COURSE FOR MENTORS

Handbook for Moderators

Module 3: Completing the Apprenticeship

APPRENTICE TRACK

Authors

Jan Beseda, Tea Gagro, Mojca Sendelbah

Contributors

Partner Consortium

Editors

Andreja Bizjak, Anthony F. Camilleri, Carmen L Padrón, Alicia-Leonor Sauli-Miklavčič

Layout

Tara Drev

Copyright

The Apprentice Track Consortium

The Association of Slovene Higher Vocational Colleges	Skupnost VSŠ	SI
European Association of Institutions of Higher Education	EURASHE	BE
Celje School of Economics, Higher Vocational College	EŠ Celje	SI
Knowledge Innovation Centre (Malta) Ltd	KIC	MT
Sdružení profesního terciárního vzdělávání	CASPHE	CZ
VERN University of Applied Sciences	Vern	HR

Table of Contents

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 WORHSHOP	WORK AT HOME	ONLINE
Activities	Introduction to Module 3 Introduction of themes in Module 3 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 supporting materials (moderator)	Improvement of solutions of practical cases with feedback received during the discussions Finalization of practical cases by using the proposed supporting study materials and other relevant sources	Review of improved solutions Final questions Conclusion and Wrap up
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: ONLINE	**1 hour**	**Day 14**
Together (Module 3)	**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 themes and cases to Mentors

Lecturing – introducing

Each subtopic will have 5 minutes for presentation + 6 minutes for discussion. For 5 subtopics = 55 minutes. (5 minutes reserve)

ZOOM Meetings can be used for presentation

Note instructions for Tasks (*see chapters 2.2.1, 2.3.1, 2.4.1, 2.5.1 and 2.6.1*) to prepare written solutions for practical examples:

- o Describe your own specific situation in relation to the selected problem.
- o Answer the Questions to be answered that are relevant to you.
- o Form and answer your own questions – your suggestions.

Draw conclusions and formulate proposals.

Conversation

The distribution process of cases among Mentors

- By discussion - according to their biggest problem.
- Agreement and selection among mentors.
- If not - draw of cases.

Presentation of »SMART goals« methodology to Mentors

2.2 THEME 1

<table>
<tr><td style="background-color:yellow">

Assessing apprentices: methodology

</td></tr>
</table>

2.2.1 PREPARATION: WORK AT HOME

<table>
<tr><td style="background-color:yellow">

Name of the case: How to monitor and assess the apprentice?

</td></tr>
</table>

Short description

Assessment is one of the most challenging phases in the learning process. Thus, it is important to define and put in place an appropriate method, including timeline and taking into account the importance of this assessment regarding the overall assessment of the student.

Task 1 for mentors

Prepare a plan for the monitoring of the apprentice for later assessment.

Please specify:

- Timeframe: daily, weekly, end of the month
- Mode: face-to-face interview, observation, using Journal of apprenticeship…

Documentation (Is the journal enough?)

Type

Preparing a plan to monitor the apprentice

Duration

6 hours for the plan, 2 hours for the presentation, 1 hour for the consultation.

Questions to be answered by mentors

Monitoring	
Am I doing this up-to-date? Do I have a form for this?	
Can I use a journal of apprenticeship?	
Can I use an observation method? Do I have daily contact with the apprentice?	
Can I use a face-to-face method (defined periodic meetings)?	
Do I have / need specific instructions from an educational institution?	

Your suggestions	
Assess	
Do I have specific instructions (Assessment Scale) from an educational institution?	
Do I know the exact terms for a successfully completed apprenticeship?	
Do I know what my assessment means in the overall rating?	

Didactical tools

- Problem-based methods.
- Presentation
- Consultation as needed

Expected Outcomes (new competences)

- Answering the relevant questions
- Monitoring plan
- Presentation for the LIVE WORKSHOP phase
- Summary with conclusions and suggestions for solutions

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 Presentation: 15 min Interactive activity: 20 min	(15 min + 20 min) = 35 min **Total 1:05**
Moderator presents materials to **Theme 1**	15 min **Total 1:20**
Task 2 Presentation: 15 min Interactive activity: 20 min	(15 min + 20 min) = 35 min **Total 1:55**
Moderator presents materials to **Theme 2**	15 min **Total 2:10**
Coffee Break: 15 min	

Task 3 Presentation : 15 min Exercise 1 : 15 min Exercise 2 : 15 min	(15 min+ 15 min + 15 min) = 45 min **Total 2:55**
Moderator presents materials to **Theme 3**	15 min **Total 3:10**
Lunch break 45 min	
Task 4 Presentation: 10 min Exercise 1: 10 min Exercise 2: 15 min	(10 min + 10 min + 15 min) = 35 min **Total 3:45**
Moderator presents materials to Theme 4	15 min **Total 4:00**
Task 5 Presentation: 10 min Exercise: 20 min	(10 min + 20 min) = 30 min **Total 4:30**
Moderator presents study material to Theme 5	20 min **Total: 4:50**
Presentation of application: 40 min Questions: 20 min Moderator final wrap up: 10 min	(40 min + 20 min + 10 min) = 70 min **Total 6:00**

Presentation of solutions by mentors

Name of the case	How to monitor and assess the apprentice?
Type of the presentation	Introduce the prepared plan for the monitoring of the apprentice for later assessment. Prepare an interactive activity for your colleagues to "correct" and supplement your plan.

	Please specify and solve your open questions • *About Timeframe: daily, weekly, end of month,* • *About Mode: face-to-face interview, observation, using Journal of apprenticeship.* Draw conclusions and formulate proposals.
Timeline	15 min presentation 20 min exercise
Format of the presentation to use	PowerPoint Word or Excel template prepared by mentor Paper and coloured pens.

Interactive group work after the presentation – solution development

• Debates and gathering feedback
• Exchange of good and bad monitoring examples
• Make conclusions and formulate new/improved proposals

Exchange of good practice examples among mentors – further solution development

• *Good example of a mentor with experience*
• *Template: prepared plan for the monitoring of the apprentice for later assessment.*

Some examples on page:

https://www.ac4sme.eu/wp-content/uploads/2017/09/Apprenticeship-coaches-toolbox_finalfinal.pdf

Outcomes: NEW KNOWLEDGE AND SKILLS

• Assessment procedure and rules
• Assessment methods
• Define the timeframe: What is the most appropriate period to monitor the apprentice (in the case of Slovenia: in 10 weeks Apprenticeship)
• Define the mode (interview, observation…)
• Define the forms (Journal of apprenticeship…)

Coaching / Didactic methods

Role play – I'm the apprentice.

Give a good / bad example.

Introduction of study materials by moderator

Presentation: 15 min.

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

- Review of notes, conclusions and formulated proposals during the face-to-face phase
- Review of the proposed study material and the template
- Development of solutions and suggestions of possible revisions of the template
- Consultation with other mentors and the moderator
- Possible corrections and finalization of templates
- Improvement of case studies based on the experience from the workshop and new study material
- Mentors will be finalizing templates
- The support: Consultation as needed

Timeline per activity

- 1h: Review of notes, conclusions and formulated proposals on face-to-face work
- 1h: Review of the proposed study material
- 1h: Development of solutions
- 1h: Consultation with Mentors and Moderator
- 3h: Finalization of templates
- 1h: Finalization of the case study
- Practice the use of the Apprentice Track app functionalities (Progress report): 1 h for training

Templates for best practice cases

Mentors should fill in templates for the improved case study in the Workbook for mentors.

Improved Template:

The Plan for the monitoring of the apprentice for later assessment.

2.2.4 CONCLUSION: ONLINE

Short description

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

Reviewing of improved solutions	The mentor will send at least 3 days before the final online meeting the proposed versions of their case study and template via e-mail to the other mentors and ask them for

	comments and corrections.
	Guided discussion by the mentor – carrier
Time for questions	Summary and confirmation of the final version

2.3 THEME 2

Assessing apprentices: criteria and indicators

2.3.1 PREPARATION: WORK AT HOME

Name of the case: There are no precise criteria for assessment of Apprentice

Short description

To determine the assessment of an apprentice's work, mentors may come across the problem of what criteria and indicators they should evaluate.

The issue may reside in a complete lack of criteria by the educational institution or when the educational institution provided very precise and fragmented criteria. Both situations can be a problem.

The question is: What do mentors really need?

Task 2 for mentors

- Prepare a proposal of assessment criteria using (or not using) the proposed criteria.
- Add your own suggestions.
- Allocate percentages between criteria.

Type

Preparing Assessment criteria

Duration

6 hours for the proposal of Assessment criteria, 2 hours for the Presentation, 1 hour for the Consultation

Questions to be answered by mentors	• Do I have my own criteria? • Do I receive precise criteria from the educational institution? • How to rate the importance of personal competences, knowledge and personal abilities and skills? • What are the most important criteria for the assessment? • Propose assessment criteria.
Didactical tools	• Problem-based methods. • Presentation and prepared group work during *LIVE WORKSHOP* • Consultation as needed
Expected Outcomes (new competences)	• Answering the relevant questions • Proposal of assessment criteria • Presentation for the *LIVE WORKSHOP* phase • Summary with conclusions and suggestions for solutions

Handouts/templates for Mentors

Proposal of Assessment criteria

First step: allocate % between 1-4

(1+2+3+4 = 100%)

Second step: decide whether further percentage sharing is needed

1. Personal competences:

- *Punctuality*
- *Physical appearance (clothing)*
- *Availability*
- *Interest*
- *Responsibility*
- *Sociability*
- *Communication skills*

2. Knowledge:

- *Previous knowledge*
- *Acquired knowledge*

3. Personal abilities and skills:

- *Organisation of the workplace*
- *Occupational health and safety regulation*

- *Good command of work equipment and tools*
- *Correct application of instructions*
- *Interpretation of documentation*
- *Autonomy*
- *Initiative*
- *Pace of work*
- *Work quality*
- *Teamwork*
- *Flexibility to change*
- *Relationship with customers/users/mates*

4. Your suggestions

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	There are no precise criteria for assessment of Apprentice.
Type of the presentation	Introduce the proposal of assessment criteria without your allocation of percentages between criteria. Prepare an interactive activity with the template of proposed criteria and ask to distribute them. Show them your solution. Compare the results. Draw conclusions and formulate proposals.
Timeline	15 min presentation 20 min exercise
Format of the presentation to use	PowerPoint Word template of assessment criteria

Interactive group work after the presentation – solution development

Individual work

Debate and gathering feedback

Word template of assessment criteria.

Outcomes: NEW KNOWLEDGE AND SKILLS

- Assessment criteria
- Assessment scale
- Assessment documentation

Coaching/Didactic methods

Questions

Introduction of study materials by moderator

15 min presentation

2.3.3 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

- Review of notes, conclusions and formulated proposals during the face-to-face phase
- Review of the proposed study material and the template
- Development of solutions and suggestions of possible revisions of the template
- Consultation with other mentors and the moderator
- Possible corrections and finalization of templates
- Improvement of the case studies based on the experience from the workshop and new study material
- Mentors will have a problem combining all "new" suggestions
- The support: Consultation as needed

Timeline per activity

- 1h: Review of notes, conclusions and formulated proposals during the face-to-face phase
- 1h: Review of the proposed study material
- 1h: Development of solutions

- 1h: Consultation with mentors and the moderator
- 3h: Finalization of templates
- 1h: Finalization of the case study
- 1h: Practice the use of the Apprentice Track app functionalities: List of competences of a study program (what competences a student should gain during practice), Progress reports

Templates for best practice cases

- Mentors should fill in templates for improved case study in the Workbook for mentors.
- Improved Template
- Assessment with Assessment criteria and Assessment scale.

2.3.4 CONCLUSION: ONLINE

Short description

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

Reviewing of improved solutions	The mentor will send at least 3 days before the final online meeting the proposed versions of their case studies and template via email to the other mentors and ask them for comments and corrections.
	Guided discussion by the mentor – carrier
Time for questions	Summary and confirmation of the final version

2.4 THEME 3

<div style="background-color: green; padding: 20px;">

Evaluating Apprenticeships: self-evaluation

</div>

2.4.1 PREPARATION: WORK AT HOME

<div style="background-color: green; padding: 20px;">

Name of the case: Do I know the benefits of implementing an Apprenticeship in the Organisation?

</div>

Short description

At the end of the apprenticeship, it is time for impact assessments. How could you as a mentor evaluate the benefits that the apprentice has brought to your organisation? What areas of his/her work will you consider to be benefits: professional, social, other?

Task 3 for mentors

Do I know the benefits of implementing an apprenticeship in the organisation?

Write at least 5 areas where you see the most valuable benefits for your organisation.

(Look at the *questions to be answered*).

Ask your colleagues/HRM to check and identify the most valuable benefits for your organisation.

Type

Preparing presentation

Interview

Duration

4 hours to study areas, 2 hours to discuss with colleagues/HRM, 2 hours to prepare presentation, 1 hour for the consultation.

Questions to be answered by mentors	What does the host organisation (mentor, other employees) acquire through participation in apprentice education?
	• 1. Apprentices can transfer specific knowledge to colleagues (IT, foreign languages ...) • 2. Getting to know potential staff - Well-trained future staff. • 3. Replacement of absent workers. • 4. Support for certain work. • 5. Future business connections. • 6. Learn about opportunities and threats in the organisation. • 7. Your suggestions
Didactical tools	• Interview with colleagues/HRM • Presentation with prepared questions for other mentors – for developing ideas and good practise in their companies • Consultation as needed
Expected Outcomes (new competences)	• Answering the relevant questions • Propose 5 areas where you can see the most valuable benefits for the organisation. • Presentation for LIVE WORKSHOP phase. • Summary with conclusions and suggestions for solutions

Handouts/templates for Mentors

Template:

What does the host organisation acquire through participation in the apprentice's education?

Please look at the **Template 1:**

Benefits of implementing an Apprenticeship in the Organisation	Don't agree at all	Don't agree	Mostly agree	Completely agree	Don't know
Support for certain work					
Getting to know potential staff					
Knowledge acquired by the student during the Apprenticeship can be used for independent work					
Students can transfer specific knowledge to colleagues (use of information-communication					

equipment, individual computer programs, foreign languages)					
Replacement of absent workers					
Possibility to plan employee leaves					
Well-trained future staff					
Your suggestion					

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	Do I know the benefits of implementing an apprenticeship in the organisation?
Type of the presentation	• *Prepare a case study:* Write 5 areas where you can see the most valuable benefits of an apprenticeship for your organisation. Compare the results. Draw conclusions. • *Prepare an interactive activity for mentors:* Are you a good mentor? Write good attributes and attributes you should improve. Related to Module 1: Preparation for the apprenticeship/ Topic 1b: Good mentor - Which attributes should a good mentor have / not have?
Timeline	15 min presentation 15 min for exercise 1 15 min for exercise 2
Format of the presentation to use	PowerPoint Paper and coloured pens

Interactive group work after the presentation – solution development

Exchange of good and bad experiences

Debates and gathering feedback

Outcomes: NEW KNOWLEDGE AND SKILLS

- Recognize the benefits of apprenticeships
- Acknowledging the new possibilities an apprentice can provide for their organisation
- To recognize and evaluate their own good qualities as a mentor
- To recognize and evaluate their own weaknesses as a mentor

Coaching/Didactic methods

The moderator indicates a specific interesting example.

Introduction of study materials by moderator

15 min presentation

2.4.3 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

- Review of notes, conclusions and formulated proposals during the face-to-face phase
- Review of the proposed study material and the template
- Development of solutions and suggestions of possible revisions of the template
- Consultation with other mentors and the moderator
- Possible corrections and finalization of templates
- Improvement of case studies based on the experience from the workshop and new study material
- Mentors will have a problem combining all "new" suggestions
- The support: Consultation as needed.

Timeline per activity

- 1h: Review of notes, conclusions and formulated proposals during the face-to-face phase
- 1h: Review of the proposed study material
- 1h: Development of the solutions
- 1h: Consultation with mentors and the moderator
- 3h: Finalization of templates
- 1h: Finalization of the case study
- 1h: Practice the use of the Apprentice Track app functionalities: Progress report and Survey from mentor, Progress report und Survey from student

Templates for best practice cases

Mentors should fill in the templates for the improved case study in the Workbook for mentors.

Improved Template:

- *Template 1:*

Form: What does the host organisation acquire through participation in student education?

Proposed areas valuable for the organisation

(see Task 3)

- *Template 2*

(Use the form from Module 1: Preparation for the Apprenticeship/ Theme 1b: Good mentor - Which attributes should a good mentor have / not have?)

Self-evaluation as a Mentor.

2.4.4 CONCLUSION: ONLINE

Short description

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

Reviewing of improved solutions	The mentor will send at least 3 days before the final online meeting the proposed version of their case study and template via email to the other mentors and ask them for comments and corrections.
	Guided discussion by the mentor – carrier
Time for questions	Summary and confirmation of the final version

2.5 THEME 4

Evaluating Apprenticeships: student-mentor relationship

2.5.1 PREPARATION: WORK AT HOME

Name of the case: The procedure for exchanging information after the apprenticeship with the Apprentice.

Short description

According to our research, the field of evaluation is the one that represents the biggest problem for mentors. The condition for successful evaluation is certainly the ongoing monitoring and good contact between the mentor and the apprentice during the work.

We must clearly define the important areas of their work that we will include in this process.

Task 4 for mentors

You must clearly define the important areas that you will include in the evaluation process.

See the proposal and define your priorities for the areas of the evaluation.

Ask your colleagues/HRM to identify the most important areas for your organisation.

Design a form/questionnaire for the apprentice to answer your questions related to the evaluation.

Implement an interview with your colleagues (Role-play) on the basis of a proposed questionnaire.

After the interview supplement/correct the questionnaire.

Type

Presentation, interview

Duration

3 hours for studying areas, 1 hour for discussing with colleagues/HRM, 3 hours for preparing a form/questionnaire, 2 hours for presentation, 1 hour for the consultation.

Questions to be answered by mentors	**1. HOW?** o *With the form* o *With the application* o *Face-to-face* **2. PROPOSE THE MOST IMPORTANT AREAS OF THE EVALUATION:** 1. Appropriate integration of a student in the host organisation (general information about the organisation) 2. The appropriate introduction of the employees working in the related organisational unit 3. The level of acquired personal competences, knowledge and personal abilities and skills. 4. The possibility of combining theoretically acquired knowledge with practical work tasks in the organisation. 5. Overall well-being and satisfaction in the organisation. 6. Frequency and possibility of contact between the mentor and the student. 7. Complaints and appeals system 8. Your suggestions
Didactical tools	• *Interview* • *Presentation* • *Consultation as needed*
Expected Outcomes (new competences)	• *Answering the relevant questions* • *Prepare a questionnaire.* • *Presentation for the LIVE WORKSHOP phase* • *Summary with conclusions and suggestions for solutions*

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 procedure for exchanging information after the apprenticeship with the apprentice.
Type of the presentation	• *Prepare a case study:* Presentation of the important areas that you and your colleagues/HRM included in the evaluation process. Ask other mentors to write the three most important areas to evaluate according to them. Compare the results. Draw conclusions. • *Role-playing* Presentation of a questionnaire for the apprentice to answer your questions related to the evaluation. Implement an interview with other mentors based on the proposed questionnaire.
Timeline	10 min presentation 10 min for exercise 1 15 min for exercise 2
Format of the presentation to use	PowerPoint Paper and coloured pens

Interactive group work after the presentation – solution development

Role-playing:

One mentor impersonates the apprentice and answers the questions of other mentors.

Each mentor can ask up to 3 questions.

Outcomes: NEW KNOWLEDGE AND SKILLS

What kind of information does the mentor need to evaluate the apprenticeship:

- The level of training received in the host organisation
- The relationship with colleagues in the host organisation
- The level of suitability between what the apprentice has studied in the educational institution and the performed apprenticeship
- The level of satisfaction of the apprentice with the mentor
- The internal assessment of the host organisation to take on further apprenticeships or not

Coaching/Didactic methods

Role-play – Questions

Introduction of study materials by moderator

15 min presentation

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

- Review of notes, conclusions and formulated proposals during the face-to-face phase
- Review of the proposed study material and the template
- Development of solutions and suggestions of possible revisions of the template
- Consultation with the other mentors and the moderator
- Possible corrections and finalization of the templates
- Improvement of the case studies based on the experience from the workshop and the new study material
- Mentors will have a problem combining all "new" suggestions.
- The support: Consultation as needed.

Timeline per activity

- 1h: Review of notes, conclusions and formulated proposals during the face-to-face phase
- 1h: Review of the proposed study material
- 1h: Development of solutions
- 1h: Consultation with mentors and the moderator
- 3h: Finalization of the templates
- 1h: Finalization of the case study
- 1h: Practice the use of the Apprentice Track app functionalities: Final report from mentor; Final report from student

Templates for best practice cases

Mentors should fill in the templates for the improved case study in the Workbook for mentors.

Improved Template:

Questionnaire for the Apprentice which includes:

- *The level of training received in the host organisation*
- *The relationship with colleagues in the host organisation*
- *The level of suitability between what the apprentice has studied in the educational centre and the performed apprenticeship*
- *The level of satisfaction of the apprentice with the mentor*

2.5.4 CONCLUSION: ONLINE

Short description

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

Reviewing of improved solutions	The mentor will send at least 3 days before the final online meeting the proposed version of their case study and template via email to the other mentors and ask them for comments and corrections.
	Guided discussion by the mentor – carrier
	Summary and confirmation of the final version

2.6 THEME 5

Evaluating apprenticeships: PHEI-host organisation relationship

2.6.1 PREPARATON: WORK AT HOME

**Name of the case: The procedure for exchanging information
after the apprenticeship with the supervisor - PHEI.**

Short description

For an educational institution, evaluating apprenticeships with a mentor in the host organisation is of great importance for them to get feedback to ensure the quality of the learning process. On this basis, they can, thus, take appropriate measures to improve it.

Task 5 for mentors

You must clearly define the important areas that you would include in the evaluation process.

See the proposal of areas and define/add your priorities of the areas for the evaluation.

Create your list of these priorities ranked by importance from your perspective.

Type

Presentation

Duration

4 hours to study the areas, 2 hours to prepare a proposal of areas ranked by importance from the mentor's perspective, 2 hours to prepare the presentation, 1 hour for the consultation.

Questions to be answered by mentors	**1. HOW?** • *With the form* • *With the application* • *Face-to-face*

	2. THE MOST IMPORTANT AREAS OF THE EVALUATION: 1. Preparation for the apprenticeship. 2. The guidelines for the implementation of the apprenticeship. 3. Relevant and timely information about the desired content of the apprenticeship from the educational institution. 4. Sufficient/insufficient knowledge of the apprentice to carry out the assigned tasks of the apprenticeship. 5. Appropriate conditions and resources in the organisation for the implementation of the apprenticeship. 6. Frequency and possibility of contact between the mentor and the supervisor. 7. Review of the documentation. 8. Your suggestions
Didactical tools	• Problem-based methods. • Presentation with prepared questions for mentors about their suggestions/ good practice/bad practice • Consultation as needed
Expected Outcomes (new competences)	• Proposal of areas for evaluation ranked by importance. • Presentation for LIVE WORKSHOP phase • Prepared questions for mentors • Summary with conclusions and suggestions for solutions

Handouts/templates for Mentors

Proposal of areas

Please see **Template 2:**

THE MOST IMPORTANT AREAS OF THE EVALUATION:
1. Preparation for the apprenticeship.
2. The guidelines for the implementation of the apprenticeship.
3. Relevant and timely information about the desired content of the apprenticeship from the educational institution.
4. Sufficient/insufficient knowledge of the apprentice to carry out the assigned tasks of the apprenticeship.
5. Appropriate conditions and resources in the organisation for the implementation of the apprenticeship.

6. Frequency and possibility of contact between the mentor and the supervisor.	
7. Review of the documentation.	
8. Your suggestions	

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	The procedure for exchanging information after the apprenticeship with the supervisor - PHEI.
Type of the presentation	Prepare a case study:
	Present the list of the most important areas of the evaluation ranked by importance that you included in the evaluation process.
	Mentors should write/choose:
	5 of the most important areas of the evaluation for the relation between the host organisation and the apprentice.
	5 of the most important areas of the evaluation for the relation between the host organisation and the educational institute.
	Compare the results.
	Provide arguments.
	Draw conclusions.
Timeline	10 min presentation
	20 min for the case study
Format of the presentation to use	PowerPoint
	Paper and coloured pens

Interactive group work after the presentation – solution development

Debates and gathering feedback.

Exchange of good and bad experiences

Outcomes: NEW KNOWLEDGE AND SKILLS

- To recognize all three aspects that define the apprenticeship performance: the triangle between the apprentice, the educational institution and the host organisation.
- To know all the sources of data that are necessary for the proper evaluation of apprenticeships.
- To collect and analyse data from different areas.

Introduction of study materials by moderator

15 min presentation

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

- Review of notes, conclusions and formulated proposals during the face-to-face phase
- Review of the proposed study material and the template
- Development of solutions and suggestions of possible revisions to the template
- Consultation with the other mentors and the moderator
- Possible corrections and finalization of the templates
- Improvement of the case studies based on the experience from the workshop and the new study material.
- Mentors will have a problem combining all "new" suggestions
- The support: Consultation as needed.

Timeline per activity

- 1h: Review of notes, conclusions and formulated proposals during the face-to-face phase
- 1h: Review of the proposed study material
- 1h: Development of solutions
- 1h: Consultation with mentors and the moderator
- 3h: Finalization of the templates
- 1h: Finalization of the case study
- 1h: Practice the use of **the Apprentice Track app functionalities**: Please check ApT User guidelines for Mentors document and follow the instructions provided in the sections Apprenticeship follow-up, progress reporting and communications, Final report from mentor; and Final report from student to complete your Evaluation and report definition according to the results of the activities conducted in this theme

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

Mentors should fill in the templates for the improved case study in the Workbook for mentors.

Improved Template:

To recognize all three aspects that define the apprenticeship performance: the triangle between the apprentice, the educational institution and the host organisation which must be evaluated:

The relationship between the host organisation and <u>the apprentice.</u>

(The template developed in task 4)

The relationship between the host organisation and <u>the educational institution.</u>

Template

<u>Questionnaire</u> for Mentors

See Task 5 and good examples

2.6.4 CONCLUSION: ONLINE

<u>Short description</u>

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

Reviewing of improved solutions	The mentor will send at least 3 days before the final online meeting the proposed version of their case study and template via email to the other mentors and ask them for comments and corrections.
	Guided discussion by the mentor – carrier
	Summary and confirmation of the final version

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 organizations 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 and enable the launch of valuable, steady and sustainable Apprenticeship Programmes.