COURSE FOR MENTORS

Handbook for Moderators

Module 1: Preparation for the Apprenticeship

APPRENTICE TRACK

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1 Introduction

About the project

Apprenticeships at Professional Higher Education (PHE) level provide students with opportunities to build up new skills and knowledge both on and off the job, while providing companies a reliable way to evaluate and shape potential future hires, as well as benefiting from new perspectives which can only be offered by students straight out of education. However, despite their clear advantages, apprenticeship systems are challenging to manage.

The ApprenticeTrack project partners aim to:

- Propose digital methods to strengthen the management of apprenticeships
- Create a prototype tool for the management of apprenticeships
- Develop and implement a course on apprenticeship-management
- Test and validate the tool in live environments

The **vision** of the project is that the digital tool for managing apprenticeships, developed during the project, will be

- recognised as a model to improve the quality of apprenticeships and will be adopted widely;
- updated and improved in the future by the users;
- and will serve as a basis for the development of formal international standards and guidelines.

The **mission** of the project is to develop a digital management tool that supports PHE institutions and employers to offer and direct high-quality apprenticeships.

Course for mentors

Apprenticeship-management isn't only about the tools, but also about the competences of the persons involved in the management of those apprenticeships. A custom-course for Small and Medium-Sizes Enterprises (SMEs) will be designed, covering the following themes: key features of apprenticeships, integrating placements into strategic workforce planning, gaining the support of colleagues and senior managers, drawing up an apprenticeship agreement and employment contract, managing, mentoring and supporting your apprentice, assessing performance, integrating apprentices into your workforce.

The course for mentors will take into account the **Learner-Centred Pedagogy**. This pedagogical approach has many associated terms (e.g., constructivist, student-centred, participatory, active), but generally draws on learning theories suggesting learners should play an active role in the learning process. Students, therefore, use prior knowledge and new experiences to create knowledge. The teacher facilitates this process, but also creates and structures the conditions for learning.

Source: https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/teachers-and-pedagogy/effective-and-appropriate-pedagogy.

Countries of implementation and the moderators

- **Croatia**

Moderator:

- **Czech Republic**

Moderator:

- **Slovenia**

Moderator:

1.1 Course structure

The course for mentors (*expected are 5 mentors per 3 partner countries*) is divided into **3 modules**, each of which consists of **5 themes** (please see chapter 1.3)

Each of the 3 modules will last for **26 hours** in the time period of **14 days** (please see chapter 1.2). This means that the course altogether will last for 42 days (79 hours). The **first online hour** will be conducted as an introduction to the whole course and will be held only once before Module 1.

Regarding the content, **Module 1** refers to the preparation and planning of the apprenticeship by mentors, **Module 2** refers to the actual performance of the apprenticeship and its running and **Module 3** refers to the completion and evaluation processes after the apprenticeship is over.

	INTRODUCTION	PREPARATION	PRESENTATION	IMPROVEMENT	CONCLUSION
Type of training	ONLINE	WORK AT HOME	LIVE WORKSHOP	WORK AT HOME	ONLINE
Activities	Introduction to Module 1

Introduction of themes in Module 1

Distribution of practical examples / cases among mentors | Preparation of solutions for given practical cases based on mentor's experience

Consultation with moderator as needed | Presentation of prepared solutions to practical cases (by mentors)

Exchange of good practices (among mentors)

Coaching the discussion and introduction of | Improvement of solutions of practical cases with feedback received during the discussions

Finalization of practical cases by using the proposed supporting study materials and | Review of improved solutions

Final questions

Conclusion and Wrap up |

			supporting materials (moderator)	other relevant sources	
Duration	**1 hour**	**9 hours**	**6 hours**	**9 hours**	**1 hour**

1.2 Timeline

Activities	Number of hours	Distribution by days
INTRODUCION: ONLINE	**1 hour**	**Day 1**
PREPARATION: WORK AT HOME	**9 hours**	**Days 2 to 5**
PRESENTATION: LIVE WORKSHOP	**6 hours**	**Day 6**
IMPROVEMENT: WORK AT HOME	**9 hours**	**Days 7-9** for improvement **Days 10-11** for feedback **Days 12-13** for finalization
CONCLUSION: ON LINE	**1 hour**	**Day 14**
Together (Module 1)	**26 hours**	**14 days**

1.3 Themes

Module 1: Preparation for the Apprenticeship

- Identifying and recruiting placements (*Examining the suitability of the host organisation for the training activity*) and identifying mentors
- Knowing the legislation on apprenticeships (including the legal requirements and school requirements, content of the agreement, financial plan ...)
- Designing the Mentoring Plan and the Apprenticeship Plan, establishing and meeting the requirements of the Training Agreement with the apprentice and the apprenticeship organiser, including the Evaluation Plan
- Participating in the selection of apprentices
- Finding the appropriate tools according to the Apprenticeship Plan (*including quality management requirements*).

Module 2: During the Apprenticeship

- Pre-training activities
- Integrating the apprentice in the host organisation
- Training at the workplace
- Monitoring the apprenticeship
- Conflict resolution: arising of potential problems during the Apprenticeships (*including risk management)*

Module 3: Completing the Apprenticeship

- Assessing apprentices: methodology
- Assessing apprentices: criteria and indicators
- Evaluating Apprenticeships: self-evaluation
- Evaluating Apprenticeships: student-mentor relationship
- Evaluating Apprenticeships: PHEI-host organisation relationship

2 Activities

2.1 ONLINE INTRODUCTION

Presentation of the themes and cases to Mentors

Each subtheme will have:

- 4 minutes for presentation,
- 2 minutes for task(s) presentation,
- 4 minutes for discussion.

For the presentation, Mentimeter + Microsoft Teams webinar/Clickmeeting will be used

The distribution process of cases among Mentors

The mentor can choose a theme based on https://www.textfixer.com/tools/random-choice.php There will be 5 minutes for potential theme exchanges.

Presentation of "SMART goals" methodology to Mentors

2.2 THEME 1

Identifying and recruiting placements (Examining the suitability of the host organisation for the training activity) and identifying mentors

2.2.1 PREPARATION: WORK AT HOME

Name of the case: Good Mentoring and the role of apprenticeship

Short description

An apprentice may be entirely new to the workplace or to taking on a new occupational area, and an apprenticeship can be a time of substantial change for an individual. It is a learning process and it should take place in a supportive workplace   .   Thus, it is important for the

apprentice to have coaching support and continuous assessment of progress through constructive feedback.

TASK 1.1 for mentors: Identifying and recruiting placements

Prepare a Case study. Write 3 areas where you would need new workers dedicated to the development of your organisation, based on data. Prepare a presentation on this theme for **15 min + 10 min for questions**

Duration

For each area use 3 x 1 hour for studying + 2 hours for preparing a presentation and questions for your colleague to discuss. Total: 5 hours.

TASK 1.2 for mentors: Which attributes should   good mentors have/ not have?

Prepare an interactive activity for your colleagues (questions for discussions) to identify good mentorship (make a word cloud, write 5 attributes of good and 5 attributes of bad mentorship) and then present your opinion and discuss with colleagues (20 min for activity + 10 min presentation).

Type

Interactive activity + presentation

Duration

1,5 hours to prepare the activity + 1,5 hours for the presentation + 1 hour for consultation

Questions to be answered by mentors	● Write 3 areas where you would need new workers for development of your organisation ● Which attributes should a good mentor have? ● Which attributes should a good mentor not have?
Handouts/templates for Mentors	https://www.bu.edu/ctl/teaching-resources/using-case-studies-to-teach/ https://www.apprenticeships.admin.cam.ac.uk/files/apl5-guide_for_mentors.pdf
Didactical tools	● Use sli.do or Mentimeter ● Peer -learning
Expected Outcomes (new competences)	● They should describe at least 3 reasons why their companies need apprenticeships. ● The mentor should name at least 5 attributes which a good mentor should have. ● The mentor should name at least 5 attributes which a good mentor should not have.

2.2.2 PRESENTATION: LIVE WORKSHOP

Scenario of live workshop

Scenario of live workshop	Time
Moderator: Introduction of the project + structure of the seminar 20 min, introduction of participants 10 min	(20 min + 10 min) = 30 min **Total: 0:30**
Task 1.1: Presentation 15 min+10 min for questions	(15 min + 20 min) = 25 min **Total 0:55**
Task 1.2: 20 min for activity + 10 min presentation	(20 min + 10 min) = 30 min **Total 1:25**
Coffee break: 15 min	
Task 2: 20 min for activity + 20 min for presentation + 20 min for moderator to present materials of themes 1+2	(20 min + 20 min + 20 min) = 60 min **Total 2:25**
Task 3: 25 min presentations + 10 min discussion	(25 min + 10 min) = 35 min **Total 3:00**
Lunch break: 45 min	
Task 4: 30 min theatre + 10 min discussion +10 min presentation	(30 min + 10 min + 10 min) = 50 min **Total 3:50**
Task 5: 20 min interactive task + 25 min for	(20 min + 25 min) = 45 min

presentations with discussion	Total 4:35
Coffee break: 15 min	
Moderator presents study material of themes 3-5, 30 min	(30 min) = 30 min **Total 5:05**
40 min for presentation of application + 10 min for questions + 5 min for moderator's final wrap up	(40 min + 10 min + 5 min) = 55 min **Total 6:00**
Coaching / Didactic methods	
During discussions, the moderator chairs the discussion and uses the examples from prepared materials	

Presentation of solutions by mentors

Name of the case	Identifying and recruiting placements	Good mentor
Type of the presentation	**Prepare Case study** Write 3 areas where you would need new workers for development of your organisation, based on data. Prepare a presentation on this theme for your colleagues.	**Prepare an interactive activity** for your colleagues, writing attributes (questions for discussions) to identify a good mentor and then present your opinion and discuss with colleagues.
Timeline	15 min presentation + 10 min for questions	20 min for activity + 10 min presentation
Format of the presentation to use	Use PPT, sli.do or Mentimer for discussion, paper and coloured pens would be good	Use PPT, sli.do or Mentimer for discussion, paper and coloured pens would be good

Outcomes: NEW KNOWLEDGE AND SKILLS

- Mentors should describe at least 3 reasons, why their companies need an apprenticeship.
- Mentors should name at least 5 attributes a good mentor should have.
- Mentors should name at least 5 attributes a good mentor should not have.

Introduction of study materials by moderator

Presentation: 10 min per theme.

2.2.3 IMPROVEMENT: WORK AT HOME

Short description

Based on the feedback that mentors received at the **Live workshop** from the moderator/coach as well as from other mentors, and based on the **study materials**, mentors must now improve their solutions for the given cases – **development of solutions**

Tasks for mentors

- Improving their presentation (case study, solution) based on their experience from the workshop and new study materials
- Preparing guidelines on how to prepare the activity about being a good mentor, improving their previous solution

Timeline per activity

- Studying new materials: 2h
- Preparing new materials:
  o PPT: 1 h
  o Guidelines to activity 1,5 h
  o Sending materials to the moderator/coach and colleagues (give them a week)
  o Providing colleagues with feedback: 2 h
  o Finalising their material: 1,5 h
- Becoming familiar with the use of the **Apprentice Track app functionalities**: 1 h for training (Please check the ApT User guidelines for Mentors document and follow the instructions provided in sections Login in the system, Using profile, Closing working session to get familiar with the tool)

Templates for best practice cases

Mentors should fill in templates for best practice cases in the Workbook for mentors.

2.2.4 CONCLUSION: ON   LINE

Short description

Mentors should present their improved final solutions of the cases to other participants during the on   line meeting.

	Final presentation of each final solution in 6 minutes
Reviewing of improved solutions	Showing the main important improvements and key points for your solutions
Time for questions	4 minutes of questions for each presentation

2.3 THEME 2

Knowing the legislation on apprenticeships (including the legal requirements and school requirements, content of the agreement, financial plan ...)

2.3.1 PREPARATION: WORK AT HOME

Name of the case: The content of the AP agreement

Short description

Mutual expectations (i.e. what do we each expect from the other?): When shall we review progress? How long   will the mentoring relationship last? How often will we meet? When and where will we meet, and for how long? What will be the ground rules for our discussions (e.g. Confidentiality, openness etc.?) Who will be responsible in driving the mentoring relationship? What contributions will each party be committed to bring to the relationship? If problems arise how will they be resolved?

Task 2 for mentors

Prepare for your colleagues   an exercise where they should find mistakes in   an agreement for 20 minutes and then prepare a 20-minute presentation, about what should be in   a good agreement and what are the most common mistakes.

Type

Questions for participant and presentation

Duration

Studying the theme: 4 hours, preparing the agreement: 2 hours, preparing the presentation: 3 hours

Questions to be answered by mentors	● Which things should be a part of the **apprenticeship** agreement **?** ● What legislations do you need to take into account?
Handouts/templates for Mentors	https://www.bu.edu/ctl/teaching-resources/using-case-studies-to-teach/ https://www.apprenticeships.admin.cam.ac.uk/files/apl5-guide_for_mentors.pdf
Didactical tools	● Presentation ● Peer-learning
Expected Outcomes (new competences)	● Mentors should know where to find the legislative conditions for apprenticeships ● Mentors should describe at least 5 most common mistakes and problematic points in an agreement.

2.3.2 PRESENTATION: LIVE WORKSHOP

Scenario of live workshop

Please note and use the scenario of live workshop (**chapter 2.2.2**).

Presentation of solutions by mentors

Name of the case	The content of the AP agreement
Type of the presentation	Prepare for your colleagues an exercise where they should find mistakes in the agreement for 20 minutes and then prepare a 20-minute presentation, about what should be in a good agreement and what are the most common mistakes
Timeline	20 min for exercise + 20 min presentation
Format of the presentation to use	Agreement in Word (mentors need their own laptops), PPT

Outcomes: <u>NEW KNOWLEDGE AND SKILLS</u>

- Mentors should know where to find the legislative conditions for an apprenticeship
- Mentors should describe at least 5 most common mistakes / problematic points in an agreement.

<u>Introduction of study materials by moderator</u>

Presentation: 10 min per theme.

2.3.3 IMPROVEMENT: WORK AT HOME

<u>Short description</u>

Based on the feedback that mentors received at the **Live workshop** from the moderator/coach as well as from other mentors, and based on the **study materials**, mentors must now improve their solutions for the given cases – **development of solutions**

<u>Tasks for mentors</u>

- Improving their presentation (case study, solution) based on their experience from the workshop and new study materials
- Preparing guidelines on how to prepare the exercise with the agreement and why they chose the mistakes and how the feedback from participants is included.

<u>Timeline per activity</u>

- Studying new materials: 2h
- Preparing new materials:
  - PPT: 1 h
  - Guidelines to activity: 1,5 h
  - Sending materials to tutor and colleagues (give them a week)
  - Giving feedback to colleagues: 2 h
- Finalising their materials: 1,5 h
- Becoming familiar with the use of the **Apprentice Track app functionalities (**HR 9. Contract): 1 h for training (Please check the ApT User guidelines for Mentors document and follow the instructions provided in sections Reviewing the list of agreements, Uploading all documents to the Agreement, Signing an apprenticeship agreement and introduce the information prepared during this session)

<u>Templates for best practice cases</u>

Mentors should fill in templates for best practice cases *(The content of the AP agreement)* in the Workbook for mentors.

2.3.4 CONCLUSION: ON LINE

<u>Short description</u>

Mentors should present their improved final solutions of the cases to other participants during the on   line meeting.

Reviewing of improved solutions	Final presentation of each final solution in 6 minutes
	Show the main important improvements and key points for your solutions
Time for questions	4 minutes questions for each presentation

2.4 THEME 3

Designing the Mentoring Plan and the Apprenticeship Plan, establishing and meeting the requirements of the Training Agreement with the apprentice and the apprenticeship organiser, including the Evaluation Plan

2.4.1 PREPARATION: WORK AT HOME

Name of the case: Mentor Plan

Short description

Your plan for measuring program progress should include the following:

- Selecting indicators of program implementation: such as training hours, meeting frequency and relationship duration and
- developing a system for collecting and managing specified data.

Task 3 for mentors

Prepare your Mentor plan for 12 weeks (*or accordingly to the apprenticeship period of your country*) and present it (25 min). Prepare questions for discussion (10 min)

Type

Preparing Mentor plan and presentations of this plan

30 min + 15 min discussion

Duration

30 min for each week (*or accordingly to the apprenticeship period of your country*), 2 hours for presentation + 1 hour for discussion

Questions to be answered by mentors	- Mentor plan - Apprenticeship plan
Handouts/templates for Mentors	Example of Mentor plan
Didactical tools	- Presentation - Discussion
Expected Outcomes (new competences)	- The mentor will be able to prepare the mentoring plan and its evaluation. - Prepared Mentor plan – harmonogram, activities

2.4.2 PRESENTATION: LIVE WORKSHOP

Scenario of live workshop

Please note and use the scenario of live workshop (**chapter 2.2.2**).

Presentation of solutions by mentors

Name of the case	Mentor Plan
Type of the presentation	Prepare your Mentor plan for 12 weeks and present it (25 min). Prepare questions for discussion (10 min)
Timeline	25 min presentation + 10 min discussion
Format of the presentation to use	PPT, sli.do, Mentimer

Outcomes: <u>NEW KNOWLEDGE AND SKILLS</u>

- Mentors will be able to prepare the mentoring plan and its evaluation.
- Prepared Mentor plan – harmonogram, activities.

<u>Introduction of study materials by moderator</u>

Presentation: 10 min per theme.

2.4.3 IMPROVEMENT: WORK AT HOME

<u>Short description</u>

Based on the feedback that mentors received at the **Live workshop** from the moderator/coach as well as from other mentors, and based on the **study materials**, mentors must now improve their solutions for the given cases – **development of solutions.**

<u>Tasks for mentors</u>

- Improving their presentation (case study, solution) based on their experience from the workshop and new study materials.
- Prepare your mentor plan as template.

<u>Timeline per activity</u>

- Studying new materials: 2h
- Preparing new materials:
  - PPT: 1 h
  - Mentor plan template: 1,5 h
  - Sending materials to tutor and colleagues (give them week)
  - Giving feedback to colleagues: 2 h
  - Finalising their materials: 1,5 h
- Becoming familiar with the use of the **Apprentice Track app functionalities** (6, Progress report, 7. Final report): 1 h for training (Check ApT User guidelines for Mentors document and follow the instructions provided in sections Reviewing the list of agreements, Uploading all documents to the Agreement, Signing an apprenticeship agreement, Apprenticeship follow-up, progress reporting and communications to complete your Evaluation plan preparation using the Assessment functionalities to prepare all evaluation questions)

<u>Templates for best practice cases</u>

Mentors should fill in templates for best practice cases in the Workbook for mentors.

2.4.4 CONCLUSION: ON   LINE

<u>Short description</u>

Mentors should present their improved final solutions of the cases to other participants during the on   line meeting.

Reviewing of improved solutions	Final presentation of each final solution in 6 minutes
	Show the main important improvements and key points for your solutions
Time for questions	4 minutes questions for each presentation

2.5 THEME 4

Participating in the selection of apprentices

2.5.1 PREPARATION: WORK AT HOME

Name of the case: The selection of apprentices

Short description

Whilst not always the most reliable, interviews remain the most widely used assessment and selection tool. The key to making interviews a success for you is by asking the right questions, keeping the process consistent for all applicants and remaining impartial throughout the process. Throughout the interview, the evaluation of the candidate can be done by making a test, based on a checklist of qualifying factors and technical skills required for the placement. This test can be designed and carried out by the host organisation.

Task 4 for mentors

Prepare for your colleagues   a proposal of a bad example of an interview   with candidates, give them 20 min to work in pairs and 5 min to   present their findings.   Then present how the selection process and a good interview with candidates should happen (including check list of skills (at least 5) that your candidate for apprenticeship should have) + prepare 10 min discussion +10 min presentation of the biggest mistakes in the preselection process/interview.

Type

Preparing selection process/interview

Duration

Studying theme 4 hours, preparing game 3 hours, preparing presentation 2 hours

Questions to be answered by mentors	● Prepare the pre-selection process of apprentices ● Prepare interview with candidate
Didactical tools	● Theatre, role playing ● Presentation
Expected Outcomes (new competences)	● Mentors will be able to propose criteria for selecting candidates ● Mentors will be able to prepare preselection process

2.5.2 PRESENTATION: LIVE WORKSHOP

Scenario of live workshop

Please note and use the scenario of live workshop (**chapter 2.2.2**).

Presentation of solutions by mentors

Name of the case	The selection of apprentices
Type of the presentation	Prepare for your colleagues a proposal of a bad example of an interview with candidates, give them 20 min to work in pairs and 5 min to present their findings. Then present how the selection process and a good interview with candidates should happen (including check list of skills (at least 5) that your candidate for apprenticeship should have) + prepare 10 min discussion +10 min presentation of the biggest mistakes in the preselection process/interview.
Timeline	20 min preparation of performance + 2 x 5 min performance + 10 min presentation + 10 min discussion
Format of the presentation to use	PPT

Outcomes: NEW KNOWLEDGE AND SKILLS

● Mentors will be able to propose criteria for selecting   candidates.
● Mentors will be able to prepare preselection process.

Introduction of study materials by moderator

Presentation: 10 min per theme.

2.5.3 IMPROVEMENT: WORK AT HOME

Short description

Based on the feedback that mentors received at the **Live workshop** from the moderator/coach as well as from other mentors, and based on the **study materials**, mentors must now improve their solutions for the given cases – **development of solutions**

Tasks for mentors

● Improving their presentation (case study, solution) based on their experience from the workshop and new study materials.
● Writing a guideline on how the selection process should take place and writing a short scenario of a good and a bad example.

Timeline per activity

● Study new materials: 2h
● Preparing new materials:
  o PPT: 1 h
  o Guidelines to activity: 1,5 h
  o Sending materials to tutor and colleagues (give them a week)
  o   Giving feedback to colleagues: 2 h
  o Finalisation of materials: 1,5 h
● Becoming familiar with the use of the **Apprentice Track app functionalities** (Check ApT User guidelines for Mentors document and follow the instructions provided in section "Reviewing the list of agreements for practical training from the educational institution"   and check the relevant information of   students assigned to him/her for each agreement using the Detail section in the View apprentice agreement in the tool): 1 h for training

Templates for best practice cases

Mentors should fill in templates for best practice cases in the Workbook for mentors.

2.5.4 CONCLUSION: ON   LINE

Short description

Mentors should present their improved final solutions of the cases to other participants during the on   line meeting.

Reviewing of improved solutions	Show the main important improvements and key points for your solutions.
Time for questions	4 minutes questions for each presentation.

2.6 THEME 5

Finding the appropriate tools according to the Apprenticeship Plan (including quality management requirements).

2.6.1 PREPARATION: WORK AT HOME

Name of the case: Developing metrics for monitoring Apprenticeship Program

Short description

The success of any Apprenticeship Programme relies on clear metrics and a system for monitoring programme performance over time. The Apprenticeship Diary could be a very useful tool. It requires companies to continuously assess how well the skills are being developed and deployed against requirements, how effectively gaps are being bridged, and how readily pipelines are being filled with competent, skilled workers. This enables companies to ensure an effective apprenticeship experience that measurably benefits their bottom line." Johanna Soderstrom, Vice President Human Resources, The Dow Chemical Company

Task 5 for mentors

Prepare an apprenticeship plan for monitoring the apprenticeship's goals and learning outcomes. Make at least 5 mistakes, that your colleagues will have to find. Prepare a presentation about the apprenticeship's goals and monitoring, measuring learning outcomes and how you will measure them. The task for participants should take 20 min + 25 min for presentation and discussion.

Duration

Study apprenticeship plan (2 h), learning outcomes and how to measure/monitor them (2 h)

Preparing apprenticeship plan (2 h), preparing presentation (2 h) +   consultations (1 h)

Questions to be answered by mentors	● What are the general goals of the apprenticeship? ● What are specific learning outcomes of the apprenticeship? ● How will you measure that you achieved goals and learning outcomes?
Handouts/templates for Mentors	https://is.muni.cz/do/1499/metodika/rozvoj/kvalita/Adam_IH_LP.pdf
⁰Didactical tools	● Presentation ● Disscussion
Expected Outcomes (new competences)	● Mentors will be able to set goals of an apprenticeship ● Mentors will be able to set learning outcomes of an apprenticeship ● Mentors will be able to prepare tools for measurement/monitoring learning outcomes (Apprenticeship Diary)

2.6.2 PRESENTATION: LIVE WORKSHOP

Scenario of live workshop

Please note and use the scenario of live workshop (**chapter 2.2.2**).

Presentation of solutions by mentors

Name of the case	**Developing metrics for monitoring Apprenticeship Program**
Type of the presentation	Prepare a presentation on how a good apprenticeship plan should look like, prepare the apprenticeship learning outcomes and how you will measure them.
Timeline	Presentation 30 min +15 min discussion
Format of the presentation to use	PPT

Outcomes: NEW KNOWLEDGE AND SKILLS

- Mentors will be able to set goals of an apprenticeship
- Mentors will be able to set learning outcomes of an apprenticeship
- Mentors will be able to prepare tools for the measurement of learning outcomes.

Introduction of study materials by moderator

Presentation: 10 min per theme.

2.6.3 IMPROVEMENT: WORK AT HOME

Short description

Based on the feedback that mentors received at the **Live workshop** from the moderator/coach as well as from other mentors, and based on the **study materials**, mentors must now improve their solutions for the given cases – **development of solutions.**

Tasks for mentors

- Improving their presentation (case study, solution) based on their experience from the workshop and new study materials.
- Writing an Apprenticeship plan template based on their experience from the workshop and new study materials.

Timeline per activity

- Study new materials: 2h
- Preparing new materials:
  - PPT: 1 h
  - Template: 1,5 h
  - Sending materials to tutor and colleagues (give them a week)
  - Giving feedback to colleagues: 2 h
  - Finalisation of materials: 1,5 h
- Practice the use of the **Apprentice Track app functionalities** (Check ApT User guidelines for Mentors document and follow the instruction of sections Apprenticeship follow-up, assessing student work, Apprenticeship follow-up, progress reporting and communications to include in the tool the set of learning outcomes as competences to assess and updating it in the AppT tool   ): 1 h for training

Templates for best practice cases

Mentors should fill in templates for best practice cases in the Workbook for mentors.

2.6.4 PRESENTATION: ON   LINE

Short description

Mentors should present their improved final solutions of the cases to other participants during the on   line meeting.

Reviewing of improved solutions	Final presentation of each final solution in 6 minutes
	Show the main important improvements and key points for your solutions
Time for questions	4 minutes questions for each presentation

About the Apprentice Track Project and this publication

Apprenticeships allow students to build up skills and knowledge, while providing companies with a reliable way to evaluate potential future hires and benefit from fresh perspectives offered by academia. Despite their advantages, apprenticeships are challenging to manage, as the needs of students and of specific enterprises are difficult to match, particularly when organisations need to deal with massive amounts of students and, consequently, data. Structured communication channels between enterprises and students, robust management systems and clear evaluation protocols are necessary to manage such a complex system to enable the launch of valuable, steady and sustainable Apprenticeship Programmes.