

# **WBL Pro**

QUALIFICATION, OPEN RESOURCES & TOOLKIT  
FOR THE WORK-BASED LEARNING PROFESSIONAL

**WBL-PRO Project**  
**Qualification, Open Resources & Toolkit**  
**for the Work-Based Learning Professional**

**2016-1-DE02-KA202-003339**

## **IO2: European qualification framework for the WBL professional**

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## 1. THE ROLE OF WBL PROFESSIONAL

The nowadays Europe is characterized among all by high unemployment rate across all member's states. Vocational education and training with a strong work-based learning component is a mean enhancing the employment opportunities of all workers, following a life-long learning approach. It is estimated that the demand for work based trainers and educators will continue to increase, and yet there is no single qualification that brings together the range of skills that these professionals need. Significantly, many occupationally and technically competent staff are also being asked to support learning in the workplace, as tutors or trainers, and as mentors to apprentices, but not all are being supported in developing their personal skills to allow them to do this effectively.

The project **WBL-PRO Qualification, Open Resources & Toolkit for the WBL Professional** which has been funded with support from the European Commission, will create, pilot and mainstream a new job profile for the WBL Professional in a transparency approach, i.e. through the application of EQF and ECVET, detailing the specific **knowledge, skills** as well as **responsibility and autonomy** necessary to promote, guide, assist, facilitate and assess effective WBL experiences.

WBL Professionals will enhance the employability perspectives of all workers by: facilitating learning at work, linking learning, teaching and assessing in VET and CET and work based learning; assessing the learning of work-based students in a view of recognising learning outcomes and assuring quality control and assurance of WBL programmes.

They will be able to operate in all contexts in which WBL can be applied. Among them:

- Schools, where practical on-site experiences are acquired in the educational institution through real projects through the collaboration with the world of industries;
- Dual system/apprenticeship systems, which are formal educational pathways combining training content between school and enterprise and leading to a nationally recognised educational qualification;
- Vocational schools with learning phases at the workplace, i.e. compulsory or voluntary internships of varying duration in enterprises."
- Lifelong learning pathways with a work-based experience.

Moreover, work-based learning experiences are nowadays more and more implemented via E-learning and M-learning modalities. The present document has been developed according to a more traditional face-to-face approach in WBL delivery, but the contents hereby presented could be generalised to modern distance WBL experiences.

The EU WBL Professionals will be endowed with an open source platform<sup>1</sup> for training purposes offering:

- Theories and studies about WBL;
- A skill base which will allow them to support students, assuring quality in WBL delivery and facilitating the recognition of learning outcomes;
- A toolbox made of best practices and tools collected at European level.

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<sup>1</sup> WBL-PROFESSIONAL.EU will be a One Stop Virtual Space for WBL Services – an innovative online platform with open educational resources. All the Intellectual Outputs of the project will be uploaded and implemented on and via the platform – WBL Pathways Research and Analysis Report, WBL Professional Job Profiles, WBL Professional Qualification Manual, WBL-PRO Toolkit, WBL Professionals Peer Network and Top 12 Empower Talk Movies Panel.

## 2. NEEDS AND BENEFITS

Proposed description of qualifications has been prepared within the project WBL-PRO, which is aimed at defining the new job profile for the Work Based Learning Professional. The ambition of the project is to create and deliver a common reference framework for qualifications systems, covering vocational education and training and also be able to accommodate qualifications acquired through (the validation of) non-formal and informal learning for the wide spread profession of WBL Professional.

Within the project partners worked firstly at national level analysing their National Qualifications Frameworks (NQF) as well as the national requirements related to company tutors and school responsible for work-based learning experiences. This EQF serves as a reference tool to compare the qualification levels of the different qualifications systems and to promote both lifelong learning and equal opportunities in the knowledge-based society, as well as the further integration of the European labour market, while respecting the rich diversity of national education systems.

The developed European Qualification Framework of the WBL Professional in terms of **knowledge, skills** as well as **responsibility and autonomy** is based on learning outcomes as statements of what the learner knows, understands and is able to demonstrate after completion of the learning process (outcome-based approach)<sup>2</sup>. The knowledge, skills and responsibility/autonomy referred to in provide links to the next levels and could be enlarged and upgraded.

Such learning outcomes have then being constructed around the following learning areas (cfr. Chapter 6):

- Design quality work based learning
- Develop quality work based learning
- Deliver quality work based learning
- Assess quality work based learning

It will contribute to the professional and personal (self)improvement of WBL Professionals.

Ultimately, the EQF developed within WBL-PRO project aims to contribute to wider lifelong learning goals and increase the learning and labor mobility, employability and social integration of the work forces.

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<sup>2</sup> One of the great advantages of learning outcomes is that they are clear statements of what the learner is expected to achieve and how he or she is expected to demonstrate that achievement. Thus, learning outcomes are more precise, easier to compose and far clearer than objectives.

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### 3. EUROPEAN TRANSPARENCY TOOLS

It has been widely recognised that education and training are essential to the development and success of today's knowledge society and economy. The EU's strategy emphasises countries working together and learning from each other. "Helping all citizens to be better skilled is crucial for EU growth and jobs, as well as for equity and social inclusion. The economic downturn puts these long-term challenges even more into the spotlight. Public and private budgets are under strong pressure, existing jobs are disappearing, and new ones often require different and higher level skills. Education and training systems should therefore become much more open and relevant to the needs citizens, and to those of the labour market and society at large" (ET 2020).

A number of European instruments such as the European Qualifications Framework (EQF), Europass, ECVET, the multilingual classification of European Skills/Competences, Qualifications and Occupations (ESCO) and quality assurance frameworks have been developed and implemented to support the mobility of learners and workers. These tools are improving transparency, making qualifications comparable across countries (EQF) and learning outcomes recognizable (ECVET), facilitating lifelong learning. These instruments were not developed in isolation from each other, they are in a close coherence where the different tools and services - including transparency and recognition of qualifications, validation of non-formal and informal learning and lifelong guidance - are offered in a coordinated way aiming to contribute to real European mobility where a person's knowledge, skills and competences can be clearly understood and quickly recognized.

The European Credit System for Vocational Education and Training (ECVET - <http://www.ecvet-toolkit.eu>) was developed to enable people to build on what they have learnt in the past when wishing to achieve a qualification. Competent authorities may decide to use ECVET to give people the opportunities to get recognition for learning outcomes they achieved abroad, but also for learning outcomes achieved through learning in another institution or system within the same country or those acquired by experience. In the context of economic restructuring, where certain sectors are declining and laying off staff while others have difficulties in recruiting adequately qualified staff, there is a need for a flexible workforce. People are expected to have the aptitude but also the opportunities to continue learning and develop new knowledge, skills and competence. Given the demographic pressure in Europe, there is a strong need for improving employment rates and ensuring that the human and social capital of people in Europe is used to its best.

Implementation of ECVET in the European qualification system is designed to make the recognition of professional qualifications of employees in the European countries in which the system operates. The application of ECVET results in an increase in social motivation to raise, extend and improve their professional skills throughout their working life in order to become more competitive on the European labour market. Employee should gather ECVET credits for all his working life, to become more adaptable on the labour market. This process should function at every stage of professional preparation: formal, non-formal and informal learning. The resulting points may build a professional portfolio of a worker and an employee, characterizing the suitability of his/her qualifications for a specific professional sector.

The core element of ECVET technical specifications is the use of learning outcomes. Learning outcomes describe what a person knows and is able to do and therefore they

are neutral to how, in which context and over what duration individuals' have developed their knowledge, skills and competence. They make it possible to recognise learning in view of achieving a qualification independent of where the learning took place and over what duration.

The European Quality Assurance Reference Framework for VET (EQAVET) provides a European-wide system to help stakeholders to document, develop, monitor, evaluate and improve the effectiveness of their VET provision and quality management practices. It can be applied at both system and VET provider levels and can therefore be used to assess the efficiency of VET provision. It is adaptable to the different national systems and it can be used in accordance with national legislation and practice.

The Framework complements the work on the quality assurance aspects of the European Qualifications Framework (EQF) and the European Credit System for VET (ECVET). The Framework includes the need for regular monitoring (involving internal and external evaluation mechanisms) and reporting on progress while using common quality criteria and indicative descriptors to underpin the monitoring and reporting arrangements and stresses the importance of common indicators to support the evaluation, monitoring and quality assurance of VET systems and providers.

EQAVET is a community of practice bringing together Member States, Social Partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework.

The various instruments are confirming the key role that the VET systems can and must play in addressing skills shortages, especially for sectors with growth A or those undergoing major transformation requiring a better skilled workforce. The use of existing European tools for qualifications (EQF), credits (ECVET) and quality assurance (EQAVET) supports and facilitates mobility of a skilled labour force.

Europe will only resume growth through higher productivity and the supply of highly skilled workers, and it is the reform of education and training systems, which is essential to achieving this.

## 4. DEFINITION OF EUROPEAN QUALIFICATION FRAMEWORK

The aim of the Recommendation of the European Parliament and the Council of 23rd April 2008 on the establishment of the European Qualifications Framework for lifelong learning was "the creation of common reference framework intended to serve as a tool for comparing qualifications in both general and professional education".

The Recommendation of the Council Recommendation of 22 May 2017 on the European Qualifications Framework (EQF) for lifelong learning and repealing the recommendation of the European Parliament and the Council of 23rd April 2008 states the purpose of the EQF which is to improve the transparency, comparability and portability of people's qualifications.<sup>3</sup>

European Qualifications Framework for lifelong learning has been developed to allow easy comparison of qualifications achieved in different European countries. It is a common European reference framework, binding national qualifications systems of particular countries.

European Qualifications Framework enables linking the various national systems and qualifications frameworks based on eight reference levels. Eight benchmarks are described through learning outcomes.

In the European Qualifications Framework learning outcomes inform what a learner knows, understands and is able to do after completion the learning process. Therefore, in the European Qualifications Framework effects of learning are particularly important. Learning outcomes are listed in three categories:

- Knowledge;
- Skills;
- Responsibility and Autonomy.

Principles underpinning the European Qualifications Framework are widely recognized by the countries of the Community.

Benefits of implementing the EQFs:

- The qualifications are more readable and easier to understand in different countries and systems in Europe;
- The citizens' mobility between countries is promoted;
- Lifelong learning is facilitated;
- A comparison of learning outcomes in different European countries is allowed to facilitate cooperation between countries and institutions;
- The common European reference point links different national qualifications systems and thus facilitates better communication among them;
- A network of independent, but interrelated and mutually understandable qualification is created;
- The transfer of qualifications between countries, systems and institutions is made comparable;
- The access to lifelong learning and the scope of participation in this process is improved;
- The validation of non-formal and informal learning is facilitated;

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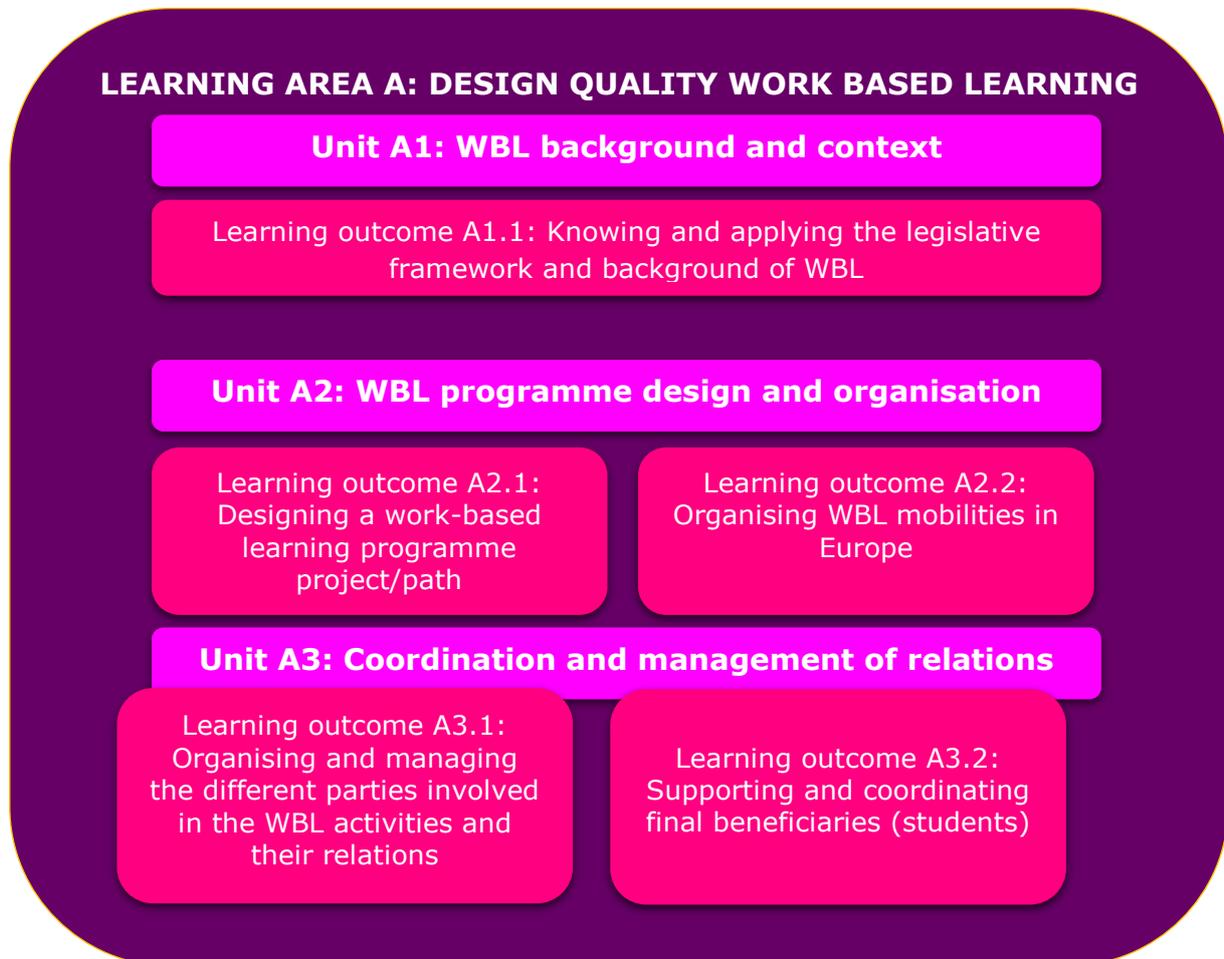
<sup>3</sup> <https://ec.europa.eu/ploteus/sites/eac-eqf/files/en.pdf>, Page 1 (3)

- The transparency of qualifications awarded outside the national systems is encouraged.

More information at the following link: <https://ec.europa.eu/ploteus/en/content/how-does-efq-work>.

## 5. WBL-PROFESSIONAL EQF OVERVIEW

The European Qualification Framework for the Work Based learning Professional presents the following structure:



## LEARNING AREA B: DEVELOP QUALITY WORK BASED LEARNING

### Unit B1: WBL programme development and organisation

Learning outcome B1.1: Developing and managing a work-based learning activity

### Unit B2: Coordination and management of relations

Learning outcome B2.1:  
Organising and managing the parties involved in the WBL activity and their relations

Learning outcome B2.2:  
Implementing the tutorial and monitoring actions of students in a WBL activity

## LEARNING AREA C: DELIVERY QUALITY WORK BASED LEARNING

### Unit C1: WBL programme delivery and organisation

Learning outcome C1.1: Delivering and managing a work-based learning activity

### Unit C2: Coordination and management of relations

Learning outcome C2.1:  
Organising and managing the different parties involved in the WBL activity and their relations

Learning outcome C2.2:  
Supporting and coordinating final beneficiaries (students)

## LEARNING AREA D: ASSESS QUALITY WORK BASED LEARNING

### Unit D1: WBL assessment and evaluation

Learning outcome D1.1:  
Monitoring, assessing and  
evaluating a WBL activity

Learning outcome D1.2:  
Evaluating students and  
dealing with examination,  
certification and follow-up  
issues

The four Learning Areas cover the overall planning-creation-implementation-evaluation process of WBL pathways. Each **Learning Area** has been exploited into different **Units** representing the different phases, necessary to perform the related activities. Then, for each Learning Area, the specific **Learning Outcomes** have been detailed, expressing what individuals should know, understand and be able to do at the end of the learning process.

The developed EQF takes into account the different parties involved in the activity which are: schools, companies and students, and all the other stakeholders. The WBL Professional should be able to establish positive relations with all the parties involved.

Learning Areas, Units and Learning Outcomes have been formulated by the project partners according to the results of the national surveys each partner carried out, starting with the National Qualification Frameworks (where existing). Learning Areas, in particular, have been taken from the German EQF. EQF Level 5<sup>4</sup> has been assumed as reference for the WBL Professional.

	Knowledge	Skill	Responsibility and autonomy
LEVEL 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or	A comprehensive range of cognitive and practical skills required to develop creative solutions to	Exercise management and supervision in contexts of work or study activities

<sup>4</sup> The core of the EQF is its eight Reference Levels. Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

	<p>study and an awareness of the boundaries of that knowledge</p>	<p>abstract problems</p>	<p>where there is unpredictable change</p> <p>review and develop performance of self and others</p>
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## 6. EUROPEAN QUALIFICATION FRAMEWORK FOR THE WBL PROFESSIONAL

### EQF LEVEL 5

<b>LEARNING AREA A: Design quality work based learning</b>		
<b>Unit A1: WBL background and context</b>		
<b>Learning outcome A1.1: Knowing and applying the legislative framework and background of WBL</b>		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY and AUTONOMY</b>
<ul style="list-style-type: none"> <li>- Describe the laws regulating work based learning in his/her own country / sector</li> <li>- Define the professional needs of the different economic sectors</li> </ul>	<ul style="list-style-type: none"> <li>- Design WBL projects for learners according to rules to achieve expected learning outcomes</li> <li>- Observe legal regulations relevant for implementing work-based learning (for example, safety at work, etc.)</li> <li>- Select the useful documents to set up WBL</li> <li>- Recognise the professional competences for an occupation and the corresponding performance patterns</li> <li>- Use computer programs to build databases with relevant information to design WBL programmes</li> </ul>	<ul style="list-style-type: none"> <li>- Find information on the national and the European educational systems</li> <li>- Assesses changes on the labour market, especially due to the progressing digitization</li> <li>- Organize the documents and collected information inside an updatable database</li> </ul>
<b>Unit A2: WBL programme design and organisation</b>		
<b>Learning outcome A2.1: Designing a work-based learning programme project/path</b>		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY and AUTONOMY</b>
<ul style="list-style-type: none"> <li>- Discern about the different pedagogical and andragogical WBL models and their features: characteristics, aims, advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>- Design measurable and achievable development and assessment criteria</li> <li>- Interact and relates with teachers to identify the didactic programming: formulation of</li> </ul>	<ul style="list-style-type: none"> <li>- Plan the WBL path according to the student's curricula</li> <li>- Plan and organize the feasible practical part to be fulfilled in order to be approved</li> </ul>

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<ul style="list-style-type: none"> <li>- Recognise the strengths and weaknesses of WBL</li> </ul>	<p>learning objectives in didactic processes, design of training actions (...) and the assessment planning (...)</p> <ul style="list-style-type: none"> <li>- Design the WBL path according to an annual and specific planning</li> </ul>	<p>by the competent bodies</p> <ul style="list-style-type: none"> <li>- Assess the use of measures preparing for work-based learning</li> <li>- Organize the development of tasks of a WBL programme in a progressive order taking into account the company's constraints</li> <li>- Select materials, resources and equipment for supporting the tutorship action</li> <li>- Anticipate and adapt the WBL programme to changes and needs for the correct development of training and WBL</li> </ul>
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**Learning outcome A2.2: Organising WBL mobilities in Europe**

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY and AUTONOMY</b>
<ul style="list-style-type: none"> <li>- Know how to implement a transnational WBL programme</li> <li>- Understand some important key points of the EQF and ECVET systems of the hosting country</li> <li>- Draw up an individual learning agreement</li> <li>- Identify EU programmes and opportunities for mobility</li> <li>- Recognise the frames and the devices that rule the National and European Educational systems, in particular those concerning the standards of competence for the Non-University Higher Education</li> <li>- Discern qualifications referred to WBL and</li> </ul>	<ul style="list-style-type: none"> <li>- Draw up the Learning Agreement and agree upon the conditions to accept the assessment of the hosting country</li> <li>- Apply the criteria foreseen for the validation of the credits</li> <li>- Implement measures for the procedures for the recognition of learning outcomes</li> <li>- Prepare and share a Personal Transcript template</li> <li>- Find information about the hosting country (supplementary and national certifications) and translate them into an understandable language for the student and the training centre</li> </ul>	<ul style="list-style-type: none"> <li>- Find out information on the most important European websites</li> <li>- Use the existing institutional and non institutional databases housing information about the National Education System of the hosting country</li> <li>- Apply related information to the specific context</li> <li>- Listen and learn from the environment, identify and solve problems, mediate between contrasting positions, by using English or another community language</li> <li>- Bring the action toward experts or "on line FAQ" for possible further information requested by the national Chief Organs or</li> </ul>

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<p>the learning outcomes concerned</p> <ul style="list-style-type: none"> <li>- Comprehend English and additional (foreign) languages to keep in touch with the hosting country</li> <li>- Identify the best insurance policies for the implementation of the WBL activity</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and apply a criteria of quantitative measurement based both on the calculation of the training duration (in hours) and the percentage value of the unit as compared to the qualification (this is part of Memorandum of Understanding or Learning Agreement)</li> <li>- Obtain information concerning the modalities of evaluation, the scoring levels (minimum, maximum, sufficiency) and the contents of the units in the path for the qualification in the hosting Country (this is part of Memorandum of Understanding or Learning Agreement)</li> </ul>	<p>the hosting country</p> <ul style="list-style-type: none"> <li>- Interact with the hosting partner</li> <li>- Negotiate with the hosting centre the agreement and possible variations</li> <li>- Communicate in a clear and direct way with the hosting centre, the user and Bodies in charge of this task</li> <li>- Organise the procedure concerning both partners related to the Europass mobility</li> <li>- Use ICT to keep in touch with the foreign institution</li> </ul>
<b>Unit A3: Coordination and management of relations</b>		
<b>Learning outcome A3.1: Organising and managing the different parties involved in the WBL activities and their relations</b>		
KNOWLEDGE	SKILLS	RESPONSIBILITY and AUTONOMY
<ul style="list-style-type: none"> <li>- Understand the company's production processes and the possibilities to implement the in-classroom training and the tutorship in the workplace</li> <li>- Know rules and modern means of communication</li> </ul>	<ul style="list-style-type: none"> <li>- Point out tasks and areas of responsibility of all work-based learning actors</li> <li>- Prepare the collaboration with external parties</li> <li>- Adjust the training needs and their transference to learning outcomes</li> <li>- Apply communication rules and techniques appropriately in the relevant situations</li> <li>- Design coordinated WBL activities between the company and the school</li> <li>- Contribute to the planning and decision-making concerning the learning outcomes in</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the importance of tutorship</li> <li>- Understand and accept the different points of view</li> <li>- Foster and raise awareness about learning culture in the work place</li> <li>- Manage group dynamics and strategies to solve conflicts</li> <li>- Manage / Control the various communicative situations</li> <li>- Use company's language</li> <li>- Negotiate the situations and solves the</li> </ul>

	<p>line with the professional needs of a company/ organisation</p> <ul style="list-style-type: none"> <li>- Participate to the WBL activities with professionals in the company</li> <li>- Ensure that safety rules at work are respected</li> </ul>	conflicts
<b>Learning outcome A3.2: supporting and coordinating final beneficiaries (students)</b>		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY and AUTONOMY</b>
<ul style="list-style-type: none"> <li>- Understand the communication techniques (interaction, listening, control, conflict management, etc.) suitable to communication with students</li> </ul>	<ul style="list-style-type: none"> <li>- Draft the students' working plan for the work based learning</li> <li>- Arrange schedules for students who are entering WBL</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitate the interview between the learner and the enterprise</li> </ul>

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<b>LEARNING AREA B: Develop quality work based learning</b>		
<b>Unit B1: WBL programme development and organisation</b>		
<b>Learning outcome B1.1: Developing and managing a work-based learning activity</b>		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY and AUTONOMY</b>
<ul style="list-style-type: none"> <li>- Know the training offer, including the operative details</li> <li>- Understand activities, roles and functions of the people responsible for accounting</li> <li>- Comprehend the procedures for the accounting management</li> <li>- Know the professional competences required by the world of job</li> <li>- Know the theoretical aspects of a learning activity</li> <li>- Apply <del>basic</del> advanced knowledge about process and project management</li> <li>- Understand the use of new and technologically different concepts, tools and working methods</li> </ul>	<ul style="list-style-type: none"> <li>- Present and describe the training service by using efficacious communication codes</li> <li>- Design and elaborate technical-administrative documents also taking advantage of technology</li> <li>- Monitor the activities and contain, solve, remove the uprising emergent critical points</li> <li>- Monitor the implementation of WBL activity and adjust it if necessary to the curriculum</li> <li>- Create specific training materials adapted to the traineeship</li> <li>- Promote actions to enable the acquisition of integrated competences, working styles, level of autonomy, different responsibilities and competences</li> <li>- Develop all tasks of an activity that allow the acquisition and development of competencies</li> </ul>	<ul style="list-style-type: none"> <li>- Find administrative information and documentation</li> <li>- Deal with self marketing and efficacious communication</li> <li>- Recognize strengths and weaknesses of the social-economic and productive context of reference</li> <li>- Apply strategies and methodologies to implement successful WBL activities</li> </ul>
<b>Unit B2: Coordination and management of relations</b>		
<b>Learning outcome B2.1: Organising and managing the parties involved in the WBL activity and their relations</b>		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY and AUTONOMY</b>
<ul style="list-style-type: none"> <li>- Discern the strategies and interaction techniques for identifying/ anticipating/</li> </ul>	<ul style="list-style-type: none"> <li>- Present information regarding the course to companies</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how to give and receive feedback</li> </ul>

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<p>fulfilling the different user's expectations</p> <ul style="list-style-type: none"> <li>- Recognize tasks of local bodies, institutions and companies and their real and potential relationships with the education and training system</li> <li>- Identify the training objectives, the users' needs and those of the company supplying the internship / work placement</li> <li>- Recognize the company organization chart</li> </ul>	<ul style="list-style-type: none"> <li>- Convince companies that hosting a student for a WBL activity provides benefits</li> <li>- Communicate with relevant stakeholders during the development phase</li> <li>- Manage the problematic situations emerging from the interaction between student/student, student/ teacher, student/context</li> <li>- Identify the companies willing to collaborate and possessing the features functional to the path</li> <li>- Find the proper match between the learners training needs and the chances offered by the companies</li> <li>- Contextualize the user's needs and expectations in customized projects</li> <li>- Carry out actions to improve the interaction process with bodies, institutions and the world of job</li> <li>- Promote the respect of specific safety procedures within the hosting company</li> <li>- Identify possibilities of collaboration with further parties involved in work-based learning (regional, national, European)</li> <li>- Select the suitable students who meet the company's requirements</li> <li>- Define rights and obligations for the company / organisation and the learner based on the contractual regulations</li> <li>- Develop all activities in different working</li> </ul>	<ul style="list-style-type: none"> <li>- Adopt suitable behaviours to motivate and involve all parties in the process</li> <li>- Develop synergies inside and outside the training system</li> <li>- Interact in a collaborative and profitable way with all actors</li> <li>- Work as an operative interface between the education &amp; training institution, the company providing the internship and its context</li> <li>- Implement solutions about issues and factors coming from intergenerational and intercultural communication process at the workplace</li> <li>- Study and apply solutions for difficulties or problems related to technical aspects or human relations in the working context</li> <li>- Use collaborative networks</li> </ul>
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	situations to confirm the acquisition and development of competencies	
<b>Learning outcome B2.2: Implementing the tutorial and monitoring actions of students in a WBL activity</b>		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY and AUTONOMY</b>
<ul style="list-style-type: none"> <li>- Know the evaluation criteria of a working experience</li> <li>- Know the techniques and the methodology for the assessment of competences</li> <li>- Understand the issues on psychology of personality and learning</li> </ul>	<ul style="list-style-type: none"> <li>- Check the learning possibilities by individuals in an occupation</li> <li>- Check learning prerequisites</li> <li>- Introduce students with all the relevant aims, tasks and content of their individual plan for WBL</li> <li>- Apply suitable procedures for the selection of learners for the different WBL activity</li> <li>- Subjectively collect relevant information about the student's activity, by communication and/or observation</li> <li>- Prepare contractual arrangements with potential learners</li> <li>- Identify the company's departments which fit best student's cultural and professional characteristics</li> <li>- Negotiate the students' scholarships with the companies or search for other funding</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitate the inclusion of learners in the hosting company in accordance to the development of the learning program</li> <li>- Activate the motivation and the user's involvement</li> <li>- Link up the expressed students needs to the training context</li> <li>- Is willing to share his/her experience and knowledge with the younger people</li> <li>- Help the student to focus on his/her future competences rather than on the shortcomings</li> <li>- Manage relationship with the learners in order to highlight skills in problem solving and decision taking</li> <li>- Use communication techniques in congruence with the student's personality, learning style and zone of development</li> <li>- Act as a guide for students in their choice of the activities to favour a proper introduction in the world of job</li> <li>- Stimulate the student to point out possible doubts</li> </ul>

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**LEARNING AREA C: Deliver quality work based learning**

**Unit C1: WBL programme delivery and organisation**

**Learning outcome C1.1: Delivering and managing a work-based learning activity**

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY and AUTONOMY</b>
<ul style="list-style-type: none"> <li>- Know the functions of the didactic equipment and the way it works</li> <li>- Understand the process of operative development of a project</li> <li>- Know the dispositions ruling the course</li> <li>- Understand the modular architecture of the project and the available resources</li> <li>- Know advertising and persuasion techniques</li> <li>- Manage resources, administration and financial management techniques</li> <li>- Comprehend process and product quality management techniques</li> <li>- Recognise typical learning difficulties in work-based learning and identify possible reasons</li> </ul>	<ul style="list-style-type: none"> <li>- Use the main didactic equipment</li> <li>- Elaborate the plan of the activities</li> <li>- Draw up the necessary documentation</li> <li>- Use the proper technical tools for drawing up a calendar</li> <li>- Present project results to the management</li> <li>- Control learning processes in connection with learning and working tasks and draw conclusions accordingly</li> <li>- Apply pedagogic basic knowledge and important aspects of quality assurance</li> <li>- Reflect frequent reasons for termination of work-based learning and take measures for its prevention</li> <li>- Check the possibility of time extension for the work-based learning</li> <li>- Assess the application of digital learning methods for work-based learning, e.g. e-learning</li> <li>- Describe the function of teaching media and materials and select and implement them appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- Transfer knowledge/teaching through the learning by doing approach</li> <li>- Apply new ideas and suggestions</li> <li>- Exploit facilities, equipment and materials according to instructions and criteria of economy, efficiency and safety established</li> <li>- Apply accurate and strict observations and comply to quality rules</li> <li>- Implement different WBL teaching methodologies</li> <li>- Optimize times/spaces/procedures/resources functionally to the aim and development of the project</li> <li>- Perform a task with precision and expertise, and find positive solutions to possible problems</li> <li>- Fix proper methods for comparison and communication</li> <li>- Create the motivation for a quick implementation of project results</li> <li>- Face unexpected events and organize a plan-B</li> </ul>

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	<ul style="list-style-type: none"> <li>- Determine the size and composition of learning groups according to respective requirements</li> <li>- Plan, implement and assess the methodological design of teaching content</li> <li>- Describe criteria for the selection of methods and substantiate the chosen methods</li> <li>- Consider didactical and methodical principles in the development of learning and working tasks</li> <li>- Support learning processes through target agreements, strengthening motivation and securing transfer</li> <li>- Enhance learning through paying attention to fundamental didactic principles</li> <li>- Ensure external learning-friendly conditions</li> </ul>	<ul style="list-style-type: none"> <li>- Match the needs with the real availability of the structure</li> <li>- Select teaching methods and media and apply them according to a specific situation</li> <li>- Establish learning-friendly conditions and a motivating learning culture</li> <li>- Reflect his / her own (leadership) behaviour within the support of the learners</li> <li>- Support the development of a culture of self-regulated learning</li> </ul>
<b>Unit C2: Coordination and management of relations</b>		
<b>Learning outcome C2.1: Organising and managing the different parties involved in the WBL activity and their relations</b>		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY and AUTONOMY</b>
<ul style="list-style-type: none"> <li>- Recognize the teacher's needs in terms of structures and aids</li> <li>- Know CVs, personal characteristics of his/her co-workers and group dynamics</li> </ul>	<ul style="list-style-type: none"> <li>- Specify the conditions and communicate them to the project team as well as to the responsible people within the organization</li> <li>- Organize meetings between the teachers for facilitate exchange/comparison</li> </ul>	<ul style="list-style-type: none"> <li>- Promote team work; correctly, clearly, efficiently, efficaciously communicate and being respectful</li> <li>- Organize the context where education and training take place and manage unexpected events</li> </ul>

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	<ul style="list-style-type: none"> <li>- Ensure learners and partner organisations are kept well informed and receive frequent updates on all aspects of the training</li> <li>- Consider age-specific behaviour of learners (youths or adults) and important environmental influences while implementing the work-based learning</li> <li>- Reflect the role of trainer / teacher as learning facilitator</li> </ul>	<ul style="list-style-type: none"> <li>- Manage the group dynamics for sharing the objectives</li> <li>- Start profitable relationships with the various teachers and timely solve possible critical situations</li> <li>- Support intercultural competencies</li> <li>- Develop learning and working tasks based on the specific curriculum of the company / organisation as well as on overall vocational- or work-specific work and business processes</li> <li>- Organise, develop and assess a "probation period" of the practical part of the WBL activity</li> <li>- Communicate with everyone who is involved in WBL in patient and responsible manner</li> <li>- Handle conflicts in a constructive way by respecting intercultural difference</li> <li>- Recognise unusual behaviour and typical conflict situations in the course of work-based learning in a timely manner, analyse it and apply strategies for a constructive handling of conflicts</li> </ul>
<b>Learning outcome C2.2: Supporting and coordinating final beneficiaries (students)</b>		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY and AUTONOMY</b>

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<ul style="list-style-type: none"> <li>- Know the need for tools accompanying learning and organise individual support measures</li> <li>- Know the learners and their strengths, weaknesses and interests</li> <li>- Recognize the needs of the company / organisation</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure that the journal of activity is being filled in by the student</li> <li>- Carry out supervision of the student during their WBL and record trainees' processes</li> <li>- Assign tasks and follow-up of due performance of the trainee</li> <li>- Integrate learners with disadvantages according to their needs and offer guidance in case of learning difficulties</li> <li>- Recognise special prerequisites and talents of learners and support them by offering e.g. additional qualifications</li> <li>- Involve learners in concrete work tasks considering their individual prerequisites</li> <li>- Give learners an understanding of the use, instruments and procedures of project work (e.g. through learning in projects)</li> <li>- Ensure WBL based on the student's individual plan</li> </ul>	<ul style="list-style-type: none"> <li>- Identify students' learning needs during the traineeship</li> <li>- Deliver WBL to students taking into account instructions of Labour Safety</li> <li>- Reinforce trainees' confidence (responsibility and autonomy)</li> <li>- Adopt proper tutorship styles</li> <li>- Support inclusive competencies, e.g. with regard to the needs of disadvantaged learners</li> <li>- Support the social and personal development of learners, recognise problems and conflicts in a timely manner and work towards finding a solution</li> <li>- Offer additional learning opportunities, especially in the form of additional qualification</li> <li>- Provide constructive feedback on performance based on preliminary set criteria</li> <li>- Support learners with learning difficulties through an individual design of the work-based learning</li> </ul>
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**LEARNING AREA D: Assess quality work based learning**

**Unit D1: WBL assessment and evaluation**

**Learning outcome D1.1: Monitoring, assessing and evaluating a WBL activity**

KNOWLEDGE	SKILLS	RESPONSIBILITY and AUTONOMY
<ul style="list-style-type: none"> <li>- Know the advanced evaluation in the education system aiming at the student's training success</li> <li>- Know the dispositions concerning the final evaluation/assessment due for the course</li> <li>- Manage the techniques for monitoring and processing of data</li> <li>- Know the descriptors and indicators adopted by the course Direction</li> <li>- Understand the training objectives to be realized and the problem solving technique</li> </ul>	<ul style="list-style-type: none"> <li>- Arrange the tools for ex ante, in itinere and final evaluation/assessment (selection of the learning aims to be assessed, selection of the evaluation moments and instruments, evaluation of skills and knowledge, evaluation report (requirements and addressees))</li> <li>- Collect, read and process data</li> <li>- Elaborate the appropriate indicators for measuring the performance in terms of effectiveness, efficaciousness, pertinence, the satisfaction of the training process actors' involved in a direct (trainers, students, administrative staff, etc.) and indirect (institutions on the territory, productive world, social parts, etc.) way</li> <li>- Carry out the evaluation following the standards of VET regulations</li> <li>- Elaborate a plan of compliances functional to the monitoring activities related to training offer</li> <li>- Present the questionnaire and motivate students to correctly fill it in</li> <li>- Identify the causes of origin of the bias leading to a non-conformity</li> </ul>	<ul style="list-style-type: none"> <li>- Provide constructive feedback to the company and the VET institution for the WBL implementation and recommendations for improving the WBL activity</li> <li>- Manage and trigger exchange moments between teachers and evaluators in the different subjects and during the lifetime of the WBL programme</li> <li>- Apply best practices towards the continual improvement</li> <li>- Implement evaluation as an instrument for continuous improvement of the WBL activity (possibility of including additional reinforcement activities or reset activities, adjustment of diagnosis of training needs in the company, reformulation of tutorship strategies, permanent updating of the tutor's professional knowledge)</li> <li>- Suggest new solutions to problems, by proposing new methods and procedures for the improvement of the results</li> <li>- Use the electronic sheet or another software for the data processing</li> </ul>

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	<ul style="list-style-type: none"> <li>- Apply changes and innovation methods with confirmed quality in the tutorship model and in the professional performance</li> <li>- Detect qualification and training needs through evaluation</li> </ul>	
<b>Learning outcome D1.2: Evaluating students and dealing with examination, certification and follow-up issues</b>		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY and AUTONOMY</b>
<ul style="list-style-type: none"> <li>- Know technique on how to evaluate the attitude of students</li> <li>- Understand the regional, national and European dispositions in terms of accreditation of competences</li> <li>- Master certification procedures</li> <li>- Discern the legal conditions for an early admission to final examination</li> <li>- Discern the legal conditions for a repeat examination and the extension of the work-based learning, in case of failure</li> </ul>	<ul style="list-style-type: none"> <li>- Clarify possibilities of shortening the work-based learning and early admission for examination for learners</li> <li>- Select particular WBL learning offers (e.g. job shadowing, internships) at home and abroad for someone's own qualification</li> <li>- Search for the necessary information sources to devise tools (written tests or the scheme for an oral interview) to help the examiner in evaluating and to acknowledge the value of the various competences declared by the students</li> <li>- Explain the meaning, characteristics and process of an examination</li> <li>- Offer assistance for examination preparation and prevention from examination failure</li> <li>- Ensure supply of necessary examination tools</li> <li>- Assess the trainees' performance based on preliminary set criteria or on the working plan</li> <li>- Submit student's knowledge and skill</li> </ul>	<ul style="list-style-type: none"> <li>- Start and keep a profitable relation with the student to valorise his/her formal and non-formal, informal competences</li> <li>- Inform and advise learners about development possibilities the company / organisation and about further vocational training opportunities</li> <li>- Create conditions within the company / organisation to share and pass on learned knowledge</li> <li>- Explain the importance of vocational basic and advanced training and point out development possibilities in the company / organisation</li> </ul>

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	<p>evaluation to the VET authorities</p> <ul style="list-style-type: none"> <li>- Carry out the student's assessment jointly with the company</li> <li>- Prepare learners for the examination and brings the work-based learning to a successful conclusion</li> <li>- Take care of the registration of the learners for examinations and points out particularities relevant for the conduction of the examination</li> <li>- Inform the competent examining section about particularities of learners relevant for the examination</li> <li>- Plan the extension of the work-based learning in case of failure to pass the examination</li> <li>- Prepare certificates based on the evaluation of the company / organisation</li> <li>- Inform about funding opportunities for vocational basic and advanced training</li> <li>- Assess the behaviour of the learners and conduct assessment interviews</li> <li>- Select forms of effective monitoring for the determination and assessment of performance in the course of work-based learning and carry out success checks</li> </ul>	
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## 7. GLOSSARY AND ABBREVIATIONS

<b>TERM</b>	<b>ABBREVIATION</b>	<b>DEFINITION</b>
Learning Area	LA	A learning area is a field of knowledge, skill and attitude encompassing a subject or concept. It has predefined learning standards, helping to demonstrate continuity and progression. Within the curriculum the learning area can interlink various subjects.
Unit	U	A learning unit is a component of qualification, consisting of a coherent set of knowledge, skills and competences that can be assessed and validated. Learning units enable progressive achievement of qualification through transfer and accumulation of learning outcomes. They are subject to assessment and validation, which verify and record that the learner has achieved the learning outcomes expected. Depending on the existing regulations, learning units may be common to several qualifications or specific to one particular qualification.
Learning outcomes	LO	Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process. Learning outcomes can be used for various purposes such as to establish descriptors of qualification frameworks, define qualifications, design curricula, define assessment criteria, etc. Learning outcomes are set out in various levels of detail depending on their purpose and context.
Knowledge	K	Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.
Skills	S	Skills mean the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).
Responsibility	RA	"responsibility and autonomy" means the ability of

and autonomy		the learner to apply knowledge and skills autonomously and with responsibility
Competence	C	“Competence” means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.
European Qualification Framework	EQF	The European Qualifications Framework (EQF) is a common European reference framework whose purpose is to make qualifications more readable and understandable across different countries and systems.
European Credit system for Vocational Education & Training	ECVET	ECVET is a technical framework for the transfer, recognition and (where appropriate) accumulation of individuals' learning outcomes with a view to achieving a qualification. ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification.

## 8. REFERENCES

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