Training Module

For a pilot training programme dedicated to VET operators implementing work-based learning paths

W4 – Empowering the multilevel cooperation

DELIVERABLE No: 19

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Author:	P2. Lycée. C. et A. Dupuy
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Contents

1   A common framework

This course is the result of the joint work between the European partners of NEW VET project aiming to raise the quality of the work-based learning (WBL) paths. It takes into account the output of the ET 2020 Working Group on Vocational Education and Training 2016-2018, which identified 20 guiding principles for high-performance apprenticeships and work-based learning and examined them from the perspective of teachers and trainers to propose 12 policy pointers in the report Teachers and trainers matter. Following these recommendations, the training module targets the same four challenges:

- Specifying the roles and responsibilities of teachers and trainers,
- Equipping teachers and trainers for key challenges,
- Strengthening the professional development of teachers and trainers,
- Fostering collaboration to support their work.

The European Vocational Educational and Training (VET) paths include: curricular or post-qualification training internships (in the national country or abroad) and Apprenticeships. VET Providers manage these activities on a daily basis and they need to be fostered through the use of European methodologies and tools.

1.1   Structure and duration

The proposed agreed structure for the 40-hour course is a division in 3 modules, one targeting the two key actors of work-based learning, the company and the school, one specific for the school or training center and one targeting the company and in particular the tutors or company trainers who are in direct contact with learners.

1. Common Module for VET teachers, trainers and in-company tutors
2. Specific Module for VET teachers and trainers
3. Specific Module for in-company trainers/tutors

The indicated timeframe for the 40 hours is described below, each category of target benefiting from two modules respectively of 24 hours and 16 hours.

The pandemic circumstances, variable from one country to another, added to the availability of the participants open a variable proportion of face-to-face and online presentations and exchanges, combined with tutored self-directed learning using a Moodle or similar platform, engaging participants to reflect on their practices, and to produce feedback, here also in a in a volume left to the discretion of each partner.

The table below summarises the general structure that will be specified further by each partner.

Module	Target	Face-to-face	Online meetings	Tutored self-directed learning	total

1	VET providers and in-company trainers/tutors	According to national possibilities	According to national possibilities	According to national possibilities	**24**
2	VET providers	According to national possibilities	According to national possibilities	According to national possibilities	**16**
3	In-company trainers/tutors	According to national possibilities	According to national possibilities	According to national possibilities	**16**

1.2 Specifications of the modules

1.2.1 Module 1. Companies and VET providers: working together to develop competences

The success of work-based learning requires a common understanding and an organised collaboration between teachers and trainers from vocational schools and the tutors or in-company trainers. Both are involved in the training process that includes the preparation of learning situations, the transfer of knowledge and skills and the evaluation of learning outcomes, in accordance with the official qualification reference framework.

Learning outcomes	Knowledge	Skills	Competences
Transmit knowledge to learners and help them to develop skills and competences to have a successful professional life (LO 1.1)	- Vocabulary used in the qualifications reference frameworks - Methodology and organisation of Work-Based Learning (mutual cooperation) - Tools and methods to support disadvantaged learners	- Translate learning outcomes with related knowledge, skills and competences in a WBL path - Evaluate learning outcomes in a multidisciplinary and collaborative approach - Adapt the intervention to the different kind of learners in particular the disadvantaged ones	Is able to perform the core job of the teacher/trainer/tutor
Update own skills to adapt to an evolving environment (LO 1.2)	- Information sources for the continuous up-skilling - Digital tools for training and the continuous up-skilling (open source-platforms) - Where to access training opportunities - How to perform a watch	- Formulate learning objectives and make a plan to reach them - Access training opportunities - Implement a personal learning environment - Conduct permanent legislative, pedagogic and technological watch	Is able to identify personal development needs and opportunities and to find ways to answer them

1.2.2 Module 2. Collaborating at various levels in a European environment

Learning outcomes	Knowledge	Skills	Competences
Work in the VET European framework according to EC priorities (LO 2.1)	- The objectives of UE for education and training - The existing European tools for VET (Erasmus+, EQF, ECVET, Europass...)	- Participate in mobility projects using the tools needed to support them - Encourage the use of Europass	Being able to use the existing European tools
Build cooperation partnerships to improve the quality of VET (LO 2.2)	- The actors and stakeholders of education and training - VET systems (in particular dual system) of EU member states - European good practices	- Work with companies - Work with other VET organisations including higher education - Initiate cooperation activities at national and European level - Promote and valorise VET	Being able to implement cooperation activities with national and European stakeholders

1.2.3 Module 3. Roles and responsibilities of tutors or mentors in companies

Learning outcomes	Knowledge	Skills	Competences
Role of the in-company trainer/tutor (LO 3.1)	- Task and responsibilities of in-company trainer/tutor - The different tutoring situations - The contractual situation of the leaners tutored - Methods and tools to support disadvantaged learners	- Prepare the welcome of the learner - Organise and conduct the first meeting - Facilitate the smooth integration of the learner - Act accordingly in case of conflict or problem - Welcome a foreign learner - Welcome disadvantaged learners	Being able to perform the main functions of an in-company trainer/tutor

		- Can explain his job, situating it within the global functioning of the company	
Organise the training within the company by building and managing appropriate learning situations (LO 3.2)	- Knowing the company (activities, structure, working methods, strategy and objectives, profiles of workers) - Understand how learning takes place - What is a learning progression	- Can explain how to perform the activities - Prepare a schedule for the learner - Design a training programme based on learning objectives, outcomes and learning need - Create a positive and stimulating learning environment - Motivate learners to apply their knowledge, skills and competences in workplace situations - Use different ways to explain and transfer knowledge and know-how with a flexible approach	Being able to plan and organise the training experience by building and managing appropriate learning situations
Communicate with the school or training organisation and follow the certification requirements (LO 3.3)	- Vocabulary used by the VET provider/school - Communication channels with the VET provider/school	- Filling the forms provided by the VET provider/school - Use the WBL terminology (language adapted to the context of the certification) - Communicate with the VET provider/school according the WBL methodology	Being able to cooperate with the VET Provider by participating in the global work-based learning path
Evaluate and assess the skills and competences acquired within the company (LO 3.4)	- Elements of the Individual Training Plan - Difference between knowledge, skills, competences and behaviours - Methods and tools for training assessment - Formative and summative evaluation methods	- Prepare the evaluation - Make the evaluation by applying various assessment and evaluation methods and techniques - Interpret the situation - Provide feedback and guidance to the learner - Formalise or make a note of the results	Is able to assess the acquisition of different categories of skills and competences in a working situation

2 National implementations

2.1 The joint coaching program in Italy

The Italian working group has further adapted the course according to national regulations and instruments.

In general, the Italian version has as its primary objective to strengthen the skills of those who design, manage, monitor and evaluate training courses in the company and reinforce the collaboration between VET institutions and companies.

2.1.1 Structure and duration

The structure remains the same, divided in 3 modules. For modules 1 and 2, target is a widened from teachers/trainers/tutors to operators working for VET providers including de facto staff who has not a direct pedagogical face to face relation with the learner such as coordinators, program developers, advisers...

Target	Module	Class	Online	Total
VET provider Operators and in-company trainers/tutors	1	**12** (4 + 4 + 4 according course' milestones)	**12**	**24**
VET provider Operators	2	**4**	**12**	**16**
in-company trainers/tutors	3	**4**	**12**	**16**

Online training activities have been delivered through the Moodle platform and synchrony virtual classrooms meetings with experts.

2.1.2 Specifications of the modules

2.1.2.1 Module 1 - Companies and VET providers: working together to develop competences

This common module lays the foundations for a joint work gathering operators working both in companies and VET providers

The 24 hours have been implemented as blended training with 12 h of individual training on Moodle and 12 h of synchronous virtual classrooms:

- 1st virtual classroom: 4 hours to start the training,
- 2nd virtual classroom: at the end of the Moodle 1.
- 3rd virtual classroom: practical laboratory in conclusion at the end of all the modules.

Sometimes the VET institutions' world and the companies' world use **different words** to refer to the same things. Starting from the basic concepts that allow teachers/ tutors of vocational training and tutor/ company communicate with clarity is a first gap to fill.

Secondly, the module addresses the roles and responsibilities of each actor (Training Institute/Company/Learner/Family) involved in the work-based learning process.

Subsequently, knowledge will be developed for the planning and evaluation of training paths in the company.

Learning outcomes, knowledge, skills and competences foreseen are based on the common framework.

2.1.2.2 Module 2 - Programme for teachers and trainers (VET providers)

The role of organisations working in Vocational Training (VET - acronym for Vocational Educational Training) is essential to trigger the change needed to train workers and citizens in an increasingly global labour market. For this reason, the training organisations cannot neglect the renewal of their own strategies and the skills of the staff working within them, in order to expand their services by offering those that the learners need.

A first step is to work within the organization. Not teaching staff (tutors/coordinators) seem to be unaware of the overall process of internationalisation as well as the benefits it brings to the system, to their organisations and to users as final beneficiaries. Knowing the EU policies on VET, and the tools available to support the improvement of the quality of training services, will have as a consequence the enhancement of learning contexts at European level, for themselves and for the learners.

In the immediate future, the mobility abroad of students and apprentices will be increasingly frequent and it is essential to have a knowledge of the European framework of reference for work-based learning.

The 16 hours have also been implemented as blended training with 12 h of individual training on Moodle and 4 h of synchronous virtual classrooms with a EU tools expert

Learning outcomes and competences are taken from the common frame. A point of knowledge concerning the *Role and functions of the European Education and Culture Executive Agency (EACEA)* has been added and the expected skills are slightly differently formulated:

LO 2.1:	*- Implement the proper EU tools required by the framework*
	- Draft and implement training proposal in line with EU policies
LO 2.2:	*- Identify the EU decisional process in the field of VET*
	- Compare VET systems and identify weakness and strengths
	- Promote and enhance VET

2.1.2.3 Module 3: Roles and responsibilities of tutors or mentors in companies (in-company trainers)

For that module too, in-company trainers/tutors have benefited from a 16 hours blended training with 12 h of individual training on Moodle and 4 h of synchronous virtual classrooms with a in-company tutor expert.

The in-company tutor has a central role in the success of the training period in the company. It can be said that all company trainers should have a pedagogical-vocational background in the field of adult training, and their field of activity is fairly broad taking account that he/she is not only a learning facilitator, but rather acts as a training manager, who has to take care of the overall implementation of the learning plan, and therefore needs to adopt a holistic perspective, which requires full understanding of both business activity and training needs too.

Unfortunately, in Italy, there is no specific training to perform the function of company tutor; all the training they receive is limited to regulations on safety and workers' rights. No specific qualifying examination is required.

This module aims to give to the in-company trainers those knowledge, skills and competencies to better perform their role with the learners in collaboration with the VET institution. Main contents are: her/his role and responsibilities; welcoming students; promoting the integration of the learner in the company; collaboration with the training institute; Mentoring; Evaluation; Supporting disadvantaged learner.

The description of the module in learning outcomes, knowledge, skills and competences follows the comm template with the following adaptations:

- The skill "Welcome a foreign learner" has not been taken into account in LO 3.1

- LO 3.2 has been renamed "*Act as a trainer in own area of competences*" keeping the same objective and being declined following the same knowledge, skills and competences.

- LO 3.3 is described as "*Play the expected role in the global WBL path cooperating with the VET Provide*r" instead of "*Communicate with the school or training organisation and follow the certification requirements*" but with the same setting in knowledge, skills and competences.

2.2 The joint coaching program in Germany

2.2.1 Structure and duration

The course remains divided in three modules, but the total training duration has been increased to 48 hours.

The participants have participated to two kind of group sessions for a total of 12 hours, face to face and also through MS Teams and Zoom supported by interactive online tools such as Mentimeter and Slido. The online training activities have been delivered through the Moodle platform and accompanied by virtual classrooms meetings.

This organisation is summarised in the table below.

Target	Module	(Virtual/F2F)-Class	Online	Total
VET business partnerships	1	6	18	24
VET staff / VET provider / teachers	2	6	18	24
Enterprise staff in-company trainers/tutors	3	6	18	24

The name and content of the third one being specified as *Challenges and responsibilities of tutors or mentors in companies (enterprise staff / in-company trainers).*

2.2.2 Specifications of the modules

2.2.2.1 Module 1: successful VET business partnerships

Target remains the same, operators working both in companies and VET providers, but the learning outcomes have been restricted to the updated EU policy 2020: VET business partnerships, the pact for skills, the European Alliance for Apprenticeships and the Centres of Vocational Excellence.

Learning outcomes	Knowledge	Skills	Competences
VET business partnerships	- Different actors and contact persons at local, regional and national level - Different forms of VET business partnerships / Cooperation models in WBL - Best practices and successful VET business partnerships - Methodology and organisation of Work-Based Learning (mutual cooperation)	Understand the importance of regional vocational education and training networks and can promote them Learners can initiate and maintain cooperation relationships in WBL / VET business partnerships Learning from each other, making personal contacts Evaluate learning outcomes in a multidisciplinary and collaborative approach	Being able to build trust between VET institution and companies
The Pact for Skills: mobilising all partners to invest in skills	- The new EU initiative "Pact for Skills" - The impact and effectiveness of skills investment	- Learners can transfer Learning outcomes in WBL to Knowledge, Skills and Competences - Learners can design "upskilling and reskilling" activities in VET	Building strong skills partnerships at regional, national, and European LEVEL
European Alliance for Apprenticeships (EAfA)	- The EAfA platform to share experiences and best practices	Learners can join the platform	Raising awareness of the benefits of apprenticeships.
Centres of Vocational Excellence (CoVEs)	- The innovative EU approach about CoVE - Relevant	Learners understand the benefits of CoVEs	Designing innovative ideas for CoVE

	publications		

2.2.2.2 Module 2: Programme for teachers and trainers (VET staff)

This module keeps the same target within VET organisations: staff, teachers and trainers but its size and duration have been increased to 24 hours, due to the need to upskill IHK-Projektgesellschaft mbH staff regarding the new EU policy 2020. Learning outcomes have expanded from 2 to 7 and are described as follow.

Learning outcomes	Knowledge	Skills	Competences
Council Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience 2020	- The EU Council Recommendation 2020	- Understand the new EU programme in VET and the new challenges for VET provider	Being able to adapt / transfer the new EU policy in national context
Fostering the acquisition of entrepreneurial, digital and green skills	- The EU Green Deal and Sustainable Development Goals - Learners can outline entrepreneurial, digital & green skills	- Explain sustainable development goals - Classify digital and green skills	Being able to understand and use main priorities in EU NEW VET
Make best use of the European transparency tools such as the EQF, EQAVET,, Europass and the European Skills, Competences, Qualifications and Occupations (ESCO),	- The objectives of EU tools for education and training - The existing European tools usable in VET (Erasmus+, EQF, EQAVET; Europass)	- Implement the proper EU tools required by the framework - Draft and implement training proposal in line with EU policies	Being able to use the existing European tools in the best way
Modularisation – breaking vocational qualifications into smaller parts of learning outcomes-Micro Credentials (MC)	- The term "Micro Credentials" - Learners can describe effective approaches of WBL	- Describe units of learning outcomes in form of MC - Discuss MC or partial qualifications	Being able to break vocational qualifications in Micro Credentials
Vocational education and training is attractive and based on modern and	- New learning environments, tools and pedagogies, with a special focus on	- Select digital teaching/ training tools and methods (hybrid	-Being able to give efforts in increasing attractiveness of VET

digitalised provision of training/skills	digitalisation	teaching)	
Vocational education and training is underpinned by a culture of quality assurance	- EQAVET framework - The 6 building blocks in WBL	- Describe the building blocks (design, improve, respond, communicate, train, assess)	Being able to support a quality assurance approach for WBL
Build cooperation partnerships to improve the quality of the local/regional/ European VET systems	- Role and functions of the European Education and Culture Executive Agency (EACEA) - VET systems (in particular dual system) of EU member states - European good practices	- Identify the EU decisional process in the field of VET - Compare VET systems and identify weakness and strengths - Promote and enhance VET	Being able to implement cooperation activities with national and European stakeholders

2.2.2.3 Module 3: Challenges and responsibilities of tutors or mentors in companies (enterprise staff / in-company trainers)

Target made of in-company trainers is similar to the common framework with the objective to upskill Enterprise VET staff regarding the new EU policy 2020. TO keep the same balance, duration has been increased to 24 hours, allowing to add the following additional outcomes, that were also included for the VET providers:

- Modularisation – breaking vocational qualifications into smaller parts of learning outcomes- Micro Credentials (MC),
- Vocational education and training is attractive and based on modern and digitalised provision of training/skills,

that are described in the table below:

Learning outcomes	Knowledge	Skills	Competences
Modularisation – breaking vocational qualifications into smaller parts of learning outcomes- Micro Credentials (MC)	- The term "Micro Credentials" - Describe effective approaches of WBL	- Describe units of learning outcomes in form of mc - Discuss MC or partial qualifications - Identify "Upskilling and Reskilling" tracks in WBL	Being able to breaking vocational qualifications in Micro Credentials
Vocational education and	- New learning environments,	- Select digital teaching/ training tools and methods	Being able to give efforts in

training is attractive and based on modern and digitalised provision of training/skills	tools and pedagogies, with a special focus on digitalisation	(Hybrid training / Remote work) - Describe the EU Green Deal and Sustainable Development Goals	increasing attractiveness of VET

2.3 The joint coaching program in France

2.3.1 General structure

In France, as in Germany and Slovenia, it has not been possible to involve in-company trainers in the program so the target was made of VET providers, teachers, trainers and training coordinators.

The course has been divided in 4 modules, the three first ones deriving from the 2 common ones while the third one was oriented towards in-company tutors, their role and the tools that can be provided by the VET provider to help them perform their role.

Module	Objectives	Face-to-face	Tutored self-directed learning	total
1	*To work in a European framework*	2	10	**12**
2	*To develop collaborations at local, regional and European level*	2	8	**10**
3	*To develop a continuous training strategy*	2	6	**8**
4	*To engage in-company tutors in work-based learning schemes*	2	8	**10**

Two half-day face to face meetings have been organised, at the beginning and the end of the course and the tutored self-directed learning has been supported by a Moodle platform.

2.3.2 Specifications of the modules

2.3.2.1 Module 1 – Working in a European framework

This module targets both European policy and tools that are already implemented in France such as the EQF, the quality standards, the structuration of certificates in units of learning outcomes (called blocs of competences), the personal training account, the micro-credits, and tools which use need to be promoted and developed such as the new Europass.

Learning outcomes	Knowledge	Skills	Competences
Work in the VET European framework	- The objectives of UE for education and	- Promote and	Being able to use the existing

according to EC priorities	training - European tools and strategy for VET (Erasmus+, EQF, Europass...)	valorise VET - Participate in mobility projects using the tools needed to support them - Encourage the use of Europass	European tools
Competence-based focus in VET	- Construction of certificates - Modularisation process	- Use the ressources of "France competences" - Specify learning outcomes in knowledge, skills and competences - Evaluate learning outcomes	Being able to design competence based curricula

2.3.2.2   Module 2 - Developing collaborations at local, regional and European level

This module has included a presentation of Erasmus + for the new period so that trainers and training coordinators could imagine possibilities of cooperation at EU level, including mobilities for themselves and their learners.

Practical collaborative work has been done to prepare an instructional sequence, including its evaluation.

Learning outcomes	Knowledge	Skills	Competences
Build partnerships and work in cooperation to improve the quality of VET	- The actors and stakeholders of education and training - National and European good practices	- Work with companies - Work with other VET organisations including higher education - Initiate cooperation activities at national and European level - Promote and valorise VET	Being able to implement cooperation activities with national and European stakeholders

2.3.2.3   Module 3 - Developing a continuous training strategy

A key point of this module was dedicated to strategies to keep up to date with an increasing demand from the training funders to incorporate digital tools and to develop an online or blended offer, a particularly sensitive topic in the light of the pandemic that has obliged most of trainers to hastily come up with home-made solutions. The fact that all

trainers don't use their annual individual right to training that doesn't take into account the compulsory training required by the inspectors has been analysed. The possibility to make work periods in companies has been recalled.

Learning outcomes	Knowledge	Skills	Competences
Update own skills to adapt to an evolving environment	- Information sources for the continuous up-skilling - Where to access training opportunities - How to perform a watch	- Formulate learning objectives and make a plan to reach them - Access training opportunities - Implement a personal learning environment - Conduct permanent legislative, pedagogic and technological watch - Evaluation of digital skills through Pix	Is able to identify personal development needs and opportunities and to find ways to answer them

2.3.2.4 Module 4 - Engage in-company tutors in work-based learning schemes

The learning outcomes of the module 4 (ex-3) have been adapted accordingly as shown in the following table.

Learning outcomes	Knowledge	Skills	Competences
Working with in-company tutors	- Task and responsibilities of tutors - The different tutoring situations - Explain the vocabulary used by the VET provider	- Prepare the work-based learning period - Maintain the communication with the learner and the tutor - Can explain to the tutor what is expected - Create a positive and stimulating learning environment - Filling the forms provided by the VET provider/school - Use the WBL terminology (language adapted to the context of the certification) -Establish communication channels with the VET provider/school - Can help the tutor to	Being able to plan and organise the training experience by building and managing appropriate learning situations

		prepare the tools (schedule, training programme based on learning objectives, outcomes and learning needs - Can support the trainer to design learning situations. - Can support the trainer to prepare learning progression.	
Preparing the evaluation and assessment of skills and competences acquired within the company	- How to explain and illustrate the difference between knowledge, skills, competences and behaviours - Presenting methods and tools for training assessment - Presenting formative and summative evaluation methods	- Prepare the evaluation - Support the tutor to apply various assessment and evaluation methods and techniques - Support the tutor to formalise and explain the results	Is able to prepare and assist the tutor for the evaluation of competences in a work situation

2.4   The joint coaching program in Slovenia

The Slovene partner, Solski Center Nova Gorica, has kept the common learning outcomes with a full 40-hour online training using their institutional e-learning Moodle-based platform (https://skupnost.sio.si) without videoconferencing and the learning outcomes have been completed entirely in the online classroom by solving individual lessons. A badge and certificates have been provided to all participants who have completed the training. As in France, only teachers have participated.

Module	Target	Tutored self-directed learning	total
1	VET providers and in-company trainers/tutors	24	24
2	VET providers	16	16

2.5   The joint coaching program in Greece

The Greek partner has kept the common learning outcomes with a full 40-hour online training using the e-learning Moodle platform and the learning outcomes have been completed in a tutored self-directed learning along with an online session. Both VET teachers and in-company mentors have participated in this coaching programme (four VET teachers and two mentors in-company).

2.5.1 Structure and duration

As in Germany, the entire training content was divided into three modules and had the following structure:

1. A common part for teachers, trainers and in-house tutors.

2. A part aimed at teachers and trainers working in VET organisations.

3. A part to prepare in-house trainers to be fully involved in the learning process.

Four participants joined the 1.5-hour online session, and its main theme was EU Funding opportunities for VET". At the end of the Greek Coaching Programme, certificates of participation were provided to learners who completed the course.

Module	Target Groups	Online session	Tutored self-directed learning	total
1	*VET providers and in-company trainers/tutors*	-	*10*	**10**
2	*VET providers*	*1.5*	*14.5*	**16**
3	*In-company trainers/tutors*	-	*14*	**14**

2.5.1 Specifications of the modules

2.5.1.1 Module 1 – Businesses and VET providers: working together to build capacity

Learning outcomes	Knowledge	Skills	Competences
Transmit knowledge to learners and help them to develop skills and competences to have a successful professional life	- Vocabulary used in the qualifications reference frameworks - Methodology and organisation of Work-Based Learning (mutual cooperation) - Tools and methods to support disadvantaged learners	- Translate learning outcomes with related knowledge, skills and competences in a WBL path - Evaluate learning outcomes in a multidisciplinary and collaborative approach - Adapt the intervention to the different kind of learners in particular the disadvantaged ones	Being able to perform the core job of the teacher/trainer/tutor
Update own skills to adapt to an evolving environment	- Information sources for the continuous up-skilling - Where to access training opportunities	- Formulate learning objectives and make a plan to reach them - Access training	Being able to identify personal development needs and opportunities

	- How to perform a watch	opportunities - Implement a personal learning environment - Conduct permanent legislative, pedagogic and technological watch	and to find ways to answer them

2.5.2.2 Module 2 – Program for teachers and trainers (VET providers)

Learning outcomes	Knowledge	Skills	Competences
Work in the VET European framework according to EC priorities	-The EU's objectives for education and training -The existing European tools that can be used in VET (Erasmus+, EQF, ECVET, Europass...)	-Participate in mobility projects using the tools needed to support them -To encourage the use of Europass	Being able to use the existing European tools
Build cooperation partnerships to improve the quality of VET	-To understand that teaching and training are a connected work -To identify the institutions of education and training	-To cooperate with companies -To collaborate with other VET organisations, including higher education -To undertake cooperative activities at national and European level -To promote and make use of VET	Being able to implement cooperation activities with national and European stakeholders

2.5.2.2 Module 3 – Roles and responsibilities of trainers or mentors in companies (in-company trainers, employees)

This module is intended for employees of private, public or non-profit companies who support trainees when they work for the company.

Learning outcomes	Knowledge	Skills	Competences
Know the role of the teacher/tutor and be able to perform its main	-The different tutoring situations - The contractual	- Prepare the welcome of the learner	Being able to participate and act as a teacher taking

functions.	situation of the leaners tutored -What is expected of the teacher? - Methods and tools to support disadvantaged learners	- Organise and conduct the first meeting - Facilitate the smooth integration of the learner - Act accordingly in case of conflict or problem - Welcome a foreign learner - Welcome disadvantaged learners	into account the relevant limitations and obligations
Organise the training within the company by building and managing appropriate learning situations	- Knowing the company (activities, structure, working methods, strategy and objectives, profiles of workers) - Understand how learning takes place - What is a learning progression	- Can explain his job, situating it within the global functioning of the company - Can explain how to perform the activities - Prepare a schedule for the learner - Design a training programme based on learning objectives, outcomes and learning need - Create a positive and stimulating learning environment - Motivate learners to apply their knowledge, skills and competences in workplace situations - Use different ways to explain and transfer knowledge and know-how with a flexible approach	Being able to plan and organise the training experience by building and managing appropriate learning situations
Communicate with the school or training organisation and follow	-Vocabulary used by the school	-Complete the forms provided by the VET	Being able to play the renewed role in

the certification requirements	-When do you need to contact the school?	Provider/school -Use the language adapted to the context of the certification	the global work-based learning movement
Evaluate and assess the skills and competences acquired within the company	-What is realistically expected of the student -Differentiate between knowledge, skills and behaviours -Formative and summative assessment methods	-Prepare the assessment -Carry out the evaluation by applying various evaluation methods and techniques -Interpret the situation -Provide feedback and guidance -Formalize or record the results	Being able to assess the acquisition of various categories of skills in a work situation