



it's time

Module 2

Planning the tutoring

Pedagogical Structure & Content description
Version 1 (English)

it's time
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Education and Culture DG





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Module objectives

The main objective of this module is to “endow the tutors with the competencies that will allow them to plan and organize their tutoring activities”

In this module, the methods, techniques and instruments that should be used as the basis and guidelines for the planning of tutoring activities will be presented.

With this knowledge the tutor will develop an ability to plan the actions to be implemented and foresee their expected outcomes.

This module constituted an essential task fore the development efficiency of the tutoring work. Focused on the objectives and results to achieve, it allows organizing the pedagogical methodologies and techniques and the physical, human and financial resources.

Specific objectives:

At the end of this module the learners should be able to:
Distinguish, milestones, general objectives and specific objectives
Define pedagogical objectives and expected outcomes
Prioritise objectives according to knowledge areas
Prepare the necessary didactical resources
Elaborate the learning plan(s) and activity(ies) considering the pedagogical objectives and the target group profile.
Define which pedagogical methods and techniques in light of the target group, the space and the time available.
Calculate the time according to the chosen methods and techniques
Choose evaluation methods and techniques considering the defined session plan



Develop the skills of voice placing, body expression and physiological resistance to stress by exercising specific techniques

Contents

Theme 1: Distinguish expected results, milestones, general objectives and specific objectives

“If anyone wants to build a house, won't they start first by sitting down and make calculation on how much he is going to spend, to see if he can finish it? So it doesn't happen that you start building it and couldn't finish. A lot of people will mock him and say – He began building but couldn't finish it.

Or if a king has to do war on another king, he won't begin by sitting down and think if with ten thousand men he can stand up against the twenty thousand man army that is coming towards him? If he sees he can't he will send his ambassadors to that king who is still far away and asks him what the conditions for peace are.”

In Bible – New testament

The first step for the tutor begins to develop his learning activities in the planning

The planning is a part of our daily life, when we are choosing the clothes we are going to wear we are planning. **Planning is a mental Picture of a future action.** There are people that consider planning a waste of time, choosing to live “improvising”, such as, “sailors by sight” that before they leave they didn't know where they were going, when they got there they didn't know where were they and they got back they didn't know where they went.

The training activity has to be planned thoroughly, meaning previously thought, ordered and articulated. When elaborating the plan the tutor is strengthening his self confidence, eliminating the uncertainties that improvising might give him. The plan will define the guideline of the training activity, giving it unity and cohesion.



1. Planning stages:



A set of basic questions exist that will guide the tutor in the construction of his training activities:

- Why we want to train?
- Who are we going to train (their base competencies/training)?
- What are the objectives to accomplish with the training and its expected results?
- How are we going to train?

The first stage should consist in collecting data; the following data should be clearly and succinctly identified:

- Training objective
- Target group profile
- Expected outcomes
- Scheduling, location, physical, human and financial resources

The second Stage consists in defining the learners' entry profile:



The entry profile is a set of competencies that the learners have at the level of to KNOW, to KNOW-HOW TO DO AND to KNOW HOW TO BE, before starting the training activities.



The third Stage consists in defining the learners exit Profile:



The exit Profile is the set of Competencies, Knowledge, Skills and Attitudes that the learners should have at the end of their training in order to carry out their future Job.

The fourth stage consists in defining objectives: the objectives are determined according to the training depth and complexity; they are categorised in the following way:



- **General Objectives:** are broader and more complex, accomplished only in the long-run. Example: "Increase the company's productivity level"
- **Specific objectives:** with relative complexity, accomplished in the short-run. Example "Improve the costumer attendance capacity"
- **Operational Objectives:** close impact, they define operational behaviours and are accomplished in the short-run. Example: "Know how to write a Sales report"

The fifth stage consists in designing the Training Program. The program is a logical, coherent, progressive and complete set of sequences, intended to reach the previously determined objectives.



The program consists on the following stages:

- *Learners Welcoming/presentation*
- *Development of the theme*
 - *Introduction*
 - *Content organisation*
 - *Conclusion*
- *Evaluation*

The sixth stage consists in selecting the pedagogical methods. The methods selection should take into consideration:



- The defined objectives for the training activity
- The learning rhythm of the learners
- The context of the training activity:
 - The learners group
 - Environment
 - Physical conditions of the training location
 - Available didactical contents
- The trainers experience



The seventh stage consists in the **Logistical Organisation**, the better the quality of the physical conditions of the training activity location, the easier the learning process will be. The following aspects should be taken into consideration:



- **Geographical situation;** On Job training is an excellent solution for practical learning but it is easier for the learner to disperse, and for the tutor there is always “a phone call to make”, or “papers to sign” or even “an urgent situation to attend to”. On the other hand, training outside the working place requires a greater effort in terms of logistics and costs, especially if it's in a residential regime, because housing and food must be considered.

In an on-site method, the location and access must be considered, since it's becoming harder to survive traffic, car parking, etc. In case of at distance learning, the technologies to which the learners have access to must be taken into consideration.

- **The training location:** it must be dimensioned considering the number of learners. For the theoretical training they must be soundproof, well vented and illuminated. The tables should be displayed in a U, V, O or rectangular shape, so the learners can “look everyone in the eyes”.
- **The Schedule:** the schedule must be accessible to all participants, taking into consideration the shift schedule constraints, the location and accesses to the training location and work load that shouldn't be higher than six hours a day, planning several breaks because training requires a great concentration effort and several hours in a row aren't productive specially in training where there is a lot of



cognitive work. If it's a practical training focused on psychomotor skills, the breaks must be considered but the work load can go up to 7 hours a day.

- **Organising the groups:** the on-job training groups must be small (between 1 and 6 learners) and can't be homogeneous in terms of entry profiles, (competencies, Professional experience and academic training) one must, at least, try to select people with certain common interests, ages, qualifications, professional experience, hobbies, geographic origin, etc...

The learners should be contacted in advance, in order to give them time to arrange their personal agendas. The form of contact should be a personal message containing the following information:

- Name of the training activity
- Program/work plan
- Objectives
- Dates, location and schedule

Didactic Material: There is nothing more unpleasant than a trainer planning on using a certain didactical material and when the time comes the material doesn't exist or it is in no conditions of being used.

The Eighth Stage consists in the *dynamics* of the training activity. The tutor must reflect and define, even if in a generic way, the style of the dynamics and the methodology that is best adequate to the group. To that effect, the Session Plan or Work Plan is an essential part to the performance.

Learning Activity/ Assessment info: you've finished your study of theme 1, go to 5. Learning activities and complete activity 1)



Theme 2: Components of the Session Plan/Work Plan



1st – Welcoming: The way how the tutor welcomes the learners and presents himself. The way he conducts this part of the learning is conditioned by the degree of the relationship that he already has with the learners and influences significantly the training results. The welcoming is the greeting card and a very special moment that will or will not motivate the learning process, therefore the tutor should organise an activity that creates a good learning environment.

Make the registration of the most important data on the Learner(s), to taht effect you can use a continuous evaluation sheet (see annexed example)

2^a – Theme development: It must be gradual and schematic, from the concrete to the abstract, in a way the learners can feel they are within the context from the start. The organization of the theme development should have the following sequence:

- Introduction: This is the moment to contextualize, where the trainer will present to his learners the objectives to achieve and the themes to be addressed.
- Content (core of the module): This is the moment where the trainer presents the relevant knowledge on the themes, using a set of pedagogical techniques and resources adequate to the group and to the training objectives.





3^a - Evaluation: This moment is considered as the result of training where the acquired knowledge by the learners are evaluated (learning evaluation), the performance by the trainer and the functioning on the training action (training evaluation)



Attention: Evaluation is a continuous process comprising several moments: *Entry evaluation*, which allows assessing the knowledge the learner has before the start of the module. *Continuous evaluation*, which evaluates the learners' knowledge evolution during the training, his contribution, interest and commitment shown in all activities. *Final evaluation* allows quantifying the acquired knowledge at the level of to KNOW I, to KNOW HOW TO DO and to KNOW HOW TO BE and their depth and consolidation. Also very important in on-job training is the *impact evaluation*, which in general is performed in the first 4 to 6 month after the training conclusion, with the objective to evaluate in what way the acquired competencies were applied and in what way they have contributed to improve performance.

Learning Activity/ Assessment info: you've finished your study of theme 2, go to 5. Learning activities and complete activity 2)

Theme 3: Types of Professional Training

When we talk about Professional training there is a tendency to “put everything in the same bag”, but as training Professionals we are obligated to “separate things” because



the training success, as we have said before, depends a great deal on the defined objectives and those objectives are a product of the diagnose conducted to the target group. In this way it is essential to distinguish the two great types of professional training.

- **Initial Training**
- **Continuous Training**

Initial Training is mainly targeted at young people looking for the first Job and its objective is to provide learners with a set of knowledge that will transform them into competent professionals, ready to start their Professional careers. In general, initial training requires some on-job practical training that allows the learner to KNOW HOW TO DO and to KNOW HOW TO BE because many of these learners are only know having their first contact with a Professional activity. The tutor in these cases should be extra careful in preparing the learning sessions and especially in the monitoring of the learning activities in order to promptly correct any errors or deviations. He should also be sensitive when applying technical terminology and collect the feed-back from his messages and instructions.

“Remember that no one is born taught!” and that the first contact with a Professional activity can be striking and decisive.



Continuous Training is targeted at people with some Professional experience, that is, with previous contact with the labor market, either employed or unemployed, and its objective is to reinforce, recycle or acquire new Professional competencies that allows them to strengthen their employability.

Assuming that, in the current stage of technological development, the individual technical competencies rapidly become outdated, a permanent updating and



perfecting of competencies must be a constant concern, and should be conducted by developing short and medium duration training directed at a specific set of objectives and with certain expected outcomes.

In this way, according to the learners' profile and with the objectives and expected results previously identified and defined, individual training, recycling, qualification, updating and perfection courses can be planned, not forgetting the personnel development components.

These actions should have a medium duration and when possible complemented with a professional reintegration process.





Summary Table – types of Professional training

Type	Genre	Objective	Time
INITIAL TRAINING	Qualification	Confer competencies for performing a certain task	Previous to performing the activity
	Integration	Provide the acquisition of competencies for the a initial adaptation to a Job or function	Previous to the beginning of the job or function
	Perfectioning	Completes and improves the already attained qualifications	During the exercise of a profession
	Recycling	Reinforce the previously attained competencies	
CONTINUOUS TRAINING	Updating	Provides the acquisition of competences required due a certain evolution or innovation	
	Specialization	Develops specific competencies for performing a function or a particular task	
	Promotion	Allow the acquisition of fundamental competencies to professional progression	Job Change within the same profession
	Conversion	Allow the acquisition of new competencies necessary to perform a given profession	When changing a profession

Learning Activity/ Assessment info: you've finished your study of theme 3, Describe what kind of target groups are you use to teach/coach/tutoring and what were their most relevant characteristics and learning expectations. Go to 5. Learning activities and complete activity 3). Send your assignments to your tutor.



Theme 4: On-job Tutor activities

After this extensive approach let's go now to the practical component focused on the activity to be carried out by the on-job training tutor.

How should/can the tutor organise his training activity? First of all he should obtain the previously mentioned information. For that we now list a set of questions that can be used as a check-list:

- What?
- For what?
- When?
- Where?
- How many?
- Who?
- How?

And these questions can be answered in a simple chart that will help you prepare and give energy to your activity:

Table 1

(What?) General training objective. What the trainer should have acquired at the end of the training.
(For what?) What are the expected outcomes
(When?) What are the timings – this information will be fundamental to define the training Schedule.
(Where?) In what location will the training be held? This information is fundamental to organise the sessions and allocate equipments, materials and raw-materials and also to define schedules.



(How many?) How many learners at a time – This information is fundamental to organise the sessions and allocate equipments, materials and raw-materials and also to define schedules.

(Who?) Which competencies, What is the professional and academic background of the learners, what experience do they have and what are their motivations and expectations – This information is extremely important to prepare the contents, decide which are the most adequate pedagogical techniques, what kind of language to use and how to approach the subjects.

(How?) How are you going to organize the learning activities – This information will define which are the most adequate pedagogical methods and techniques, the kind of theoretical and practical contents, the activities, the kind of language to use and the way to approach the subjects.

After obtaining the answers to these questions, the tutor is ready to prepare his session plan. The session plan is the guideline for conducting training activities and is of great use for preparing the learning evaluation activities because you will only evaluate what was learned, according with the defined parameters. In this way, besides having a document with the planning and a support guide to your training activity, you will also have a support instrument to the learning evaluation.

In general it is advisable to use a table to better visualise it.

Table 2

Session plan				
Session's general objective:				Nº hours
Specific objectives / Expected outcomes. At the end of the session the trainee should be able to:	Pedagogical Methodology/Techniques to be used	Didactical resources	Space and equipments	Type of evaluation

This session plan is an individual working document for each tutor, which for better results should be presented to the trainees under the name “**Worksheets**”. These worksheets can have several formats, according to the learning objectives, but should be structured in a way as to guarantee that all the necessary information is available to the learner so he can successfully accomplish the learning activity. In annex we present a model that can be use to several kinds of activities.

Learning Activity/ Assessment info: you've finished your study of theme 4, go to 5. Learning activities and complete activities 4) and 5).



5. LEARNING ACTIVITIES:

For the proposed activities you can use the models in annex I. You can adapt them to your training characteristics and needs, or use a new model suggested by you.

- 1) Think in your activity as a tutor and fill in the Table 1- Reflection Sheet (Annex I) . Send it to the tutor.
- 2) Think in your activity as a tutor and fill in the Table 2- Session Plan (Annex I). Send it to the tutor.
- 3) Prepare your continuous evaluation sheet. This sheet allows you to collect the most relevant information on the learners, such as: name, position in the company, academic background and professional experience, expectations and motivation for this learning activities and learning progress. Send it to the tutor.
- 4) Prepare your worksheets. Send an example to your tutor.
- 5) Prepare the document that will allow you to carry out the training impact evaluation. Don't forget to mention the delivery deadline and the target. Send the results to your tutor.

Annex I
Forms and support documents

Note: This table is a reflection exercise that allows the tutor to prepare his training activities/sessions

Table 1- Reflection Sheet

REFLECTION SHEET	
(What?) General training objective. What the trainer should have acquired at the end of the training.	
(For what?) What are the expected outcomes	
(When?) What are the timings – this information will be fundamental to define the training Schedule.	
(Where?) In what location will the training be held? This information is fundamental to organise the sessions and allocate equipments, materials and raw-materials and also to define schedules.	
(How many?) How many learners at a time – This	



<p>information is fundamental to organise the sessions and allocate equipments, materials and raw-materials and also to define schedules.</p>	
<p>(Who?) Which competencies, What is the professional and academic background of the learners, what experience do they have and what are their motivations and expectations – This information is extremely important to prepare the contents, decide which are the most adequate pedagogical techniques, what kind of language to use and how to approach the subjects.</p>	
<p>(How?) How are you going to organize the learning activities – This information will define which are the most adequate pedagogical methods and techniques, the kind of theoretical and practical contents, the activities, the kind of language to use and the way to approach the subjects.</p>	

Note: This document is a guide for the tutor, it should be filled in for each session, and a session might have several training activities.

Table 2 - SESSION PLAN

SESSION PLAN?				
Session Plan n° :		Dat3:		
Session general objectives:				N° hours:
Specific objectives / Expected outcomes. At the end of the session the trainee should be able to:	Pedagogical Methodology/Techniques to be used	Didactical resources	Space and equipments	Type of evaluation
a)				
b)				
c)				
d)				
z)....				



Continuous evaluation sheet

Note: This sheet can be designed for a single training activity and in that case it must comply with the expected training objectives/results defined in the session Plan or for the training course which in that case all the expected outcomes/competencies identified in all the session plans should be listed. Each trainer should write in the left side column the competencies that he wants to evaluate at the beginning and at the end of the training activity. Alternatively to this sheet you can use a self-diagnose sheet to be filled in by the trainee in both moments.

Continuous evaluation sheet					
Name					
Position in the company					
Academic background					
Professional experience (years)					
Motivation: Why are you attending this on-job training?					
Expectations: What do you expect to learn in this on-job training					
<p>Fill in instructions: Evaluate the knowledge degree in each competence by filling the dots. The left dot (green) before the beginning of the training/activity and the right one (red) at the end of the training/activity. Connect the dots with a line to form an evaluation chart.</p>					
Competency (Place all the competencies that the learners should acquire in the activity or training)	1 Insufficient	2 Sufficient	3 Good	4 Very Good	5 excellent
	○ ○	○ ○	○ ○	○ ○	○ ○



Write a text using MSword									
e.mail Configuration	<input type="radio"/>								
Helpdesk	<input type="radio"/>								
Schedule and organise meetings	<input type="radio"/>								
b...	<input type="radio"/>								
c..	<input type="radio"/>								
z..	<input type="radio"/>								



WORKSHEET

Worksheet			
Activity:		Date:	
Objective(s) and expected outcome(s)	At the end of the activity the following results should have been reached: a) b) c)		
Task description:	(Insert image, if it's justifiable)		
Duration:			
Glossary:			
Material to use		Safety regulations:	



Evaluation of the training impact

Note: The main objective of this evaluation is to assess the learning impact in the human and technical-professional improvement of the trainees and in the organisation. This kind of evaluation seeks to answer to the following questions:

- Did the trainees really changed?
- And the company or organization? Did it also change?

EVALUATION ENQUIRY ON THE ON-JOB TRAINING IMPACT

This evaluation should be carried out from 6 to 8 month after the on-job training as ended and should be filled in by the learner and by his direct supervisor

EVALUATION ENQUIRY ON THE ON-JOB TRAINING IMPACT						
To be filled in by the direct supervisor						
Course/Training activity						Date of completion :
Acquired competencies	Applicability degree of those competencies	Level of task execution after training				
		1 Insufficient	2 Sufficient	3 Good	4 Very Good	5 Excellent

Applicability degree
 0= Didn't apply
 1 = applied under 50%
 2= applied between 50 and 80%
 3= applied 100%

If there were no possibility to apply indicate the time period where you foreseen its applicability

If you don't foresee its applicability explain why:



What are the improvement suggestions you give to the learner?

Signature: _____

Date: ___/___/___



EVALUATION ENQUIRY ON THE ON-JOB TRAINING IMPACT

EVALUATION ENQUIRY ON THE ON-JOB TRAINING IMPACT						
To be filled in by the learner						
Course/Training activity						Date of completion :
Acquired competencies	Applicability degree of those competencies	Level of task execution after training				
		1 Insufficient	2 Sufficient	3 Good	4 Very Good	5 Excellent

Applicability degree
 0= Didn't apply
 1 = applied under 50%
 2= applied between 50 and 80%
 3= applied 100%

If there were no possibility to apply indicate the time period where you foreseen its applicability



If you don't foresee its applicability explain why:

What do you need to improve to improve your performance?

Signature: _____

Date: __/__/__



Annex II On. Line Training Glossary

<http://europass.cedefop.europa.eu/europass/home/hornav/Glossary/GlossaryApp/navigate.action>

<http://www.ecotec.com/europeaninventory/glossary.html>

Summary of CEDEFOP Glossary

accreditation (of programmes, institutions)

Process of accrediting an institution of education or training, a programme of study, or a service, showing it has been approved by the relevant legislative and professional authorities by having met predetermined standards. [EQF]

assessment

The sum of methods and processes used to evaluate the attainments (knowledge, know-how, skills and competences) of an individual, and typically leading to certification. [EQF]

certificate/diploma

An official document, issued by an awarding body, which records the achievements of an individual following a standard assessment procedure. [EQF]

certification (of knowledge, skills and competences)

The process of formally validating knowledge, know-how and/or skills and competences acquired by an individual, following a standard assessment procedure. Certificates or diplomas are issued by accredited awarding bodies. [EQF]

comparability of qualifications

The extent to which it is possible to establish equivalence between the level and content of formal qualifications (certificates or diplomas) at sectoral, regional, national or international levels. [EQF]

competence

Competence includes: i) cognitive competence involving the use of theory and concepts, as well as informal tacit knowledge gained experientially; ii) functional competence (skills or knowhow), those things that a person should be able to do when they are functioning in a given area of work, learning or social activity; iii) personal competence involving knowing how to conduct oneself in a specific situation; and iv) ethical competence involving the possession of certain personal and professional values. [TWG ECVET]



credit points (or credits)

Credit points are allocated to qualifications and to the units that constitute them. By agreement, they represent, in numerical form the volume of learning outcomes, the relative importance of each of the units that make up a qualification, in relation to the expected results, i.e. the knowledge, skills and competences that must be acquired and assessed, regardless of the learning pathway. [TWG ECVET]

credit system

A system of credits makes it possible to break down a qualification or the objectives of a programme of vocational education and training into units. Each unit is defined in terms of knowledge, competences and skills. It may be characterised by its size and relative importance, expressed in general by credit points (or credits) or other factors. Each unit can be validated and awarded separately. [TWG ECVET]

formal learning

Learning that occurs in an organised and structured environment (in a school/training centre or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to certification. [EQF]

informal learning

Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. It typically does not lead to certification. [EQF]

knowledge

The facts, feelings or experiences known by a person or a group of people [EQF]

learning outcomes

Learning outcomes are statements of what a learner is expected to know, understand and/or be able to do, or is able to demonstrate, after completion of any learning process or at the end of a period of learning. [TWG ECVET]

mobility

The ability of an individual to move and adapt to a new occupational environment. [CEDEFOP]

module

A self-contained, formally structured learning experience. It should have a coherent and explicit set of learning outcomes, expressed in terms of competences to be obtained, and appropriate assessment criteria. [ECTS]



non formal learning

Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view. It normally does not lead to certification. [EQF]

qualifications

Qualifications are a formal expression of knowledge, skills and wider competences of the individuals. They are recognised at local, national or sectoral level and, in certain cases, at international level.

A qualification is achieved when a competent body determines that an individual's learning has reached a specified standard of knowledge, skills and wider competences. The standard of learning outcomes is confirmed by means of an assessment process or the successful completion of a course of study. Learning and assessment for a qualification can take place through a programme of study and/or work place experience and/or any type of formal, non formal or informal learning pathway. A qualification confers official recognition of value in the labour market and in further education and training. A qualification can be a legal entitlement to practice a trade. [TWG ECVET]

recognition

- a) Formal recognition: the process of granting official status to skills and competences either -through the award of certificates or -through the grant of equivalence, credit units, validation of gained skills and/or competences and/or
- (b) social recognition: the acknowledgement of the value of skills and/or competences by economic and social stakeholders. [EQF]

skill

The knowledge and experience needed to perform a specific task or job. [EQF]

transparency of qualification

The degree to which the value of qualifications can be identified and compared on the (sectoral, regional, national or international) labour and training markets. [EQF]

unit

A unit is part of a qualification. It can be the smallest part of the qualification that can be evaluated, validated or certified. A unit can be specific to one particular qualification or common to several qualifications. The knowledge, skills and competences that make up the credit form the basis for the assessment and validation of people's outcomes. Units are validated at the end of the assessment of outcomes, the results of which must comply with the requirements of the qualification. [TWG ECVET]



validation (of non formal and informal learning)

The process of assessing and recognising a wide range of knowledge, know-how, skills and competences, which people develop throughout their lives within different environments, for example through education, work and leisure activities. [EQF]

valuing learning

The process of recognising participation in and outcomes of (formal or non-formal) learning, in order to raise awareness of its intrinsic worth and to reward learning. [EQF]

vocational education and training

Education and training which aims to equip people with skills and competences that can be used on the labour market. [CEDEFOP]

workload

The workload includes all learning activities required for the achievement of the learning outcomes (i.e., lectures, practical work, information retrieval, private study, etc.). [ECTS]

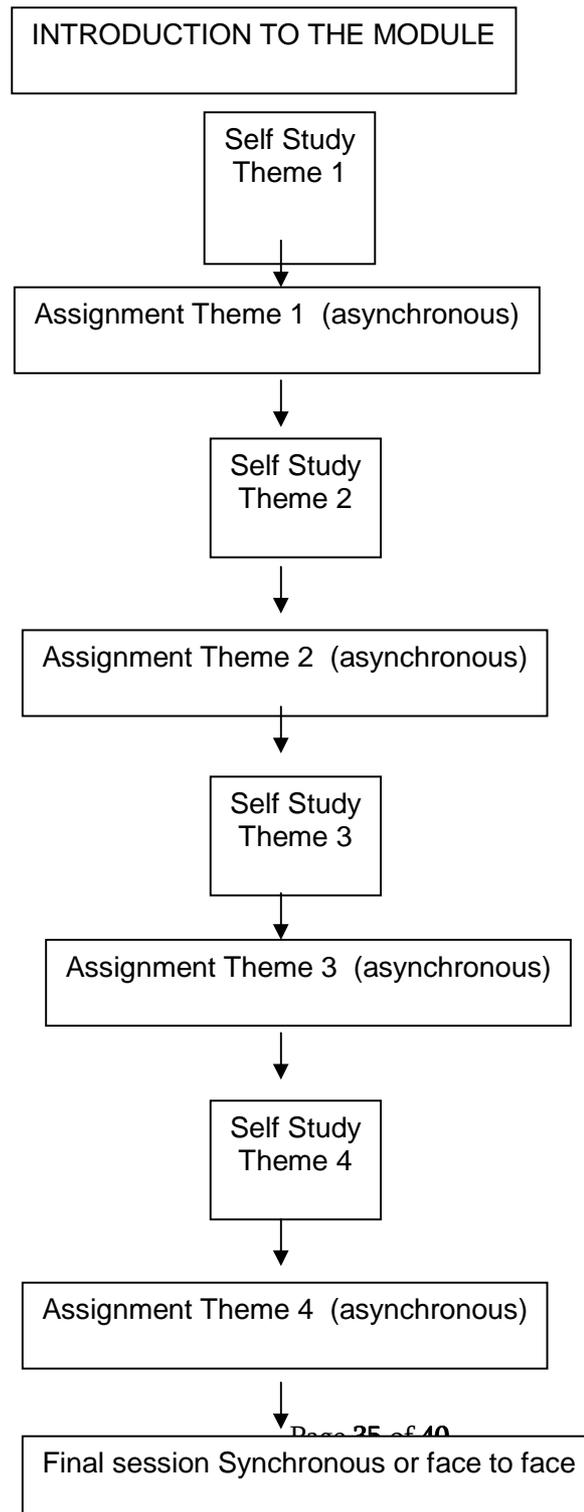
Sources

[CEDEFOP] CEDEFOP (Philippe Tissot), Terminology of vocational training policy. A multilingual glossary for an enlarged Europe, Luxembourg 2004
[ECTS] Directorate-General for Education and Culture, ECTS users' guide. European Credit Transfer and Accumulation System and the Diploma Supplement, Brussels 2005
[EQF] Commission of the European Communities, Commission Staff Working Document. Towards a European Qualifications Framework for Lifelong Learning, 2005
[TWG ECVET] European Credit System for VET



Method

The module is structured according to the following model:





 **Module Introduction** At the start of the module an overview of the its structure, learning goals, tasks and assignments will be given to the course participant (future Workplace Tutor). This can be done within the e-learning environment. The learner will be asked to take into consideration his/her PDP when planning the final case study and the time needed for the module.

 **Self-study.** This study phase provides the course participant with the theoretical background needed in order to succeed in the assignments. The material for the self-study phase is mostly available over the internet and the learning platform for the following media:

- short texts, definitions, research resources, short movies, discussion forum, on-line.

 **Assignments.** Each self-study period should end with a final task, which should be send to the tutor and discuss at the final synchronous or face-to-face session. The results will prove, that the course participant has fully understood the subject. The tutor should be virtually available at given times and should guide the course participants in their tasks whenever needed. These tasks should be developed individually for each learner in order to provide him/her with the best possible learning experience.



Time

It should be possible for the learner to work through this module in approximately 12 weeks, depending on the effort the learner puts into the tasks and what tasks s/he chooses. For this reason the amount of hours put here are to be considered a guideline.

Theme	N° hours
Introduction	3 (Synchronous/face to face)
Theme 1: Distinguish expected results, milestones, general objectives and specific objectives	24 (Synchronous)
Theme 3: Types of Professional Training	18 (Synchronous)
Theme 4: On-job Tutor activities	32 (Synchronous)
Final session	3 Synchronous or face to face



it's time

List of resources

To be completed....



it's time



it's time



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