



COURSE FOR MENTORS

Textbook for Mentors

Module 3: Completing the Apprenticeship



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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.

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	<p>Introduction to Module 3</p> <p>Introduction of themes in Module 3</p> <p>Distribution of practical examples / cases among mentors</p>	<p>Preparation of solutions for given practical cases based on mentor's experience</p> <p>Consultation with moderator as needed</p>	<p>Presentation of prepared solutions to practical cases (by mentors)</p> <p>Exchange of good practices (among mentors)</p> <p>Coaching the discussion and introduction of supporting materials (moderator)</p>	<p>Improvement of solutions of practical cases with feedback received during the discussions</p> <p>Finalization of practical cases by using the proposed supporting study materials and other relevant sources</p>	<p>Review of improved solutions</p> <p>Final questions</p> <p>Conclusion and Wrap up</p>
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		Days 7-9 for improvement

	9 hours	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 Study materials

2.1 Theme 1

Assessing apprentices: methodology

It is important that the mentor reviews and evaluates the work of the student during the period.

The prepared plan for monitoring the apprentice for later assessment must include:

1. Timeframe

It is probably appropriate for a 10-week period of Apprenticeship (*Slovenia*) to do this weekly or at least every 14 days.

A longer period is not recommended as both daily observations and monitoring may be lost in the flood of other regular work tasks.

2. Mode:

a) The mentor must analyse the performed work and tasks together with the student. It is most effective when you **talk** regularly with the apprentice to:

- discuss progress,
- identify any further support needed,
- adjust plans for training and assessment as required (if they are having trouble achieving competences),
- possible complaints,
- possible suggestions,
- negotiate further opportunities for training and assessment.

b) The mentor can also **observe** the apprentice and make notes.

c) The mentor can **gather the opinions** of the apprentice's closest associates.

3. Potential forms

a) The mentor can use documentation such as the **Journal of apprenticeship**, in which the apprentice records daily completed tasks, for monitoring. This is the basis for interviewing the apprentice.

b) The mentor can prepare a **special form**.

The mentor must enable a constant evaluation of the attainment of learning outcomes that were established in the activity plan.

Additional e-references

<https://learntowork.eu/apprenticeship-quality-toolkit/>

<http://ka107.splet.arnes.si/results/> including example of Journal of apprenticeship

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

2.2 Theme 2

Assessing apprentices: criteria and indicators

An apprenticeship is an important part of education programs, as it is upgrading the theoretical study contents. It enables students to transfer their theoretical knowledge and skills into practice. This way they obtain during the studies basic professional experiences and competencies for entering the labour market.

The aim of the apprenticeship is that a student gains experience in solving real professional and other tasks within the organisation that he/she was delegated for, that he/she is aware of the responsibility of achieving results in accordance with the delegated tasks, is developing a sense of belonging to the working collective, demonstrating willingness to cooperate, and gains a positive attitude towards work, associates and others with whom he/she participates during the practical training.

The objectives that should be achieved by students during the apprenticeship are set out in the catalogues of knowledge of the individual study programs. They list the given basic program goals and competencies.

Assessment is a widely used term in apprenticeship. There are different purposes for assessment, which determine how it is conducted and recorded.

To determine the assessment of a student's work, mentors need to identify what criteria and indicators they should evaluate.

A problem can be a complete lack of criteria by the educational institution.

Procedures and terms mentors need to know:

- instructions - assessment scale from PHEI;
- the exact terms for a successfully completed apprenticeship like minimum required hours of the apprenticeship which are linked to the terms and conditions of apprentices' agreement;
- some qualification systems used in apprenticeships require evidence of set competencies (general and professional) which are performed on the job;
- if there is a template for the formal assessment established by the PHEI (Certificate);
- What is the importance of the mentor's grade in the student's overall grade?

The mentor assesses the indicators evidence-based throughout the apprenticeship process:

1. Personal competences: (related to SET OF GENERAL COMPETENCES).

- Punctuality
- Personal appearance
- Availability
- Interest
- Responsibility
- Sociability
- Communication skills

2. Knowledge:

- Previous knowledge
- Acquired knowledge (related to SET OF PROFESSIONAL COMPETENCES).

3. Personal abilities and skills (related to SET OF GENERAL COMPETENCES).

- Organisation of the workplace
- Occupational health and safety regulation
- Good command of work equipment and tools
- Correct performance of instructions
- Interpretation of documentation
- Autonomy
- Initiative
- Pace of work
- Work quality
- Teamwork
- Flexibility to change

Relationship with customers/users/mates

Additional e-references

<http://ka107.splet.arnes.si/results/>

https://learntowork.eu/wp-content/uploads/sites/19/2018/04/AQT_English.pdf

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

2.3 Theme 3

Evaluating Apprenticeships: self-evaluation

When the apprenticeship comes to an end, it is important to assess if the host organisation is satisfied with the experience. It is important to know if they intend to continue hosting apprentices.

One aspect is at the organisational level, where the organisation determines the benefits obtained during the apprenticeship.

Some examples:

- Support for certain work
- Getting to know potential staff
- Knowledge acquired by the student during the apprenticeship can be used for independent work
- Apprentices can transfer specific knowledge to colleagues (use of information-communication equipment, individual computer programs and foreign languages). So, you can develop existing staff whilst introducing new talent into your organisation.
- Replacement of absent workers
- Possibility to plan employee leaves
- Well-trained future staff. They can be tailored to specific job roles, making them flexible to the needs of your business. Apprentices can help fill skills gaps by developing the specialist skills you require
- Offering apprenticeships also cements links with local communities

Good mentor – related to Module 1: Preparation for the Apprenticeship / Theme 1b: Good mentor.

Additional e-references

<https://www.uwl.ac.uk/business-services/degree-apprenticeships/benefits-apprenticeships-employers>

<https://apprenticeshipq.eu/practice-cases-collection/>

2.4 Theme 4

Evaluating Apprenticeships: student-mentor relationship

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 this work that we will include in this process.

Here are some of them:

- Appropriate integration of a student in the host organisation. (general information about the organisation)
- The appropriate introduction of the organisational unit, the employees, working in the organisational unit.
- The level of acquired personal competences, knowledge and personal abilities and skills.
- The possibility of combining theoretically acquired knowledge with practical work tasks in the host organisation.
- Overall well-being and satisfaction in the host organisation.
- Frequency and possibility of contact between mentor and student.
- Complaints and Appeals System.

At the end of this process, mentors should recognize:

- The level of training received in the host organisation
- The relationship with work mates in the host organisation
- The level of understanding of the operations of the host organisation
- The extent to which the host organisation is recommended for future apprenticeships
- The environmental aspects that have been taken into account when carrying out the learning
- The level of comprehension of the apprentice of the objectives to be achieved through the apprenticeship
- 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

How can we collect data:

- Indirectly by completing a form or using an application.
- Face-to-face through an interview.

Each mode has its advantages and disadvantages.

Additional e-references

<http://ka107.splet.arnes.si/results/>

2.5 Theme 5

Evaluating Apprenticeships: PHEI-host organisation relationship

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

Joint evaluation of the apprentice's evolution with the supervisor:

- The mentor shares with the supervisor the evaluation sheet signed and stamped by the host organisation.
- They review and evaluate the Journal filled in by the apprentice.
- They contrast the acquired competences: personal, professional, knowledge and skills.
- They mark the apprentice according to the percentages set by the educational centre.

Get feedback to ensure the quality of the learning process (observations, panels, registers) and give support according to detected needs

- They review the evaluation procedure, objective and documentation.
- The mentor asks the apprentice to fill in the satisfaction survey in order to get evidence.
- The host organisation fills in the satisfaction survey assessing the apprentice's and the education centre's engagement in the apprenticeship.
- The mentor and the supervisor analyse together the following aspects:
 - The phases of the evaluation process used
 - The guidelines of the training agreement
 - The monitoring and evaluation strategy carried out
 - The Journal of apprenticeship delivered by the apprentice

They analyse the satisfaction survey filled in:

1. By the host organisation taking into account the following aspects:

- The degree of satisfaction of the host organisation with the educational centre
- The attention / information received from the educational centre
- The operation of the educational centre in the organisation of the learning
- The level of satisfaction with training performed by the apprentice
- The level of qualification of people in the field of practical education.
- The level of professional competence of the apprentice
- The effectiveness of communication between the mentor and the supervisor
- The image of the educational centre
- The possibilities for accepting new apprentices in the future

2. By the apprentice taking into account the following aspects:

2a Regarding *the educational centre*:

- The level of satisfaction of the apprentice with the learning achieved
- The level of satisfaction of the apprentice with the mentor
- The level of satisfaction of the apprentice with the supervisor
- The level of comprehension of the apprentice of the objectives to be achieved through the apprenticeship
- The level of suitability between what the apprentice has studied in the educational centre and the performed apprenticeship
- The correct use of the Journal of apprenticeship

2b Regarding *the host organisation*:

- The level of training received in the host organisation
- The relationship with work mates in the host organisation
- The level of understanding of the operations of the host organisation
- The extent to which the host organisation is recommended for future apprenticeships
- The environmental aspects that have been taken into account when carrying out the learning

Analyse the data collected during the apprenticeship process evaluation, take decisions and implement them

The mentor and the supervisor together:

- Analyse the collected data
- Evaluate the collection of forms in use (Applications, Journal of apprenticeship, surveys, certificates ...)
- Evaluate the effectiveness of the tools used to manage the data
- Analyse the ICT skills related to the mentor management
- Evaluate the ability to manage information

Additional e-references

<http://ka107.splet.arnes.si/project-description/>

<http://ka107.splet.arnes.si/results/>

https://learntowork.eu/wp-content/uploads/sites/19/2018/04/AQT_English.pdf

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



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