



Creating more inclusive and supportive WBL environments

Training Curriculum

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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 put 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 with difficulty 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 occupy low-level positions or to low expectations of entering the labour market.

Training of learners in WBL relies on the VET Teachers from the educational centre's side, and on the 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 demonstrate 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.

TRAINING CURRICULUM

Based on a learning outcomes-oriented approach which aligns with EQF and ECVET methodologies and tools, the B.COMP Training Curriculum aims to provide VET teachers and in-company trainers, at national and European level, with a tool aimed at facilitating and enhancing the transfer and recognition of Learning Outcomes related to Orienting Transformative Learning towards Work-Readiness Skills development.

This Training Curriculum will set the basis for the future process of recognition, validation and certification of this profile and provide a tool for enhancing the mobility and qualification possibilities of target users and professionals at European level.

To do so, the partnership has worked on the following items to achieve the Training Curriculum:

- Setting up of the Competence Framework analysing European and National Qualification Frameworks.
- Defining the Competence Framework and creating the Learning Units.
- Developing the Learning Outcomes expressed in terms of Knowledge, Skills and Responsibility and Autonomy.

The Training Curriculum is an Open Educational Resource (OER) available in English and all the languages of the consortium and is accessible through the project website.

The European ECVET methodology applied to the B.COMP project provides a framework of competences for VET Teachers and in-company trainers in developing work-readiness skills for WBL through Transformative Learning using a common language to describe competences, skills, knowledge and proficiency levels that can be understood across Europe, following European standards and frameworks of reference.

DESCRIPTION OF THE ELEMENTS INCLUDED IN THE LEARNING OUTCOMES

Aim

Overall description of the purpose, intention, or objective of the Unit.

Learning Outcomes

Knowledge

Collection of facts, principles, theories, and practices related to the field of studies or professional activity.

Skills

Ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be cognitive (use of logical, intuitive, or creative thinking) or practical (implying manual skills and the use of methods, materials, tools, and instruments).

Responsibility and Autonomy

Ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility.

B.COMP Training Curriculum is aimed at EQF level 5:

Qualification level	Knowledge	Skills	Responsibility and Autonomy
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge.	Comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others.

TRAINING CURRICULUM FRAMEWORK

The Units of Learning Outcomes making up this Training Curriculum arise from the following Competences, suggested after checking the European and national settings regarding National Qualification Frameworks, the educational requirements, challenges and needs of VET professionals working with low-skilled work-based learners and the development of work-readiness skills for WBL.

They are grouped according to 8 dimensions to better understand the scope of each of them:

Dimension	Competences
Self-awareness dimension	Awareness of work-study context, professional autonomy, recognition of job requirements, promoting a positive vision of oneself, evaluating social and communication dynamics, practising empathy, coping with stress.
Communication dimension	Verbal and written communication, active listening, conveying how to manage conflict and emotions to WBL participants in the workplace, applying clear and effective communication between student and WBL collaborators, communication skills, the ability to adapt knowledge to the abilities of listeners.
Problem-solving dimension	Problem solving, critical thinking skills, decision making, risk analysis and assessment.
Organizational skills dimension	Time management and deadlines, organisation of work, delegation of tasks and enforcing them, organizational competency
Teamwork dimension	Managing collaboration and teams in WBL, understanding, and managing learners in the workplace, supporting individuals, and encouraging inclusion, teamwork, collaboration.
Transformative Learning application dimension	Integrating Transformative Learning into WBL practices, knowing how to create transformative learning environments in WBL.
Mentoring and support dimension	Ability to support VET learners' integration path and skills development, identifying and planning the necessary resources to perform the in-company WBL mentoring process, supporting, and empowering the student throughout the WBL programme, recognising, and building upon abilities of the mentee to nurture a productive relationship, managing this relationship for achieving mutual benefit, encouraging positive changes based upon strengths.
Adaptability and flexibility dimension	Establishing learning situations to improve work-readiness skills, recognising the scope of the VET programme, and combining its learning outcomes with specific tasks, plan realistically the WBL programme, risk management, demonstrating flexibility to adjust the WBL programme based on the needs/capacities of the student, flexibility, and tolerance regarding the possible adjustments of the programme according to different needs or capabilities of learners.

UNITS OF LEARNING OUTCOMES

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 1. Introduction to Transformative Learning in WBL: understanding the value of developing work-readiness skills

AIMS

This Unit aims to improve the competence of VET trainers and In-company tutors' understanding of Transformative Learning and its benefits in Work-Based Learning (WBL) contexts, motivating low-skilled learners and how this methodology could lead to the development of Work-Readiness Skills, highlighting how important these skills are for success in the workplace.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

Contact: 10

Hands-on practice: 8

Autonomous studying: 5

Assessment: 2

LEARNING OUTCOMES

Upon completion of this Unit, the VET trainer or In-company tutor will be able to...

Knowledge	Skills	Responsibility and Autonomy
<p>K1. Define Transformative Learning as a Work-based Learning (WBL) methodology.</p> <p>K2. Present the benefits of applying Transformative Learning in WBL contexts.</p> <p>K3. Relate Transformative Learning to the development of Work-Readiness Skills.</p> <p>K4. Demonstrate the effects of well-developed Work-Readiness Skills in WBL contexts.</p>	<p>S1. Make use of the Transformative Learning methodology in WBL contexts as a powerful tool with low-skilled learners.</p> <p>S2. Contrast WBL scenarios with and without a transformative and learner-centred approach.</p> <p>S3. Design Transformative Learning experiences that initiate the development of Work-Readiness Skills.</p> <p>S4. Provide examples of success in WBL contexts with well-developed Work-Readiness Skills.</p>	<p>C1. Originate scenarios for Transformative Learning in WBL contexts.</p> <p>C2. Monitor Transformative Learning processes.</p> <p>C3. Assume responsibility in the planning and design of Transformative Learning activities linked to Work-Readiness skills.</p> <p>C4. Instruct trainees through well-developed Work-Readiness Skills.</p>

Unit 2. Understanding WBL Learners in the Workplace

AIMS

This Unit aims to improve VET professionals’ understanding of tutoring roles and responsibilities at different stages of WBL and enhance knowledge of different mentoring techniques that can be suitable for different learners. It aims to support them with the provision of guidance to increase learners’ motivation and engagement through motivational feedback and constructive communication for a better learning process, and to eliminate challenges and problems by means of various strategies and cooperation with relevant parties.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

Contact:12
 Hands-on practice:5 hours
 Autonomous studying:6 hours
 Assessment:2 hours

LEARNING OUTCOMES

Upon completion of this Unit, the VET trainer or in-company tutor will be able to...

Knowledge	Skills	Responsibility and Autonomy
<p>K1. Recognise tutoring roles and responsibilities in different phases of WBL.</p> <p>K2. Discuss different mentoring and coaching techniques.</p> <p>K3. Explain constructive communication and the criteria of motivational and developmental feedback for learning facilitation.</p> <p>K4. Identify possible challenges and problems in WBL environments.</p>	<p>S1. Plan arrangements for learning in different phases of WBL in line with roles and responsibilities.</p> <p>S2. Apply various mentoring techniques for learner motivation and engagement.</p> <p>S3. Provide motivational and developmental feedback to support learners through constructive communication in different learning situations.</p> <p>S4. Employ problem-solving strategies to handle problematic situations throughout the WBL process.</p>	<p>C1. Manage different WBL phases in collaboration with colleagues and other parties.</p> <p>C2. Assume responsibility for monitoring learners’ needs and progress and adapt the learning process accordingly.</p> <p>C3. Maintain constructive communication with learners to ensure improved training.</p> <p>C4. Cooperate with learners and other parties important for WBL to minimise the problems and challenges.</p>

Unit 3. Creating inclusive and supportive WBL environments for low-skilled learners

AIMS

This Unit aims to inform VET Trainers and In-company tutors of the steps and outcomes to ensuring work-based learning environments are inclusive and supportive to ensure the successful integration of new learners.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

Contact: 10

Hands-on practice: 8

Autonomous studying: 5

Assessment: 2

LEARNING OUTCOMES

Upon completion of this Unit, the VET trainer or In-company tutor will be able to...

Knowledge	Skills	Responsibility and Autonomy
<p>K1. Identify the barriers to inclusive and supportive WBL environments.</p> <p>K2. Outline the steps to be taken to ensure WBL environments are inclusive and supportive and successfully integrate new learners.</p> <p>K3. Outline the positive outcomes of ensuring inclusive and supportive WBL environments.</p> <p>K4. Report on examples of good practice and tools for inclusive and supportive WBL environments.</p>	<p>S1. Analyse the barriers to inclusive and supportive WBL environments.</p> <p>S2. Describe protective factors and related intervention approaches to ensuring WBL environments are inclusive, supportive and successfully integrate new learners.</p> <p>S3. Present the expected outcomes of the protective factors and related intervention approaches to ensuring WBL environments are inclusive, supportive and successfully integrate new learners.</p> <p>S4. Assess the examples of good practice and tools for inclusive and supportive WBL environments.</p>	<p>C1. Assume responsibility for the identification of barriers negatively impacting WBL environments.</p> <p>C2. Lead a team in the implementation of measures required to ensure WBL environments are inclusive, supportive and successfully integrate new learners.</p> <p>C3. Instruct trainees on the positive outcomes expected when WBL environments are inclusive and supportive.</p> <p>C4. Assume responsibility for applying good practice features and tools to promote inclusive and supportive WBL environments.</p>

Unit 4. Empowering learners and WBL contexts

AIMS

This Unit aims to enhance the educator's capacity to identify learners' needs, collaborate effectively, align learning experiences with industry requirements, and empower learners to take ownership of their learning experience within work-based learning contexts.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

Contact: 10

Hands-on practice: 8

Autonomous studying: 5

Assessment: 2

LEARNING OUTCOMES

Upon completion of this Unit, the VET trainer or In-company tutor will be able to...

Knowledge	Skills	Responsibility and Autonomy
<p>K1. Develop an understanding of how to identify skill gaps and areas for improvement in learners' knowledge, abilities, and competencies.</p> <p>K2. Gain insights into effective strategies and best practices for fostering collaboration between different actors involved in work-based learning, such as employers, educators, trainers, and learners.</p> <p>K3. Develop an understanding of the specific industry/ workplace context in which the work-based learning takes place, helping them align the learning experiences with the requirements and expectations of the industry, enhancing learners' employability and relevance.</p> <p>K4. Explain the roles and responsibilities of each actor involved in work-based learning, including employers, educators, trainers, and learners.</p>	<p>S1. Develop skills in conducting needs assessments, including designing and administering surveys, conducting interviews, and observing learners in work-based learning contexts.</p> <p>S2. Enhance communication and interpersonal skills to effectively collaborate with different actors involved in work-based learning, including employers, educators, trainers, and learners.</p> <p>S3. Develop empathetic listening skills to understand learners' perspectives, challenges, and aspirations.</p> <p>S4. Develop problem-solving and critical thinking skills to analyse learner needs and propose appropriate solutions.</p>	<p>C1. Develop the ability to self-assess knowledge, skills, and competencies in relation to supporting learners in work-based learning.</p> <p>C2. Learn strategies to empower learners to take responsibility for their learning.</p> <p>C3. Acquire skills in facilitating goal-setting processes with learners.</p> <p>C4. Recognise the importance of their continuous professional development to enhance their effectiveness in empowering learners.</p>

Unit 5. Identifying and developing Work-readiness Skills

AIMS

This Unit aims to identify the key work-readiness skills needed in different employment contexts, and introduce the importance of workplace culture, norms, ethic, self-awareness in identifying and developing work-readiness skills and how to address these needs.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

Contact: 10

Hands-on practice: 8

Autonomous studying: 5

Assessment: 2

LEARNING OUTCOMES

Upon completion of this Unit, the VET trainer or in-company tutor will be able to...

Knowledge	Skills	Responsibility and Autonomy
<p>K1. Describe the key work-readiness skills needed in different employment contexts.</p> <p>K2. Explain the importance of workplace culture in employment contexts.</p> <p>K3. Describe the benefits of ethics and self-awareness in identifying work-readiness skills.</p>	<p>S1. Identify the key work-readiness skills needed in different employment contexts.</p> <p>S2. Illustrate positive examples of workplace culture in employment contexts.</p> <p>S3. Express the benefits of ethics and self-awareness in identifying work-readiness skills.</p>	<p>C1. Discuss the importance of the key work-readiness skills needed in different employment contexts.</p> <p>C2. Instruct others in how to create a positive workplace culture in employment contexts.</p> <p>C3. Emphasise the importance and benefits of ethics and self-awareness in identifying work-readiness skills.</p>

Unit 6. Establishing learning and teaching situations for Work-readiness Skills

AIMS

This unit aims to enhance the capacity of VET professionals and In-company trainers to enhance learners' opportunities to apply their skills and knowledge acquired during the program in real workplace learning contexts.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

Contact: 10

Hands-on practice: 8

Autonomous studying: 5

Assessment: 2

LEARNING OUTCOMES

Upon completion of this Unit, the VET trainer or in-company tutor will be able to...

Knowledge	Skills	Responsibility and Autonomy
<p>K1. Explain the techniques of measuring the level of skills and additional knowledge possessed by students at work.</p> <p>K2. Identify the skills and knowledge a student must develop in real workplace learning contexts.</p> <p>K3. Identify opportunities to apply knowledge gained during the program in real workplace learning contexts.</p> <p>K4. Identify needed help for learners to build the skills and knowledge acquired during the program in real workplace learning contexts.</p>	<p>S1. Determine a student's level of skills and basic knowledge at work.</p> <p>S2. Create a plan for the development of skills and knowledge that the learner is expected to generate in real workplace learning contexts.</p> <p>S3. Adapt the working conditions needed for students to apply the skills and knowledge gained during the program in real workplace learning contexts.</p> <p>S4. Manage difficulties in the practical use of learners' knowledge and skills in their professional work.</p>	<p>C1. Instruct trainees of the student's skills and basic knowledge at work at several levels.</p> <p>C2. Instruct trainees on how to plan for the development of skills and knowledge that students can create in real workplace learning contexts.</p> <p>C3. Monitor the work processes in evaluating and adapting the working conditions needed to be applied by students.</p> <p>C4. Collaborate with students and other staff in the management of performance in practice.</p>

Unit 7. Personal and Career Development in WBL

AIMS

This Unit aims to enhance the ability of VET professionals and In-company trainers to develop career goals and plans for professional growth, as well as to provide guidance in developing an action plan for growth at both a personal and professional level. In addition, the unit aims to improve their ability to apply career guidance, to manage teams, motivate learners as well as resolve conflict and handle emotions within the workplace.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

Contact: 10

Hands-on practice: 8

Autonomous studying: 5

Assessment: 2

LEARNING OUTCOMES

Upon completion of this Unit, the VET trainer or In-company tutor will be able to...

Knowledge	Skills	Responsibility and Autonomy
<p>K1. Describe the concept of career goals and the steps necessary for setting and achieving them.</p> <p>K2. Explain how successful career guidance can be.</p> <p>K3. Identify the barriers faced by low-skilled learners.</p> <p>K4. Describe strategies and skills for resolving conflict and managing emotions in the workplace.</p>	<p>S1. Set career goals and develop plans for personal growth and professional development, with examples provided.</p> <p>S2. Apply career guidance.</p> <p>S3. Use efficient methods for motivating low-skilled learners and managing teams.</p> <p>S4. Apply conflict resolution skills, such as mediation and active listening with learners in WBL environments.</p>	<p>C1. Establish and maintain a positive relationship with the learners.</p> <p>C2. Provide guidance to learners regarding their professional development.</p> <p>C3. Lead a personal and career development team.</p> <p>C4. Collaborate with learners and other employees to resolve workplace conflicts.</p>