (for self-elaboration of a theme with or without reference to source material)
- Pass over action and learning-related tasks (method and action-oriented learning, such learning games, role plays, projects, case studies, simulations, etc.)
- Job shadowing in other parts of the company or in other companies
- Transfer work-related tasks (business process-oriented training)

4. Informal learning at work or in one's life

- Promote team exchanges
- Participation in meetings, conferences, commissions
- Quality circles
- Participation in current (real) projects
- Real assignment of tasks
 - transfer / tackle a new task in everyday (working) life,
 - do something different (have something different done),
 - delegate greater responsibility
 - implement a real (learning) project (action-based learning)

5. Conflict moderation, conflict resolution

6. Coaching, personal consultation

12. The steps for determining the learning content of a task

1. Accurately describe occupational process
2. Identification of requirements and obstacles
 - What matters the most?
 - What you can easily do wrong?
 - Who determines what it is "good"?
3. What is required of core competencies?
 - Knowledge, skills
 - Attitudes / behaviour, self-perception;
 - Technical, methodological, personal, and social competencies

13. Guidelines for a learning agreement discussion

1. Initiate contact
2. What the topic is about? Clarify the objective of the meeting and time frame
3. Self-assessment of the course participant's satisfaction with the current tasks, particular strengths, tendencies, talents not yet developed, objectives, development needs, possibly a personal reflection sheet can previously be handed over
4. Estimation, with the help of the learning process guide, of perceived strengths of the employee, concrete examples and behavioural observations, development possibilities, special topics relating to independence and self-responsibility:
5. Discussion about similarities and differences
6. Joint clarification of development opportunities and objectives
7. Agreement on concrete developmental steps and training measures, learning objectives and learning paths; note: inquire the learner's perspective
8. Discuss and agree on who is responsible for what
9. Agree on a date for the evaluation talks
10. Possibly summarise the meeting outcomes and highlight new points of view, which have arisen during the meeting.

Note: Convey appreciation and always start with the strengths and opportunities of the learners and stress these

14. Requirements for passing on work tasks

- The learning objectives should be clear
- The purpose of the task (and context) should be clear or at the latest be clear in the handover meeting
- What should be done has to be clearly defined (preferably in writing)
- Too many details are confusing and create dependency
- Vagueness and uncertainty, revocations and alternatives confuse
- Technical terms should be avoided with beginners (or explained to them)
- Factual questions must be allowed in the meeting and answered
- The personal tutor should check by way of observation (body language!) and inquiry whether the task has been understood
- One option: Have the course participants repeat the task in their own words

- The learning process guide should not say what the course participants are meant to find out, provided this is not important for learning process
- The learning process guide should not allow themselves to be misled or put themselves in a situation where they are tempted to say more lest they wish to rob the learner of important learning opportunities
- The handover meeting must motivate the course participants for the task at hand
- The handover meeting should communicate the background and relevance of the task
- The handover meeting should give the course participants space to already start reflecting on how they would like to proceed

15. Examples of investigative tasks

- “What shouldn’t under any circumstances happen?”
- Perceptive tasks: for example typical customer behaviour
- Exploration of workflows
- Exploration of work organization
- Exploration of function (for example, in the manufacturing of parts of a whole process)
- Exploration of the available tools and how to use them
- Exploration of available sources of information: “Where can you find out something?”
- Factory tours

16. Determining control points

- First checkpoint: Upon completion of preliminary clarifications or action plans
- After each work step, upon which the accuracy of all future success is dependent
- Before a dangerous / risky / new work step
- Before a step that may require additional practice
- Whenever the learner feels insecure
- Individual dosage

17. A Guide for the observation and documentation of the processing of learning tasks

- How does the learner approach the task? How does the learner prepare himself for the work?
- How do they plan? How do they fall back on prior knowledge, experience, etc.? Can they work independently?
- Where do uncertainties / signs of being over-challenged appear? What seems difficult?
- How do they behave in situations that call for a decision to be made? How do they deal with uncertainties?
- How do they behave when encountering a problem, or in unexpected difficulties or unanticipated events (disruptions)?
- Do they independently recognize their own mistakes, difficulties and limitations, and how do they deal with this?
- What is their time management like? How do they share their workload, how do they deal with this?
- How do they react when colleagues make them aware of mistakes? How do they take on board such corrections?
- How do they use the help and advice of others (learning from each other)?
- How do they obtain the required information?
- In general, are they able to concentrate?
- How do they deal with resistance and unexpected problems?
- How does he use written and other resources?

18. Guidelines for evaluative talks

Please consider the following questions as a suggestion and not a requirement!

Inventory:

- Did you understand the task?
- Were you lacking important information? Would you like to get additional information? And if so, what?
- How do you feel now that you have finished your work?
- Were there things that were new or surprising to you? And if so, what?
- How did you approach this task? What ideas did you have?
- What did you do? What is your opinion?
- How do you want to solve the task? How many ideas did you have? What were they?

- What in your opinion was difficult about the task? What was new for you? What made you feel uncertain?
- What decisions did you have to make?
- Why did you go for your chosen solution?

Interpretation of results:

- What were your key work results to date?
- Do the results agree with the tasks assigned to you? How do you evaluate the work results?
- What aspect of the work was particularly fun for you?
- What worked out particularly well?
- What mistakes or wrong turns occurred?
- How were you able to salvage / correct?
- What would you do differently next time? What can you still improve?
- What still remains unclear? What more do you want to know?

Learning yield:

- Where were you able record your success(es)?
- What were you able to learn from this?
- How did you acquire the necessary knowledge?
- What questions are still open?
- Where did you encounter difficulties during the learning process?
- Where do you feel insecure now?

Planning:

- What do you want to do in the next task?
- How you could proceed in the future so that your learning endeavours will be more effective?
- What are your future goals?
- How will you achieve them?
- What support do you need?

19. On the difference between evaluation talks and appraisals

Evaluation talks	Appraisals / Assessment
<ul style="list-style-type: none">▪ Stimulate own thoughts▪ Learning to recognize obstacles▪ Identify learning needs▪ Support▪ Focus on encouragement▪ Confidential▪ Snapshot▪ More details▪ Directed towards specific situations▪ The learner should say something themselves▪ Very personal as well▪ Requirement for appraisals	<ul style="list-style-type: none">▪ Identify strengths and weaknesses▪ Comparison with others▪ Tied to company rules▪ More judgments▪ Official▪ Professionally strong▪ Summative▪ Comprehensively longer period▪ Results are shared▪ More global▪ Results can only be accepted

20. Checklist for review of an evaluative talk

- Has the overall approach been reconstructed?
- Have all mistakes, wrong turns, deviations, etc. also been addressed?
- Have social and personal behaviour and difficulties also been addressed?
- Were the learners given adequate chance to speak?
- Did the learning guide have a non-directive conversation style?
- Were the feedback rules respected?
- Were the learning task's requirements looked at with specialist and interdisciplinary skills in mind?
- Were the following questions also looked at: what the learner could do well, what he has learned anew and what he still needs to learn?
- Has a new learning agreement been concluded?

21. Questioning exercise: Exploring other people's views

The point of the exercise is to recognise the opinions of others with patience and interest, without reservation and without the need to react immediately with the aim of better understanding them.

Exercise:

Participant A thinks about a topic upon which they have a strong opinion, e.g. use of drugs, abortion, working overtime, etc. If they cannot think of a topic, they should think of a person who has a strong opinion about a particular topic.

This can be a colleague or a family member.

Participant B explores with open-ended questions, such as:

- What do you mean by ...
- What does ... mean ...
- Can you give me an example of ...
- I cannot really imagine that at the moment
- I did not really understand
- What is important for you?
- What worries you?
- How do you see things?
- What feelings does that trigger in you?
- What does this mean for you?

Participant B may only ask open-ended questions and should not express their own opinion

“A person who asks once, is a fool for five minutes; a person who never asks remains a fool forever”

(Chinese proverb)

22. Stages of the learning process and related requirements or difficulties

Learning activity stage	Typical requirements / difficulties
Taking on a (learning) task; decision (whether to start this task)	
Planning (the learning): How can I proceed? How do I obtain missing information? Who can I ask? etc.	
Decision to do the (learning) activity (Rubicon)	
Execute the learning action a. Find a solution to a problem: Discover something new, assimilate try, obtain information, use aids b. Loop: Act (check yourself), correct; gradually perfect yourself (= practice)	
Conclude	
Evaluation / review / learning output / generalize	

23. Conflict solution

As a learning process guide you should always observe the three key areas of conflict management:

- Be active as soon as possible
- Take the time for conflict management
- Strive for mutual conflict resolution

Why these three points are so important?

Be active as soon as possible:

Based on the information about conflict escalation, it should have become clear to you that a conflict not tackled in time develops a character of its own – the later you take care of it, the more difficult the solution, and the more “blood is left on the carpet”. In other words: the sooner a conflict is actively addressed, the greater the likelihood that hidden opportunities can be exploited. Delayed or ignored conflicts are destructive and significantly affect the project.

Take time for the conflict management:

Only superficially “resolved” conflicts fester in the background. Therefore, it is worthwhile to deal with a conflict thoroughly, even if this means putting yourself and your team under time pressure. Setting a timeframe at the beginning of a con-

flict, however, can result in the team learning to work together in a much more constructive way. Carefully dealing with a conflict cannot be limited to clarification at a factual level; an actual conflict mostly takes place at an emotional level involving attitudes and behaviours—and drawing people’s attention to them and to engendering change takes time!

Strive for mutual conflict resolution:

Conflict resolutions arrived at in a hierarchical top-down way are usually not sustainable because the root causes are left unresolved.

Only by taking those affected by the conflict seriously and including interested parties—while preserving the integrity of the individual—can you be successful. As a rule: those who involved in a conflict are also best place to find a solution since they have to be able to live with the solution.

24. What trainers need to work with heterogeneous learning groups



Pedagogical
competencies

Ability to use a variety
of methods

Reflective pedagogical
self-image

Ability to create a good
group atmosphere

Authority in a
democratic way

Knowledge of group
processes

9.3 Annex 3: Examples of Assignments

Assignments (practical tasks)

The following tasks serve as examples of how module contents can be integrated into the working process (and vice-versa). The practical tasks serve the integration of learning contents, the preparation for attendance seminars and practicing specific contents.

Analysing learning needs

Assignment 1

Choose at least one, if possible two to three apprentices / trainees or employees which has / have been worrying you for some time. Determine their individual learning needs and characterise their learning behaviour. In order to do so, observe their working and learning behaviour and conduct a talk about learning needs with the individuals (in which you should offer them opportunity for self-observation). In your next module seminar, report on your experiences taking into account the following points: your observations regarding learning needs, course of the talk and experiences made here, jointly ascertained learning needs. You should aim to choose learners which you can accompany throughout this module and vice-versa so that you can complete the entire process with them over the next few weeks.

Assignment 2

Conduct a learning agreement talk with the involved learners until the next seminar. Document the planning, course and outcomes of this discussion and present it at your next seminar considering the following criteria:

- Learning needs and path
- Initial consideration regarding the learning agreement
- Preparation of the talk
- Course of the talk
- Learning agreement achieved
- Specific surprises, questions, insecurities, barriers and how these were dealt with
- Clarification for the learner during the talk
- If applicable: open questions

Planning and preparing training measures

Assignment 3

Plan, conduct and document a learning agreement talk with the respective learners. Document the course of the talk and its results and present it in the next learning group meeting:

- Learning need and learning path
- Initial considerations for the learning agreement talk
- Preparation of the talk
- The learning agreement
- Noteworthy surprises, insecurities and barriers; how were those responded to
- What did you learn through the talk, did any questions become answered?
- Open questions, if applicable

Implementing training measures

Assignment 4

Observe one or more of your learners when working on learning tasks and take notes of your observations. Prepare an interim talk and conduct this talk according to the issues you have learned about. Document the talk, if possible, record it in order to reflect better upon your own demeanour. Recording will also aid an authentic reporting of the dialogue at the next learning group meeting.

Self-evaluation and training measures

Assignment 5

- a) Self-assessment: What kinds of behaviours on my behalf do I have to monitor closely as they could cause problematic Pygmalion effects?
- b) Which „normal“, maybe even unconscious forms of behaviour of the learning guide could cause the following behavioral issues in a learner or learning group?
 - Aggression, tendency to violence
 - Conflict
 - Distanced, arrogant or ironic behaviour in between the learners
 - Lack of commitment
 - Xenophobia, hostility towards foreigners / migrants
 - Bullying
 - Exclusive group dynamics
 - Hierarchical tendencies in a group

Now consider whether any of those tendencies exist in your learning group and briefly describe those cases so that you can present them in your next seminar.

9.4 Annex 4: References

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9.5 Annex 5: Glossary¹¹

Adult education: General or vocational education provided for adults after initial education and training for professional and/or personal purposes, and which aims to:

- provide general education for adults in topics of particular interest to them (e. g. in open universities);
- provide compensatory learning in basic skills which individuals may not have acquired earlier in their initial education or training (such as literacy, numeracy) and thus to;
- give access to qualifications not gained, for various reasons, in the initial education and training system;
- acquire, improve or update knowledge, skills or competences in a specific field: this is continuing education and training.

Note: Adult education is close to, but not synonymous with continuing education and training.

¹¹ CEDEFOP (2014): Terminology of European education and training policy

Assessment of learning outcomes: Process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes). Assessment is typically followed by certification.

Comment: in the literature, 'assessment' generally refers to appraisal of individuals whereas 'evaluation' is more frequently used to describe appraisal of education and training methods or providers.

Basic information and communication technology (ICT) skills: The skills needed to use efficiently the elementary functions of information and communication technologies to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via

the internet.

Comment: basic ICT skills are now part of key skills/key competences.

Basic skills: The skills needed to live in contemporary society, such as listening, speaking, reading, writing and mathematics.

Comment: together with new basic skills, basic skills form key skills.

Competence: Ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). or ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

Comment: competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (including technical skills) as well as interpersonal attributes (e.g. social or organisational skills) and ethical values.

Continuing education and training: Education or training after initial education and training – or after entry into working life aimed at helping individuals to:

- improve or update their knowledge and/or skills;
- acquire new skills for a career move or retraining;
- continue their personal or professional development.

Comment: continuing education and training is part of lifelong learning and may encompass any kind of education (general, specialised or vocational, formal or non-formal, etc.). It is crucial for employability of individuals.

Curriculum: Inventory of activities related to the design, organisation and planning of an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers.

Comment: the term curriculum refers to the design, organisation and planning of learning activities while the term programme refers to the implementation of these activities.

E-learning: Learning supported by information and communication technologies (ICT).

Comments:

- e-learning is not limited to 'digital literacy' (acquiring ICT skills). It may encompass multiple formats and hybrid methods: using software, internet, cd-rom, on-line learning or any other electronic or interactive media;
- e-learning can be used as a tool for distance education and training but also to support face-to-face learning.

European credit system for vocational education and training (ECVET): Technical framework for transfer, validation and, where appropriate, accumulation of learning outcomes by individuals, to achieve a qualification. ecVeT tools and methodology comprise a description of qualifications in units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as learning agreements, transcripts of records and ecVeT users' guides.

Comments:

This framework aims to promote:

- mobility of people undertaking training;
 - accumulation, transfer and validation of learning outcomes (either formal, non-formal or informal) acquired in different countries;
 - implementation of lifelong learning;
 - transparency of qualifications;
 - common trust and cooperation between providers of vocational training and education in Europe.
- ECVET is based on the description of qualifications in terms of learning outcomes (knowledge, skills and/or competences), organised into transferable and accumulable learning units to which credit points are attached and registered in a personal transcript of learning outcomes.

European qualifications framework for lifelong learning (EQF): Reference tool for describing and comparing qualification levels in qualifications systems developed at national, international or sectoral levels.

Comment: the EQF's main components are a set of eight reference levels described in terms of learning outcomes (a combination of knowledge, skills and/or competences) and mechanisms and principles for voluntary cooperation. The eight levels cover the entire span of qualifications from those recognising basic knowledge, skills and competences to those awarded at the highest level of academic, professional and vocational education and training. eQf is a translation device for qualification systems.

Evaluation of education and training: Judgment on the value of an intervention, training programme or policy with reference to criteria and standards (such as its relevance or efficiency).

Guidance and counselling/ information, advice and guidance (IAG): Range of activities designed to help individuals to take educational, vocational or personal decisions and to carry them out before and after they enter the labour market.

Comments:

- guidance and counselling may include:
 - counselling (personal or career development, educational guidance);
 - assessment (psychological or competence/performance-related);
 - information on learning and labour market opportunities and career management;
 - consultation with peers, relatives or educators;
 - vocational preparation (pinpointing skills/competences and experience for job-seeking);
 - referrals (to learning and career specialists);
- guidance and counselling can be provided at schools, training centres, job centres, the workplace, the community or in other settings.

Key skills / key competences: Sum of skills (basic and new basic skills) needed to live in contemporary knowledge society.

Comment: in its recommendation on key competences for lifelong learning, the European Commission sets out eight key competences:

- communication in the mother tongue;
- communication in foreign languages;
- competences in maths, science and technology;
- digital competence;
- learning to learn;
- interpersonal, intercultural and social competences, and civic competence;
- entrepreneurship;
- cultural expression.

Knowledge: Outcome of assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices related to a field of study or work.

Learning: Process by which an individual assimilates information, ideas and values and thus acquires knowledge, know-how, skills and/or competences.

Comment: learning occurs through personal reflection, reconstruction and social interaction. It may take place in formal, non-formal or informal settings.

Learning content: Topics and activities which make up what is learned by an individual or group of learners during a learning process.

Learning outcomes / learning attainments: Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal. Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

Lifelong learning: All learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons.

On-the-job training: Vocational training given in the normal work situation. It may constitute the whole training or be combined with off-the-job training.

Programme of education or training: Inventory of activities, content and/or methods implemented to achieve education or training objectives (acquiring knowledge, skills and/or competences), organised in a logical sequence over a specified period of time.

Comment: the term programme of education or training refers to the implementation of learning activities whereas curriculum refers to the design, organisation and planning of these activities.

Qualification: Qualification covers different aspects:

- **Formal qualification:** the formal outcome (certificate, diploma or title) of an assessment process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work. A qualification confers official recognition of the value of learning outcomes in the labour market and in education and training. a qualification can be a legal entitlement to practise a trade (OECD);
- **Job requirements:** knowledge, aptitudes and skills required to perform specific tasks attached to a particular work position (ILO).

Training course planning and design: Set of consistent methodological activities employed in designing and planning training initiatives and schemes against objectives set.

Comment: training course planning and design includes analysis of training demand and needs, project design, coordination and implementation monitoring as well as assessment of training impact.

Training needs analysis: Systematic evaluation of present and future skills needs against the skills available to implement an efficient training strategy.

Comments:

- training needs analysis rests on:
 - a) identification of skills needs;
 - b) assessment of skills available in the workforce, and
 - c) appraisal of skills gaps and shortages;
- training needs analysis can be conducted at individual, organisational, sectoral, national or international levels; it may focus on quantitative or qualitative aspects (such as level and type of training) and should ensure that training is delivered effectively and cost-efficiently.

Training of trainers Theoretical or practical training for teachers and trainers.

Comments: training of trainers:

- is for teaching/training personnel, either practising:
 - d) as professional teachers or trainers,
 - e) as professionals in a given field who accompany trainees in their work environment (occasional teachers or trainers);
- covers a wide range of skills: knowledge specific to the field in question (general, technical or scientific); educational, psychological and sociological skills; management skills; familiarity with the world of work; and knowledge of training schemes and target audience;
- also covers training related to course design, organisation and implementation, as well as content of training activities (imparting knowledge, know-how and skills).

Work-based learning: acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a VeT institution.

Notes



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