B.COMP

Creating more inclusive and supportive WBL environments

Learning Units Plan

Contents

Produced by:

INTRODUCTION

Work-Based Learning (WBL) eases the transition from education and training to work, and evidence shows that countries with a strong VET and WBL system have lower levels of youth unemployment (European Alliance for Apprenticeships). Nevertheless, recent reforms of WBL in European countries puts the emphasis on establishing high-quality and higher-level WBLs, leaving behind those students who are less qualified or have lower levels of competence.

For many young people, a work-based learning (WBL) opportunity as part of a VET programme is their first experience in the world of work. Finding a welcoming and supportive work environment with good learning opportunities can be very motivating and contribute to attaining a qualification. However, WBL can also be discouraging and lead to dropout. This may be due to a mismatch between the learners' expectations and the reality of the profession, or to a lack of skills in young learners.

Dropout from WBL initiatives is a serious challenge. Targeted help for learners at risk of dropout is rarely available in most countries and low-skilled learners often have limited opportunities to develop their skills further through education and training. Many find themselves caught in a "low-skills trap" that condemns them to low-level positions or to having low expectations of entering the labour market.

Training of learners in WBL relies on VET Teachers from the educational side and on In-Company Trainers from the company's side. With the right tools, they will be able to engage low-skilled learners in skills development, contributing to avoiding WBL dropout and turning the work experience into a success.

Work-Readiness Skills (WRS) combine the set of skills necessary for the WBL experience not to fail and end up being abandoned, with the consequent loss of job opportunities. They will be the pedagogical tool to be used by VET teachers and In-company trainers to improve the performance of low-skilled learners. WRS refer to a broad spectrum of behavioural and interpersonal "soft skills", such as a person's attitude and motivation to work and learn on-the-job; working independently; being able to collaborate in teams; solving problems and taking reasoned decisions; showing creativity and flexibility and demonstrating critical thinking; communicating effectively, etc.

To get learners involved in WRS development, it is necessary to use innovative learner-centred pedagogical approaches focused on learners' perceptions, feelings, and thoughts. Transformative Learning is described as "an orientation which holds that the way learners interpret and reinterpret their sense experience is central to making meaning and hence learning".

Orienting Transformative Learning towards Work-Readiness Skills development will contribute to creating more inclusive and supportive work-based learning environments for low-skilled learners, and this is the B.COMP project's aim.

LEARNING UNITS PLAN

The B.COMP Learning Units Plan is designed as a comprehensive and systematic plan of learning experiences, activities and types of learning addressed to VET teachers and in-company trainers, aimed at achieving the learning outcomes set out in the Training Curriculum by means of innovative methodologies and learning content to develop work-readiness skills for WBL through Transformative Learning.

The Learning Units Plan is designed in a way that allows target users to explore how the Learning Outcomes of the Training Curriculum can be achieved through innovative teaching and pedagogical methods and guiding exemplary teaching sequences.

The Learning Units Plan can be used to support theory into practice and give inspiration through the following elements:

Unit Overview

The Unit Overview provides ideas for the topics and key concepts that can be covered in the units of Training Curriculum, including the essential questions that will form the structure and content of the units.

Teaching and Learning

A guide on how the units can be taught in a real teaching environment through a suggested activity sequence and teaching methods.

Assessment

Outlining assessment methods that can be used to identify background knowledge, monitor and adjust instruction.

The approach adopted to design the Learning Units Plan provides a comprehensive framework of activities that will facilitate achievement of the Learning Outcomes following a synthesis of globally accepted standards and structures.

DESCRIPTION OF THE KEY ELEMENTS INCLUDED IN LEARNING UNITS PLAN

Essential Questions

Essential questions are overarching or topical questions that guide the unit plan. In terms of the unit plan, these questions promote conceptual thinking and add coherence to a lesson. Essential questions should be open-ended, raise additional questions, arouse curiosity, and require higher order thinking.

Differentiated Instruction

Differentiated instruction is a teaching approach that tailors instruction to learners' different learning needs. All the learners have the same learning goal, but the instruction varies based on learners' interests, preferences, strengths, and struggles.

Diagnostic Assessment

A form of pre-assessment or a pre-test where educators can gauge comprehension levels, and evaluate learners' strengths, weaknesses, knowledge and skills before beginning a new unit.

Formative and Summative Assessment

Formative assessment measures how a learner is learning during a course of study, summative assessment is designed to measure "how much" a learner has learned after a unit or course has reached its completion.

UNITS OF LEARNING PLAN

Unit	Title	Approach
Unit 1	Introduction to Transformative Learning in WBL: understanding the value of developing work-readiness skills	Overview of transformative learning and its benefits in WBL contexts, introduction to work-readiness skills and their importance for success in the workplace, the role of transformative learning in developing work-readiness skills.
Unit 2	Understanding WBL Learners in the workplace	Understanding tutoring roles, missions, and challenges related to tutoring functions, providing guidance on how to communicate well to better train and support learners in WBL environments, problem-solving in the workplace.
Unit 3	Creating inclusive and supportive WBL environments for low-skilled learners	Providing steps and outcomes to ensure work-based learning environments are inclusive and supportive, including the successful integration of new learners in WBL.
Unit 4	Empowering learners and WBL contexts	How to identify and address the needs of learners, including low-skilled learners, and exploring ways to empower the collaboration between different actors involved in work-based learning.
Unit 5	Identifying and developing Work-readiness Skills	Identifying the key work-readiness skills needed in different employment contexts, the importance of workplace culture, norms, ethics, self-awareness in identifying and developing work-readiness skills and how to address these needs.
Unit 6	Establishing learning and teaching situations for Work-readiness Skills	Opportunities for learners to apply the skills and knowledge acquired throughout the program in real-world work-based learning contexts.
Unit 7	Personal and Career Development in WBL	Developing career goals and plans for professional growth, guidance on developing an action plan for personal and professional development, applying career guidance, managing teams, and motivating learners, while managing conflict and emotions in the workplace.

Unit Overview
Unit Title
Introduction to Transformative Learning in WBL: Understanding the value of developing work-readiness skills
Unit Summary
This Unit aims to improve the competence of VET trainers and in-company tutors applying Transformative Learning and its benefits in Work-Based Learning (WBL) contexts, motivating low-skilled learners to bridge the gap between the reality of the workplace and the education system. To this end, we will focus on how Transformative Learning could lead to the development of Work-Readiness Skills, highlighting how important they are in a successful WBL context in order to prevent mismatches and dropout. Through this unit, VET trainers and in-company tutors will gain understanding in the concept and application of Transformative Learning in order to enable WBL learners to develop the foundational skills and attributes needed to effectively enter, succeed, and thrive in the workplace. These skills go beyond technical knowledge and encompass a range of personal qualities, attitudes, and abilities that are highly valued by employers across various industries, hence demonstrating the importance of learner-centred methodologies in this context.
Topic(s)
1. Transformative Learning as a learner-centred methodology. 2. The relationship between Work-based Learning and Work-readiness Skills for success in the workplace. 3. How to work on Work-readiness Skills through Transformative Learning.
Key Concepts
▪ **Learner-centred methodologies:** Learner-centred methodologies, in education, are approaches that prioritize the student's role in the learning process. These methodologies revolve around tailoring instruction to individual student needs, promoting active participation, autonomy, and the development of critical skills. ▪ **Transformative Learning:** Transformative learning refers to a profound and fundamental shift in a person's perspective, beliefs, or values as a result of engaging

in a learning experience. It often involves challenging existing assumptions, fostering critical reflection, and promoting personal growth and change.

▪ **Work-based Learning:** Work-based learning is an educational approach that bridges classroom instruction with practical workplace experiences, providing students with hands-on opportunities to gain real-world skills, knowledge, and insights in a specific field or industry.

▪ **Work-readiness skills:** Work-readiness skills, often referred to as employability skills, are a set of essential qualities and abilities that individuals need to excel in the workplace. These skills include communication, teamwork, problem-solving, adaptability, time management, and a strong work ethic. They are crucial for success in any job and help individuals effectively navigate professional environments and contribute positively to their organizations.

Objectives

Learners will be able to:

▪ Apply Transformative Learning methodology in WBL contexts as a powerful tool with low-skilled learners.
▪ Relate Transformative Learning to the development of Work-Readiness Skills.
▪ Demonstrate the effects of well-developed Work-Readiness Skills in WBL contexts.

Time

▪ Contact: 10
▪ Hands-on practice: 8
▪ Autonomous studying: 5
▪ Assessment: 2

Essential Questions

1. What are the pillars of Transformative Learning?
2. Why is Transformative Learning suitable for low-skilled and unmotivated learners?
3. How can one apply Transformative Learning in Work-based Learning contexts?
4. How can one approach Transformative Learning in Work-readiness Skills development?
5. Why are Work-readiness Skills important in Work-based Learning?

Teaching and Learning
Prerequisite skills / Prior knowledge
As this is an introductory unit to the field of creating more inclusive and supportive Work-based Learning environments for low-skilled learners by training Work-readiness Skills through Transformative Learning, no prior knowledge of Transformative Learning or experience in Work-readiness Skills is required. However, as these units are aimed at VET trainers and In-company tutors, it is a prerequisite to have experience in WBL and its application, as this modality of VET Education is different from the traditional approach. Work-based learning encompasses a variety of models, such as internships, apprenticeships, cooperative education, and on-the-job training. Work-based learning professionals should have a solid understanding of these models, including their benefits, structures, and implementation strategies.
Teaching Method
As the aim of the unit is to present the Transformative Learning methodology and its application to Work-based Learning environments, the methods used to deliver this unit will be practical, experimental, and learner-centred approaches, aimed at changing the way learners think to understand this new way of teaching and learning (Transformative Learning). This type of learning aims to make students aware that all facts can be seen in different ways depending on the point of view they are viewed from, avoiding a piecemeal approach that reproduces the same pattern when teaching them. The aim of this approach is to follow the transformation of perspective that Jack Mezirow, developer of the Transformative Learning theory, explains as follows: ▪ Present "disorienting dilemmas": experiences to which we do not find coherence or in which our expectations do not fit and have no meaning for us. ▪ Reflect on these experiences and the processes by which we try to resolve them. ▪ Explain options for new behaviours. ▪ Build trust in new ways. ▪ Experiment with new roles. ▪ Integrate these new processes into our schemas.

Activity 1: Exploring Transformative Learning (Duration: 30 minutes)

Objective: This activity aims to help students understand the concept of transformative learning as a learner-centred methodology.

Steps:

1. Introduction: Begin with a brief introduction of transformative learning and its learner-centred approach.
2. Group discussion: Ask students to discuss in small groups how they believe transformative learning differs from other teaching approaches.
3. Share findings: Each group shares their findings and examples with the class.

Activity 2: Connections between Work-Based Learning and Work-Readiness Competencies (Duration: 45 minutes)

Objective: This activity seeks to help students understand how work-based learning relates to the work-readiness competencies necessary for success in the workplace.

Steps:

1. Introduction: Start with a brief introduction about the relationship between work-based learning and work-readiness competencies.
2. Case analysis: Present students with cases or examples of workplace situations and ask them to identify the competencies needed in each case.
3. Group discussion: Students work in groups to analyse and discuss how work-based learning can help develop these competencies.

Activity 3: Work-Readiness Skill Development via Transformative Learning (Duration: 60 minutes)

Objective: The purpose of this activity is for students to understand how they can enhance their work-readiness skills through transformative learning.

Steps:

1. Introduction: Begin with a brief introduction about the importance of developing work-readiness skills.
2. Self-assessment: Ask students to conduct a self-assessment of their work-readiness skills.
3. Personal action plan: Students create a personal action plan for improving their skills, identifying specific transformative learning activities.
4. Share plans: In the final stage, students share their plans and discuss how transformative learning can help them develop these skills.

Materials and Resources

For the completion of the mentioned activities, the following materials will be required:

Activity 1: Exploring Transformative Learning

1. Whiteboard or projection screen.
2. Markers or chalk for writing on the board (if necessary).
3. Printed lists of work-readiness skills for each group.
4. Adequate space to divide students into small groups.

Activity 2: Connections between Work-Based Learning and Work-Readiness Competencies

1. Whiteboard or projection screen.
2. Markers or chalk for writing on the board (if necessary).
3. Cases or examples of workplace situations (can be in printed form or projected).
4. Printed lists of work-readiness competencies.
5. Sufficient space for students to work in small groups.

Activity 3: Work-Readiness Skill Development via Transformative Learning

1. Whiteboard or projection screen.
2. Markers or chalk for writing on the board (if necessary).
3. Self-assessment sheets of work-readiness skills for each student.
4. Personal action plan sheets for each student.
5. Examples of transformative learning activities.
6. Space for students to share their plans and discuss in small groups.

In addition to these materials, it's important to have an appropriate classroom environment that facilitates student interaction and group work. Technological resources such as projectors can also be used if available and useful for presenting additional information or multimedia during the activities.

Differentiated Instruction

Activity 1: Exploring Transformative Learning

1. Visual Learners: Provide visual aids such as charts or diagrams illustrating the key concepts of transformative learning.
2. Auditory Learners: Incorporate discussions or debates into the group activity to encourage verbal exchange of ideas.
3. Kinesthetic Learners: Allow students to physically demonstrate or act out examples of transformative learning experiences.

Activity 2: Connections between Work-Based Learning and Work-Readiness Competencies

1. Visual Learners: Use charts, graphs, and visual representations of the workplace scenarios to help learners understand the connections between competencies and work-based learning.
2. Auditory Learners: Include audio recordings or podcasts of real workplace scenarios for listening and analysis.
3. Read/Write Learners: Provide written case studies or articles for in-depth analysis.

Activity 3: Work-Readiness Skill Development via Transformative Learning
1. Visual Learners: Use infographics or mind maps to illustrate the steps in developing work-readiness skills through transformative learning.
2. Auditory Learners: Conduct role-play or scenario-based activities where students can verbally practice communication and teamwork skills.
3. Kinesthetic Learners: Organize hands-on activities, like simulations or group projects, where students can actively apply work-readiness skills.

Additional Differentiation Strategies for All Activities:

1. Scaffolding: Offer support and guidance progressively, starting with easier tasks and gradually increasing complexity.
2. Flexible Grouping: Mix students into different group sizes and compositions based on their learning needs.
3. Digital Resources: Utilize online platforms and digital resources for students to access supplementary materials or alternative presentations of content.
4. Time Modification: Allow for extended time or break activities into shorter segments to accommodate varied attention spans.
5. Choice: Offer students choices within activities, allowing them to select topics or formats that align with their preferences and strengths.
6. Peer Collaboration: Encourage peer tutoring and collaborative learning, where students can learn from each other.
7. Feedback: Provide timely and specific feedback to guide students' understanding and progress.

By employing these strategies, educators can effectively address diverse learning styles and needs within each of the activities, ensuring that all students have the opportunity to engage with the content in ways that are meaningful and accessible to them.

Assessment		
1.	**Diagnostic Assessment**	**Activity 1: Exploring Transformative Learning** ● **Pre-Test**: Administer a pre-test that includes multiple-choice or short-answer questions related to transformative learning concepts. This will assess their prior knowledge and provide a baseline understanding. ● **Surveys/Questionnaires**: Use surveys or questionnaires to gather qualitative data on students' familiarity with transformative learning and their perceived confidence in understanding the topic.

		Activity 2: Connections between Work-Based Learning and Work-Readiness Competencies
		   ● **Pre-Test**: Similar to Activity 1, a pre-test with questions related to work-based learning and work-readiness competencies can be administered.
		   ● **Surveys/Questionnaires**: Use surveys or questionnaires to inquire about students' experiences with work-based learning or their understanding of workplace competencies.
		Activity 3: Work-Readiness Skill Development via Transformative Learning
		   ● **Self-Assessment**: Provide students with a self-assessment tool where they can rate their current work-readiness skills. This can serve as a baseline measure of their perceived abilities.
		   ● **Pre-Activity Survey**: Use a pre-activity survey to gather information about students' prior experiences with transformative learning or their involvement in activities that enhance work-readiness skills.
		These assessment methods, including pre-tests, surveys, questionnaires, and self-assessments, will help educators gain insights into the background knowledge, experiences, and perceptions of students regarding the specific topics and skills addressed in each activity. This information will guide the tailoring of instruction and activities to meet the diverse needs and levels of understanding among the students.

2.	**Formative Assessment**	**Activity 1: Exploring Transformative Learning**
		   ● **Group Presentation**: Students can be assessed based on the quality of their group presentations. Criteria for assessment can include the clarity of their explanations, use of relevant examples, and their ability to articulate the key concepts of transformative learning.
		   ● **Reflective Journals**: Students' reflective journals can provide valuable insights into their understanding of the unit. Educators can assess the depth of their reflections and the connections they make to the learning outcomes.
		Activity 2: Connections between Work-Based Learning and Work-Readiness Competencies
		   ● **Scenario Analysis**: Evaluate students' ability to analyse workplace scenarios and identify relevant competencies. A rubric can be used to assess the depth of their analysis and the accuracy of their competency identification.
		   ● **Group Discussions**: Assess the quality of discussions within small groups. Effective contributions, the application of relevant concepts, and critical thinking can be assessed.
		   ● **Written Reflections**: Review written reflections to gauge the extent to which students can articulate their understanding of the

connections between work-based learning and work-readiness competencies.

Activity 3: Work-Readiness Skill Development via Transformative Learning

- **Skills Demonstration**: Students can be assessed on their ability to demonstrate work-readiness skills, either in a real or simulated setting. A checklist or rubric can be used to evaluate their performance.

- **Personal Action Plans**: Assess the completeness and feasibility of students' action plans for skill development. Evaluate whether the plans align with the learning outcomes and if they demonstrate a clear understanding of how to develop these skills.

- **Peer Evaluation**: Incorporate peer evaluations as part of the assessment. Peer assessments can provide insights into the progress of individual learners and the extent to which they understand and apply the unit's concepts.

In each case, the assessment methods align with the specific learning outcomes and objectives of the activity. By using a combination of these methods, educators can gain a comprehensive understanding of whether learners are grasping the content, making progress towards the desired outcomes, and are able to apply their understanding effectively.

| 3. | **Summative Assessment** | **Activity 1: Exploring Transformative Learning** |

Activity 1: Exploring Transformative Learning

- **Presentation and Assessment**: Have students deliver a final presentation that demonstrates their understanding of transformative learning concepts. Assess their presentations using a detailed rubric that aligns with the unit's learning outcomes.

- **Written Reflections**: Ask students to write a final reflective essay summarizing their key takeaways and insights from the unit. Use a rubric to assess the depth of their reflections and the extent to which they've met the unit's objectives.

Activity 2: Connections between Work-Based Learning and Work-Readiness Competencies

- **Scenario Analysis**: Have students analyze a complex workplace scenario that integrates multiple competencies. Use a rubric to assess their ability to identify and explain the connections between work-based learning and competencies.

- **Group Discussion**: Conduct a final group discussion where students reflect on the entire unit and discuss their understanding of the relationships between work-based learning and competencies.

- **Written Summative Assessment**: Assign a written summative assessment, such as an essay or report, where students explain in depth how work-based learning contributes to the development of work-readiness competencies.

		Activity 3: Work-Readiness Skill Development via Transformative Learning
		• **Skills Demonstration and Assessment**: Students can demonstrate their work-readiness skills in a practical setting. Evaluate their skills using a rubric that aligns with the unit's learning outcomes.
		• **Analysis of Personal Action Plans**: Review students' final personal action plans for skill development. Assess the comprehensiveness and feasibility of their plans.
		• **Peer and Self-Assessment**: Incorporate peer and self-assessment as part of the final evaluation. Students can assess their own progress and that of their peers using predetermined criteria.
		By utilising these assessment methods and rubrics tailored to the specific learning outcomes of each unit, educators can gauge the depth of understanding and the extent to which students have met the unit's objectives by the end of the activities. These methods provide a well-rounded assessment of student learning and achievement.

Unit Overview
Unit Title
Effective Tutoring in WBL (Understanding WBL Learners in the Workplace)
Unit Summary
This unit aims to guide the learners on their roles and responsibilities in WBL contexts and provide support for tutoring WBL learners effectively through various mentoring and communication styles and techniques in order to resolve possible challenges and issues in the WBL environment affecting learners' motivation to continue with the WBL. Thus, this unit will explore different mentoring and coaching techniques and methods of effective communication in the resolution of the problems.
Topic(s)
1. Adapting to different tutoring roles and responsibilities 1. Mentoring and coaching techniques 2. Constructive feedback and assertive communication for identification and resolution of problems
Key Concepts
▪ **Tutoring:** Tutoring is a training process where a more experienced figure accompanies the learner in their learning process. The tutor teaches, imparts knowledge, creates and shares content, ensuring that its assimilation is promoted and feedback is provided. ▪ **Mentoring:** is a methodology of training (more informal than coaching) which takes place on a one-to-one basis, between a learner and an advisor. The advisor takes on the consultant role (senior, mentor) to the learner (junior, mentee) in order to support the latter to develop certain skills. The relationship built is medium- to long-term, a true guided learning path in which the mentor (facilitator of change) shares knowledge and skills acquired through experience, in order to foster the mentee's professional growth ▪ **Coaching**: is a personal development methodology in which an experienced person (the coach) supports another person (the coachee) in achieving a specific professional goal. A coach provides support toward the acquisition of a higher degree of awareness, responsibility, choice, confidence, and autonomy. ▪ **Developmental constructive feedback:** goes beyond simply telling an employee what they did well or badly, but instead, focuses on identifying areas of improvement with the goal of developing learners' skills rather than simply evaluating performance. ▪ **Assertive communication:** Assertiveness is a manner of communicating and a relational style used by individuals to express their needs confidently, openly, and in a positive manner.

Objectives

Learners will be able to:

- Discuss tutoring roles and responsibilities in different stages of WBL.
- Explain and apply suitable mentoring and tutoring techniques for the needs of WBL learners according to the WBL stage.
- Give constructive developmental feedback.
- Communicate assertively with WBL learners to solve problems that arise in the WBL context.

Time

- The unit can be divided into 6 lessons in total covering each topic defined above. A suggested time could be around 20-22 hours enriched with practical activities and self-study opportunities.

Essential Questions

1. What are different tutoring roles and responsibilities in the WBL process?
2. How does a tutor ensure they are prepared for different stages of WBL?
3. How could a tutor accommodate their learners in a WBL context?
4. How should a tutor provide constructive feedback to motivate the learners?
5. How does a tutor create and maintain assertiveness in his/her relationship between learners?

Teaching and Learning

Prerequisite skills / Prior knowledge

- Basic knowledge on Work-based Learning and Transformative Learning
- Basic knowledge on communication styles
- Basic knowledge on giving and receiving feedback in a learning environment.

Teaching Method

- **Experiential learning**: to relate and make use of life experiences and knowledge that the learner brings to the learning environment.
- **Problem-based learning**: to encourage learners to develop problem-solving skills and to be assertive communicators through authentic issues and case studies.
- **Role-play:** to practice how to give feedback and communicate assertively in real-life scenarios.

Teaching/Learning Activities

Activity 1: Tutoring Roles and Responsibilities

Duration: 60 minutes

This activity will facilitate an in-depth understanding of tutoring and other key actors' responsibilities in different stages of the WBL.

1. Introduce different WBL stages and key actors in WBL.

2. Hand out a list of roles and responsibilities in the WBL context.
3. Ask the learners to identify tutor roles and responsibilities with a justification of their choice.
4. To show the broader picture of WBL stages and responsibilities of 3 key actors (tutor, VET Trainer, VET learner), draw a chart or use 3 different paper pieces on a visible space and ask the learners in pairs to brainstorm and write tasks and possible actions of these key actors in the WBL stages.
5. After completing the chart, discuss the accuracy of the tasks and possible actions proposed under each stage with the entire group and finalize the chart.

Activity 2: Developmental Constructive Feedback

Duration: 60 minutes

This activity aims to show creative ways for tutors to practice giving feedback to help them understand the importance of clear and creative communication when giving feedback.

1. Introduce the concept developmental and constructive feedback and its significance in a learning / teaching context.
2. Present tips and guidelines on how to give feedback correctly.
3. Write down different feedback scenarios on separate pieces of card such as "provide constructive feedback on a recent project" or "give praise for a task well done" or "VET student/learner demonstrates a negative attitude."
4. Each learner picks a card and acts out the feedback scenario on the card and the other learners assess whether the feedback is developmental and constructive.
5. Guide learners how to frame the feedback more constructively.
6. Summarize the key takeaways from the feedback giving practice.

Activity 3: Assertive Communication

This activity aims to help learners practice how to communicate effectively for the resolution of potential problems faced in WBL.

Duration: 90 minutes

1. Introduce the significance of communication in the identification and resolution of the potential problem faced in WBL and present assertive communication showing how it differs from other communication styles such as aggressive and passive aggressive.
2. To make it more relevant, conduct a group discussion and make a list of problems and potentially problematic issues with the learners' contribution.
3. Guide the learners on how to ensure an enabling attitude and elicit answers to the listed problems. Ask them to write one enabling and assertive answer and one inhibitor answer for each of the problems on the list in groups.
4. Hold a group discussion and presentation session to share the answers from each group and facilitate peer feedback on how to frame them more assertively.

Materials and Resources

Multimedia resources

Slides and/or other instructional materials for the introduction and theoretical parts of the lessons

Printed materials

Differentiated Instruction

1. For Activity 2, instead of asking learners to act out the feedback scenario, actual feedback sentences can be used to monitor comprehension of developmental and constructive feedback to simplify the activity depending on the learners' background knowledge.
2. For Activity 3, a video or multimedia resource can be used to show how assertive communication can be distinguished from other communication styles.
3. Time allocated for all teaching and learning activities are an estimation and can be modified depending on the profile of the learner group.
4. If the learner group is inexperienced in the WBL process to identify potential problems in WBL, you can hand out a list of common problems and potential issues to carry out Activity 3.

Assessment		
1.	**Diagnostic Assessment**	A short quiz about tutoring roles, mentoring techniques, and assertive communication
2.	**Formative Assessment**	Reflections, performance tasks and peer assessment and feedback will be used to monitor learning progress
3.	**Summative Assessment**	An open-ended test focusing on how to give proper feedback and handle problems in WBL using case studies and real-life situations.

Unit Overview
Unit Title
Creating inclusive and supportive WBL environments for low-skilled learners
Unit Summary
Unit 3 will present the steps, measures and outcomes to ensuring work-based learning environments are inclusive and supportive and result in the successful integration of new learners. Topics covered will be: ▪ An overview of the **barriers** to establishing an inclusive and supportive WBL environment (what factors can lead to an unsuccessful WBL placement). ▪ An overview of the **steps and other protective measures** including **related intervention approaches,** which can be implemented to ensure WBL environments are inclusive and supportive and successful. ▪ An outline of the **positive outcomes** of implementing the steps, other protective measures and related intervention approaches. ▪ An insight into examples of **good practice** and **useful tools** for ensuring WBL environments are inclusive and supportive. **The main concepts to be learnt:** There are a number of potential barriers which can lead to an unsuccessful WBL experience. Learners may drop out early if there is a lack of alignment between their expectations and the reality of the work environment, for example, if hours are longer than expected. A lack of work-readiness and a low quality WBL placement are other factors which can lead to early leaving. Additionally, difficult working conditions, low motivating tasks and conflictual and even abusive relationships (bullying and discrimination) at the work placement can also lead to a lack of motivation and eventual drop out. Other barriers which can also lead to drop out are challenges young people may be facing in other areas of their lives. These areas and barriers are: 1. Substance abuse, chronic disease, bullying or unintended pregnancy, poor housing, family responsibilities (having to look after siblings), and financial issues. Covid 19 has also had an impact. 2. Language and cultural barriers for migrants and refugees, and barriers learners from a deprived economic situation face, such as financial problems, poverty, and unsupportive parents who don't understand the education system. 3. There are a number of steps, protective measures and related intervention approaches which can be implemented by education and training providers to help ensure WBL environments are inclusive and supportive, and lead to a successful WBL experience. 4. The expected outcomes of an inclusive and supportive WBL environment will be outlined in this lesson. These outcomes will cover those expected at an individual, institutional and systemic level. The expected outcomes of implementing the protective measures and related intervention approaches will also be provided.

5. Examples of good practice of WBL environments across Europe will be presented, along with some tools and key findings from publications on this subject, including tools to ensure the quality of the work based learning programme is monitored, evaluated and continuously improved.

Source: Inclusive work-based learning environments | CEDEFOP (europa.eu)

Topic(s)

1. An overview of the **barriers** to establishing an inclusive and supportive WBL environment (what factors can lead to an unsuccessful WBL placement).
2. An overview of the **steps and other protective measures,** including **related intervention approaches,** which can be implemented to ensure WBL environments are inclusive, supportive, and successful.
3. An outline of the **positive outcomes** (at an individual, institutional, and systemic level) of implementing the steps, other protective measures and related intervention approaches.
4. An insight into examples of **good practice** and **useful tools** for ensuring WBL environments are inclusive and supportive.

Key Concepts

The key concepts of this unit are that:
- There are several reasons why WBL placements can be unsuccessful.
- There are steps, **protective measures and related intervention approaches** which can be implemented to help ensure WBL environments are inclusive and supportive.
- **An inclusive and supportive WBL environment** and other protective measures and related intervention approaches can lead to positive outcomes at an individual, institutional and systemic level.
- **Good practices and useful tools** can be shared to help ensure WBL environments are positive and successful and quality is monitored, evaluated and continuously improved.

Objectives

Learners will be able to
- Identify the barriers to inclusive and supportive WBL environments.
- Assume responsibility for the identification of barriers negatively impacting WBL environments.
- Outline the steps to be taken to ensure WBL environments are inclusive and supportive and successfully integrate new learners.
- Describe other related protective factors and related intervention approaches to ensure WBL environments are inclusive, supportive and successfully integrate new learners.
- Outline the positive outcomes of ensuring inclusive and supportive WBL environments.
- Present the expected outcomes related to other protective factors and related intervention approaches to ensure WBL environments are inclusive, supportive and successfully integrate new learners.
- Report on examples of good practice and tools for inclusive and supportive WBL environments.

Time
Contact: 10 hours
Hands-on practice: 8 hours
Autonomous studying: 5 hours
Assessment: 2 hours
Estimated number of lessons: 5

Essential Questions
1. Why do some learners have a negative WBL experience? 1. What are the possible causes of early leaving of WBL placements? 2. How can educators (VET Teachers and In-company Trainers) ensure their learners have a positive and successful WBL experience? 3. How can the WBL experience be made more inclusive and supportive? 4. What are the potential outcomes of a positive, inclusive and supportive WBL placement? 5. What examples of good practice of a supportive, inclusive and quality WBL experience are there? Describe any useful, existing tools which can be applied to help create a more inclusive and supportive WBL environment. 6. What tools are available to help monitor, evaluate and continuously improve the quality of the programme?

Teaching and Learning
Prerequisite skills / Prior knowledge
Learners (VET Teachers and In-company trainers) should have some prior knowledge about WBL placements, what it means, what it involves. They should understand Transformative Learning in WBL and the value of developing work-readiness skills. This knowledge will be developed in the first 2 units of the online course.
Teaching Method
▪ Jigsaw reading ▪ Learner-centred ▪ Group Discussion

Teaching/Learning Activities
Activity 1: This activity will review the barriers to a successful WBL experience and will facilitate discussion on the steps to be taken to ensure WBL environments are inclusive and supportive and successfully integrate new learners. **Duration:** 60 minutes   **Steps:**

1. Review the barriers to a successful and positive WBL experience as a whole class.
2. Depending on the number of learners (VET Teachers and In-Company Trainers) in the classroom, ensure the 8 steps to making a WBL environment inclusive and supportive are distributed among the learners. If there are 8 learners, each learner will be given one different step each on a slip of paper. If there are 4 learners, each learner will be given two steps on two separate slips of paper, for example.
3. Allow time for the learner to read their step(s) through carefully.
4. Then, ask the learners to stand up and mingle. They should talk to as many other learners in the room as possible. They should tell the other learners about the step they have read about, and listen to the learners informing them about the step(s) they read about.
5. Once learners have been given a substantial amount of time to chat to each other,and learn about as many of the steps as possible, bring the group back together and ask them to share what they have learnt. List the steps on the whiteboard.

Activity 2

Describe protective factors and related intervention approaches to ensure WBL environments are inclusive, supportive and successfully integrate new learners.

Duration: 90 minutes

Steps:
1. Begin with a whole class discussion on the importance of creating inclusive and supportive work based learning environments.
2. Discuss and list key protective factors on the whiteboard:
   - Inclusive environment
   - Work readiness
   - Positive relationships in workplace and in the classroom
   - Health and well-being
3. Divide learners into 4 groups and assign each group with a protective factor. Ask each group to list and discuss the related intervention approaches for their given protective factor.
4. Re-group the learners, put one person from each group in a new group of 4.There should be one person per group who was assigned a different protective factor.
5. Ask the learners to summarise the key points regarding their given protective factor and related intervention approaches.
6. Finish by bringing the group back together and asking them to highlight any points they found particularly interesting.

Activity 3

This activity facilitates VET Teachers and In-Company Trainers to discover and discuss examples of good practice for inclusive and supportive WBL environments.

Duration: 60 minutes

Steps:

1. Divide learners (VET Teachers and In-company Trainers) into groups with 3 learners in each group.
2. Give each member of each group a different text outlining a good practice example for inclusive and supportive WBL.
3. Ask each group to read through their text and summarise the key points to their group members.
4. Ask each group to note down the key features they discovered from the examples of good practice that make for an inclusive and supportive workplace.
5. Bring the whole class back together to discuss their findings regarding the key features of an inclusive and supportive WBL environment.

Materials and Resources

Whiteboard

Printed materials

Differentiated Instruction

For activities 1,2 and 3, information from the online course (steps, protective factors, related intervention approaches and case studies) can be used to create the hand outs.

Assessment

Progress will be monitored through the use of a short assessment quiz at the end of each lesson within the unit. The assessment might be T/F, multiple choice, etc. It will feature questions that assess the learners' understanding of the lesson content.

1.	**Diagnostic Assessment**	Learners will engage with unit 1 and 2 prior to unit 3, and they will be given end of lesson assessment activities in these units.
2.	**Formative Assessment**	Online courses: Learners will be given worksheets and reflection tasks during the online courses section to reflect on their learning. Practical Activities: Learners' contribution to discussions and activities can be noted.
3.	**Summative Assessment**	End of lesson test using multiple choice and T/F type questions.

UNIT 4

Unit Overview
Unit Title
Enhancing Learning in Work-Based Learning Environments: Strategies for Empowerment (Empowering Learners in WBL contexts)
Unit Summary
"Empowering Learners in Work-Based Learning (WBL) Contexts" aims to equip learners with the knowledge and skills necessary to thrive in work-based learning environments and empower them for personal and professional growth. This unit will explore various topics related to WBL and provide learners with a comprehensive understanding of the main concepts and strategies that contribute to their empowerment.
Topic(s)
1**. Problem-Solving and Critical Thinking** A. Developing skills to analyse learner needs and propose appropriate solutions B. Applying critical thinking to address challenges in work-based learning C. Encouraging learners to think critically and solve problems on their learning journey **2. Self-Assessment and Empowering Learners** A. Strategies for learners to self-assess their knowledge, skills, and competencies B. Empowering learners to take responsibility for their learning C. Facilitating goal-setting processes and supporting learners in achieving their learning objectives **3. Continuous Professional Development** A. Recognizing the importance of continuous professional development for empowering learners B. Strategies for enhancing effectiveness in supporting learners C. Exploring opportunities for professional growth and staying updated in the field
Key Concepts
▪ **Problem-solving skills:** The ability to identify, analyse, and solve problems that arise in work-based learning contexts. ▪ **Critical thinking:** Actively and objectively evaluating information, ideas, and situations to make informed decisions and judgments in work-based learning scenarios.

- **Analytical thinking:** Developing skills in breaking down complex problems into smaller components, analysing data, and drawing logical conclusions.

- **Creativity:** Fostering innovative and imaginative thinking to generate new ideas, approaches, and solutions in work-based learning.

- **Decision-making:** Enhancing the capacity to evaluate alternatives, consider implications, and make sound decisions in work-based learning settings.

- **Adaptability:** Developing the flexibility and agility to adjust problem-solving approaches based on changing circumstances and evolving work-based learning environments.

- **Self-awareness:** Developing an understanding of one's knowledge, skills, strengths, and areas for improvement in relation to supporting learners in work-based learning.

- **Reflective practice:** Engaging in introspection and thoughtful analysis of experiences to gain insights, improve performance, and inform professional growth in empowering learners.

- **Goal-setting:** Collaborating with learners to establish clear and achievable objectives that guide their work-based learning journeys and empower them to take ownership of their learning.

- **Motivation:** Inspiring and fostering learners' intrinsic motivation to actively engage in work-based learning, pursue growth opportunities, and overcome challenges.

- **Feedback and support:** Providing constructive feedback, guidance, and resources to learners to facilitate their self-assessment and empower them to enhance their learning outcomes.

- **Self-efficacy:** Cultivating learners' belief in their abilities to succeed in work-based learning and empowering them to take responsibility for their learning progress.

- **Lifelong learning:** Recognizing the importance of ongoing education and development to stay current, adapt to changes, and continuously improve as professionals in empowering learners

Objectives

Learners will be able to

- Identify skill gaps and areas for improvement in learners' knowledge, abilities, and competencies.
- Foster collaboration between different actors involved in work-based learning.
- Explain the roles and responsibilities of each actor involved in work-based learning.
- Conduct needs assessments in work-based learning contexts.
- Enhance communication and interpersonal skills in work-based learning contexts.
- Develop problem-solving and critical thinking skills in work-based learning.

- ▪ Foster self-assessment and empower learners in work-based learning.
- ▪ Recognise the importance of continuous professional development in empowering learners.

Time

Number of Hours: A suggested range for completing the unit objectives would be approximately 20-30 hours of dedicated learning time. This includes both instructional time and individual study.

Weeks: If the unit is taught within a formal educational setting, it could be designed as a 2-3 week module, with learners engaging in approximately 10-15 hours of instruction and activities per week.

Lessons: The unit can be divided into lessons, each covering specific topics or subtopics related to the unit objectives. A suggested breakdown could be around 6-8 lessons, each spanning approximately 1-2 hours of instructional time.

Essential Questions

Problem-Solving and Critical Thinking

1. How can we identify and address skill gaps and areas for improvement in learners' knowledge, abilities, and competencies in work-based learning contexts?
2. How can problem-solving and critical thinking skills be enhanced to analyse learner needs and propose appropriate solutions in work-based learning contexts?

Self-Assessment and Empowering Learners

1. How can learners be empowered to take responsibility for their learning and set work-based learning goals?
2. What role does empathetic listening play in understanding learners' perspectives, challenges, and aspirations in work-based learning?

Continuous Professional Development

1. Why is continuous professional development important for professionals empowering learners in work-based learning, and how can it be pursued effectively?
2. What strategies and best practices can foster work-based learning collaboration among employers, educators, trainers, and learners?
3. How can we align work-based learning experiences with the specific industry/workplace context to enhance learners' employability and relevance?
4. What are the roles and responsibilities of different actors involved in work-based learning, and how do they contribute to the program's overall success?
5. What methods and techniques can be used to conduct needs assessments and gather valuable data about learners' needs in work-based learning?
6. How can effective communication and interpersonal skills be developed to collaborate effectively with various stakeholders in work-based learning?

These guiding questions will help learners delve deeper into the key concepts and topics covered in the unit, fostering a better understanding of how to support learners in work-based learning contexts and empowering them for success.

Teaching and Learning

Prerequisite skills / Prior knowledge

Understanding of Work-Based Learning (WBL): Learners should have a foundational understanding of the concept of work-based learning, including its purpose, benefits, and relevance in real-world settings. They should know that WBL involves integrating classroom learning with practical experiences in work environments.

Awareness of Critical Thinking: Learners should have a basic understanding of critical thinking and its significance in problem-solving. They should recognise the importance of analysing information, evaluating evidence, and using logical reasoning to make informed decisions. Learners need to comprehend that critical thinking skills enable them to approach challenges systematically and effectively.

Familiarity with Self-Assessment: Learners should be aware of self-assessment and understand its role in personal growth and development. They should have experience evaluating their knowledge, skills, and competencies. This includes identifying strengths and weaknesses and being open to self-reflection and constructive feedback.

Understanding of Professional Development: Learners should have a grasp of the importance of continuous professional development for career advancement and lifelong learning. They should recognise the need to acquire new knowledge, enhance existing skills, and stay updated in their respective fields. An understanding of the various strategies and opportunities available for professional growth is also beneficial.

Teaching Method

Self-Assesment and Goal Setting: Reflective Journals

Critical Thinking and Problem-Solving: Socratic Questioning / Case-Based Discussions

Teaching/Learning Activities

Aim: The teaching/learning activities aim to empower learners in work-based learning contexts by developing problem-solving and critical thinking skills, promoting self-assessment and learner empowerment, and emphasising the importance of continuous professional development.

Scope: The teaching/learning activities will cover the three main topics identified in the unit - Problem-Solving and Critical Thinking, Self-Assessment and Empowering Learners, and Continuous Professional Development. Each topic will have activities designed to engage learners and support them in achieving specific objectives and learning outcomes.

Activity 1: Problem-Solving and Critical Thinking

Duration: 1 session (approximately 60 minutes)
Teaching Strategy: Interactive Discussions and Case Studies

Steps
1. Introduce the concept of problem-solving and critical thinking in work-based learning.
2. Facilitate an interactive discussion to explore learner needs and challenges in work-based learning.

3. Present a relevant case study that highlights a work-based learning challenge.

4. Divide learners into small groups and assign them a case study to analyse and propose appropriate solutions.

5. Conduct group presentations where each group shares their analysis and proposed solutions.

6. Facilitate a class discussion to critically evaluate the proposed solutions and encourage learners to think deeper.

7. Summarize the key takeaways and emphasise the importance of critical thinking in addressing challenges in work-based learning.

Instructions: Learners should actively participate in the discussions, analyse the case study, collaborate with their group members, and think critically to propose feasible solutions. They should be encouraged to apply problem-solving strategies and logical reasoning to address the work-based learning challenge presented in the case study.

How these activities will support learners in achieving the objectives and learning outcomes:

Learners will develop skills to analyse learner needs and propose appropriate solutions.

Interactive discussions and case studies will enhance learners' critical thinking abilities.

The activities will encourage learners to think critically and solve problems on their learning journey.

Activity 2: Self-Assessment and Empowering Learners
Duration: 2 sessions (approximately 120 minutes)
Teaching Strategy: Group Activities, Self-Assessment Exercises, and Reflective Activities

Steps

1. Introduce the importance of self-assessment in the learning process and its role in empowering learners.

2. Conduct a group activity where learners (VET Teachers and In-Company Trainers) test tools (self-assessment exercises, such as quizzes or competency checklists) for assessing learners' knowledge, skills, and competencies related to work-based learning - Encourage learners to complete the quizzes playing the role of a low-skilled learners.

3. Facilitate a guided reflection session where learners analyse their role-played self-assessment results, identify their learning needs, and set personalised goals, in the way in which they would for their learners.

4. Encourage learners to form pairs and discuss their findings and recommendations.

5. Facilitate a discussion where learners evaluate the effectiveness of the tools for identifying learning needs and setting personalised goals in relation to WBL.

6. Introduce strategies to show VET Teachers and In-company Trainers how they can encourage their learners to take responsibility for their learning and empower them to actively engage in their learning journey.

7. Demonstrate to VET Teachers and In-company Trainers how they can support their learners with the development of an action plan to achieve their learning objectives and monitor their progress.

8. Encourage VET Teachers and In-Company Trainers to adopt methodology from Transformative Learning - particularly the use of a reflective journal to document self-assessments, goals, and reflections.

How these activities will support learners in achieving the objectives and learning outcomes:

VET Teachers and Trainers will acquire strategies to support their learners with self-assessment of their knowledge, skills, and competencies.

The activities will empower VET Teachers and Trainers with strategies useful for encouraging learners to take responsibility for their learning.

Teachers and Trainers will learn how to facilitate goal-setting processes and support their learners in achieving their learning objectives.

Activity 3: Continuous Professional Development

Duration: 1 session (approximately 60 minutes)

Teaching Strategy: Multimedia Presentations and Guest Speaker Session

Steps

1. Present a multimedia presentation on the importance of continuous professional development in work-based learning and its impact on career advancement.
2. Invite a guest speaker or industry expert to share their experiences and insights on professional growth and stay updated in the field.
3. Conduct a Q&A session with the guest speaker to allow learners to seek clarifications and gain practical advice.
4. Facilitate a class discussion on strategies for enhancing effectiveness in supporting learners' professional development.
5. Introduce various opportunities for professional growth, such as conferences, workshops, online courses, and professional networks.
6. Assign learners to research and present a specific professional development opportunity related to their field of interest.

Instructions: Learners should actively engage in the multimedia presentation, participate in the Q&A session with the guest speaker, contribute to the class discussion, and research a professional development opportunity. They should reflect on the importance of continuous professional development, explore strategies for enhancing effectiveness, and identify opportunities for their growth.

How these activities will support learners in achieving the objectives and learning outcomes:

Learners will recognise the importance of continuous professional development for empowering themselves and others.

Strategies for enhancing effectiveness in supporting learners will be explored through the guest speaker session and class discussion.

Exploring opportunities for professional growth and staying updated in the field will be addressed through the research and presentation task.

Materials and Resources

- ▪ Printed materials
- ▪ PowerPoint Slides
- ▪ Narration or Audio Recordings accompanying the slides to provide auditory reinforcement.
- ▪ Digital Quizzes
- ▪ Self-Assessment Exercises: Incorporating self-assessment exercises allows learners to reflect on their knowledge, skills, and competencies. They can assess their strengths, weaknesses, and areas for improvement. Self-assessment activities can include quizzes, self-reflection journals, or competency checklists. These exercises promote learner autonomy and empower learners to take responsibility for their learning.
- ▪ Multimedia Presentations: Utilizing multimedia resources such as videos, slideshows, or online platforms enhances content delivery and caters to diverse learning preferences. Multimedia presentations can provide examples, case studies, and visual representations that facilitate learners' understanding of complex concepts. It is important to ensure that the multimedia materials are engaging, relevant, and accessible to all learners.

Differentiated Instruction

Varied Learning Materials:

Provide a range of materials such as articles, videos, podcasts, and hands-on activities to accommodate different learning preferences.

Allow students to choose from a resource list that aligns with their interests and learning styles.

Supportive Resources:

Offer additional resources or supplementary materials for students needing extra help or wanting to explore the topic further.

Provide links to online tutorials, study guides, or peer-reviewed articles for self-directed learning.

	Assessment	
1.	**Diagnostic Assessment**	A Pre-test at the beginning of the unit to assess learners' existing knowledge and understanding of the topics. Surveys//questionnaires to gather information about learners' experience, interests, and goals related to the unit topics.
2.	**Formative Assessment**	Observation of learners during activities, discussions, and group work to assess their engagement, critical thinking skills, and problem-solving approaches. Track learners' progress in achieving specific objectives or skills. Encourage learners to provide feedback during group activities or presentations, fostering collaboration and self-assessment.

3.	**Summative Assessment**	Assignment where learners give a presentation demonstrating their ability to apply problem-solving and critical thinking skills, self-assess their learning or explore professional development opportunities.

UNIT 5

Unit Overview
Unit Title
Identifying and developing work-readiness skills
Unit Summary
This Unit will identify the key work-readiness skills needed in different employment contexts and the importance of workplace culture, norms, ethics, self-awareness in identifying developing work-readiness skills. It will also outline how to address these needs.
Topic(s)
1. Key work-readiness skills (detailed descriptions and examples)   2. Workplace culture (how it impacts profit, recruitment and employees)   3. The importance of ethics and self-awareness in identifying work-readiness skills
Key Concepts
▪ Work-readiness skills with related definitions   ▪ Presenting the importance of a positive workplace culture   ▪ Key work-readiness skills and their connection with ethics and self- awareness concepts
Objectives
This unit will help to guide learners to identify the key-work readiness skills in different employment contexts and discuss the importance of these skills in different workplaces.   It will also underline the importance of workplace culture in shaping a positive and effective work space.   **Learners will be able to:**   ▪ Illustrate positive examples of workplace culture in employment contexts upon the completion of this unit.   ▪ Emphasize the importance of ethics and self-awareness in identifying work-readiness skills.
Time
Contact: 10   Hands-on practice: 8   Autonomous studying: 5   Assessment: 2   Number of Lessons: 6 lessons
Essential Questions
1. What are the key work-readiness skills?   2. Why can a workplace culture shape the details of the work space and the working process of the employees?   3. How can we link the connection between work ethics, norms and the key work-readiness skills?   4. How can we picture an example of a positive workplace?

Teaching and Learning
Prerequisite skills / Prior knowledge
This unit will include information about the key work-readiness skills and the importance of a positive workspace atmosphere. The learners may get a better understanding of the unit topics by connecting it to their prior work experiences.
Teaching Method
This unit requires a combination of effective teaching methods that facilitate various learning styles and promote active engagement such as Problem-based Learning, Collaborative Learning, and Active Learning through the use of the following materials: ▪ Best practice examples will be used to provide a clearer understanding of the topics ▪ Presentations ▪ Guiding questions for group discussions ▪ Case studies ▪ Role play ▪ Interactive workshops

Teaching/Learning Activities
Aim: The aim of this unit is to provide learners (VET Teachers and In-company Trainers) with a deeper understanding of work-readiness skills, the significance of a positive workplace culture, and how these factors vary across different employment contexts. By the end of the unit, learners should be able to apply these skills and cultural insights to enhance their learners' employability and ability to thrive in diverse professional environments. **Activity 1 -Introduction to Work-Readiness Skills** **Duration: 120 minutes** **Steps:** 1. Encourage Learners (VET Teachers and In-Company Trainers) to discuss what word-readiness skills are and provide some examples. 2. Compare together as a whole class and emphasise the importance of developing work-readiness skills on the success of the work-based learning experience. 3. List the given examples of work-readiness skills on the whiteboard. For example: Communication Skills (written, verbal and digital). problem-solving, critical thinning. time management, organisational skills, adaptability, flexibility, teamwork, collaboration, professionalism, work ethic, etc. 4. Ask learners to work in groups and brainstorm potential exercises they could do with low-skilled learners to work on their development of these skills. Provide an example: to help low-skilled learners develop their adaptability and flexibility skills, they could be given scenarios on pieces of card, explaining the situation and an unexpected event. They should work together to discuss how to adapt and respond to this situation. 5. Once learners have brainstormed ideas for all of the work-readiness skills, bring the groups back together as a whole class to compare ideas. 6. Assign one work-readiness skill to each group and ask them to develop a 10 minute exercise that will help low-skilled learners develop this particular skill.

7. Ask each group to practise the activity on their peers.
8. At the end of all presentations, encourage the VET Teachers and Trainers to evaluate the activities and discuss how effective they were and how they could be improved.

Activity 2: The benefits of a Positive Workplace Culture

Duration: 45 minutes

Steps:
1. Encourage VET Teachers and In-company Trainers to list the benefits of a positive workplace culture. What can a negative workplace culture lead to?
   Benefits: Increased productivity and innovation, reduced turnover and improved retention, enhanced job satisfaction and overall well-being. In a WBL learning context: prevents drop out, increases motivation and likelihood of success.
   Negative consequences: Drop out/ quitting, absenteeism, stress, ill health (physical and mental).
2. Provide some case studies of situations in WBL where there was a negative workplace culture, such as conflict or bullying. Ask the Trainers and Teachers to role play as their low-skilled learners and discuss each situation in small groups, suggesting suitable ways to respond to the situation to try to improve it. These situations should cover all potential working environments and issues that could arise: for example in remote and in person workplaces, issues of cultural sensitivity and diversity, and so on. Explain this activity is a useful exercise to get their learners thinking of solutions when faced with a challenging circumstance.
3. Finish by encouraging learners to brainstorm any other potential issues that could arise in a workplace and work-based learning environment, as well as any potential solutions to the situations. Also, ask them to discuss strategies their learners could use to try to create a more positive environment, for example, being polite and respectful, having a positive attitude, etc.
4. Ideas should be shared and discussed as a whole group and any conclusions and recommendations should be highlighted.

Activity 3 - Improving low-skilled learners' communication skills

Duration: 60 minutes
Steps:

1. Discuss the importance of communication skills in the work-based learning environment and the workplace overall.
2. Highlight the need for the written, verbal and digital skills of low-skilled learners to be developed for a successful work-based learning experience.
3. instruct VET Teachers and In-company Trainers that they can support their learners development of these skills through target activities.
4. Ask VET Teachers and In-company Trainers to brainstorm some potential activities their learners could be set in order to develop in these areas.
5. Share ideas as a whole group.

6. Divide the groups into 3 and provide each group with an area: 1/ written communication skills, 2/ verbal communication skills, and 3/ digital communication skills.
7. Provide each group with 3 different examples of activities that could be implemented on low-skilled learners. Ask them to discuss and evaluate the effectiveness of the exercises and report back to the whole group.
8. To conclude, discuss the most effective way of developing written, verbal and digital communication skills in low-skilled learners in a WBL context.

Materials and Resources
▪ Resources: Examples of written, verbal and digital communication tasks for improving communication skills - 3 examples per area

Differentiated Instruction
All unit content including the materials and the assessment part will be appropriate for small groups, individual studies and larger groups. It means the materials can be tailored to suit various group sizes and learning preferences. This can be structured by encouraging the learners to have discussions on specific work-readiness skills such as communication, teamwork, problem solving and time management. In this sense the content of the materials and activities will be proper for individuals or group work.

Assessment		
1.	Diagnostic Assessment	Awareness questions regarding prior work experiences will be shared within the unit materials.
2.	Formative Assessment	Guiding questions will be created to design a discussion session for the learners to check If they are making good progress towards the learning outcomes.
3.	Summative Assessment	At the end of the unit, a well-structured quiz will be shared with learners to determine their general understanding of the topics.

UNIT 6

Unit Overview
Unit Title
Establishing Learning and Teaching Situations for Work-Readiness Skills
Unit Summary
This unit aims to enhance the capacity of VET professionals and trainers in companies to enhance learners' opportunities to apply their skills and knowledge acquired during the program in real workplace learning contexts.
Topic(s)
1. How to measure the level of skills and additional knowledge possessed by students   2. How to identify the skills and knowledge that a learner needs to develop in real workplace learning contexts   3. How to work with students and other staff to manage results and overcome difficulties in practice.
Key Concepts
▪ Skills assessment by students   ▪ Skill and knowledge identification a student has to develop.   ▪ Collaboration with different parties for performance management.
Objectives
This unit will help and guide trainers how to determine a student's level of skills and their basic knowledge at work. They will know how to plan the development of skills and knowledge that the learner is expected to generate in real workplace learning contexts. Learners and trainers will know how to work using design thinking methods and will be encouraged to collaborate between heterogeneous, multidisciplinary teams that may not typically work together.
Time
Contact: 10   Hands-on practice: 8   Autonomous studying: 5   Assessment: 2   Number of Lessons: 6 lessons
Essential Questions
1. Why does the identification of student skills and knowledge need to be done before development in real workplace learning contexts?

2. How can the level of skills and additional knowledge possessed by students be measured?
3. How can students and staff collaborate to manage performance in practice and overcome difficulties?

Teaching and Learning
Prerequisite skills / Prior knowledge
▪ Knowing how to prepare participants of workshop units to conduct didactic classes ▪ Knowledge of methods and types of teaching
Teaching Method
Design Thinking- The aim of design thinking is **to pool a diverse variety of perspectives and ideas**. Design thinking encourages collaboration between heterogeneous, multidisciplinary teams that may not typically work together.

Teaching/Learning Activities

These activities have subtly embedded elements of the Design Thinking method.

Activity 1: Evaluating Current Competencies

Duration: 60 minutes

Steps
1. Introduce the concept of competency frameworks and their importance in assessing skills. Discuss various recognized standards for different industries and the criteria they include.
2. Distribute handouts of different hypothetical student profiles. Discuss each profile briefly to ensure everyone understands the context.
3. Ask learners (VET teachers/trainers & in-company trainers) to list the skills they believe each student possesses. Encourage group discussions on their choices.
4. Let learners swap lists for review and comparison.
5. At the end of the review, discuss the different interpretations and conclusions drawn from the exercise.

Design Thinking Element embedded in this activity: *Empathy and Define - understanding student profiles and identifying their current skill sets.*

Activity 2: Identifying & Bridging Workplace Learning Gaps

Duration: 70 minutes
Steps
1. Discuss the importance of aligning education with industry needs. Introduce the idea of gap analysis in education and its implications for the workplace.
2. Share a detailed case study of a learner in a WBL context facing challenges.
3. Ask learners to pinpoint the learner's skill and knowledge gaps in groups or pairs depending on the number of learners. Based on these gaps, hold a brainstorming session to find out solutions to bridge the gaps identified.

4. Encourage learners for peer feedback on other groups'/pairs' proposed solutions.

Design Thinking Element embedded in this activity: *Define and Ideate - pinpointing gaps and generating potential solutions.*

Activity 3: Collaborative Management & Overcoming Difficulties

Duration: 75 minutes
Steps
1. Introduce conflict resolution, feedback mechanisms, and the significance of effective communication in education and workplace settings.
2. Distribute case studies highlighting challenges faced by students in real workplace settings, potentially due to skill gaps, personal conflicts, or external pressures.
3. Divide the learners into groups/pairs and ask them to analyse and identify core issues and discuss potential strategies to address these issues.
4. Then, ask learners to present a summary of their case study and their suggested strategies for managing the issue.
5. As a concluding reflection, facilitate a discussion on common themes, innovative solutions, and methods for proactively preventing similar challenges.

Design Thinking Element embedded in this activity: *Prototype and Test - simulating a real-world scenario and evaluating the effectiveness of the approach.*

Materials and Resources

- ▪ Introduction to Design Thinking PROCESS GUIDE to understand the embedded elements
- ▪ Flipchart
- ▪ Cardboard
- ▪ Sticky notes
- ▪ Markers
- ▪ Case studies and scenarios

Differentiated Instruction

- ▪ Offer different sets of student profiles ranging from basic to advanced.
- ▪ Offer case studies at various complexity levels.

Assessment		
1.	**Diagnostic Assessment**	Communication skills, pre-test, observation by means of checklists
2.	**Formative Assessment**	Discussions and Reflections
3.	**Summative Assessment**	Test

UNIT 7

Unit Overview
Unit Title
Personal and Career Development in WBL
Unit Summary
In this Unit, VET professionals and in-company trainers will have the opportunity to enhance their knowledge and ability to develop career goals and plans for professional growth, as well as provide guidance in developing an action plan for growth on both a personal and professional level. In addition, this unit aims to improve their ability to apply career guidance, manage teams, motivate learners, as well as resolve conflict and handle emotions in the workplace. This Unit will focus on enhancing the knowledge and skills of VET professionals and in-company trainers on important topics necessary for guiding people to success in the workplace, including the development of personal and professional growth plans, career coaching, motivating learners, managing a team, and resolving conflicts. By doing so, they will be able to create a more inclusive and supportive WBL environment for low-skilled learners, which will enhance their chances of success.

Topic(s)

1. Setting and Achieving Career Goals, Developing a Professional and Personal Development Plan.
2. Providing Career Guidance to Low-skilled Learners.
3. Leading a Low-skilled team of learners and engaging them in WBL.
4. Managing Emotions and Conflict in WBL Environments.

Key Concepts

Career goals, personal and professional development plan, career guidance, motivation of low-skilled learners, team managements, conflict resolution.

Objectives

As a result of completing this Unit, VET professionals and in-company trainers will be able to:

- Develop knowledge of career goals and personal and professional development plans. They will be able to describe the steps necessary for setting and achieving these goals, as well as developing a personal and professional development plan. They will be able to impart this knowledge to low-skilled learners to help them set career goals and develop personal and professional growth plans.
- Identify and apply good career guidance practices
- Name the skills involved in team management and manage a team of low-skilled learners in a WBL environment.

- ▪ Identify the barriers faced by low-skilled learners, describe how they can be motivated to succeed, and use efficient methods for doing so.
- ▪ Have the knowledge of strategies and skills for resolving conflict and managing emotions in the workplace, assessing and managing learners' emotions in WBL environments, and evaluating and resolving conflicts using conflict resolution skills, such as mediation and active listening.

Time

Contact: 10 hours

Hands-on practice: 8 hours

Autonomous studying: 5 hours

Assessment: 2 hours

Essential Questions

1. What do the terms 'career goals' and 'plans for personal and professional growth' mean?
2. Which are the necessary steps for setting and achieving career goals and developing a personal and professional plan?
3. How can successful career guidance be applied to low-skilled learners in WBL environments?
4. Which barriers do low-skilled learners face and how can they be motivated to succeed?
5. Which skills are involved in team management?
6. How can a team of low-skilled learners be motivated in a WBL environment?
7. What are some effective strategies for resolving conflict and managing emotions in the workplace?
8. How can emotions be assessed and managed in WBL environments?
9. How can you evaluate and resolve conflicts in WBL environments?

Teaching and Learning

Prerequisite skills / Prior knowledge

The Unit covers topics that VET professionals and in-company tutors are most likely familiar with at least in the broad sense.

However, in this Unit they will gain specific knowledge on these topics related to WBL for low-skilled learners.

Teaching Method

- ▪ **Direct Instruction:** A combination of guided practice and presentation of the material.
- ▪ **Case-based learning:** Applying knowledge to solve problems or solve dilemmas presented in a real-life story.
- ▪ **Role Plays/Simulations:** Through this approach, learners will be able to relate the material to their daily lives. The use of role plays for career coaching is an example.

Teaching/Learning Activities

Activity 1: Career guidance in practice.

The objective of this activity is for learners to gain an understanding of good career practices as well as practice applying them.

Duration: 120 minutes

Teaching strategy: Role plays/simulations

Steps:

1. Introduce the concept of career guidance.
2. Describe how they can help low-skilled learners set career goals and develop personal and professional growth plans.
3. Describe how career guidance can be applied successfully to low-skilled learners in a WBL environment.
4. Divide learners into two-person groups.
5. Role play: During the role play, one participant plays the professional providing career guidance, and the other plays the person seeking guidance. Role play scenarios will be provided.
6. Each group presents its role play.
7. Group discussion on whether effective strategies were used, and if there were any improvements to be made.

Using this method, the learners will practice career counselling and receive feedback and recommendations on how it could be improved through group brainstorming.

Activity 2: Leading a team.

This activity aims to allow learners to gain a better understanding of how a team of low-skilled learners in a WBL environment can be managed, as well as how they can be motivated to succeed.

Duration: 60 minutes

Teaching strategy: Think-pair-share (TPS) activity

Steps
1. Learners are asked to describe the best strategies for managing a group of low-skilled learners in a WBL environment, the challenges they face, and what can be done to help them succeed.
2. Each participant should be paired with another person (or three, if there aren't any odd numbers) and share their ideas.
3. A group discussion should be held in which the teams share their responses.

In this collaborative activity, learners can share their thoughts and learn from each other. By doing so, they will improve their ability and knowledge about managing teams of low-skilled learners in WBL environments and motivating them to succeed.

Activity 3: Conflict resolution activity

Through this activity, learners will practice resolving conflict and managing emotions in the workplace, by assessing and managing learners' emotions in WBL environments, and evaluating and resolving conflicts using conflict resolution skills.

Duration: 90 minutes

Teaching strategy: Case-based learning

Steps

1. Provide an introduction to effective strategies for evaluating and resolving conflicts in the workplace, as well as strategies for assessing and managing emotions in WBL environments.
2. Divide learners into groups of three or four.
3. Each group takes on a relevant case study related to a workplace conflict. Case studies will be provided.
4. Each group discusses the case study and determines the most effective ways to deal with the emotions of those involved in the conflict and using the appropriate conflict resolution skills and methods to resolve it.
5. Groups present their case studies and strategies/methods used for resolving the conflict.
6. Group discussion, feedback, and recommendations.

By using this method, learners will be able to apply received knowledge of managing emotions in the workplace and resolving conflicts to solve real-life problems. Group discussions will also allow everyone to be involved in the learning process.

Materials and Resources

- Slides for PowerPoint or other presentation method
- Print versions of the material
- Videos, images, or audio to present content in several ways. This will make it more accessible to everyone.

Differentiated Instruction

Provide several ways to present the content in all three activities to address different learning styles and needs.

The duration of the activities can be adjusted based on the number of participants in each group, their needs, and their prior knowledge.

	Assessment	
1.	**Diagnostic Assessment**	A quiz will be used to gather enough information regarding the learners' current level of knowledge of the subject.
2.	**Formative Assessment**	Use of a rubric to self-assess learners' knowledge or understanding of a topic. Thus, there is also an opportunity for reflection.
3.	**Summative Assessment**	A quiz will be used to evaluate how the unit impacts the learner's knowledge and skills.