



IO3A5 Evaluation

Course and Tool evaluation- Joint Analysis report

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Glossary

Term/Acronym	Meaning
SAT	SMART ELECTRONIC SYSTEM FOR TRACKING APPRENTICESHIPS
HEI	Higher Education Institution
PHE	Professional Higher Education
f2f	Face to face
CZ	Czech Republic
SLO	Republic of Slovenia
HR	Republic of Croatia

1 Project Context

1.1 Project Description

Apprenticeships at Professional Higher Education (PHE) level provide opportunities to build up new skills and knowledge both on and off the job. When they are of high quality, apprenticeships promote a smoother transition from school/PHE institution to work for young people, giving them a good start to their working careers. They do so by providing a good mix of basic competences and job-specific skills as well as valuable work experience. In addition, the participants in such apprenticeships, internships, are generally able to earn a wage, even if small, while studying. Quality apprenticeships can also provide an attractive learning pathway for youth at risk of dropping out early from initial education. Employers also benefit as they get support to identify and train workers while adding to their productive capacity and can still form their future employees.

SMART ELECTRONIC SYSTEM FOR TRACKING APPRENTICESHIPS (SAT) as ICT innovation is enhancing digital competences in all target groups, giving them a management and measurement tool for ensuring quality of apprenticeship. On systemic level SAT provides transparent and comparative data among different countries to support further development of apprenticeship and relation between PHE Institutions and world of work.

The SAT project aims for:

- Strengthening cooperation between students /HEI / institutions and companies receiving apprentices (SME, large, medium enterprises) during the apprenticeships
- Quick, easy, and efficient way to track the progress of students.
- A good overview of the role of the student in the apprenticeships for mentors
- Quick and easy ongoing evaluation of student progress at apprenticeships for mentors.
- Possibility of a quick and effective response of organizers to lack of students' progression.
- Directly involving the students into quality assessment of the apprenticeship.
- Keeping the process of apprenticeship progression transparent, comparative, and paperless.

1.2 Evaluation of the Course on Apprenticeship-Management (IO3A5)

This document presents the results of evaluation analysis of the Course on Apprenticeship-Management implemented by the project and conducted as part of the activities of the task IO3A3.

The successful management of Apprenticeships isn't only about the effectiveness of tools used to support the process but is also about the right development of competences of all its stakeholders. The SAT project aims at providing a complete toolset for the management of apprenticeships and designed a custom-course for receiving institutions covering the following topics: key features of apprenticeships, integrating placements into strategic workforce planning, gaining the support of colleagues and senior managers, finding the right provider, drawing up an apprenticeship agreement and employment contract, managing, mentoring and supporting your apprentice, assessing performance, integrating apprentices into their workforce.

As part of the evaluation of the course implementation, the consortium designed and implemented a questionnaire that was made available online for all companies and mentors involved in the project during the period from September until end of October 2020. Such questionnaire has been designed to gather information about their expectations before starting the course and their feedback and possible impact after concluding the course. The Annex 1 presents the questionnaires in English, there are 3 versions of such document which include its translations to Croatian, Slovenian and Czech and they served to define the different country reports used to generate this joint analysis.

This document presents the overall analysis of the questionnaires completed by the mentors associated to the different higher education organizations which are partners of the SAT project. The document is structured as follows:

Section Analysis presents an overview of the inputs from the mentors gathered in the different countries and provides information which served the project team to evaluate the course and practical sessions conducted as part of the courses.

Section Conclusions based on the analysis of the feedback collected in the three countries, this section presents the aspects considered as more relevant by the mentors in terms of utility of the course and its potential impact on their future work managing apprenticeships.

Annex 1 includes the Questionnaire prepared by the consortium which was translated to the different languages (i.e., Croatian, Slovenian, and Czech) to facilitate gathering mentors' answers to the 2 questionnaires in their native languages. It also includes the reference to the different local reports used as inputs for the joint analysis presented in this document.

2 Analysis

The consortium considers that apprenticeships are successfully managed if mentors in the receiving organization are perceived as the most important link between school and companies, who provide the apprenticeships. Therefore, the survey was designed to gather information that allow us to determine which is their overall impression of the implemented course for Apprenticeship management and how the knowledge and competences developed during the course will impact their work in the future as mentors.

A ground total of 18 mentors from the 3 countries participated in the course adapted to their national conditions and language. This might not be a statistic significative sample but allows the project to get a better idea of the potential utility and future impact in the mentors' activities.

2.1 Overview of results

Next table provides an overview of the feedback gathered during the Course evaluation in the different countries.

It must be noted that due to COVID-19 pandemic the Institute of Hotel and Management ended promised collaboration with CASPHE, and the planned mentors had lost their jobs. In this situation we decided to pilot the course in the Czech Republic with master students (2nd year) of Adult Education of University of Jan Amos Komensky. All of students have already experience from apprenticeship or previous job. This course intended to develop their competences as future mentors and it was added as part of the subject Competences in Education.

Country	Number of responses	Feedback collected
Slovenia	6	<p>Overall Feedback: The course was interesting, instructive, introduced me to the work of the school and preparing the student for practice, showed how important it is to work with the school and the student, what we need to improve in the future to work with students even better. The course gave me a lot of new knowledge.</p> <p>The course definitely exceeded my expectations, as the mentors exchanged experiences in carrying out the practical part of the education. Also, based on the presentations of the mentors, I obtained new proposals for the implementation of practical work and work in our company.</p> <p>Due to COVID-19, we were forced to have the entire course online. It would have been a little more enjoyable live, but it was still very interesting and informative.</p> <hr/> <p>Potential impact: We will pay even more attention to the students. I expect to find it easier to prepare the Mentoring Plan and the Apprenticeship Plan.</p> <p>The knowledge gained from the course will be used for further mentoring. I got to know the way of mentoring students better.</p> <p>I received some answers on how Apprenticeships are conducted in other companies.</p> <p>The tendency will be to educate young staff. I can better advise and assist students during Apprenticeship. We will review all the prepared materials once again and, on this basis, extract the contents that could be included in our work process.</p> <p>We will deepen cooperation with schools.</p>

Country	Number of responses	Feedback collected
		<p>We gained some new perspectives and gained the skills to lead the implementation of Apprenticeship. I will use the ideas from the course and make the Apprenticeship more interesting and useful for the students.</p> <p>We will also improve awareness in the company that students need good mentoring. It will be easier for me to prepare and fill in all the necessary documentation before, during and after the Apprenticeship.</p>
Czech Republic	7	<p>Overall Feedback: I learned a lot of useful information about how to properly organize the internship process, who is a mentor, what qualities a mentor should have, how to organize a workplace for an employee, how to document an internship, types of contracts, legal framework, how to conduct evaluation of the work of both the mentor and the trainee after the end of the internship.</p> <p>Based on this course I realized my previous experiences was not 100% according to what I learned in this course. I can say, this workshop was very valuable and beneficial. I have seen information's, which are usually very difficult to find, because not all the companies allowed them for public knowledge, although it's very important for students. I think, that most of the students either because of lack of the information's regarding to the intership proces or some personal hesitation, they won't attend these internships. I would recommend this workshop to everybody, who would like to know more about mentoring and related processes.</p> <p>I got the information relating to the preparation and during the internship. This information is very useful for me if I decide to do an internship.</p> <p>This course have plenty of new information for me. Especially about the structure of the mentor-mentee relationship. How deep can mentor affect the mentee and how much actions can mentee do to improve himself.</p>

Country	Number of responses	Feedback collected
		<p>The first time I heard about this subject, I couldn't imagine, what to think about it or what to expect from it, I was never interested in it in such detail. When we had our first online class, i was pleasantly surprised. It was something totally new for me. The subject has an enriched supply of information and has a positive effect on the students</p> <hr/> <p>Potential impact: The information received in the course is very useful for me, since I am a new employee in a company and can use the knowledge gained in practice, as recommendations to colleagues, and in the future, if I have to train employees.</p>
Croatia	5	<p>Overall Feedback: The course provided us with an easier overview of the steps for successful implementation of the apprenticeship management.</p> <p>All course materials includes practical and useful information and provided an opportunity to gather examples from different companies that are of great help.</p> <hr/> <p>Impact: New knowledge, acquired during the course, will certainly improve our apprenticeship schema and eventually will make it more efficient.</p> <p>We will improve the apprenticeship management and preparedness using the knowledge and practices conducted during the course.</p> <p>We'll better find a win-win approach for the firm and the intern using the information provided by the course, guiding apprentices to ensure their adaptation to the company, solving issues which may arise during their work.</p>

Table 1 Analysis results per country

3 Conclusions

The result of analysing the answers given by mentors helped us to determine which aspects are considered as more relevant in terms of usefulness of the course and tool created by the project to digitally support the whole management process and its impact on their future work.

Course usefulness: Although the number of answers collected during the evaluation process is not statistically relevant, we can confirm that mentors found useful all themes included in the course design especially those related to Preparation for the Apprenticeship and legal framework, Proper management of the mentor-mentee interactions and their evaluation, as well as the further usage of SAT tools in particular the AppT tool to support the whole management process.

Impact: After concluding the course mentors commented they will focus more in educating junior staff, they will be able to better advise and assist students during apprenticeship. They will apply all what they learnt during the course to their work process and will help them to improve awareness in the company that students need good mentoring. The knowledge and skills acquired during the course will help them and their companies to deepen cooperation with schools. Furthermore all the experience and knowledge gained thanks to the course will contribute to prepare and make their apprenticeships more interesting and useful for the students.

4 Annex 1

The file which includes the questionnaires used to gather information from in-company mentors, participating in the Evaluation of the course, are available at Questionnaires and guide folder accompanying this report.

There are 3 versions of such document which include its translations to Croatian, Slovenian and Czech and they had been included in the different country reports used to generate this joint analysis. Those documents are available at Country Reports folder accompanying this report.



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 the 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, are therefore needed to enable the launch of valuable, steady and sustainable Apprenticeship Programmes.

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