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FACING THE CHALLENGES OF DUAL EDUCATION IN 2020

TRAINING CONCEPT FOR IN-COMPANY TUTORS IN DUAL EDUCATION

● WORK PACKAGE

T2 – Innovation and quality in dual education

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TABLE OF CONTENTS

0. SUMMARY	3
1. MODULE 1: APPROACHING APPRENTICES SUCCESSFULLY	5
1.1 GENERAL PURPOSE OF THE MODULE	5
1.2 LEARNING OBJECTIVES.....	5
1.3 MAIN LEARNING UNITS.....	6
2. MODULE 2: HOW TO INTEGRATE MIGRANTS BY APPRENTICESHIPS	8
2.1 GENERAL PURPOSE OF THE MODULE	8
2.2 LEARNING OBJECTIVES.....	8
2.3 MAIN LEARNING UNITS.....	9
3. MODULE 3: HOW TO DEAL WITH STUDY/ SCHOOL DROP OUTS	13
3.1 GENERAL PURPOSE OF THIS MODULE	13
3.2 LEARNING OBJECTIVES:.....	13
3.3 MAIN LEARNING UNITS.....	15
4. MODULE 4: SUPPORT LEARNING BY A HOLISTIC ORGANISATION OF THE APPRENTICESHIP	18
4.1 GENERAL PURPOSE OF THE MODULE	18
4.2 LEARNING OBJECTIVES.....	18
4.3 MAIN LEARNING UNITS.....	19
5. MODULE 5: FOSTERING DIGITAL COMPETENCES FOR TUTORS	23
5.1 GENERAL PURPOSE OF THE MODULE	23
5.2 LEARNING OBJECTIVES:.....	23
5.3 MAIN LEARNING UNITS.....	24
6. MODULE 6: ASSESSMENT OF LEARNING PROCESSES	28
6.1 GENERAL PURPOSE OF THE MODULE:.....	28
6.2 LEARNING OBJECTIVES:.....	29
6.3 MAIN LEARNING UNITS.....	30

0. SUMMARY

BACKGROUND

The importance of dual education for a smooth transition from education to work and the economic relevance of skilled crafts and trade professions are widely recognised at political level. Yet, SMEs find it more and more difficult to get suitable apprentices. Today, an increased number of apprentices makes part of marginalised groups, such as school dropouts, refugees and youngsters with learning disabilities.

The purpose of this train-the-tutor programme is to offer in-company tutors the opportunity to acquire the necessary knowledge, skills and competences to successfully address, motivate and accompany apprentices from highly diversified backgrounds in the course of their apprenticeships. So marginalised youngsters are given the chance to accomplish their apprenticeships successfully and training companies the possibility, to benefit from the qualified apprentices they trained.

It was developed in the framework of the DuALPlus project; a project funded by the EU Alpine Space Programme, in which SMEs, educational institutions, business support organisations such as handicraft clusters and chambers, universities and design institutes and regional public authorities from six Alpine regions joined their forces to improve the quality of dual education in the Alpine Space.

Thus, the train the tutor programme has a transnational Alpine perspective, i.e. it is addressing problems in dual education that are common to all project partner regions (Bavaria, Rhone-Alpes, Salzburg, South Tyrol, Trentino, Vorarlberg and Slovenia).

By the discussions at the various project partner meetings in the course of the DuALPlus project, the project partners were able to identify those challenges that are common to and need to be faced by all project partners/ partner regions alike. Those are:

- Attracting young people for apprenticeship (since the number of apprentices is continuously decreasing in all regions)
- Integrating new/ special target groups (such as migrants, study drop-outs, early school-

leavers, NEETs etc.), which would require special support in order to succeed.

Those challenges need to be especially faced by the in-company tutors who on the one hand, need to act as ambassadors for apprenticeship, promoting it in order to attract new apprentices for the organisations they work in. On the other hand, in-company tutors need to learn how to deal successfully with and give appropriate support to special target groups with their special needs. Accordingly, the purpose of the innovative train-the-tutor concept is to propose qualification modules for in-company tutors, which promote their skills to deal with those new challenges on the current job market.

It can be considered a guideline for further vocational training providers for setting-up a new qualification measure/ further vocational training offer for in-company tutors in their regions.

The present document is available in English, German, French, Slovene and Italian.

DOCUMENT STRUCTURE

The structure and the contents of the tutors training programme are inspired by and building up on the modules proposed by the German initiative “[Stark für Ausbildung – Strong for apprenticeship](#)”, which modules partially address the topics in focus of the DuALPlus partnership. However, contents were modified and additional modules and contents were amended in a way that they suit the needs/ framework conditions in the Alpine regions.

The whole training concept consists of 6 main modules. Those do not represent a full curriculum, but rather a training concept giving suggestions to training providers as to how to set up a new training offer for in-company tutors. That includes recommendations with regard to training objectives, training format (online, offline, blended learning), duration of the single units and full modules, as well as the didactic approach and methods.

The six modules are not interrelated and thus can be trained each independently, as needed. They cover the following subjects:

Module 1: How to approach apprentices successfully?

The intention is to enable in-company tutors to approach youngsters in an appropriate way with the appropriate language, in order to make them choose an apprenticeship in their company. It also trains in-company tutors in promoting their trade/ profession to youngsters and in conducting job interviews with them avoiding prejudices and misunderstandings.

Module 2: How to integrate migrants by apprenticeship?

The scope of this module is to sensitise in-company tutors for the special experiences and background migrants have had and the particular living conditions they have to face now in the new country. The module is intended to train intercultural awareness and understanding, overcoming language barriers, fostering language learning (particularly technical language) at the work place, avoiding misunderstandings and resolving conflicts arising out of those.

Module 3: How to deal with study drop-outs as apprentices?

By this module, the in-company tutors shall learn what differentiates study drop-outs from other apprentices and why they can be beneficial for companies and particularly successful in their apprenticeship. They learn how to approach them didactically and methodologically, how to motivate them best and how to communicate with them clearly and successfully. In particular, in-company tutors have to be careful not to give study drop-outs the feeling of having failed and that dual education is the second-best option. Quite the contrary, pursuing a career by dual

education is an excellent alternative to an academic track with an almost as broad variety of career opportunities.

Module 4: How to support the learning process by a holistic approach to apprenticeship?

This module is intended to make in-company tutors familiar with pedagogic theory and how youngsters learn particularly in the context of an apprenticeship. Moreover, in-company tutors will learn how to support the individual learning processes of youngsters and young adults, particularly fostering also those with learning disabilities or learning problems, but also how to assess learning progress and give constructive and motivating feedback and prepare apprentices for the final examination.

Module 5: Fostering digital competences for in-company tutors

The scope of this module is to foster the digital skills of the in-company tutors so that they can make use of those for improving the training of the apprentices at the work place and beyond. As the current Corona-Crisis shows, the ability to use internet and other digital media in order to facilitate distance learning activities is becoming a crucial and distinctive competence for trainers and tutors.

Module 6: Assessment of learning processes during the apprenticeship

The intention of this module is to provide in-company tutors with basic pedagogic skills so they can set appropriate learning objectives for the practical training and monitor and assess the progress made by the apprentices.

1. MODULE 1: APPROACHING APPRENTICES SUCCESSFULLY

1.1 GENERAL PURPOSE OF THE MODULE

This module aims to train tutors in business on recruitment methods, reception, integration and training of young people. Indeed, surveys have shown that some companies do not seem sufficiently equipped on the issue of recruitment (reproduction of stereotypes, discrimination, etc.). On the other hand, contracts are being terminated during training due to communication problems between in-company tutor and apprentice.

This module will allow tutors to improve their communication with young people and to evolve their recruitment practices.

1.2 LEARNING OBJECTIVES

After having participated in this module, the in-company tutors will be able to...

- Improve the way they communicate with young people
- Changing their practices in alternating recruitment
- Get access to youngsters
- Take a positive stance and discourse to convince young people,
- Manage generational differences
- Recruit with more objectivity and openness to different profiles of candidates.

1.3 MAIN LEARNING UNITS

Learning unit	Learning outcomes	Learning content	Suggested didactic approach/ Media	Learning hours
Background of young generations and their attitude towards work and crafts	<p>After having completed this learning unit the learner:</p> <ul style="list-style-type: none"> • Understands values of young/new generations and levers • Understands how a youngster builds his orientation project and projects himself in the world of work • Understands how to adapt his management with the next generation 	<p>Subjects of this learning unit are:</p> <ul style="list-style-type: none"> • How does a young project himself today in his orientation and in the world of work ? • What are the values and expectations of the new generations in terms of guidance? • What is the young people's vision of the trades? (Self-) assessments and how to deal with misjudgements • Values and expectations of new generations 	<ul style="list-style-type: none"> • Videos, studies/ field studies • Format in presentation (e.g. video, so small group of 4-6) 	1,5 h
Involving apprentices into real work and business processes	<p>After having completed this learning unit, the learner:</p> <ul style="list-style-type: none"> • Is able to adopt a positive discourse and a force of conviction to promote his job and his company • Knows how to speak in a respectful and responsible way to reach the new generation • Understands his role in recruiting and the 	<p>Subjects of this learning unit are:</p> <ul style="list-style-type: none"> • Help tutors to open up their frame of reference and give up certitudes • Adopting a positive discourse and a force of conviction to promote the own profession and company • Know how to talk responsibly and respectfully to young people/ the new generation • Become aware of what the 	<ul style="list-style-type: none"> • Workshop between tutors • Practical case on recruitment (e.g. in the skin of a visually impaired person with a mask, in the skin of a visually impaired person with a mask, in the skin of a dyslexic person with a text whose words are cut differently, etc.) • Case studies on recruitment <ul style="list-style-type: none"> ○ Recruit objectively and avoid bias 	1,5 h

	<p>influence unfounded stereotypes can take</p> <ul style="list-style-type: none"> • Is able to recruit objectively 	<p>management of the new generation includes, which attitude to build, focus on technology and innovation as well as the values of the company to promote a future-oriented strategy.</p> <ul style="list-style-type: none"> • Understand the levers of the generations (Y, Z digital natives) using an analysis grid and know how to create the right structure and set the right limits. 	<ul style="list-style-type: none"> ○ Provide tutors with a different vision of recruitment with new solutions and focus more on the skills and capacity of candidates 	
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2. MODULE 2: HOW TO INTEGRATE MIGRANTS BY APPRENTICESHIPS

2.1 GENERAL PURPOSE OF THE MODULE

The lack of specialists is increasing. Due to its deep roots traditions in craft and trade sectors as well as its aging population, there is a lack of skilled workers and apprentices especially in the Alpine Space. This situation is going to escalate. Migration, immigration and cultural diversity could be benefits for our society as well as our economy, if we are able to develop a welcoming and respectful culture, to transfer knowledge and awareness and to realize good practices in the field of education, training and qualification.

Aim of this module is to raise the in-company tutors' awareness of the particular experiences and backgrounds of migrants as well as the living conditions they are confronted with. The goals are to train intercultural awareness and understanding, to bridge language barriers, to enhance the learning of (foreign) languages at the work space as well as to avoid misunderstandings and resolve resulting conflicts.

As migrants, we define people born in foreign countries as well as people whose both parents were born abroad (second generation migrants).

2.2 LEARNING OBJECTIVES

After having participated in this module, the in-company tutors will be able to...

- Characterize their own nation and other nations as well as the cultural features and differences, use this variety to strengthen the apprentices'

learning success, recognise potential misunderstandings, which could result from differences, and will be able to use communication techniques and resolution strategies to steer cultural misunderstandings in a positive direction.

- Recognize different aspects of welcome culture, integration as well as their meaning for the recruitment of apprentices with and without migration background, know the essential aspects of a welcome portfolio and are able to develop such a portfolio for the own company, know practices and actions for a positive welcome culture in companies, which enhance the arrival as well as the integration of the apprentices.
- Recognize language barriers and try to show potential solutions, know regional offers and programmes as well as the certain contact persons, as well as support and encourage the apprentices to take language courses or training for linguistic competences
- Use a dictionary/ handbook as tool to explain technical terms and prevent misunderstandings
- Recognize, enhance and use the potentials and strengths of apprentices
- Use ways and practices to influence group dynamic processes positively
- Use methods and practices to early recognize and resolve conflicts occurred during the apprentice training
- Deal with discriminatory hostilities against their companies as well as apprentices, and act in an exemplary manner.

2.3 MAIN LEARNING UNITS

Learning unit	Learning outcomes	Learning content	Suggested didactic approach/ Media	Learning hours	Offline / online
Training of intercultural awareness and understanding	<p>After having completed this learning unit the learner:</p> <ul style="list-style-type: none"> • knows the characteristics of the own as well as other nations as well as their cultural features and differences. • uses this variety to strengthen the apprentices' learning success. • knows and recognizes potential misunderstandings which could result from differences. • knows communication techniques and resolution strategies to steer cultural misunderstandings in a positive direction. • knows regional support services as well as how to get support if needed. 	<p>Subjects of this learning unit are</p> <ul style="list-style-type: none"> • Presentation of characteristics of different nations and their cultures; • Features compared to the own culture - in accordance with the demands of the tutor's country, e.g. migrants from former Yugoslavia or from Turkey. 	<ul style="list-style-type: none"> • Presentation of cultures by a cultural representative (guest lecture); • Support by movies from the countries of origin; • Working out of characteristics and differences of cultures in the course of workshops and team works; • Definition and implementation of contact partners 	4 hours	Day 1 - Module 1 offline
Development of welcome culture and welcome portfolio	<p>After having completed this learning unit the learner:</p> <ul style="list-style-type: none"> • knows different aspects of welcome culture, integration as well as their meaning for the recruitment of apprentices with and without 	<p>Subjects of this learning unit are</p> <ul style="list-style-type: none"> • Recognition and mapping out essential aspects of a positive welcome culture in the 	<p>On the basis of good practices the in-company tutors develop ideas for the welcome portfolio of their training company</p> <p>(main contents: presentation of company, contact persons for</p>	4 hours	Day 1 - Module 2 offline

	<p>migration background;</p> <ul style="list-style-type: none"> • knows the essential aspects of a welcome portfolio and is able to develop such a portfolio for the own company; • knows practices and actions for a positive welcome culture in companies, which enhance the arrival as well as the integration of the apprentices. 	training company.	schools, parents, rules, respect)		
<p>Recognition and overcoming of language barriers.</p> <p>Support with the enhancement of learning languages.</p>	<p>After having completed this learning unit the learner</p> <ul style="list-style-type: none"> • recognizes language barriers and tries to show potential solutions; • knows regional offers and programmes as well as the certain contact persons; • supports and encourages the apprentices to take language courses or training for linguistic competences. 	<p>Subjects of this learning unit are</p> <ul style="list-style-type: none"> • Regional offers and contact persons of organizations with a focus on language support. 	<p>Presentation of regional and current services, language courses as well as trainings for linguistic competences for apprentices in the course of a workshop conducted by a professional expert.</p>	2 hours	Day 2 - Module 1 offline or online
<p>Enhancement of the learning of the technical language at the work space</p>	<p>After having completed this learning unit the learner</p> <ul style="list-style-type: none"> • uses a dictionary/handbook as tool to explain technical terms and prevent misunderstandings. 	<p>Subjects of this learning unit are</p> <ul style="list-style-type: none"> • Simple methods and practices to simplify the technical language for apprentices. 	<p>Development of a dictionary/handbook matched with the own company, professional sector, professional field as well as the framework of the training plan in the course of a workshop. It could contain essential terms and rules in e.g. German and Turkish. The dictionaries/handbooks will be translated.</p>	<p>6 hours</p> <p><i>It could be helpful to use an existing model of a tool/handbook, in which the participants could fill in their own notes during the workshops.</i></p>	Day 2 - Module 2 offline or online or as homework

Recognition and use of the potentials and strengths of apprentices	<p>After having completed this learning unit the learner</p> <ul style="list-style-type: none"> recognizes, enhances and uses the potentials and strengths of apprentices. 	<p>Subjects of this learning unit are</p> <ul style="list-style-type: none"> Development of a SWOT-analysis (matrix) 	Development of ideas; workshop	2 hours	Day 3 - Module 1 offline
Enhancement of the solidarity and community feeling of apprentices	<p>After having completed this learning unit the learner</p> <ul style="list-style-type: none"> knows ways and practices to influence group dynamic processes positively. 	<p>Subjects of this learning unit are</p> <ul style="list-style-type: none"> Recognition and carving out of typical everyday situations; Training in methods to counter problems, e.g. common activities like an excursion or a barbecue party. 	Group work and simulation respectively role plays. E.g. a new apprentice with migrant background starts to work in a company with three local apprentices.	2 hours	Day 3 - Module 2 offline
Early recognition of conflicts and resolution of resultant conflicts	<p>After having completed this learning unit the learner</p> <ul style="list-style-type: none"> knows methods and practices to early recognize and resolve conflicts occurred during the apprentice training. 	<p>Subjects of this learning unit are</p> <ul style="list-style-type: none"> Recognition of social competences and use methods as tools of personal skills. 	Lecture and development respectively common definition of examples supplemented by presentation of situations in videos/ short movies.	2 hours	Day 3 - Module 3 offline

<p>Dealing with discrimination in day-to-day-work</p>	<p>After having completed this learning unit the learner</p> <ul style="list-style-type: none"> • know how to deal with discriminatory hostilities against their companies as well as apprentices, and act in an exemplary manner. 	<p>Subjects of this learning unit are</p> <ul style="list-style-type: none"> • Recognition and carving out of typical everyday situations. 	<p>In the course of role plays, participants re-enact situations and look for good solutions.</p> <p>E.g. true incident of an electric company in Vorarlberg/AT, which train eleven apprentices with migration background. Trainers as well as apprentices repeatedly have to face verbal abuses in daily life, such as <i>“Aren’t you able to recruit local people anymore to do this work?”</i></p>	<p>2 hours</p>	<p>Day 3 - Module 4 offline</p>
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3. MODULE 3: HOW TO DEAL WITH STUDY/ SCHOOL DROP OUTS

3.1 GENERAL PURPOSE OF THIS MODULE

There are various reasons, why young people quit their secondary school, university studies or already started dual education and training. Terminations can lead to frustrations as well as despondency and lack of motivation, which can result in serious consequences like long-term-unemployment, mental illnesses to the complete withdrawal from “normal” life. According to EU statistics, the amount of premature school and education drop outs (of people aged 18-24) was 10.6% in 2018. Teenagers from socially weak or underprivileged families are often particularly affected. The transition to (another) dual education can be a promising option for them. However, career and education track as well as the future perspectives should be communicated in a clear, transparent and realistic manner and particular support should be also offered to those youngsters.

Goal of the module is to train in company-trainers methodically as well as didactically in dealing with trainees, who start a dual education as lateral entrants. The module shall build awareness and understanding that this type of trainees differs from others by their diverse starting points and knowledge/ experience levels at the beginning of their dual education and training. The potential new trainee hopes that the transition to the new educational track will be more successful than e.g. the secondary school, university studies or former training program. Trainers should convey the impression that the trainees have not failed but encourage them and clearly emphasize the variety of career options of dual education and training as well as that this educational track is a great alternative to an academic career. They should motivate the trainees especially in the difficult starting phase of their education and training; as well as value and make use of the individual potential and pre-knowledge of the trainees effectively.

3.2 LEARNING OBJECTIVES:

After having participated in this module, the in-company tutors will be able to...

- 1) deal with lateral entrants in the context of job interviews. They are trained in methods and practices to gain a realistic assessment of the reason of the candidates' termination/transition.
- 2) point out career as well as continuing education chances of dual education and training in general as well as within their companies.
- 3) question strengths, potentials but also weaknesses of trainees. They offer taster weeks/ months to potential trainees to give them a sense of security and allay fears.
- 4) understand various aspects and reasons, which motivate young people to quit their education pathways.
- 5) understand this particular starting situation within interactions with the trainees; and learn to support them as mentors and advisors.
- 6) to view the individual potential and knowledge of the trainee as chance.
- 7) use existing potentials of trainees and adapt the learning and working tasks with regard to the level of competence of the trainees.
- 8) link and square them with the framework curricula as well as to adapt focus areas, if necessary.
- 9) Deal with older target groups and their higher educational background. Moreover, they know possible reasons for transitions of education pathways.
- 10) use existing competencies and specialist knowledge of the older trainees and build on that. They also recognize the potential and chance for their companies (e.g. maturity of the trainees, motivation to work, networks, independence, and project experience) and use the manifold additional offers to make the education and training more attractive.
- 11) apply preventive strategies to involve the trainees in their company (employee, training

group). To begin with, they take the opportunity to talk to their staff members about the particular situation.

- 12) strengthen the sense of community in the training group. Methods of coaching are especially used in the beginning of the training.
- 13) stay in contact with parents and vocational schools (triangle) and to sustain in communication and exchange with other in-company tutors.

3.3 MAIN LEARNING UNITS

Learning unit	Learning outcomes	Learning content	Suggested didactic approach / media	Training hours	Implementation offline+online
Job interviews with lateral entrants	<p>After having completed this learning unit the learner:</p> <ul style="list-style-type: none"> • is trained in dealing with lateral entrants at job interviews • is familiar with methods and practices in dealing with candidates to gain a realistic assessment of the reason of the candidates' termination/transition. • can point out career as well as continuing education chances of dual education and training in general as well as within their companies. • questions strengths, potentials but also weaknesses. • offers taster (a) weeks/month to potential trainees to give a sense of security and allay fears. 	<p>Subjects of this learning unit are</p> <ul style="list-style-type: none"> • Early recognition of strengths and potentials, motivation, but also previous problems difficulties. • Pointing out dual education and training pathways. • Using taster (a) weeks/month as tools 	<ul style="list-style-type: none"> • Team work: e.g. Questionnaire for job interviews or development of a career portfolio for the own company. • Simulation respectively role plays of job interviews. 	4	Day 1 Module 1 offline

Raise awareness and understanding	<p>After having completed this learning unit the learner:</p> <ul style="list-style-type: none"> is familiar with the various aspects and reasons, which motivate young people to quit their education pathways. develops a sense and understanding for this particular starting situation within interactions with the trainees. supports the trainees as mentors and advisors. 	<p>Subjects of this learning unit are</p> <ul style="list-style-type: none"> Becoming familiar with motivations (e.g. school fatigue, excessive demand, misconceptions) Prevention of problems and difficult situations in the company Development of methods for integration 	<ul style="list-style-type: none"> Key note speech: presentation of the current situation and the various motivations Presentation and discussion of diverse examples/own situations 	4	Day 1 - Module 2 offline
Purposefully deployment of strengths and knowledge	<p>After having completed this learning unit the learner:</p> <ul style="list-style-type: none"> sees the individual potential and knowledge of the trainee as chance. uses existing potentials and adapts the learning and working tasks with regard to the level of competence of the trainees. knows methods and practices to link and square the trainees' competencies with the framework curricula as well as to adapt its focus areas, if necessary. 	<p>Subjects of this learning unit are</p> <ul style="list-style-type: none"> Recognition and work out of existing potentials as well as their purposefully deployment Revision, adaption of framework curricula Recognition of boredom, underload as well as overload 	<ul style="list-style-type: none"> Presentation of methods and practices Presentation of best practice examples 	2	Day 2 - Module 3 offline and online
Lateral entrants as efficient target group	<p>After having completed this learning unit the learner:</p> <ul style="list-style-type: none"> is familiar with older target groups and their higher educational background. Knows possible reasons for transitions of education pathways. 	<p>Subjects of this learning unit are</p> <ul style="list-style-type: none"> Getting to know possible motivations for especially early terminations (e.g. high demands, misconceptions, lack of practical relevance, financial issues) Becoming familiar with additional as well as trainings offers (e.g. Xchange, 	<ul style="list-style-type: none"> Presentation of real career pathways (e.g. interviews/movies, in which trainees tell about their motives and their shift from university studies to dual education and training; as well as tell 	2	Day 2 Module 4 offline and online

	<ul style="list-style-type: none"> uses existing competencies and specialist knowledge of the older trainees and build on that. recognizes the potential and chance for their companies (e.g. maturity of the trainees, motivation to work, networks, independence, and project experience). knows and uses the manifold additional offers to make the education and training more attractive. 	<p>professional experiences abroad, job rotation)</p> <ul style="list-style-type: none"> Getting to know methods and practices to integrate offers and make the education attractive 	<p>about their positive and rather negative experiences.</p> <ul style="list-style-type: none"> Demonstration the chances for a company. 		
Prevention of problems, conflicts and difficulties	<p>After having completed this learning unit the learner:</p> <ul style="list-style-type: none"> is familiar with preventive strategies to involve the trainees in their company (employee, training group). takes the opportunity to talk to their staff members about the particular situation. knows methods to strengthen the sense of community in the training group. is familiar with methods of coaching and especially use them in the beginning of the training. is familiar with ways to stay in communication with parents and vocational schools (triangle). is familiar with ways to sustain in contact and exchange with other in-company tutors. 	<p>Subjects of this learning unit are</p> <ul style="list-style-type: none"> Working out of usual everyday activities/situations of conflict Becoming familiar with methods to positively use the variety of the trainees' group. Application of coaching methods as well as serious networking Good networking and exchanging 	<ul style="list-style-type: none"> Simulation/role play, e.g. s new trainee explains something to colleagues Presentation of good methods and offers. 	4	Day 2 Module 5 offline

4. MODULE 4: SUPPORT LEARNING BY A HOLISTIC ORGANISATION OF THE APPRENTICESHIP

4.1 GENERAL PURPOSE OF THE MODULE

The intention of this module is to provide the in-company tutors with the necessary knowledge, skills and competences which enable them to support their apprentices in their learning processes, so they can use their skills to their full potential.

Trainees vary in their learning abilities and levels of precognition. Also, their knowledge, skills and competences evolve as the training progresses. Accordingly, in-company tutors have to adjust their didactic approach and methods to every individual apprentice, but also along their learning processes, and they need to find the right balance between clear instructions, assuming the role of a „learning companion“ or an intensified learning support for apprentices with special needs or learning disabilities.

- 7) Give appropriate, constructive and motivating feedback
- 8) Prepare all apprentices for successful final exams, according to their individual needs

4.2 LEARNING OBJECTIVES

After having participated in this module, the in-company tutors will be able to...

- 1) Organise the learning process of their apprentices so that they have the chance to learn by making own experiences and mistakes
- 2) Assume the role of a “learning companion“, who is able to give clear instructions as well as give support or guidance, as requested by the individual trainees
- 3) Create the organisational framework conditions needed for successful learning
- 4) Support self-responsibility, independency and self-organised learning of apprentices
- 5) Select appropriate learning and work tasks according to the competence level of the apprentices
- 6) Monitor and keep track of the learning progress of the apprentices

4.3 MAIN LEARNING UNITS

Learning unit	Learning outcomes	Learning content	Suggested didactic approach/ Media	Learning hours
Accompanying learning processes	<p>After having completed this learning unit the learner:</p> <ul style="list-style-type: none"> Knows how to identify learning needs of the trainee by (self) assessment and defining learning objectives is able to develop learning paths i.e. real and complex tasks within the work process by which the trainee can acquire the required competences knows how to set up a learning agreement upon the defined learning paths with the trainee knows how to support the learning paths by preparing the learning environment, supportive material as well as check points how to monitor the learning process of the trainee 	<p>Subjects of this learning unit are:</p> <ul style="list-style-type: none"> Explanation why holistic and complex tasks at the work place are important to foster the development of vocational competence Strategies how to deal with learning barriers and challenging learning situations (particularly in the case of academically weaker students) Different tools that help accompanying the learning process, like apprenticeship boards (Ausbildungstafeln) and roadmaps, documentation of learning outcomes, report booklet Difference between various leadership approaches (authoritarian, laissez-faire, cooperative) Importance of a trustful relationship Fostering motivation (Self-)assessments and how to deal with misjudgements 	<p>Didactic approach: The training can be delivered face-to-face or by blended learning</p> <p>The pedagogic theory on action-based learning, learning barriers, different leadership approaches, relevance of trustful relationships and how to deal with misjudgements, could be delivered online, by e.g. web-based training</p> <p>Face-to-face sessions should be used to give and explain examples for methods and tools such as apprenticeship boards, learning agreements, documentation of learning outcomes etc.</p> <p>Moreover, group discussions and group work sessions should be used to activate and build upon the precognition of the participants and facilitate an exchange of experience by discussing advantages/ disadvantages of certain approaches/ techniques of tools to support the learning process.</p> <p>Role plays are recommended for practicing different leadership</p>	<p>3 hours</p> <p>approx. 60 min on the development of vocational competence</p> <p>approx. 70 min on methods, tools and strategies for accompanying learning processes</p> <p>approx. 50 min on framework conditions to facilitate action-oriented practical learning (also of weaker students)</p>

			approaches.	
Involving apprentices into real work and business processes	<p>After having completed this learning unit, the learner:</p> <ul style="list-style-type: none"> • are aware of individual/ cultural diversity of apprentices and the challenges as well as benefits it brings along for the training company • know how to set up a diversified learning environment according to the needs of the different apprentices • is able to apply appropriate criteria for the identification and preparation of work tasks (particularly for academically weaker apprentices) • is able to systematically involve apprentices into work tasks (step by step at different levels of involvement) • know how to define learning objectives • are able to formulate work tasks which the apprentices complete independently • know how to give 	<p>Subjects of this learning unit are:</p> <ul style="list-style-type: none"> • reflection on the possible aspects of diversity (e.g. culture, gender, social background, personality, education, age, social behaviour, performance etc.) and how they may affect the learning process • breaking down complex work processes into tasks with different levels of difficulty that can be executed independently by the students • determination and clear formulation of learning objectives at different levels of difficulty • distinction of different levels of participation • supporting measures/ accompanying measures supporting the independency and the learning process of the apprentice • Monitoring learning success particularly of weaker students • Approach to and assessment criteria in the process of external success control 	<p>Didactic approach: The training can be delivered face-to-face or by blended learning</p> <p>The pedagogic theory on action-based learning, learning barriers, different leadership approaches, relevance of trustful relationships and how to deal with misjudgements, could be delivered online, by e.g. web-based training</p> <p>Face-to-face sessions should be used to give and explain examples for methods and tools such as apprenticeship boards, learning agreements, documentation of learning outcomes etc.</p> <p>Moreover, group discussions and group work sessions should be used to activate and build upon the precognition of the participants and facilitate an exchange of experience by discussing advantages/ disadvantages of certain approaches/ techniques of tools to support the learning process.</p>	<p>3 hours</p> <p>60 min</p>

	<p>constructive and motivating feedback</p> <ul style="list-style-type: none"> • are able to identify situations in which the apprentices need help and give support • are able to determine criteria by which learning progress and success can be monitored and enable the apprentices to apply those criteria for self-assessment. 	<ul style="list-style-type: none"> • Self-assessment tools and methods for apprentices 	<p>Role plays are recommended for practicing different leadership approaches.</p>	
<p>Learning difficulties and constructive feedback</p>	<p>After having completed this unit, the learner will:</p> <ul style="list-style-type: none"> • Know the important determinants of successful learning • Know in which stages of the learning process difficulties can occur • Know about the most common learning disorders and how they can affect the learning process • Is able to identify learning difficulties and give/ provide external support • Know the difference between work assignment and learning assignment • Are able to design learning assignments • Are aware of exam nerves and are able to teach 	<p>Subjects of this learning unit are:</p> <ul style="list-style-type: none"> • Pedagogic theory/ scientific background information on learning requirements, learning objectives and learning processes • Pedagogic and psychological basics on learning difficulties and individual learning support • Possibilities of external support • Definition of learning assignments and their relevance for the apprenticeship • Design of learning assignments • Objectives and rules of feedback • Exam nerves and how it affects the performance of 	<p>Didactic approach: The training can be delivered face-to-face or by blended learning</p> <p>Particularly the pedagogic theory and psychological theory part could be delivered online, by e.g. web-based training</p> <p>Face-to-face sessions should activate and build upon the precognition of the participants and facilitate the exchange of experience by discussing advantages/ disadvantages of certain approaches/ techniques for dealing with learning difficulties, exam nerves, feedback etc.</p> <p>Active involvement of the participants by group work sessions or role plays is recommended for the design of learning assignments or training the communicative skills for constructive feedback.</p>	<p>3 hours</p> <p>60 min for learning difficulties</p> <p>60 min for learning assignment and feedback</p> <p>60 min for exam preparation and stress management</p>

	<p>apprentices appropriate stress management/relaxation techniques</p>	<p>apprentices</p> <ul style="list-style-type: none"> • Learning techniques for exam preparation • Strategies and methods of stress management during exam preparation 		
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5. MODULE 5: FOSTERING DIGITAL COMPETENCES FOR TUTORS

5.1 GENERAL PURPOSE OF THE MODULE

The scope of this module is to foster the digital skills of the in-company tutors so that they can make use of those for improving the training of the apprentices at the work place and beyond. As the current Corona-Crisis shows, the ability to use Internet and other digital media in order to facilitate distance-learning activities is becoming a crucial and distinctive competence for trainers and tutors.

The intention of this module is to provide the in-company tutors with the necessary knowledge, skills and competences, which enable them to digitally communicate with and support their apprentices in their learning processes. Digital skills of mentors are different, some have basic digital knowledge, some are advanced and others don't have any digital knowledge at all. The module gives the opportunity to achieve a basic level of digital competence, which is equally relevant to all in-company tutors for accompanying and supporting the learning processes of their apprentices.

The module is designed for direct application in practice and competences trained help tutors to connect with apprentices digitally throughout the learning process. The module equips individuals with the digital skills necessary for everyday life and thus actively fosters their participation in the modern information society.

5.2 LEARNING OBJECTIVES:

After having participated in this module, the in-company tutors will be able to...

- 1) Use ICT in education, learning and work
- 2) Use the Internet or Internet services safely
- 3) Apply information and communication skills for problem solving related to the use of software.
- 4) Use the Internet / web browsers to gain new information and business insights (connecting with useful modern information technology)

- 5) Search, collect, store, process, use and transfer data while creating and presenting relevant information.
- 6) Communicate through various information and communication channels (incl. social media such as Facebook, Instagram, Whatsapp etc.)
- 7) Apply modern software tools and social media to support the learning processes of the students
- 8) Improve skills for performing their work tasks related to students / apprentices
- 9) Use modern software tools for editing texts, creating spreadsheets and presentations and be able to edit them meaningfully

5.3 MAIN LEARNING UNITS

Learning unit	Learning outcomes	Learning content	Suggested didactic approach/ Media	Learning hours
Basic concepts of information technology	<p>After having completed this learning unit the learner :</p> <ul style="list-style-type: none"> • Knows basic physical structures of a personal computer • Uses data networks in computing and understands how IT systems emerge in everyday life • Learns about the impact of computers on health and learns how to use the Internet safely (is aware of certain security and legal issues related to computers) 	<p>The learning contents/ subjects that will be presented/ introduced to the learner:</p> <ul style="list-style-type: none"> • Basic physical structure of a personal computer and understanding of basic IT concepts such as memory and data storage, the importance of computer applications to society and usage of data networks in computing. • The candidate must understand how IT systems emerge in everyday life and how personal computers can affect health. The candidate should be aware of certain security and legal issues related to computers 	<p>In order to finish this learning unit successfully ...</p> <p>Lectures should take place in computer classrooms. In addition to the provided computers, the organizer also provides handouts of lectures in paper and digital form.</p>	<p>Hours needed to complete this learning unit:</p> <p>1 hour</p>
Usage of computer and its files	<p>After having completed this learning unit the learner</p> <ul style="list-style-type: none"> • knows how to demonstrate knowledge and skills to use the basic functions of a personal computer and operating system. • finds himself in a desktop environment on computer • knows how to organize and handle files and indexes and folders: copy, move 	<p>The learning contents/ subjects that will be presented/ introduced to the learner:</p> <ul style="list-style-type: none"> • The candidate is required to demonstrate knowledge and ability to use the basic functions of a personal computer and operating system. • The candidate must find himself in a desktop environment. He must be 	<p>In order to finish this learning unit successfully ...</p> <p>In addition to the provided computers, the organizer also provides handouts of lectures in paper and digital form.</p>	<p>Hours needed to complete this learning unit:</p> <p>2,5 hours</p>

	<p>and delete them.</p> <ul style="list-style-type: none"> -acquires knowledge of using computer icons and handling windows. • knows how to use search tools, simple editing and print management methods available in the operating system 	<p>able to organize and handle files and indexes and folders: copy, move and delete them.</p> <ul style="list-style-type: none"> • The candidate must demonstrate knowledge to use computer icons and windows handling. Must demonstrate proficiency in the use of search tools, simple editing and print management methods available in the operating system 		
Word and spreadsheet processing	<p>After having completed this learning unit the learner...</p> <ul style="list-style-type: none"> • knows how to acquire knowledge of using a word processing application • understands and knows how to use the basic procedures of creating, formatting and finishing a document and prepare it for distribution. • is able to use some of the more advanced features of a text editor, such as creating tables and images in a document • understands and uses the transfer of objects and the use of mail editing tools. • understands the basic concepts of spreadsheets and is able to demonstrate on a personal computer 	<p>The learning contents/ subjects that will be presented/ introduced to the learner:</p> <p>On a personal computer, the candidate must demonstrate knowledge how to use word processing application. Understand and know how to perform the basic procedures of creating, formatting and completing a document and prepare it for distribution. The candidate must demonstrate proficiency in using some of the more advanced features of a text editor, such as creating tables, incorporating images into a document, transferring objects, and using mail editing tools. The candidate must understand the basic concepts of spreadsheets and demonstrate on a personal computer the ability to use a spreadsheet</p>	<p>In order to finish this learning unit successfully ...</p> <p>In addition to the provided computers, the organizer also provides handouts of lectures in paper and digital form.</p>	<p>Hours needed to complete this learning unit:</p> <p>3 hours / word processing</p> <p>3 hours / spreadsheets</p> <p>Together: 6,5 hours</p>

	<p>the ability to use a spreadsheet application.</p> <ul style="list-style-type: none"> acquires basic knowledge of using some functions of the application for working with spreadsheets, such as transferring objects and creating graphs and diagrams. 	<p>application. Must understand and be able to perform basic setup, formatting, and spreadsheet-related procedures. He/She must know how to do basic mathematical and logical operations by using basic formulas and functions. The candidate must demonstrate basic knowledge of using certain functions of the application to work with spreadsheets, such as transferring objects and creating graphs and diagrams.</p>		
Data and communications	<p>After having completed this learning unit the learner...</p> <ul style="list-style-type: none"> masters the basic tasks of searching the network with usage of network search application and an available network search engine to mark search results and to print network pages and search reports. knows how to use e-mail programs when sending and receiving messages, attaching documents or files to a message and knows how to set up folders and indexes for messages using an e-mail program. 	<p>The learning contents/ subjects that will be presented/ introduced to the learner:</p> <p>The candidate performs basic network search tasks using a network search application and an available network search engine to highlight search results and to print network pages and search reports.</p> <p>The candidate demonstrates knowledge how to use e-mail program for sending and receiving messages, attaching documents or files to the message and that he / she knows how to set up and handle messages, folders and indexes using the e-mail program.</p> <p>The candidate will be introduced</p>	<p>In order to finish this learning unit successfully ...</p> <p>In addition to the provided computers, the organizer also provides handouts of lectures in paper and digital form.</p>	<p>Hours needed to complete this learning unit:</p> <p>4 hours</p>

	<ul style="list-style-type: none"> • knows how to use modern ICT tools (particularly social media) in order to accompany the learning process of the apprentices • understands and applies basic concepts of e-learning/ blended learning. 	<p>to basic e-learning and blended learning concepts. S/he will learn different use cases in which ICT/ social media is used</p> <p>S/he will work on a case study in which s/he will have to use different digital media to convey learning contents.</p>		
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6. MODULE 6: ASSESSMENT OF LEARNING PROCESSES

6.1 GENERAL PURPOSE OF THE MODULE:

This module intends to provide in-company tutors with necessary pedagogic skills so they can set appropriate learning objectives for the practical training and monitor and assess the progress made by the apprentices. Many European-level documents (see ETF, 2018; OECD-CERI, 2008) stress the importance and pivotal role of assessment in vocational education and more specifically, in work-based learning.

Students' assessment in every form is the central principle for the quality assurance of work-based learning. There are different uses of assessment in this field:

- assessment can be used to check progress and give feedback to learners, employers and teachers; we can call this a **formative assessment**, which can be very helpful in identifying any problems that need to be corrected before the end of a programme, when it may be too late; this type of assessment may or may not be counted towards final grades or final certificates and vocational qualifications; in this module, formative assessment is considered as the central part of the final assessment;
- assessment can be used at the end of a programme to verify if the students-apprentices have reached the expected learning outputs, and then is able to demonstrate to perform the competencies described in the learning plan or curriculum; we can call this type of assessment as summative one, and it is usually the basis for awarding a vocational qualification.

To ensure a high level of quality in dual education, both types of assessment need to be considered during the in-company learning experience of students. Mostly, they need to be integrated inside the same process in which: a) in-company tutors may track and give value to the learning development of

apprentices during daily activities, and b) in-company tutors may participate in a proper way to the final assessment of apprentices, to release the final grade of qualification due.

So, **formative assessment** will be the focus of the training module for in-company tutors. Apart for the overall quality-based issues, formative assessment is a practice already present in work and organizational activities, even in non-structured forms (for example, the process of 'performance appraisal', to calculate and justify bonus for the employees). Feedback is continuously released in organizational life, so formative assessment of learning would be closer to work reality than summative assessment, which could be more 'academic' and school-based in its final form.

Formative assessment refers to frequent, interactive assessments of student-apprentice progress and understanding to identify learning needs and adjust work-based teaching appropriately. In-company tutors using formative assessment approaches and techniques are better prepared to meet diverse students' needs through differentiation and adaptation of teaching to raise levels of student achievement and to achieve greater equality-of student outcomes. Based on research insights, we know that formative assessment (using different forms of feedback) can be a powerful tool to enhance motivation, self-concept, and cognitive abilities of apprentices. The formative assessment and the related work-based learning experiences can be an indirect career guidance device, making apprentices more aware of the match between their actual performance and the chosen career path.

The integration with final summative assessment is not easy, considering the frequently perceived tensions between classroom-based formative assessments, and high visibility summative assessment to hold training institutions accountable for student-apprentice achievement, and a lack of connection between work-based and school and classroom approaches to assessment and evaluation.

Another important point related to formative assessment is the link with recognition, validation and certification of competencies at the end of the in-company learning process. This topic is also connected with the permeability (vertical and horizontal) of the learning experience when it is over, and when students have to make career choices based on their proven competencies.

This module is organized in four main learning units: 1) a general introduction on assessment in a work-based learning environment; 2) a focus on formative assessment; 3) prepare, planning and implement formative assessment; 4) tracking the apprentice's development to final grade/qualification, merging formative and summative assessment as learning transfer tool (permeability).

6.2 LEARNING OBJECTIVES:

At the end of the module, the in-company tutor will be able to:

- Master the main features of the assessment process in a work-based scenario from a theoretical and practical point of view.
- Connect assessment inside the whole learning development of -apprentices, considering different forms of assessment (initial, formative, student-generated (self-assessments?), summative and final certification assessment).
- Design, in partnership with school tutors and students themselves (and with other colleagues at work), formative assessment practices during the learning experiences.
- Plan, share and implement a formative assessment to track the student-apprentice development in specific time-intervals.

Use data coming from formative assessment for final integration with summative assessment processes and form (possibly) validation of competencies acquired by students.

6.3 MAIN LEARNING UNITS

Learning unit	Learning outcomes	Learning content	Suggested didactic approach/ Media	Learning hours
Anatomy of student's assessment in work-based learning	<p>After having completed this learning unit the learner</p> <ul style="list-style-type: none"> • is able to understand and master the main features of a student's assessment in an in-company scenario • supports the integration of assessment of apprentices in the organizational workflow 	<p>The whole process of student's assessment in work-based learning</p> <ul style="list-style-type: none"> - Differences and similarities among assessments: initial assessment, formative assessment, student-generated-assessment, summative assessment - Learning assessment in an in-company situation: workflow and learning, personnel professional development, appraisal evaluation - Viable integration among these different assessments 	<p>Lectures (in presence and/or online)</p> <p>Case-studies on the real application of student's assessment in in-company scenarios</p>	2/3 hours

Formative assessment in work-based learning	<ul style="list-style-type: none"> • is able to understand and master the main features of formative assessment in general • is able to understand and apply the main typology of formative assessment in work-based learning scenarios (teacher's feedback, student's centred feedback, peer feedback, direct vs indirect feedback • is able to understand and apply the main tools for feedback (checklist, rubrics, diaries, simulations) 	<ul style="list-style-type: none"> • Main features of formative assessment in practice • Tools for formative assessment (simulations, authentic tasks, checklist, rubrics, ...) • Timing in formative assessment • Formative assessment and student's individual characteristics and development 	<p>Lectures (in presence and/or online)</p> <p>Simulations/group exercises</p> <p>Worked examples</p>	2/3 hours
Designing and implementing formative assessment that works	<ul style="list-style-type: none"> • is able to design, based on student's needs and job description, assessment processes focused on feedback • is able to prepare and implement student's assessment tools based on feedback • is able to set and store data coming from the assessment 	<ul style="list-style-type: none"> • Strategies to design formative assessment (students' needs based assessment, shared design process, evidence-based design) • Strategies do share and communicate formative assessment in an in-company scenario • Strategies to apply formative assessment tools in practice 	<p>Simulations/group exercises</p> <p>Worked examples</p>	2/3 hours

<p>Epilogue: tracking student's development, contributing to final grade and learning transfer in different domains</p>	<ul style="list-style-type: none"> • is able to guide students' learning process through formative assessment, • is able to guide students' learning process using formative assessment as career guidance support, helping students transferring learning in other domains and work experiences; this could be the basis for horizontal and vertical permeability • is able to connect data from formative assessment into summative scores/grades • is able to use data from formative assessment to feed up students' portfolios for competencies recognition and certification 	<ul style="list-style-type: none"> • Features and functioning of tracking students' development devices: e.g. portfolios, students' diary, tutors' tracking notes • Main devices to integrate initial, formative and summative assessment: from feedback to grading • Tools to guide students in job careers through comprehensive assessment 	<p>Lectures (in presence and/or online)</p> <p>Case-studies on the real application of student's assessment in in-company scenarios</p>	<p>2/3 hours</p>
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