

BRIDGES

Improving Work-based Learning Through Employer links

BRIDGES?

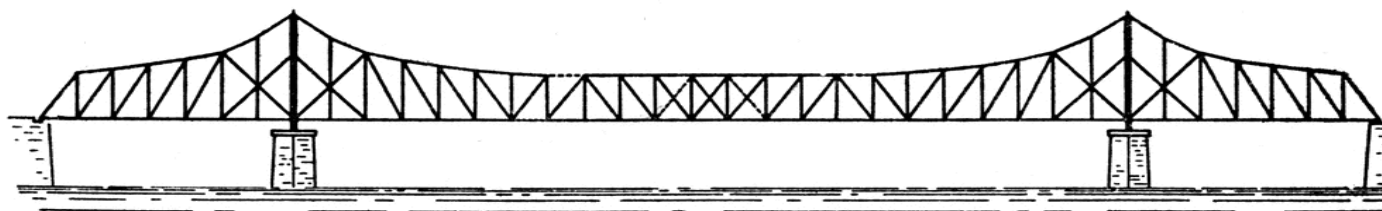
BRIDGES WBL- Improving work-based learning through employer links

Project number: 2020- UK1 – UK01 – KA 2020 – 078809

O2 BRIDGES CPD Programme

Trainer guide, assessment criteria and methodology

developed by: EGS, Mindshift, INFODEF, CSI, BMC



Center for Social
Innovation



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TRAINER GUIDE

The trainer guidelines have been designed to support trainers assisting and assessing the learners completing the BRIDGES CPD Programme. The BRIDGES CPD is a modular programme content, developed for a total of 60 hours, in a blended learning format.

Level 1	Contact hours	
BUILDING EDUCATIONAL CAPACITY	SELF-DIRECTED LEARNING	TUTORING SESSIONS
unit 1 Training needs analysis for the workforce	4	1
unit 2 Customised training plans	4	1
unit 3 Learning how to teach	4	1
Total	12	3
Level 2	Contact hours	
CO-DESIGNING CURRICULA AND CAREER PATHWAYS	SELF-DIRECTED LEARNING	TUTORING SESSIONS
unit 1 Identifying occupational standards	4	1
unit 2 Relating occupational standards with job roles	4	1
unit 3 Breaking down with functional maps	4	1
Total	12	3
Level 3	Contact hours	
LEADING AND NETWORKING	SELF-DIRECTED LEARNING	TUTORING SESSIONS
unit 1 Form Partnerships	4	1
unit 2 New and revised curriculum for sector purpose	4	1
unit 3 Produce programmes to improve national frameworks	4	1
Total	12	3
Level 4	Contact hours	
ENHANCING INTERNATIONALISATION	SELF-DIRECTED LEARNING	TUTORING SESSIONS

unit 1 Enhancing Internationalisation	4	1
unit 2 Comparative Analysis	4	1
unit 3 Implementing Your Approach	4	1
Total	12	3

To fully comply with the flexibility of the learning path envisaged in the BRIDGES Employer Engagement Path, this CPD was designed based on the FLEX model.

As a blended learning methodology, the FLEX model allows learners to have control over their learning. Students or employees can move from one activity to another according to their needs. For that purpose, each learning unit in each module concludes with a self-analysis exercise, where the learner gets to decide which path to take in the learning programme.



Figure 1: BRIDGES Employer Engagement Path

All activities are designed to be implemented both online and offline. The learning is preferential self-directed, and the trainer is requested to provide assistance also online and on-site.

One of the objectives of the BRIDGES CPD programme is to provide learners with the ability to build their own learning path. In this model, the trainer will also have to assume the role of a tutor, meaning that he/she will have to provide assistance and

guidance to the learners with the aim to support him to become an independent learner

The BRIDGES CPD programme is composed of four levels (four modules), and each level includes three learning units. Each learning unit is built around a hand-on activity, with a total of four hours of self-directed learning and one hour for tutoring sessions. The aim with this distribution is to allow learners to develop their knowledge, skills and attitudes going through a range of scenario-based and reflection exercises, including WBL. In this context the role of the trainer is to:

- provide relevant content to complement the knowledge learners will acquire when going through the activities
- clarify learners doubts in the process of delivering the activities
- reinforce learning messages to maintain learners progress and engagement in the programme
- assess learners performance at the end of each learning unit

Following it is presented a scheme of how the trainer can organise and conduct the tutoring sessions.



Introduction session(s)

- Present the aim and objectives of the learning unit
- Make an overview of the contents covered by the
- Provide additional



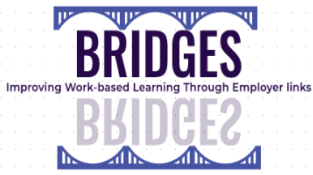
Follow up session(s)

- Clarify any doubts that the learner might have during the learning process

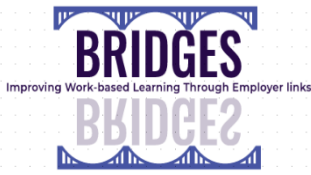


Evaluation session(s)

- Record the learners conclusions
- Assess learners performance



The “Follow up session(s)” can happen by request and it can be delivered online. The next section presents the assessment criteria and methodology to be used in each level.



ASSESSMENT CRITERIA AND METHODOLOGY

Assessment refers to the evaluation of learners' knowledge, skills acquisition and attitude improvement after the completion of a learning process. In this case, learners will be evaluated at the end of each learning unit. Each learning unit activity is designed to end up with a self-reflective exercise that requests learners to register their progress and plan which learning path to take.

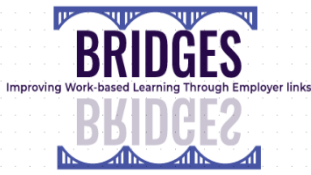
Having this in mind, the trainer is called to record the learner's conclusions and then decide on the type of assessment to conduct. This might vary between the different levels, also depending on the level of engagement of the learner and also learning style. This characterises the assessment as a being competence-based:

- collection of evidence to demonstrate that the learner can perform and behave according to specific standards (see **BRIDGES CPD Programme: Professional standards & set of soft skills in employer engagement**)
- assessment that results from the specification of a set of learning outcomes articulated in the professional standard, together with the soft skills required to achieve those learning outcomes
- assessment outcome that will permit the trainer to evaluate with respect to the achievement or non-achievement of the learning outcomes (i.e., has achieved the professional standards / hasn't achieve the professional standards)

To achieve this, trainers:

- **Must focus on outcomes**, the assessment must allow a clear demonstration of the learners performance in the activity. To do so, evidence must be collected to prove that the learner has met the professional standards criteria
- **Must privilege assessment in workplace context** when possible, meaning that performance must be demonstrated and assessed under the same conditions as it normally would be practised.

Trainers can use the following checklist to assess trainers at the end of each learning unit. The assessment methodology was designed to be adapted according to the context and specifications of the CPD training implementation, and it requires a preparation from the trainer prior to it.



Adjustment for Assessments

VET training is more diverse than ever, not just for those who are learning the core subjects, but also for the professionals delivering and assisting these programmes and employers. The Bridges partners are aware of the range of different styles of learning which could be present when delivering and assessing our framework, therefore we have taken the approach to offer a downloadable version of our training material which can be adjusted for you to meet the needs of your learners.

Alongside this, we have produced the following tips to support inclusion within the Bridges framework:

The use of Microsoft Accessibility Checker

Available of Microsoft products for Windows and Mac

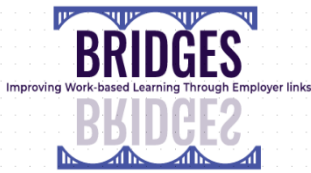
<https://support.microsoft.com/en-us/office/make-your-content-accessible-to-everyone-with-the-accessibility-checker-38059c2d-45ef-4830-9797-618f0e96f3ab>

Consideration when planning

While careful consideration was given to the logical steps and structure in the design of the slides, we understand that colour alternations and other forms of adjustment may need to be given. We also suggest the trainer speaks to their learners about the best forms of assessment to suit their needs. Bridges assessments include direct observations, work-products and questioning.

Further Reading on Neurodiversity

<https://elearningindustry.com/types-of-neurodiversity-and-how-to-design-learning-experiences-for-them>



Certification

Learners who are working through the Bridges framework will go through a collection of self-taught and trainer-based sessions. Following this, the proposed assessment process has been highlighted in this document.

Once a trainer has downloaded and used our assessment criteria to check the skills, knowledge and behaviours (alongside soft-skills), they can download the certificate from our CPD section of the framework.

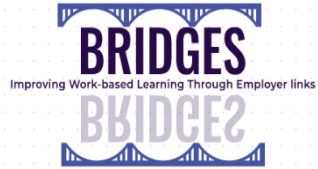
There is space on the certificate for the trainer to add their name, organisation, stamp, signature and certification number, the process will allow the training provider to have their own internal audit of certificates of those VET professionals who have completed the programme.

BUILDING EDUCATIONAL CAPACITY

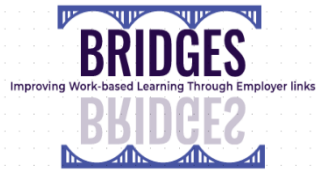
Part I – Selection of assessment method

	Assessment method	
Unit 1 Training needs analysis for the workforce	Direct observation <ul style="list-style-type: none"> - conducted in-site; real time workplace observation - simulated off-the job situations that reflect workplace practices 	<input type="checkbox"/>
	Product based <ul style="list-style-type: none"> - structured assessment activities, results can include the assessment of reports, presentations, role-plays, work samples 	<input type="checkbox"/>
	Portfolio <ul style="list-style-type: none"> - collection of work samples produced by the learner (written documents, videos, photographs, etc.) 	<input type="checkbox"/>
	Questioning <ul style="list-style-type: none"> - quiz - questionnaires - oral questioning 	<input type="checkbox"/>
	Other:	<input type="checkbox"/>

	Assessment method	
unit 2 Customised training plans	Direct observation <ul style="list-style-type: none"> - conducted in-site; real time workplace observation - simulated off-the job situations that reflect workplace practices 	<input type="checkbox"/>
	Product based <ul style="list-style-type: none"> - structured assessment activities, results can include the assessment of reports, presentations, role-plays, work samples 	<input type="checkbox"/>
	Portfolio <ul style="list-style-type: none"> - collection of work samples produced by the learner (written documents, videos, photographs, etc.) 	<input type="checkbox"/>
	Questioning <ul style="list-style-type: none"> - quiz - questionnaires - oral questioning 	<input type="checkbox"/>
	Other:	<input type="checkbox"/>



Assessment method		
unit 3 Learning how to teach	Direct observation <ul style="list-style-type: none"> - conducted in-site; real time workplace observation - simulated off-the job situations that reflect workplace practices 	<input type="checkbox"/>
	Product based <ul style="list-style-type: none"> - structured assessment activities, results can include the assessment of reports, presentations, role-plays, work samples 	<input type="checkbox"/>
	Portfolio <ul style="list-style-type: none"> - collection of work samples produced by the learner (written documents, videos, photographs, etc.) 	<input type="checkbox"/>
	Questioning <ul style="list-style-type: none"> - quiz - questionnaires - oral questioning 	<input type="checkbox"/>
	Other:	<input type="checkbox"/>



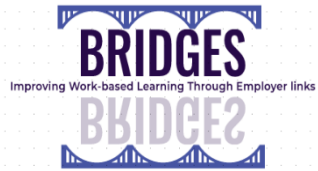
BUILDING EDUCATIONAL CAPACITY

Part II – Assessment to verify if learner has achieved the professional standards

Learning outcomes		A ¹	N A ²
U1	<ul style="list-style-type: none"> Produce a learning needs analysis for the workforce/sector Gather relevant information from departments across the employer/sector and correlate the findings into a report Ability to interface with workforce and management at all levels of expertise and education to collect relevant information 	<input type="checkbox"/>	<input type="checkbox"/>
U2	<ul style="list-style-type: none"> Produce training plans and materials recommended by the TNA Produce information and teaching materials relevant to the sector for delivery in house and in conjunction with VET institutions Devise materials and plans that reflect industry needs and contain sufficient detail to be teachable at the relevant level 	<input type="checkbox"/>	<input type="checkbox"/>
U3	<ul style="list-style-type: none"> Train sector trainers and assessors to deliver and assess the materials prepared Deliver training to sector-based staff on how to effectively deliver VET based learning and assessment Ability to apply VET model across sectors/ contexts and different levels of expertise, find solutions for problems 	<input type="checkbox"/>	<input type="checkbox"/>
SOFT SKILLS OBSERVED			
Communication	<input type="checkbox"/>	Design mindset	<input type="checkbox"/>
Critical thinking	<input type="checkbox"/>	Emotional intelligence	<input type="checkbox"/>
Decisiveness	<input type="checkbox"/>	Time management	<input type="checkbox"/>

¹ A: Has Achieved Professional Standards

² NA: Has Not Achieved Professional Standards

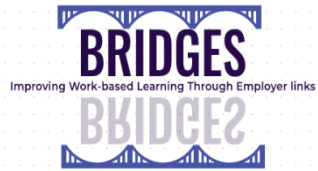


CO-DESIGNING CURRICULA AND CAREER PATHWAYS

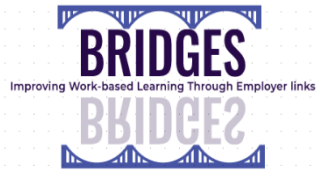
Part I – Selection of assessment method

Assessment method		
unit 1 Identifying occupational standards	Direct observation - conducted in-site; real time workplace observation - simulated off-the job situations that reflect workplace practices	<input type="checkbox"/>
	Product based - structured assessment activities, results can include the assessment of reports, presentations, role-plays, work samples	<input type="checkbox"/>
	Portfolio - collection of work samples produced by the learner (written documents, videos, photographs, etc.)	<input type="checkbox"/>
	Questioning - quiz - questionnaires - oral questioning	<input type="checkbox"/>
	Other:	<input type="checkbox"/>

Assessment method		
unit 2 Relating occupational standards to job roles	Direct observation - conducted in-site; real time workplace observation - simulated off-the job situations that reflect workplace practices	<input type="checkbox"/>
	Product based - structured assessment activities, results can include the assessment of reports, presentations, role-plays, work samples	<input type="checkbox"/>
	Portfolio - collection of work samples produced by the learner (written documents, videos, photographs, etc.)	<input type="checkbox"/>
	Questioning - quiz - questionnaires - oral questioning	<input type="checkbox"/>
	Other:	<input type="checkbox"/>



		Assessment method	
unit 3 Breaki ng down with functi onal maps	Direct observation	<ul style="list-style-type: none"> - conducted in-site; real time workplace observation - simulated off-the job situations that reflect workplace practices 	<input type="checkbox"/>
	Product based	<ul style="list-style-type: none"> - structured assessment activities, results can include the assessment of reports, presentations, role-plays, work samples 	<input type="checkbox"/>
	Portfolio	<ul style="list-style-type: none"> - collection of work samples produced by the learner (written documents videos, photographs, etc.) 	<input type="checkbox"/>
	Questioning	<ul style="list-style-type: none"> - quizz - questionnaires - oral questioning 	<input type="checkbox"/>
	Other:		<input type="checkbox"/>



CO-DESIGNING CURRICULA AND CAREER PATHWAYS

Part II – Assessment to verify if learner has achieved the professional standards

Learning outcomes		A ³	NA ⁴
U1	<ul style="list-style-type: none"> Obtain national and local occupational/ professional standards for a sector Use a variety of avenues to obtain standards designed for an industry or sector in cooperation with educational/professional or legal requirements Use of National Occupational Standards or similar (NOS) to define industry needs 	<input type="checkbox"/>	<input type="checkbox"/>
U2	<ul style="list-style-type: none"> Liaise with industry professional bodies and committees on education and training Form relationships with appropriate contacts to relate national standards to job roles Ability to present NOS data and requirements in language relating to the sector 	<input type="checkbox"/>	<input type="checkbox"/>
U3	<ul style="list-style-type: none"> Build a functional map of the roles in the sector related to the industry with employers and professional bodies Use working parties to form a full functional map for the sector to correlate with national standards and identify gaps if they exist Use functional map to break down areas for VET and identify common (e.g., HSE) and specialist areas across a sector 	<input type="checkbox"/>	<input type="checkbox"/>
SOFT SKILLS OBSERVED			
Teamwork	<input type="checkbox"/>	Openness	<input type="checkbox"/>
Presentation	<input type="checkbox"/>	Conflict Management	<input type="checkbox"/>
Creativity	<input type="checkbox"/>		

³ A: Has Achieved Professional Standards

⁴ NA: Has Not Achieved Professional Standards

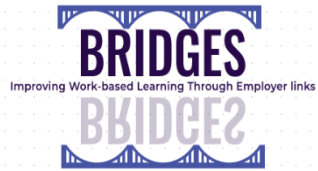
LEADING AND NETWORKING

Part I – Selection of assessment method

		Assessment method	
unit 1 Form partners hips		Direct observation <ul style="list-style-type: none"> - conducted in-site; real time workplace observation - simulated off-the job situations that reflect workplace practices 	<input type="checkbox"/>
		Product based <ul style="list-style-type: none"> - structured assessment activities, results can include the assessment of reports, presentations, role-plays, work samples 	<input type="checkbox"/>
		Portfolio <ul style="list-style-type: none"> - collection of work samples produced by the learner (written documents, videos, photographs, etc.) 	<input type="checkbox"/>
		Questioning <ul style="list-style-type: none"> - quiz - questionnaires - oral questioning 	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
		Assessment method	
unit 2 New and revise d curric ulum for sector		Direct observation <ul style="list-style-type: none"> - conducted in-site; real time workplace observation - simulated off-the job situations that reflect workplace practices 	<input type="checkbox"/>
		Product based <ul style="list-style-type: none"> - structured assessment activities, results can include the assessment of reports, presentations, role-plays, work samples 	<input type="checkbox"/>
		Portfolio <ul style="list-style-type: none"> - collection of work samples produced by the learner (written documents, videos, photographs, etc.) 	<input type="checkbox"/>
		Questioning <ul style="list-style-type: none"> - quiz - questionnaires 	<input type="checkbox"/>

purpose	oral questioning	<input type="checkbox"/>
	Other:	<input type="checkbox"/>

	Assessment method	
unit 3 Produce ce progr amme s to impro ve nation al frame works	Direct observation <ul style="list-style-type: none"> - conducted in-site; real time workplace observation - simulated off-the job situations that reflect workplace practices 	<input type="checkbox"/>
	Product based <ul style="list-style-type: none"> - structured assessment activities, results can include the assessment of reports, presentations, role-plays, work samples 	<input type="checkbox"/>
	Portfolio <ul style="list-style-type: none"> - collection of work samples produced by the learner (written documents, videos, photographs, etc.) 	<input type="checkbox"/>
	Questioning <ul style="list-style-type: none"> - quiz - questionnaires - oral questioning 	<input type="checkbox"/>
	Other:	<input type="checkbox"/>



LEADING AND NETWORKING

Part II – Assessment to verify if learner has achieved the professional standards

Learning outcomes		A ⁵	NA ⁶
U1	<ul style="list-style-type: none"> Form partnerships between employers, regulators and educators with relevant expertise Work with industry regulators and stakeholders to identify pathways for employer VET partnerships Ability to interface with all groups and negotiate common ground 	<input type="checkbox"/>	<input type="checkbox"/>
U2	<ul style="list-style-type: none"> Ensure that new or revised learning and qualifications are fit for industry/sector purpose and not “off the peg” Involve VET partners in design process for new or revised qualifications with employer input Understand the needs of the employer and the methodology of delivery of the educational institutions 	<input type="checkbox"/>	<input type="checkbox"/>
U3	<ul style="list-style-type: none"> Encourage industry bodies and employers to produce programmes and initiatives to improve VET in a national framework Present projected outcomes of programmes to local and national regulatory and government bodies to encourage buy in and funding for VET projects Ability to present the benefits to all concerned of VET programmes in an industry 	<input type="checkbox"/>	<input type="checkbox"/>
SOFT SKILLS OBSERVED			
Communication	<input type="checkbox"/>	Empathy	<input type="checkbox"/>
Time Management	<input type="checkbox"/>	Self-Reflection	<input type="checkbox"/>
Presentation	<input type="checkbox"/>		

⁵ A: Has Achieved Professional Standards

⁶ NA: Has Not Achieved Professional Standards

ENHANCING INTERNATIONALISATION

Part I – Selection of assessment method

Assessment method		
unit 1 Enhancing Internationalisation	Direct observation <ul style="list-style-type: none"> - conducted in-site; real time workplace observation - simulated off-the job situations that reflect workplace practices 	<input type="checkbox"/>
	Product based <ul style="list-style-type: none"> - structured assessment activities, results can include the assessment of reports, presentations, role-plays, work samples 	<input type="checkbox"/>
	Portfolio <ul style="list-style-type: none"> - collection of work samples produced by the learner (written documents, videos, photographs, etc.) 	<input type="checkbox"/>
	Questioning <ul style="list-style-type: none"> - quizz - questionnaires - oral questioning 	<input type="checkbox"/>
	Other:	<input type="checkbox"/>
Assessment method		
unit 2 Comparative Analysis	Direct observation <ul style="list-style-type: none"> - conducted in-site; real time workplace observation - simulated off-the job situations that reflect workplace practices 	<input type="checkbox"/>
	Product based <ul style="list-style-type: none"> - structured assessment activities, results can include the assessment of reports, presentations, role-plays, work samples 	<input type="checkbox"/>
	Portfolio <ul style="list-style-type: none"> - collection of work samples produced by the learner (written documents, videos, photographs, etc.) 	<input type="checkbox"/>
	Questioning <ul style="list-style-type: none"> - quizz - questionnaires - oral questioning 	<input type="checkbox"/>
		<input type="checkbox"/>

	Assessment method	
unit 3 Implementing your approach	Direct observation <ul style="list-style-type: none"> - conducted in-site; real time workplace observation - simulated off-the job situations that reflect workplace practices 	<input type="checkbox"/>
	Product based <ul style="list-style-type: none"> - structured assessment activities, results can include the assessment of reports, presentations, role-plays, work samples 	<input type="checkbox"/>
	Portfolio <ul style="list-style-type: none"> - collection of work samples produced by the learner (written documents, videos, photographs, etc.) 	<input type="checkbox"/>
	Questioning <ul style="list-style-type: none"> - quiz - questionnaires - oral questioning 	<input type="checkbox"/>
	Other:	<input type="checkbox"/>

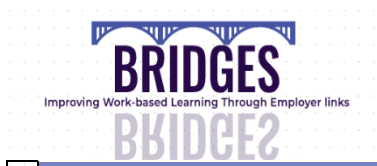
ENHANCING INTERNATIONALISATION

Part II – Assessment to verify if learner has achieved the professional standards

Learning outcomes		A ⁷	NA ⁸
U1	<ul style="list-style-type: none"> Understand and develop a business strategy for the organisation which identifies the opportunities and risks in developing WBL international cooperation Carry out research that will inform the strategy, taking into account key areas such as geographical and demographic points of view Deliver models of learning to different stakeholders, giving them the ability to apply the VET model to their own national, regional, and local requirements 	<input type="checkbox"/>	<input type="checkbox"/>
U2	<ul style="list-style-type: none"> Research the benefits of VET and WBL systems in a sector/ country to enable this to be shown as a positive case for the adoption of the WBL model Analyse and compare frameworks and national standards across EU countries showing the benefits to other countries not yet engaged in the VET model Apply and adapt delivery to changing needs of the employers, the sector/nation as knowledge increases and possible changes to programmes have are made 	<input type="checkbox"/>	<input type="checkbox"/>
U3	<ul style="list-style-type: none"> Discover and design CPD and other activities that will raise awareness and confidence of all stakeholders to deliver the organisation's internationalisation strategy Deliver within international settings for in-person or digital delivery while adapting learning to different VET systems based on the EQF Produce processes, procedures and policies that support successful international partnerships and cooperation 	<input type="checkbox"/>	<input type="checkbox"/>
SOFT SKILLS OBSERVED			
Communication		<input type="checkbox"/>	Organisation
		<input type="checkbox"/>	

⁷ HAPS: Has Achieved Professional Standards

⁸ HNAPS: Has Not Achieved Professional Standards

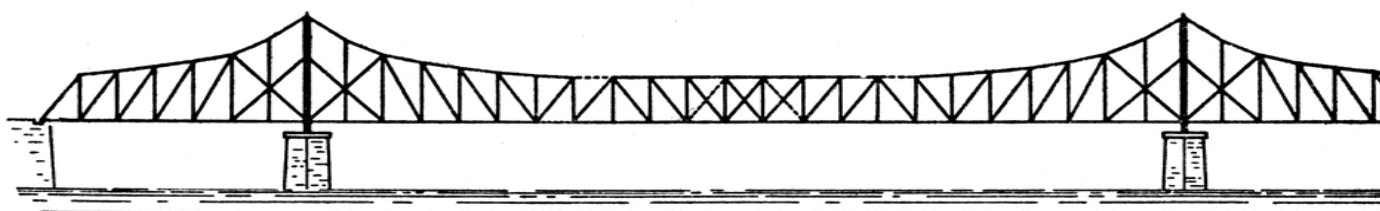


	Agility	<input type="checkbox"/>	Decision Making	<input type="checkbox"/>
	Critical Thinking	<input type="checkbox"/>		<input type="checkbox"/>

BRIDGES

Improving Work-based Learning Through Employer links

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