

#Mentor4WBL@EU

**I.O.4: Assessment development for
apprenticeship and internship in-company WBL
mentors**

EMPOWERING EU IN-COMPANIES' MENTORS

#Mentor4WBL@EU

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Prof. Reza Ziarati for C4FF

Foundation EFCoCert (EFCoCert), ViaSyst Synergy Services SA (ViaSyst), Centre for
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Dimosio Institouto Epaggelmatikis Katartisis Aigaleo (DIEK Egaleo), Manpower
Employment Organization (OAED)

Prof. Reza Ziarati (C4FF)

On behalf of C4FF Team

Methodologies / guidelines – Evaluation method and tool

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Ethical Statement for Intellectual Output 4 “Assessment Development for apprenticeship and internship in-company WBL mentors”

We testify on behalf of all co-authors that our report submitted for the current Intellectual Output of the #Mentor4WBL@EU Project is compliant with the rules of the relevant managing authority and EU guiding rules.

All authors declare that:

- 1. this material has not been published in whole or in part elsewhere;*
- 2. all the material used follows the appropriate referencing rules and conventions;*
- 3. the manuscript is not currently being considered for publication in academic journals or projects’ deliverables;*
- 4. all authors have been personally and actively involved in substantive work leading to the Output, and will hold themselves jointly and individually responsible for its content.*

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Corresponding author:

Professor Dr Reza Ziarati BSc (Eng), PhD (Eng), Cert Ed, CMechE, CElecE, CMarEng, CEng, FIMechE, FIET, FIMarEST

Chairman - Centre for Factories of the Future

Telephone: +44 (0) 1926 802000

Websites: www.c4ff.co.uk; www.marifuture.org; www.maredu.co.uk;
www.berkeley-house.co.uk; www.bahcesehir.ac.uk; www.inspire-group.org
www.cwairquality.com

E-mail: reza.ziarati@c4ff.co.uk

Company Addresses

Centre for Factories of the Future, Berkeley House, 6 The Square, Kenilworth, Warwickshire CV8 1EB, United Kingdom

Centre for Factories of the Future, Coventry University Technology Park, Puma Way, Coventry CV1 2TT, United Kingdom

Author's Profile



Professor Dr Reza Ziarati BSc (Bath), PhD (Eng), CertEd, CMarEng, CElecEng, CMechEng, FIMechE, FIET, FIMarEST, CEng. Chairman – C4FF (www.c4ff.co.uk); Coordinator – MarEdu (www.maredu.co.uk); Director – MariFuture (www.marifuture.org); Vice-Chancellor - BAU UK (www.bahcesehir.ac.uk); Senior partner - Berkeley House (www.berkeley-house.co.uk). The UK and Turkish Professorships, Emeritus Professor and visiting/industrial Professor - several organisations. Held several national posts: HEFCE Assessor; Edexcel/BTEC Lead Examiner; IEE accreditor; Awarded national diplomas and prizes; co-developer of many EU funded 'Best in Europe' projects. Professor Dr Reza Ziarati has held senior positions in academia and industry. He was appointed as the development and later senior development Engineer when he and his team developed the Lucas Marine Engine Management system. He was the Head of school of Mechanical and Manufacturing Engineering at WGIHE, now part of the University of Wales, when his Intelligent Manufacturing System (IMS) project coined as Factories of the Future (FoF) was included in the EU's first innovative technology network (EUROTECNET). The FoF continued when he was appointed as the Head of combined Engineering and Naval Architecture departments at Southampton Solent University. He was appointed as the Dean at what is now known as the Birmingham City University continuing with the FoF development and his Enterprise Resource Planning (ERP) system as a part of a major Eureka (QMIS) project. His clean diesel initiative was included in the Lloyd's Register of Shipping's EU funded non-nuclear research programme. He has initiated and managed over 50 major funded national, EU and industry R&D or education and innovation projects and has authored over 150 papers and articles. Key achievements in recent year are introduction of Artificial Intelligent in several systems using sophisticated neural networks and databases. He helped to establish several centres and universities overseas the last two in Turkey: one of the universities in Turkey was the country's first maritime university named, Piri Reis. His recent achievement has been setting up a university centre in the UK known as BAU UK and a business centre in the heart of the UK in Warwickshire named Berkeley House. He is a Fellow of several professional institutions with Royal charter. His team has developed several novel online platforms and e-learning courses, all funded by the EU. His recent works on ideal port and ideal ship have broken new grounds in creating new ideas for future of shipping. He is currently working on several novel e-learning projects such as Mentor, GreenShip, Prometheas and SeaPort.

Summary

This Intellectual Output is in the form of a report which has several chapters to ensure that the mentor training course assessment system describes and contains information and guidelines for all key aspects of the Intellectual Output 4 outlined in the proposal. The report has been divided into 5 chapters; Chapter 1 presents the Mentor Methodology for the Delivery of IO 4 and Chapter 2 describes the Preparation stage. Chapter 3 reports on Delivery and Application, Chapter 4 on Compliance, validation of assessment material and Chapter 5 contains the conclusions reached.

The development methodology for IO 4 is innovative in that it integrates the outputs of IO 1 (Mentor Profile), and IO 2 (Syllabus Design) and supports the online assessment system of IO 3 (Certification) as well as Unit 4 of the IO 5. The transformation of IO 1 into a series of multi-choice questions reinforces the learning material of IO 2 and serves as a classroom test exercise to prepare the learner for the online ISO Certification assessment. It also serves to test prior learning including formal or informal, and that these learning experiences are recognised and they are assessed fairly against a set of criteria compliant with the assessment methodology and ECVET system. The assessment strategy and delivery is an integral part of the learning strategy. A rapid prototyping method (see **Methodology Section in Chapter 1**) is used to speed the IO 4 development using the EU efforts and examples of good practice in ECVET. The requirements outlined in the proposal were cross-referenced with content of this report through several group discussions.

The report also describes the European Commission efforts in developing the ECVET for the assessment of outcomes of individuals learning experience, with a view to help to promote a greater transparency of vocational qualifications and hence mobility of citizens throughout Europe.

Keywords: Competence Assessment Practice; Integrated learning and assessment; ECVET; APL

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Abbreviations

AC	<i>Assessment Criteria</i>
APL	<i>Accreditation of Prior Learning</i>
CPD	<i>Continuous Professional Development</i>
ECVET	<i>European Credit System for Vocational Education and Training</i>
EMCC	<i>European Mentoring and Coaching Council</i>
EQAVET	<i>European Quality Assurance Vocational Education Training</i>
EU	<i>European Union</i>
IET	<i>Institution of Engineering and Technology (Royal Charter)</i>
IMarEST	<i>Institution of Marine Engineering, Science and Technology (Royal Charter)</i>
ISO	<i>International Standards Organisation</i>
LO	<i>Learning Outcome</i>
MoU	<i>Memorandum of Understanding</i>
RPL	<i>Recognition of Prior Learning</i>
VET	<i>Vocational Education Training</i>

Introduction

The primary reason for assessment is to ensure all knowledge, skills and competences have been achieved. The development approach used in the development of the assessment strategy and methods are novel in that the assessment and course development have been carried out in parallel and that the assessment practice is an integral part of the learning strategy. The provision of opportunities for formal and informal; self- and peer- assessment, including the accreditation of the prior learning, should also be considered innovative (see sample class activities in **Section 4.2**).

The IO 1 led to design of Mentor Learning and Assessment Matrix followed by the IO 2 outlining the course syllabus with a number of Learning Outcomes (LOs). IO 4 is an important Intellectual Outcome in that it used the LOs derived to arrive at the Assessment criteria and then used these in turn in the development of the assessment methods and ultimately the assessment material.

The assessment practice is directly linked to the learning outcomes through a set of assessment criteria. Each and every learning outcome is assessed. As this is a competence based assessment, appropriate and a range of methods are used to assess learners (written and oral, formal and non-formal and so forth as shown in samples provided in **Section 4.2**). The assessment and award of credit for each unit of learning is ECVET compliant applying best practice developed in EU funded Leonardo project (**Ziarati et al., 2010**)¹. The course development took into consideration the intended assessment practice which comprised appropriate feedback and assessment procedures mentioned in IO 2. There are internal and external means to examine learners' assessed work and a form is devised to sample learners' assessed work (see **Section 4.3**) so that there will be a greater uniformity and fairness in assessing and grading the learners' work. There is guidance for trainers/instructors primarily through the provision of sampling learner's assessed work (**Section 4.3**); however, there are sufficient learning and assessment opportunities as well as materials for the proposed course for the accreditation of the Mentor Course by accrediting authorities in partner countries. The initial outline and structure (**IO 1 and IO 2**) of the course were presented at the UK Workshop (**See Annex B**) and since the accreditors from the professional bodies were

¹ http://www.marifuture.org/Publications/Papers/IMPACT_Innovative_Maritime_Training_Products.pdf

present at the workshop who has already accredited a similar course (**Ziarati et al, 2018**)² they expressed satisfaction with the outline structure and content of the course presented and the plan for the ISO Certification (**IO 3**).

Furthermore, all trainers/instructors, under the supervision of an experienced ‘training the trainer’ mentor, are expected to have gone through the training and assessment process and carried out all the assessment opportunities and achieved a grade of at least ‘Merit’ in satisfying each and every assessment criterion. The assessment practice will also ensure that there is a mechanism for recognition of the prior learning (APL) in **Section 3.2**, including formal and informal, and its accreditation (APL), and that there is a recovery pathway if learning has not been achieved (**Section 3.3**). In the assessment system, the process of APL is an important undertaking where any relevant prior learning will be given the credit it deserves. The RPL and APL are the sides of same coin hence have been combined and denoted only as APL from thereon, as this also implies that recognition has been given. The APL is achieved through an initial interview with the learner by a qualified instructor, who has already gone through all assessment opportunities herself/himself, and by an external assessor. The system of assessment provides feedback mechanisms (See **IO 2** and **Chapter 3, Stage 2; Sections 3.1; 3.2 and 4.2 and 4.3** of this report) so that mistakes are not only corrected but are investigated to make sure they will not happen again. The robustness of the assessment practice is assured by an exemplar quality assurance and control system (**Annex C**). The partners can use their own quality assurance system provided that there are clauses for the review of the course structure, curriculum, management, delivery, student guidance and progression and a specific provision for review of learning resources and means to monitor and enhance quality. The feedback mechanisms are multifaceted and should feed into regular review process. The innovation is the provision for seeking feedback particularly from the learner at any given opportunity and through the continuous system of internal and external examination. The intended recovery mechanism for re-assessment should be considered novel as it gives opportunity for re-learning and re-assessment. The referral can apply to whole or only apply to part of a given assessment opportunity (See **Section 3.3**). The feedback from learners and trainer/instructor is iterative and hence should also be considered a novel feature of the assessment system. Through the Quality

² Pages 4 and 5 - <http://www.marifuture.org/Publications/News/November2018News.pdf>

Assurance system the feedback will be used to enhance learning and assessment quality. The transferability is safeguarded by making the assessment system and award of credits for learning ECVET compliant, applying good practice. A system developed through an EU funded (www.maritimetraining.pro) and later used as a tool to assess ECVET good practices (**Ziarati et al, 2016**) was used to ensure the mentor course is evaluated as a good practice ECVET course. This is complemented by ensuring that the assessment criteria, derived from the learning outcomes, are also in line with **Professional Charter for Coaching and Mentoring (2011)**.

Summary of Chapters

Chapter 1 describes the interrelation of this IO with the previous IOs 1, 2 & 3 together with the methodology for the development of IO3 as presented in the #Mentor4WBL@EU proposal with the division of work which aligns with the chapters of this report as well.

Chapter 2 will present the preparation stage for developing the assessment methodology and criteria ensuing from a literature review of current competence-based assessment practices, which will result in a computer-based strategy and delivery.

Chapter 3 consists of the delivery and application of formal and non-formal assessment accompanied with the APL (Accreditation of Prior Learning) model and a learning recovery pathway. The recovery path also applied to each and every assessment opportunity or part of it.

Chapter 4 depicts the compliance and validation of the assessment material with ECVET requirements and a quality control process concluding this report with Chapter 5.

Chapter 5 summarises the main conclusions

Chapter 1 Methodology for the delivery of IO4

This chapter will describe the overall methodology for delivering IO4.

1.1. Why an assessment methodology is necessary?

The Mentor course is developed by a multi-discipline team from the partner countries. It is expected that the course under development would also be offered in the future by other institutions Europe-wide. The assessment is to ensure all knowledge, skills and competences have been achieved according to a set of repeatable and consistent procedures.

To this end, an assessment methodology is needed for two reasons. The first is that without a methodology it would be difficult to integrate learning and assessment activities and maintain the assessment practice systematically. The second reason is the need to ensure all competences developed are achieved and the assessment system is within the course scope, that it is relevant, current and at the correct depth for each assessment opportunity provided.

The assessment methodologies for courses often are primarily based informative and summative strategies. In this course, as well as formal informative and summative assessment opportunities, a series of non-formal learning and assessment activities have also been provided. The methodology contains several assessment methods to ensure all learning outcomes have been covered at the correct depth and that all associated assessment criteria are achieved. The methodology for non-formal assessment is a series of assessment activities used to reinforce learning and prepare learners for formal informative and summative assessment activities.

Furthermore, there is an opportunity for accreditation of prior learning. The assessment methodology also incorporates a fair grading system based on IO 2 findings as explained later.

1.2. Relevance of IO4 with IO1, IO2 and IO3

A review of the proposal clearly shows that this project will contribute to the development and capacity building of professional mentors; firstly through standardisation of qualifications for in-company mentors and secondly through the development of a training course by applying novel learning and competence-based assessment methodology in blended learning, embedding assessment and accreditation of prior learning. The intention is to have a fully operable ISO 17024 and ECVET compliant competence certification scheme for workplace mentors, validated by an international scheme experts committee and tested by certification bodies.

It also clear that the intended course and certification scheme would support the EU objective of including work-based learning (WBL) in all initial VET courses for the reasons mentioned in the proposal and findings of IO 1 and IO 2. Furthermore, based on the above and also the identification of the WBL needs and gaps identified by NetWBL, there is a significant need for the development of a set of standards and qualifications identifying certain knowledge, skills and competences providing adequate assessment that will lead to valid certification ensuring quality in-company WBL mentorship by enterprises which provide apprenticeships and internships.

The key challenges in this IO (4) is how to achieve the stated aims of developing ISO and ECVET compliant qualifications for 'trans-sectoral' vocational skills, knowledge and competences necessary for high quality in- company WBL mentorships for apprenticeships and internships and recognising prior learning (RPL). The RPL is often ad hoc underdeveloped and non-qualified. Provision of RPL through an on-line training based on innovative integrated learner-centred approaches incorporating novel the use of novel ICT was considered a key priority. The Challenge may not be obvious in the first review of intended aim in this respect. This is because developing an online assessment system which would achieve all the identified competences and yet satisfies the EU framework (EQF), ISO and ECVET requirements and industry standards (EMCC) in line with application of Fink's innovative taxonomy necessitates important aspects of learning to be taken

into consideration. The challenge of learning how to learn, leadership and interpersonal skills, communication skills, ethics, character, tolerance and ability to adapt to change in the assessment methodology and subsequent methods is overwhelming yet an innovative feature of this IO. A further challenge is as to how Fink's backward course design can be built into the assessment system and feedback mechanisms are incorporated in the learning and assessment activities.

To speed the assessment system a project (**CERTITUDE³**) which resulted in the certification of the academic tutors in line with EQF recommendations was reviewed this time to make sure EQF recommendations were fully met (see **IOs 1 and 2**). The assessment system development also benefitted from the CERTI4TRAIN project and current MENTORCERT project as it will use the same methodology of certification scheme development (**IO 3**) and hence they would have impact on the development of the assessment system of the Mentor Course. The learning from these two projects was complemented with several EU good practice ECVET findings as described in **Section 2.1**.

1.3. Methodology

The methodology is divided into three stages, Preparation, Delivery and application, and Compliance and validation of assessment material.

Stage 1 Preparation

The first stage includes a review of current skilled/competence-based assessment practices, methods and methodologies in developing skilled/competence-based assessment, and development of a set of assessment criteria and how a computer-based assessment strategy formulated and delivered online. The review is in the form of a literature search. The formation of assessment criteria required a means to base these criteria directly on the learning outcomes. The computer based assessment posed its own challenges as to whether some or all of the assessment criteria which themselves derived directly from the learning outcomes can be achieved using online methods of assessment.

³ <http://www.tutor-certification.eu/>

Stage 2 - Delivery and application

This stage primarily concerned the application of formal and non-formal assessment including common/core skills as well as proposing a model of RPL and APR together with a recovery pathway when learning is deemed not to have been achieved. The assessment methodology therefore had to be appropriate for both formal and non-formal assessment as well as for recognition and accreditation of prior learning. Online methodologies had to be considered to ascertain what aspect or assessment methods are more suitable for such a means of delivery.

Stage 3 - Compliance, validation of assessment material

This stage required consideration of several aspects with regard to compliance and validation of the assessment material. The following are key elements of this stage of development:

- Compliance with ECVET requirements
- Design of assessment as integral part of learning strategy
- A complete set of assessment material
- Validation of assessment material
- Sampling of assessed work
- An internal and/or external valuation/examination
- Quality assurance, control and enhancement
- An internal and/or external valuation/examination
- Quality assurance, control and enhancement

For this stage, the task of finding appropriate assessment methods was even more challenging. It is in this section that a rapid prototyping methodology was applied to adapt some past good practices and to speed the development process. A method to evaluate the compliance with ECVET was taken into consideration.

Chapter 2: Preparation stage

Stage 1 of this Intellectual Outcome (**IO 4**) was to review the current skilled/competence-based assessment practices and find methods and methodologies in developing ECVET skilled/competence compliant assessment practice. The intention was to take the outcomes of IO 1, IO 2 and IO 3 into consideration and develop a set of assessment criteria which could form the basis for an assessment strategy and delivery to be included in IO 5 and IO 6. The review in IO 1 included sixteen mentor training courses from twelve countries (nine EU and three non-EU), that led to a compilation of best practises for mentor training and a summary of the assessment practices of the compilation's course has been included in this IO.

Stage 1 necessitated a thorough review of the IO 1 and IO 2 findings and the realisation that part of IO 4 assessment system has to feed into IO3 so that the participants in the Mentor Course could have the opportunity to seek ISO Certification developed as part of IO3, therefore, their preparation for this had to be taken into consideration when designing the assessment methodology. The assessment system was also expected to be integrated with the learning material development processes and to include a system for accreditation of prior learning. A grading system has already been developed during IO3 and this system impacted IO3 in the sense that a series of questions had to be developed to make sure the course, as proposed, is a competence-based course yet provides the type of assessment questions which could be incorporated into a computer-based certification process as proposed in IO3.

The course design (**IO 2**) necessitated the identification of the key Learning Outcomes and an indicative content for each of them. The model for assessment practice was based on Fink's learning goals; delivery- feedback and assessment. The key learning outcomes were emanated from the IO 1 and IO 2 (primarily the **Mentor Learning and Competence Matrix**). It is important to remember that IO 2 itself was based the Fink's taxonomy and in line with the subsequent Mentor

Learning and Assessment Matrix. This stage also encompassed the development of methods for developing skilled/competence based assessment of the identified learning outcomes. The methodology included a synthesis exercise, carried out by several group discussions, to identify the key Learning Outcomes from over 60 Key competences divided into 100 learning outcomes (See **Matrix in IO 1**). The same methodology was used to develop the key Assessment Criteria from the Mentor Matrix's 40 assessment criteria. Some 12 key assessment criteria were formulated after several group discussions at partner meetings and at C4FF. The subsequent assessment materials were developed by referring to the Key 4 Learning Outcomes Units and the 12 Assessment criteria, again through several group discussions at partner meetings and at C4FF. A professional external assessor reviewed the findings of the discussion groups and suggested some changes and guided the C4FF team on how to link the Learning Outcomes (contained in the 4 Units) and the Assessment Criteria, and the latter, with the assessment methods and materials. The assessment materials were then broken into those needed for online application of the ISO Certification process (**IO 3**) and those that were required to satisfy the requirements of an ECVET competence based course, namely, all learning outcomes and their associated assessment criteria. All assessment criteria are expected to be achieved fully and not based on the usual examination processes and % making system. The assessment process must ensure the identified competences are 100% achieved not 60% or 80% and so forth. A set of questions were developed for preparing the participants in the course for the computer-based assessment as described in IO 3 (Certification) as part of the learning process. However, to comply with ECVET requirements, there must be other forms of assessment that ensure 100% competence achievement for all the identified Learning Outcomes and their associated Assessment Criteria. It is important to note that ECVET is expected to be a simple system and that once the key learning outcomes and assessment criteria are devised, using the most up-to-date research findings, then to allow the partner organisations to decide on common sense assessment methods. The assessment methods should be in line with key assessment criteria. Any subsequent assessment material should, again by consensus, provide the assessment opportunities the learners need to achieve the identified competences 100%.

2.1. A review of current skilled/competence-based assessment practices

In June 2009, the European Commission issued a Recommendation to its Member States concerning the credit transfer system for vocational education and training. The European Credit System for Vocational Education and Training (ECVET) is based on EU legislation, as found in the Recommendations of the EU Council⁴ ([EU Recommendation](#)).

The ECVET system can be used to help recognise the competence acquired and the studies completed in another European country.

The aims of the (ECVET) are to make it easier for people to get validation and recognition of work-related skills and knowledge acquired in different systems and countries. Also, to make it more attractive to move between different countries and learning environments, increase the compatibility between the different vocational education and training (VET) systems in place across Europe, and the qualifications they offer and increase the employability of VET graduates and the confidence of employers that each VET qualification requires specific skills and knowledge (**European Commission Education and Training, 2020**).

The review of assessment system was divided between assessment methodologies and ECVET based assessment systems. The review of assessment methodologies are outlined in **Section 2.2.1**. The following is a review of good examples of ECVET description and implementation of it in two EU member states. The **FINECVET Finnish Project, 2012** and **The ECVET Austrian Project, 2012** were two of the earlier EU funded national projects following a successful UK led project UniMET (**Ziarati et al, 2010**). The UniMET project led to several successful ECVET compliant courses which were subsequently internationally accredited and recognised. UniMET, FINECVE and Austrian ECVET were commissioned soon after the decision to develop a credit transfer system for vocational education for the European Union member states (**EU, 2002** as reported in EU **Monitoring ECVET implementation strategies in Europe in 2013**).

⁴ RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) (Text with EEA relevance) (2009/C 155/02) - <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF>

FINECVET is a national project, supported by the Finnish National Board of Education piloting the credit transfer system for vocational education and training. The project tests ECVET's suitability for Finnish vocational qualifications, further vocational qualifications and specialist vocational qualifications.

It is important to note that Finland was involved in the ECVET technical working group appointed by the European Commission right from the start in 2002. The working group played a key role in preparing the Recommendation (**Official Journal of the European Union, 2009, C155 11-18**). The national pilot was launched in 2004, and the FINECVET project can thus be considered the first national ECVET pilot.

The national hearing concerning the credit transfer system, held by the Finnish Ministry of Education in March 2007 (as reported in FINECVET, 2012 and attended by C4FF Chair), indicated that the greatest additional value of the system is the fact that ECVET could facilitate the transfer, accumulation and recognition of credits and learning outcomes or competence acquired otherwise between countries through a Memorandum of Understanding and a Learning Agreement. Examples of these two documents are given in **Annex E**. The examples clearly necessitate joint consultation, mutually accepted procedures and tools, improved cooperation which would save time and work. It was also seen as important that not only would the ECVET system enhance mobility during studies, but also facilitate mobility more extensively, such as when applying for jobs abroad. In addition, the consultation emphasised that the system should be interesting, understandable and sufficiently simple, in addition to providing clear benefits from the perspective of the working life and the individual. It is pertinent to note that any ECVET cooperation between two or more countries requires awareness, acceptance and respect for each other system of quality assurance and control (QAC), including the arrangement for accreditation of Prior Learning, formal and informal. C4FF was involved in developing a system for Quality Assurance developed for Further and Higher in the UK and later for Turkey. A version of this is currently used in countries such as Poland and Lithuania and several others. An example of this QAC used in an external assessment of two universities and a college in Lithuania by the C4FF Chair in 2016 is presented in **Annex C**. While

partners can use their own system of QAC, they may decide to use the system presented as a system for QAC of the Mentor Course.

2.2. Methods and methodologies in developing skilled/competence-based assessment

The results of the consultation described above formed the starting point for the third and final phase of the national FINECVET pilot. The project was planned while also considering the results generated by the previous pilot and related ECVET based project (**UniMET, 2010**), which emphasised the factors that facilitate the implementation of the ECVET system and, on the other hand, the challenges that it presents. The **FINECVET (2012)** and **UniMET (Ziarati, 2010)** formed the basis for a review and evaluation of several ECVET courses and qualifications reported in MariePro Project (**Ziarati, et al. 2016**). MariePro itself reviewed some six ECVET course in 5 EU member states to ascertain the applicability of EU ECVET system in more details. MariePro was one the first ECVET Compliant course leading to several others such as **SeaTALK (Ziarati et al. 2017)**, **MariEMS (Ziarati et al. 2019)** and so forth with qualifications being recognised internationally. A sample of good practice ECVET compliant courses similar to the proposed Mentor Course are given in **Ziarati et al (2016)** MariePRO Project's Good Practice ECVET projects. The latter was underpinned by several reports funded by the EU to promote ECVET good practice in the Maritime Education Training (**Ziarati et al. 2016, MariePRO reports 2015 and 2016**).

It is pertinent to state that the course proposed here is guided by findings of IO 1 which in turn was based on the work of Dee Fink's backward design (2003). The course adapts Fink's feedback and assessment views in parallel with the ECVET application.

One of the innovative aspects of IO 4 lies in its compliance with a number of requirements such as ECVET, Fink's leaning goals-delivery-feedback and assessment guided by the findings of IO 1 and IO2 as well as references to how the assessment criteria were underpinned by the Professional Charter for Coaching and Mentoring (European Mentoring and Coaching Council, 2011) aligned with their foundation and practitioner levels.

This approach as detailed by Fink involves firstly analysing the situational factors, which is an important initial stage that means decisions can be taken about the course. Situational factors include the context of the teaching, the nature of the subject, the characteristics of the learners and the characteristics of the teachers. Based on the theory of backward design the next step starts at the end of the process by considering what do you want the students to get out of the course at the end? This leads to the formulation of the learning goals. The goals need to be based on a learning centred approach rather than a content centred approach.

The subsequent step is to decide on the feedback and assessment for the course. This stage considers the question: what will the students need to do to show that they have achieved the learning goals?

Then the teaching and learning activities need to be developed or selected; those that will be required to ensure the students can be successful in their feedback and assessment, and that they cover the learning goals. Lastly, all of these components need to be integrated to work effectively together. Furthermore, the design of assessment opportunities were carried out with reference to Fink's recommendation for developing key skills such as creative thinking and problem solving while at the same time realising that ECVET competence achievements and assessment requirements had to be met.

It is pertinent to note that the term quality in this report means fitness for purpose and compliance with requirements depending on the context.

2.2.1. What to be assessed

As the learning outcomes inform what is to be assessed and that the knowledge transfer primarily emanated from the syllabus design of IO 2, the focus was on Prior learning, in-course learning and assessment both formal and informal, and more importantly how all assessment criteria could be achieved.

The compliance with ECVET requirements was achieved by applying a rapid prototyping method (**Devadiga, 2017 and Tripp and Bichelmeyer, 1990**) and through a methodology developed by C4FF, viz., a cross-referencing method (**Ziarati, et al, UniMET Project, 2019**). The rapid prototyping has been used for many years in Engineering design applications but the publication of ‘An Alternative Instructions Design Strategy’ (**Tripp and Bichelmeyer, 1990**) led the way for its use in the learning environment, as demonstrated by papers such as (**Devadiga, 2017**) The validation IO 1 and IO 2 as well as the proposed assessment practice was realised through the Mentor Multiplier event in the UK (**Annex B**) as well as by an external professional mentor (Sarah Alexander⁵) and an accreditor from a major professional body (Professor John Flower⁶). The assessment and learning materials were integrated and a system of sampling based on a square root mechanism was established. A system of quality assurance, control (QAC) and enhancement, developed by C4FF and widely used in the EU member states, was adapted for the mentor course for continuous development (**Annex C**). The system was recently tested in Poland and Lithuania⁷ (2014) and is currently used by C4FF and its partner institutions. It should be noted that each Mentor partner country could use their own QAC system provided this is stated in the ECVET Memorandum of Understanding (**Annex E**).

C4FF has been in forefront of control system development and adapted a well-established closed loop system to what are the key inputs (Learning Outcomes/Assessment criteria) processes (Assessment Practice) and Outputs (Outcomes of the Assessment opportunities). The assessment practice included peer/learner assessment, self-assessment, computer-based assessment and face-to-face (see **section 4.2**). The interesting aspect was that the system included several feedback mechanisms which would be validated by the proposed external assessment incorporating the sampling of learner’s work and the resulting quality improvements.

⁵ Sarah Alexander, VIVID - Outstanding People Development, sarah@vividcommunication.co.uk ² Sarah +44 (0) 7977 448823, www.vividcommunication.co.uk, Registered name and address: Vivid Communication, Berkeley House, 6 The Square, Kenilworth, Warwickshire CV8 1E

⁶ Professor John Flower, IMarEST Accrditor, Warwick University Emeritus Professor, C4FF Assessor/Professor

⁷ Application of the QA in Lithuania (2014) - <http://www.marifuture.org/Publications/News/November2014News.pdf>

The assessment opportunities include the development of quizzes for APL process, in-class activity and preparation for ISO online test. A portfolio is also expected for all assessment work prior to the online test for ISO Certification. The APL interview is supplemented with further interviews if need be. Other interviews are required if the learner is referred in any assessment opportunity. All assessment materials were developed through a review of assessment methods.

In devising the assessment materials for the Mentor course, the methods devised were based on the work of several scholars mainly **Dochy et al. (2007)** who observed that “the complexity of society is being characterised by an infinite, dynamic and changing mass of information, the massive use of the internet, multimedia and educational technology and a rapidly changing labour market demanding a more flexible labour force that is directed towards a growing proportion of knowledge intensive work in teams and lifelong learning”. They underpinned this by the work of **Nonaka and Takeuchi (1995)** and **Tynjala (1999)** as outlined in Chapter 7 of the book by **Boud and Falchikov (2007)**. As a consequence, a modern knowledge community, they claimed, expects graduates not only to have a specific knowledge base but to be able to apply this knowledge to solve complex problems in an efficient way (substantiating their findings by the work of **Engel (1997)**; **Poikela and Poikela (1997)** cited in **Dochy et al. (2007)**). **Lea et al (2003)**, cited in **Dochy et al. (2007)**, reports of new learning environments based on constructivist theory (constructing own understanding and knowledge through experiencing things and reflecting on those experiences and learning provided) claimed to have developed an educational setting in which to reach this goal, making students learning the core issue and defining instruction, as enhancing learning. Therefore in the Mentor Course, the assessment opportunities are part of the learning process which in turn form the basis for the assessment methods and assessment material to be developed.

In parallel with the constructivist learning theory, another line of thinking had become increasingly important in tertiary educational practices, namely, instructional design literature. Both lines of thinking are influenced by scholars such as **Fink's (2003)** course design concept, in particular, the value of feedback which learning and assessment opportunities provide. Constructivism comprised a family of theories but all had in common the centrality of the learner's activities in creating

meaning. These and related ideas had, and still have, important implications for teaching and assessment. Instructional designers for their part, have emphasised an alignment between the Learning Outcomes, a competence based course and the targets for assessing learners' performance. According to **Biggs (1996)**, constructive alignment represents a marriage of the two thrusts, constructivism being used as a framework to guide decision-making based on feedback at all stages in instructional design. viz., in deriving course content in terms of performances that represent a suitably high cognitive level not necessarily academic, in deciding teaching/learning activities judged to elicit those performances and to assess and 'summatively' report the learner's performance. The "performances of understanding" nominated in the objectives are thus used systematically to align the delivery/teaching and assessment methods; the process is illustrated with reference to a professional development in educational psychology for teachers, but the model was adapted and applied successfully in the Mentor course.

In the Mentor Course, the alignment of learning and assessment necessitated direct connections between the Learning Outcomes and Assessment Criteria and in turn also produced a direct connection between assessment criteria, assessment methods and assessment materials while as the same time applying Fink's triangular concept of linking learning to delivery, assessment and feedback. Furthermore, Fink's and other scholars have without exception, promoted the idea of developing and assessing common/key skills such as creative thinking, writing skills, oral presentation, problem solving and so forth. It is for this reason that methods such as preparing an essay, or a session on creative thinking and on skills such as problem solving was included in the Mentor course assessment practice.

Furthermore, the findings of **Steel et al. (2013)** stating that the assessment is accepted as one of the most important tools to influence what and how students learn. The also noted that the students' understanding of learning material/syllabus is affected by the method of assessment utilised and weighting given to it. The partners believe this therefore to be of crucial importance in deciding which assessment methods and assessment materials to use in the Mentor Course. It is also thought that a non-punitive grading system encouraging learning and at the same time rewarding excellence was a way forward.

The types of formative and summative assessment applied in the Mentor course were based on the work of **Dixon et al. (2016)**. They defined the formative and summative assessment, providing a few examples of types of formative and summative assessments that can be used in classroom contexts. They highlighted the points that these two types of assessment are complementary and the differences between them are often in the way these assessments are used; the formative in supporting learning and summative for grading purposes.

The Mentor Course assessment strategy was also influenced by (**Weurlander, et al. 2011**). They report on how formative assessments are experienced and understood by learners describing two different formative assessment methods, an individual, written assessment and an oral group assessment. Their findings suggest that formative assessments motivate the learner to study, make them aware of what they have learned and where they need to learn/study more and that formative assessment can act as a tool for learning, contributing to the process and outcomes of learning. The reason for including a number of formative assessment on such skills as creative thinking, problem solving and autonomy (developing self which is one of the two key C4FF common skills, the other being working effectively as a member of team) in the Mentor course was influenced by the work of **Weurlander et al. (2011)**. The assessment opportunities were supplemented by integrated learning and assessment activities such as writing an essay, an interview and individual presentation.

2.2.3. When to assess

The **Dochy et al. (2007)** focus on efficiency in the Mentor course, was replaced by a focus on effectiveness (doing the right thing and linking learning opportunities to assessment criteria and assessment criteria to assessment opportunities) and efficiency in designing a means for accreditation of prior learning and for grading the learner's work and his/her progression within the mentoring programme.

The efficiency requires an induction to prepare the learners for assessment opportunities, ensuring also that they know when and on what they will be assessed.

An assessment schedule was prepared to aid in assessment planning and implementation.

Assessment Schedule

Day 1

Unit/Module 1 -

Refer to Module 1 learning and assessment materials

Day 2

Unit/Module 2

Refer to Module 2 learning and assessment materials

Day 3

Unit/Module 3

Refer to Module 3 learning and assessment materials

Day 4

Unit/Module 4

Refer to Module 1 learning and assessment materials

ISO Certification? Yes or No

2.3. A set of assessment criteria

One of the innovative aspects of IO 4 lies in its compliance with a number of requirements such as ECVET, Fink's learning goals-delivery-feedback and assessment guided by the findings of IO 1 and IO2 as well as references to how the assessment criteria were underpinned by the Professional Charter for Coaching and Mentoring as recommended by the **EU (2011)** and linked to their foundation and practitioner levels.

This approach as detailed by **Fink (2003)** involves firstly analysing the situational factors, which is an important initial stage in the development of the course. Situational factors include the context of the teaching, the nature of the subject, the characteristics of the learners and the characteristics of the teachers. Based on the theory of backward design the next step starts at the end of the process by considering what do you want the students to get out of the course at the end? This leads to the formulation of the learning goals and outcomes which were presented in IO 1. The goals were based on a learning-centred approach rather than a content centred approach as presented in IO 1.

The subsequent step is to decide on the feedback on the assessment process which has to be in line with arrangements reported in IO 1. However, this stage considers the question what will the learners need to do to show that they have covered the learning outcomes and achieved the assessment criteria? Then the assessment material and content need to be prepared as intended in IO 5. Lastly, all of these components need to be integrated to work effectively together. Furthermore, the design of assessment opportunities were carried out with reference to Fink's recommendation for developing key skills such as creative thinking and problem solving while at the same time realising that ECVET competence achievements and assessment requirements.

2.3.1. Assessment criteria alignment with Professional charter levels

This section will describe the methodology resulting in the assessment criteria which is presented in the next chapter

This section describes our decision to develop the basic transectoral core skills for in-company WBL mentors as proposed in our proposal and describes how we found out which are the core skills of a future in-company mentor. It also describes how the first two levels of the Professional Charter for Coaching and Mentoring (**European Mentoring and Coaching Council, 2011**) were used to formulate the assessment criteria (see **Annex A**) while at the same time ensuring assessment criteria are in line with the Learning outcomes derived in IO 1.

2.3.2. ECVET compliant assessment criteria

C4FF has been working with the EU since 1984, when the Factories of the Future initiative was incorporated in the EU's Network of Innovative Projects (**EUROTECNET, 1995**)⁸. Since then it has been in forefront of the ECVET developments starting with a programme for Jaguar Land Rover concerning an industrial three tier technician diploma (EUROTECNET, 1995, p.31) followed by numerous Competence based courses, including in recent years by several ECVET application projects such as UniMET, ACTS , MariePRO, SeaTalk MariEMS, and so forth⁹; many of the courses were awarded the 'Best in Europe'³. One of these projects was an application of FINECVET (2012) in the Maritime sector (**MariePRO 2016, Ziarati, et al, 2016**). The findings of FINECVET and the **Austrian ECVET (2012)** helped in a greater understanding of ECVET framework and tools available. The MariePRO good practice (**Ziarati et al, 2016**) helped in the evaluation of Mentor ECVET compliance as a good practice (**See Annex G**)

2.4. A computer-based assessment strategy and delivery

The ISO certification (**IO 3**) required an online means of assessment. It was also important to provide an opportunity for APR using an online methodology. The computer systems are becoming

⁸ ⁸ ⁸ Ziarati et al. (1996) – Factory of the Future, UK programme
http://www.c4ff.co.uk/history/awards/Eurotecnet_project.pdf

⁹ <http://www.marifuture.org/Projects/Projects.aspx>

common place for not only quizzes using MCQs but also to aid learning process and improve learning efficiency. To this end, a set of APL quizzes purely on the outcome IO 1 were developed to see what aspects of course the learner can be exempt from and that there are also opportunities for the instructor/assessor to use the in-course assessment opportunities to ascertain the extent of prior learning. The computer-based assessment system can be fair provided it caters for all assessment criteria but cannot guarantee competence achievement by this method alone. To this end, other forms of assessment opportunities such as class presentations, preparing an essay and so forth were developed in creating opportunities for one or more assessment criteria to be achieved. C4FF uses a confidence mechanism ¹⁰to ensure the learners are unable to guess answers to multi-choice quizzes. C4FF will use this mechanism in the assessment of its own mentor courses.

Furthermore, with popularity of e-learning and assessment, see C4FF range of courses (www.marifuture.org) for instance this could reduce travelling cost and often a candidate can do a test or learn at her/his own time at any any location and at any time. The online one-to-one and group meetings are no different to actual face-to-face.

¹⁰ http://www.marifuture.org/Publications/Articles/RZ_Confidence_Technique.pdf

Chapter 3 Delivery and application

This section will present the delivery and application stage.

Stage 2

Once the preparation was concluded the intended Mentor course was expected to include the application of formal and non-formal assessment including common/core skills; ensuring that the assessment contains formal and non-formal assessment and includes common/core/soft skills. To this end, the development IO 1 and IO 2 which led to preparation of the Mentor Learning and Competence Matrix resulted in four Learning Outcomes (see IO Units) to be selected by referring to the Matrix through a synthesise method by several partner face-to-face and Skype meetings. The assessment criteria resulted from the learning outcomes also encompassed the 12 selected set of competences used to prepared the online test questions (MCQs) for ISO certification (see **IO 3**). The assessment criteria (and the 12 set of competences) as mentioned before were formulated through the same methodology as the four Learning outcomes by cross-referencing them to the levels 2 and 3 of **EMCC (2013)** Guide to Designing Courses.

A model of RPL (Recognition of Prior Learning) and APR (Accreditation of Prior Learning) based on best practice and underpinned by 12 principles, were developed together with a recovery pathway when learning/competence was deemed not to have been achieved. The RPL and APR were underpinned by a grading system for Pass, Merit and Distinction. In case of referral in any of the assessment criterion, a system is in place for recovery/re-sit/reassessment.

The implementation (delivery and application) was devised such that there is evidence of application of formal and non-formal assessment including common/core skills, ensuring that the assessment contains formal and non-formal assessment and includes key skills. To this end, a model

of APR (Accreditation of Prior Learning) was prepared using the UK QAA system, which is used by many institutions in the EU. This system requires an extensive interview by the course instructor/mentor with the learner. For any prior learning to be credited then a prior evidence of achievement is required. The judgment for granting APL interview is a professional one and this is bestowed to the instructor/trainer and later ultimately to the external assessor which is expected to carry out a verification of all assessment opportunities including APL decisions for all learners. If the learner number is between 1 and 4; all assessed work should be externally assessed. When there are more learners than 4, then a minimum 4 samples from any set of 16 assessment opportunities should be externally assessed. The method is in line with C4FF assessment system and is based BTEC/EDEXCEL/Pearson external assessment system. Several learning and assessment opportunities are provided for common/key skills development and assessment.

This stage also includes a provision for recovery pathway when learning has not been achieved according to the assessment opportunities offered. In case of referral in any of the assessment criterion, a system is in place for a face-to-face meeting agreeing on the recovery method i.e. a re-sit/re-assessment or redo of a written or an oral assessment opportunity. Again there is a need for an interview between the assessor and the learner. The assessor/instructor decides a re-sit or additional work/learning, which is ultimately checked by an external assessor. In the UK, always, and in most EU member states often, there is an external assessment process in place to ensure APL process and practice as well as the grading system and decisions are fair and valid.

3.1. Application of formal and non-formal assessment including core skills

The overall course and its overall assessment (internal and external) are required to be delivered through an approved system of quality assurance and control. For assessment process, evidence of performance may be generated through a variety of formal and informal methods of assessment such as tests (or quizzes), assignment/essays, formal examinations or face-to-face interviews. The interview process should include the assessor watching the mentor run a mentoring session. This is always done for assessing coaching practice. Any assessment outcome, a graded test and so forth, is expected to be sampled by an approved external moderator/verifier/examiner in the UK before a certificate is issued. When the

course is delivered, at each occasion, an assessment schedule is necessary so that the trainee/mentee will know on which assessment criteria and how and when s/he will be assessed.

Each learning outcome and its associated assessment criteria may be tested separately or integrated with other learning outcomes/assessments.

The length of time allocated to each learning outcome and its assessment criteria, and the amount of time suggested for self study and tests may be adapted by instructors/trainers to suit an individual learner or a group of learners, based on the hours suggested, but this may change depending on their previous experience, their individual learning needs, and their ability to demonstrate their knowledge of technical areas. The value of tests will depend primarily on how they are used to establish test content by carefully sampling from the domain of the test. This should include a set of practical and real world tasks with particular known roles or work skills setting rather than abstract construct/concept. The model answer in such cases must be clear to display what is acceptable and what is not acceptable.

Grading system - The procedure for scoring is based on a set of performance criteria and it must be clear for each outcome. There will be three grading criteria, Pass, Merit, Distinction as well as a Referral for when the competence has not been achieved. Pass grade requires all competences to be achieved. Merit requires all competences to be achieved and that there is evidence of excellent work. Distinction is awarded for exceptional and outstanding work in all elements of assessment. Referral is given when the competence in a given element of assessment has not been fully achieved. For a grade of merit to be achieved, all assessment outcomes/criteria must be graded Merit. If a grade of Pass, Merit or Distinction, for any given piece of work, is not awarded then a 'Referral' must be registered. The Candidates with Referral in any assessment element must do more work on the element of assessment they have been referred under the supervision of their trainer/instructor and once deemed to have achieved the required competence they will be re-graded.

An assessment opportunity/test to evaluate the performance of the learner may be fixed for a given, or a period of, time or may be a continual process.

As assessment is an integral part of the learning process hence there must be opportunities for trainee/learner to gain competence through the learning and/or assessment process. There are several non-formal class-room activities and discussions (see **Section 4.2**) where assessment is non-formal; informality would help in reducing anxiety of formal assessment and helps learners to learn by themselves and/or from each other, and thus have a greater insight of the learning outcomes. Such an approach is expected to help learners prepare for formal assessment and become familiar with the assessment methodology and criteria.

The methodology described in Chapter 1, Preparation, has manifested itself in the development of assessment criteria in the following table. As stated earlier the assessment criteria were developed by 'directing referencing' the learning outcomes through partner discussions. A synthesised version of the table is presented in **Appendix D**. The reasoning for incorporating the learning outcomes into four Units was that most accrediting bodies only accept 4 or a maximum 5 units of learning outcomes and normally allow for 12-20 key competences for a unit of study or short competence/skills-based courses.

A system of ECVET good practice evaluation (**Ziarati, 2016**) developed as part of an EU funded project (IMPACT)¹¹ and applied in assessing several EU funded ECVET compliant courses (MariePRO and MariEMS and several others) was used to assess if the Mentor Course is an ECVET good practice (see **Annex G**). ECVET credits were decided based on the work content of each LOs. The institutions can review the credits suggested and agree to an alternative allocation of credits based on the Unit of competence/Sessions/Topics (See **IO 5**).

¹¹ See projects in MariFuture <http://www.marifuture.org/Projects/Projects.aspx>

Table 1 - Occupation: Mentor - Professional Qualification: In-company WBL Mentor

Occupation: Mentor Professional Qualification: In-company WBL Mentor								
Reference Documents: Competence Matrix, Professional Charter for coaching and Mentoring	Learning Outcomes							Hrs / ECVET Credits
Occupational Standard: Plan the mentoring process	Foundational Knowledge	Application	Integration	Human Dimension	Caring	Learning how 2 learn	Assessment Criteria	

Field of activity: <i>Initiate service</i>									
Unit of learning outcome: Analyse the context	<ul style="list-style-type: none">Remember the special factors characterizing adult learnersExplain the importance & contribution of WBL apprenticeship & Internship to companies		<ul style="list-style-type: none">Combine effectively the school's VET needs, the mentee's and the company's needs & expectations	<ul style="list-style-type: none">Cooperate with stakeholders involved in the mentoring process	<ul style="list-style-type: none">empathise with the WBL mentees' personalities and livesvalue the impact of contextual differences (take		<ul style="list-style-type: none">Prepare training programme description, including induction pack outlining the skills and competencies, VET systems and expectationsIdentify and discuss individual needs and relative learning styles that need to be considered when mentoring	5hrs	1/3

					<div>into account different socio-economic and cultural backgrounds)</div> <div><div></div><div>value public good over private gain</div></div>				
<div>Unit of learning outcome:</div> <div>Plan WBL objectives and actions to achieve them</div>		<div><div></div><div>Create and manage feasible action plans & resources for achieving the WBL objectives/ analyse the needs of the apprentice</div></div>	<div><div></div><div>Connect the WBL objectives with the action plans and the methods of assessing progress of objectives</div></div>		<div><div></div><div>commit to relations of care and trust with WBL mentees</div><div><div></div><div>empathise with</div></div></div>		<div><div></div><div>Develop learning outcomes, action plans and processes for the achievement of the outcomes specifying resources for it</div><div><div></div><div>Deliver learning objectives and</div></div></div>	5hrs	1/3

		<ul style="list-style-type: none"> • Create learning scenarios and link the appropriate teaching methodology to them • Estimate the necessary resources to perform the mentoring process • Make decisions together with the mentee concerning the operating rules during the mentoring process at workplace • Coordinate with the VET 			<p>the WBL mentees', personalities and lives</p> <ul style="list-style-type: none"> • value the impact of 		<p>processes for mentee, company and school</p> <ul style="list-style-type: none"> • develop business cases for mentoring application • Identify and justify resources and/or materials required for mentoring 		
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		school tutor for developing the optimal skills transfer plan for the WBL mentee							
Occupational Standard: Provide an effective mentoring process Field of activity: Mentoring service	Foundational Knowledge	Application	Integration	Human Dimensio n	Caring	Learnin g how 2 learn	Assessment Criteria	Hrs / ECVET Credits	

<p>Unit of learning outcome:</p> <p><i>Socialise the Mentee</i></p>	<ul style="list-style-type: none"> Understand what mentorship is/identify its differences from similar terms (e.g. teaching, coaching) Indicate ways of socialization of the mentee 	<ul style="list-style-type: none"> Coordinate with the VET school tutor for developing the optimal skills transfer plan for the WBL mentee Produce a welcoming leaflet/presentation/pack with a summary of the WBL content Assess WBL mentee's commitment on the objectives, action plans & methods of assessing progress of objectives Locate the fundamentals of the workspace and the 	<ul style="list-style-type: none"> Correlate companies' policies & procedures with the whole mentoring process Unite stakeholders involved in the mentoring process 	<ul style="list-style-type: none"> Lead the socialisation of the mentee in the company Help the mentee become familiar with the working environment and describe work safety and obligatory issues. Communicate the common ground which the mentor and the mentee would share throughout the program 			<ul style="list-style-type: none"> Identify and analyse the role and responsibilities of the mentor, discussing the boundaries of the role Identify and discuss the qualities and skills required in a mentor Demonstrate understanding of mentorship Explain the requirements of for successful Internship/Apprenticeship and the role of awarding, accrediting or authorising bodies Describe different Mentorship methods/approaches and 	5hrs	1 / 3
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		organizational culture		<ul style="list-style-type: none"> Apply a "learning by seeing" process. Hence, reflect the moral issues and be a role model for the mentee. Motivate the mentee to appreciate the value of attaining knowledge of formal training 			characteristics of good practices <ul style="list-style-type: none"> Provide the necessary information about the company's policies, procedures and company's culture incorporate mentoring programme into the business objectives Provide the necessary information about the School's/training centre's policies, procedures and culture 		
Unit of learning outcome: Professionalis	<ul style="list-style-type: none"> Recognize the benefits of creative thinking and problem 	<ul style="list-style-type: none"> Demonstrate the professional rules and work ethics 	<ul style="list-style-type: none"> Organize mentee's day-to-day tasks Connect and 	<ul style="list-style-type: none"> Inspire mentee for developing to a lifelong 	<ul style="list-style-type: none"> act as a role model in the work-life support 	<ul style="list-style-type: none"> Formulate questions that correspond 	<ul style="list-style-type: none"> Empower the mentee in his/her professional development, by passing on the 	5hrs	1 / 3

e the Mentee	<p>solving in WBL</p> <ul style="list-style-type: none"> Identify the mentee's needs 		<p>intermix his/her vocational knowledge, experience, know-how and competences with mentee's personal profile and the mentoring procedure on the whole</p> <ul style="list-style-type: none"> Align WBL tasks to sector needs 	<p>learner</p> <ul style="list-style-type: none"> Assess the degree which the desired tangible and intangible WBL material delivered can be applied to other workplaces Communicate creatively to build trust 	<p>individuals to continuously learn</p>	<p>d to the mentee's needs</p> <ul style="list-style-type: none"> Develop a learning plan that nurtures creative thinking, problem solving and working culture Transfer knowledge and Commit to self-monitor own performance Inspire as a role model 	<p>knowledge and experience as well as assigning day-to-day tasks</p>		
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Unit of learning outcome: Implement effective mentoring practices	<ul style="list-style-type: none"> Give examples of effective mentoring practices 	<ul style="list-style-type: none"> Coordinate the WBL plan if different mentors train the mentee Record on mentee's personal learning log/recording system according to the framework (e.g. contract, learning diary) Use digital tools, media and technologies for the needs of mentorship 	<ul style="list-style-type: none"> Integrate school assignments in the WBL learning scenarios/plan 			<ul style="list-style-type: none"> Identify Internet resources for mentoring and own learning 	<ul style="list-style-type: none"> Identify and discuss styles of mentoring to meet learner needs Discuss and demonstrate ways of assisting mentees to clarify their goals and explore options to facilitate their achievement Create an innovation culture for mentoring within the organisation Develop 	5hrs	1 / 3

							<i>mentoring strategy incorporating learning objectives and their transformation into activities</i> <ul style="list-style-type: none"> <i>Distinguish between varying levels of potential for achieving learning objectives</i> 		
Unit of learning outcome: <i>Develop a productive mentoring relationship</i>	<ul style="list-style-type: none"> <i>describe the principles of a productive mentoring relationship/ recognise the importance and the challenges of mentorship relationship building</i> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> <i>Nurture the mentee's abilities</i> <i>Cooperate with the mentee for achieving mutual benefit</i> <i>Motivate by focusing on</i> 	<ul style="list-style-type: none"> <i>act as a role model in the work-life</i> <i>support individuals to continuously learn</i> <i>commit to relations of</i> 		<ul style="list-style-type: none"> 		

				<p><i>positive changes</i></p> <ul style="list-style-type: none"> • <i>Communicate creatively to build trust</i> • <i>Support the mentee through identifying needs</i> 	<p><i>care and trust with WBL mentees</i></p> <ul style="list-style-type: none"> • <i>empathise with the WBL mentees' personalities and lives</i> • <i>value the impact of contextual differences (take into account different socio-economic and cultural background</i> 				
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					<p>ds)</p> <ul style="list-style-type: none"> value public good over private gain 				
<p>Unit of learning outcome: <i>Manage challenges</i></p>	<ul style="list-style-type: none"> Define the necessary process steps for keeping the sensitive personal data. 	<ul style="list-style-type: none"> Demonstrate flexibility in adjusting the learning path according to the mentee's needs, time constraints, resources or other issues Solve complex problems that might derive during the apprenticeship/ internship 		<ul style="list-style-type: none"> Resolve conflicts effectively Recognise ethical issues Recognise sensitive personal data. 			<ul style="list-style-type: none"> Explain the key challenges that you might face during mentoring programme Produce a plan to address the areas of concern) Justify the choice of approaches used to implement areas for improvements Show examples how to motivate the mentee(s) and resolve conflicts effectively Discuss and demonstrate the 	5hrs	1 / 3

							importance of a code of conduct and confidentiality in a mentoring relationship		
Occupational Standard: Check effectiveness of mentoring process Field of activity: Feedback for service effectiveness	Foundational Knowledge	Application	Integration	Human Dimension	Caring	Learning how to learn	Assessment Criteria	Hrs / ECVET Credits	
Unit of learning outcome: Assess the	<ul style="list-style-type: none"> Define structured & documented methods to assess different 	<ul style="list-style-type: none"> Assess the WBL mentee's impact on company and team 		<ul style="list-style-type: none"> Cooperate with stakeholders involved in the 			<ul style="list-style-type: none"> Explain the need for structured and documented methods to assess different aspects of 	5hrs	1 / 3

mentoring outcome	aspects of the mentoring procedure			mentoring process			the mentoring procedure		
	<ul style="list-style-type: none"> Explain the benefits of self-assessment 			<ul style="list-style-type: none"> Discuss with the WBL mentee the assessment results in a productive way Communicate creatively to build trust 			<ul style="list-style-type: none"> Explain how to review the mentee's progress, identifying and taking action as required Develop plan for assessing competence progress Discuss and apply good practice in providing feedback to mentees on their progress apply good practices for the evaluation of mentor programme analyse KPIs and measure ROI 		
				<ul style="list-style-type: none"> Initiate self-assessment 		<ul style="list-style-type: none"> Reflect & self- 	<ul style="list-style-type: none"> Evaluate WBL mentoring practices 	5hrs	1

<p><i>Unit of learning:</i> <i>Self-assess own mentoring practice</i></p>				<p><i>of own WBL mentoring practices</i></p> <ul style="list-style-type: none"> <i>Respond and inspire with necessary social and behavioural competencies (role model, communication, teamwork, availability)</i> <i>Identify own strengths and areas for improvement as a WBL Mentor</i> <i>Discuss with the mentee about his assessment of the</i> 		<p><i>assess performance</i></p>	<p><i>against recognised good practices and list strengths and weakness</i></p>		<p><i>/ 3</i></p>
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				mentoring practices and competencie s along the WBL period					
Occupational Standard: Improve effectiveness of mentoring process Field of activity: Develop service effectiveness	Foundation al Knowledge	Applicatio n	Integration	Human Dimens ion	Caring	Learn ing how 2 learn	Assessment Criteria	Hrs / ECVET Credits	
Unit of learning: . Remediate the mentoring plan &	<ul style="list-style-type: none"> Give an example of assessment schedule and suggest changes to it 	<ul style="list-style-type: none"> Assess and interpret the WBL mentee's performance Judge and prescribe 		<ul style="list-style-type: none"> Cooperate with stakeholders involved in the mentoring 			<ul style="list-style-type: none"> Evaluate a mentoring plan and propose a list of changes in order to meet your work place training 	5hrs	1 / 3

outcome		<p>necessary changes in the objectives</p> <ul style="list-style-type: none"> • Recommend the best course of action based on assessment • Prescribe a list of changes to remediate process for school's consideration • Judge and prescribe necessary changes in the objectives • 		<p>process</p> <ul style="list-style-type: none"> • Communicate constructively in different environments, collaborate in teams and negotiate • Discuss with the academic mentor the identified changes to overcome areas of concern or areas for improvements • Communicate creatively to build trust 			<p>objectives</p> <ul style="list-style-type: none"> • Explain how would you negotiate a collaborative arrangement for review of remediation plans with academic partner/school 		
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<p>Unit of learning: . Improve the mentor's practices</p>					<ul style="list-style-type: none"> Discuss with the mentee about his assessment of the mentoring practices and competencies along the WBL period Inspire mentee for developing to a lifelong learner 	<ul style="list-style-type: none"> Develop & implement a personal plan to be updated on mentorship research & identify important information resources needed to apply new mentorship principles and tools to a new mentee 	<ul style="list-style-type: none"> Develop a continuous personal professional development plan Explain the importance of continuous professional development and how you would inspire the mentee(s) for lifelong learner Use reflective practice and feedback from others to review own mentoring role and identify areas for development, suggesting modifications to own practice as necessary 	5hrs	1 / 3
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Occupational Standard: <i>Develop awareness of the soft skills for effective mentoring process</i> Field of activity: <i>Develop soft skills for service effectiveness</i>	Foundational Knowledge	Application	Integration	Human Dimension	Caring	Learning how to learn	Assessment Criteria	Hrs / ECVET Credits	

<p>Unit of learning:</p> <p>Become aware of and develop soft skills important for effecting mentoring process</p>	<ul style="list-style-type: none"> Understand what empathy is recognize the importance of interpersonal skills describe how good communication with other can influence working relationships Analyse and have an increased understanding of the techniques of effective listening 	<ul style="list-style-type: none"> Employ counselling skills that include assessment techniques to facilitate discussion and mutual decision-making between mentor and mentee to create positive change on the mentoring path Employ their new skills on effective listening actively in the working environment 	<ul style="list-style-type: none"> Integrate empathy to change behaviour and build better relationships connect and work with others to achieve a set task 	<ul style="list-style-type: none"> Protect the mentee from immoral or illegal activity Feel the impact of their role on the mentee, the company and the society Communicate constructively in different environments, collaborate in teams and negotiate Motivate the mentee(s) Communicate creatively to build trust 	<ul style="list-style-type: none"> Value public good over private gain 	<ul style="list-style-type: none"> Take responsibility of their own learning for advancing their mentorship Commit to self-motivation, raised aspirations and belief in one's own abilities and achieving one's goals Self-regulate their 	<ul style="list-style-type: none"> Develop a counselling scenario in relation to learning or behaviour anomaly or difficulty Demonstrate how you develop and assess teamwork Describe a situation to deal with a difficult colleague/student/mentee and means to communicate effectively 	5hrs	1 / 3
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				<ul style="list-style-type: none"> • Understand others in terms of learning barriers • Discuss the skills of communication and focus on the art of listening • Protect the mentee from immoral or illegal activity 		<p>behavior to positively impact the team environment</p>			
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3.2. A model of RPL and APR

The assessment practice ensures that there is a mechanism for recognition of the prior learning, formal and informal, and its accreditation. In the assessment system the process of APL is an important undertaking where any relevant prior learning will be given credit. The RPL and the APL are the sides of the same coin and are achieved through a thorough interview with the learner by a qualified assessor (p.46 of proposal).

The APL practice is based on the C4FF's practice which in turn is based on the UK QAA practice and principles¹². In simple form it consists of a face-to-face interview during which some 20 MCQs and True and false questions will be presented to the candidate/learner. If all questions are answered correctly then the learner/candidate can opt for taking the ISO online test, if not the instructor/assessor may give the candidate/learner part or exception from any of the learning and assessment opportunities. The total exemption should not exceed 50% of the total for the course. At the Interview the assessor will present the learner/candidate with other questions relating to the other assessment opportunities other than those prepared for the online test for ISO Certification (IO 3). Based on the outcome of the interview the assessor decides what exemption can be offered to the learner/candidate.

APL Principles and Checklist¹³

These principles are outlined and listed in Chapter 4, **Section 4.5.1**.

¹² APL Guidelines, QAA, UK (2004). <https://www.qaa.ac.uk/docs/qaa/quality-code/accreditation-prior-learning-guidelines.pdf?sfvrsn=edadf981>

¹³ The checklist and principles are in line with the Quality Guidelines on the accreditation of prior learning September 2004, The Quality Assurance Agency for Higher Education UK - <https://www.qaa.ac.uk/docs/qaa/quality-code/accreditation-prior-learning-guidelines.pdf?sfvrsn=edadf981>

The APL is carried based on the principles outline in **Section 4.5.1** through a face-to-face interview prior to the course commencement. The instructor/mentor will interview the applicant and goes through the course content and assessment and based on sample questions determines if the applicant can be except from part of the course or its assessment. The process is according to the QAA (2004) principles and practice. All APL assessors have to be qualified and gone through a recognised authority, in the UK, through a Government approved APL assessment course. The interview can be online. The Mentor project partners will have to decide what changes are necessary to the APL process based on their national requirements for such an assessment.

A set of online MCQs and/or True and False questions, as outlined below, have been prepared for the assessor/instructor to use in the APL process. If the candidate learner answers all the questions correctly then s/he can proceed to taking the ISO online test. However, for UK certification the instructor/trainer will have to ascertain if other requirements, as specified by other assessment opportunities, are also satisfied in full (see **Appendix F**) . These questions will also serve to prepare the learners for ISO Certification for those who have not gone through the APL process.

After the APL interview a report is prepared and comments for each aspect of assessment criteria exempted is written and used in subsequent meetings with the learner. A further interview is possible if the instructor in her/his professional judgement deems necessary. APL report(s) are expected to be reviewed by the external examiner/assessor.

The APL report is no different to any report which needs to be produced after each assessment opportunities. The format for the report must include the terms of reference (which assessment criterion and/or assessment opportunity is considered), Composition (comments for instance if the external examiner needs to review the assessed work and so forth) and frequency/date of any future meeting(s) with the instructor and/or the external assessor. A sample devised by C4FF is given below.

Assessing APL – Simplified C4FF's APL Pro Forma

Course Run no:

Course Date:

Organisation:

<i>Learner's Name and Contact Details (e.g email address)</i>	<i>Assessor's Name and Contact Details (e.g email address)</i>	<i>External Assessor' Name and Contact Details (e.g email address)</i>
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<i>Assessment Criterion 1</i>	<i>Has the Assessment Criterion met? Y or N</i>	<i>Has the Assessment Criterion met? Y or N</i>
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<i>Assessment Criterion 2</i>	<i>Has the Assessment Criterion met? Y or N</i>	<i>Has the Assessment Criterion met? Y or N</i>
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<i>Assessment Criterion 3</i>	<i>Has the Assessment Criterion met? Y or N</i>	<i>Has the Assessment Criterion met? Y or N</i>
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<i>Assessment Criterion 4</i>	<i>Has the Assessment Criterion met? Y or N</i>	<i>Has the Assessment Criterion met? Y or N</i>
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Aspects of good Practice:

<i>Learner Comments</i>	<i>Assessor Comments:</i>	<i>External Assessor comments:</i>
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<i>e.g. The APL process was fair and helped in gaining the expected credit for the prior learning.</i>	<i>e.g. a good performance at the interview or further interviews required.</i>	<i>e.g. the assessment criteria for credit given were fully met. The grade awarded for the APL is fair.</i>
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Areas of concern:

<i>Learner Comments</i>	<i>Assessor Comments:</i>	<i>External Assessor Comments:</i>
<i>e.g. not fully understood the process but after the interview satisfied with the process and the decision made.</i>	<i>e.g. the process to be explained better; or evidence of guessing and hence the reason for initiating a discussion with the candidate.</i>	<i>e.g. inconsistency in the process; APL process to be reviewed.</i>

<i>Signature:</i>	<i>Signature:</i>	<i>Signature:</i>
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<i>Date:</i>	<i>Date:</i>	<i>Date:</i>
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NB: A copy is kept by Learner and Assessor as well as the External Assessor

Online APL and Preparation Questions - MCQs and True and False Questions

This is an important and innovative integrated learning and assessment opportunity. It also serves as a preparation for the online ISO certification.

True or False

Mentoring is a formal relationship established between an experienced employee and an inexperienced new employee or a learner or an apprentice/intern.

Answer: True

True or False

A mentor does not have to help a mentee assimilate in his/her new role and absorb the company's working, cultural and social norms

Answer: True

True or False

A mentor is to help a mentee grow in his/her current position and become ready for new jobs and career opportunities.

Answer: True

True or False

One of the mentor's jobs is to assist the mentee reach new levels of knowledge, sophistication and career development.

Answer: True

True or False

A mentor is a person that supports a mentee from the beginning of the apprenticeship/internship to the end of it and guides him/her throughout his apprenticeship and does not have to develop the mentee's personal and professional skills.

Answer: False

Open Question

What are the main tasks of a mentor as *supervisor*?

Answer: Helping the mentee to develop in their role, sharing expertise and knowledge, Assignment of tasks; Monitoring and evaluation and implementation of tasks; Crisis management; Mentee's briefing on company's matters and promotion of his/her participation in decision making

MCQ

Entrepreneurship is a key skill enabling people some of the skills below, which of the options below is inappropriate:

1. Develop business attitudes and competences
2. Become more creative in business interactions
3. Initiate actions without discussing it with the mentor
4. Take responsibility for actions implemented
5. Become more independent in prioritising business actions

Answer: Number 4

MCQ

Which one of these applies to the role of mentors:

1. Designs together with the academic mentor the optimal work-based learning path for the WBL learner
2. Guides the WBL learner during his/her training professionalize him/her and promote his employability
3. Ensures that knowledge/competence are transferable to other contexts and professional situations.
4. All the above

Answer: All above

Mentor performs a number of activities; identify below the/those activity/activities that do not apply:

1. induction of the mentee into the business
2. guidance of the mentee
3. helping the mentee with personal issues other than those related to training
4. evaluation of the mentee's work
5. counselling with the mentee on matters related to work

Answer: 3

The process of Induction includes some of activities below, which activity is in appropriate:

1. Socializes the apprentice, welcomes and integrates the mentee
2. Develops the optimal skill transfer plan for the mentee together with the academic mentor
3. Orients the mentee to the job/business/industry as a whole
4. Helps the mentee with salary negotiation

Answer: 4

The process of guidance includes some of activities below, which activity is in appropriate:

1. Organises and ensures learning situations
2. Advise the mentee on legal matters not directly concerned with the job
3. Transmits knowledge, know-how and give a taste for the job
4. Supervises the implementation of the learning path
5. Assists the mentee to carry out learning assignments related to the job

Answer: 2

Which evaluation activities is the most appropriate option:

1. Evaluates the progress of the mentee and his relationship with those involved with the training
2. Communicates with the academic mentor he areas in which improvement is needed
3. Verifies the mentee's attendance and the reports, employability skills, assessment of technical skills

4. Provides a grade/mark according to progress if requested by the academic school
5. All of the above

Answer: 5

The process of counselling includes some of activities below, which activity/activities are most appropriate

1. Advises the mentee on his health and financial well-being
2. Counsels mentee concerning performance both on the job and in school as well as on his/her relationship with other employees
3. Takes the responsibility for preparing the mentee for the training goals agreed
4. Ensures relationships between the apprentice and his academic school

Answer: 2, 3 and 4

In terms of business the mentor must demonstrate several understandings, which of the following apply?

1. Customer/supplier relationship
2. Suppliers technical needs
3. Company/department policies/procedures
4. Technical competences to be developed
5. Company's and department's mission/vision/values

Answer: 1, 3, 4, and 5

Mentors are responsible for many of the following activities, identify the ones that do not apply:

1. Planning and implementation of the mentee's work/learning programme and work environment
2. Relationship building with the mentee by going out with mentee on social outings
3. Mentee's support, encouragement and motivation
4. Monitoring mentee's progress and giving constructive feedback
5. Mentee's learning programme assessment

Answer: 1, 3, 4 and 5

True or False

Mentors within companies are extending their roles from instruction to learning facilitators and innovators and are increasingly involved in additional tasks, such as human resource development, guidance and direct coaching.

Answer: True

MCQ

A mentor is expected to concern himself/herself with

1. Designing the learning programme and Defining the training's main objectives and learning outcomes
2. Choosing the appropriate educative methods and tools
3. Creating the appropriate learning environment using best possible way the means at his/her disposal
4. Understanding the mentee's learning style namely in which way the mentee learns most efficiently.
5. All of above

Answer: All of above

MCQ

A mentor must act as

1. a trainer
2. a supervisor
3. a colleague
4. an educator
5. All of above

Answer: all of above

True or False

The key personality characteristics that are necessary for being a successful mentor are: Integrity; listening skills; Conscientiousness; Well-liked by peers; Enthusiastic and a Positive attitude. A mentor does not have to be a team player or have good communication skills.

Answer: False

3.3. A recovery pathway when learning has not been achieved

Which methodology is the course going to use when learning has not been achieved? According to our proposal, THIS IS THE NOVEL element of our course. /...The intended recovery mechanism for re-assessment should be also considered novel (p.46 of proposal).

As explained in **section 3.1** If a grade of Pass, Merit or distinction, for any given piece of work, is not awarded then a 'Referral' must be registered. The Candidates with Referral in any assessment element must do more work on the element of assessment they have been referred under the supervision of their trainer/mentor/instructor and once deemed to have achieved the required competence they will be re-graded.

An assessment opportunity may be fixed for a period of time or may be a continual process to evaluate the performance of the learner.

As assessment is an integral part of the learning process, there must be opportunities for trainer/mentor(s) to gain competence through the re-assessment/referral process.

Chapter 4 Compliance, validation of assessment material

This section will present the methodology on the compliance and validation of course's assessment material and will refer to the assessment system's quality.

Stage 3

For some years now the European Commission has been pursuing the objective of increasing the VET transparency primarily to encourage and increase mobility rate of especially young people in vocational education and training.

The diversity of vocational education and training systems in Europe, which is an expression of the individual countries' different cultures and traditions, makes the comparability of education offers difficult and has the result that especially young people hardly seize the opportunity of spending a short-term period of vocational learning abroad. Such a stay would be highly valuable for young people, however, because it would contribute to their personal development and also enhance their opportunities on the labour market.

It is precisely for these reasons that the European Commission has for some years encouraged the development of transparency instruments to help improve understanding of VET in other countries and therefore boost transparency of vocational qualifications and improve transnational mobility. One such instrument is ECVET, on which in June 2009 the Commission issued a recommendation adopted by the European Parliament and the Council (2009) which led to several funded project projects viz., FINECVET (2012) and Austrian ECVET (2012) to demonstrate the key elements of ECVET. The FINECVET lead to MariePRO (2015-17) and later to MariEMS (2017-2-19). A review of these clearly demonstrates that the ECVET is a framework as well as a 'toolbox' which comprises 'tools' designed to facilitate the transparency of a vocational qualification and transnational mobility of learners in VET.

While ECVET is a credit system, as a framework builds on a structured description of qualifications in terms of 'learning outcomes and their assessment', which are specified in greater detail by an additional numerical expression - the ECVET points. The involved training institutions conclude agreements which aim to guarantee the recognition in the home country of the knowledge, skills/competences acquired abroad. This aims to ensure that the mobile learner does not have to retake exams or face prolonged training time in the home country.

Whilst the basic principle of ECVET is simple - in theory, in reality, however, difficulties may be substantial in many respects hence the reason for a Memorandum of Understanding and a Learning Agreement.

In an ECVET compliant qualification/course the key principles of ECVET should be explained based on the European documents. Secondly it should provide 'step-by-step instructions' to implement ECVET viz., ECVET in practice; and thirdly it should include learning and assessment materials in full.

In summary ECVET is about transparency of qualifications which are based on a set of competences (learning outcomes, the criteria for their assessment), credit point and the third, but by no means less important, is 'the transfer process' within a known quality assurance system. The objective of applying ECVET is transparency of the qualifications and promotion of mobility in VET. To this end, the learning outcomes should be recognised as parts of the intended qualification, which means they are 'transferred' from one learning environment to another. The memorandum of understanding including the 'transfer process' should be conducted as following steps:

Quality assurance (Fitness to assure)

Assessment (Ensuring knowledge, skills/competences achieved)

Validation (Evaluating the Relevance, Scope and Depth)

Recognition of learning outcomes (ISO Certification and Accreditation by national authorities/professional bodies/occupational standards).

Quality Assurance (QA) is different in various VET organisations. It is a system to assure the quality of key aspects of the qualification in question, including design of curriculum; structure; learning and assessment strategy and practice; management; achievement and progression; guidance and support; learning recourses; and how enhancement can be made on a continuous basis. The hosting institution/organisation should provide their system QA to the sending organisation for approval.

Assessment - It is important to note that assessment is seen as ‘examination’ and ‘evaluation’ and is conducted by the hosting institution in the host country, of the knowledge, skills and competence acquired by mobile learners: In this process, specific competence assessment methods and procedures, compliant with ECVET, are applied to determine whether learners actually have the knowledge, skills/competence agreed on beforehand. The assessment methods applied in the receiving institution can differ from those used in the home institution. The applied assessment procedure/practice is, however, laid down in the expected **Memorandum of Understanding** and/or **Learning Agreement** and therefore accepted by all parties involved. The conducted assessment is documented in detail with clear assessment materials. This document is often termed as a ‘personal transcript’. After the period abroad it is sent to the home institution for validation.

Validation - The home institution compares this documentation with the learning outcomes laid down in the learning agreement and examines the extent to which these two documents are consistent taking note of the relevance, scope and depth of assessment demonstrated through assessment opportunities offered.

Recognition - Following validation, the home institution will hand over certification (a certificate or similar) to the mobile learners which states that the knowledge, skills/competence acquired abroad are accepted as part of the intended qualification or as an addition to it. For this, they do not have to retake an examination or catch up on periods of learning. The seeking recognition from the professional bodies and through national and international certification/endorsement are encouraged. In the UK, even well-known and respected universities seek accreditation for their courses or individual units from professional institutions with Royal Charter; this is seen as

prestigious achievement as it confirms their degree programme or course satisfies the professional requirements for a given profession.

Therefore, the agreements concluded before the stay abroad, ensure that the respective part of the qualification can be added to the overall qualification following the learner's return.

The compliance with the proposal, various professional bodies and ECVET viz., validation of assessment materials, was expected to be carried out by a cross-referencing methodology. The compliance with ECVET requirements is extensively described in **Chapter 2**. By using several assessment opportunities in the classroom and developing an extensive set of questions to ensure harmony between the findings of IO 1 and IO 2, the learning and assessment opportunities were integrated. By providing a varied and diverse set of questions as well as those intended for online application viz., Certification, a complete set of assessment materials were developed. The provision of an external assessment system will ensure that there is a fair validation system in place. There is also a need for at least 4 samples from every 16 set to be assessed by the external assessor to ensure a system is in place for sampling assessed work (see **Section 4.2**). The provision of a well-known quality assurance (QA) system (**Annex C**), has ensured that all requirements as outlined in the proposal are now fully met. However, each partner organisation can use their own system of QA and if any other organisation would wish to use the partner's QA then this can be agreed in the Memorandum of Understanding (MoU).

The compliance with ECVET requirements was achieved by applying a rapid prototyping method (**Ziarati et al. 2010, UniMET; Devadiga, 2017 and Tripp and Bichelmeyer, 1990**) and through a methodology developed by C4FF, viz., a cross-referencing method (**Ziarati, et al, UniMET Project, 2010**). The Cross-referencing identifies all terms and requirements in a proposal or specification and ensures they are addressed in the final report as intended. The rapid prototyping has been used for many years in Engineering design applications but the publication of 'An Alternative Instructions Design Strategy' (**Tripp and Bichelmeyer, 1990**) led the way for its use in learning environment, as demonstrated also by papers such as **Devadiga (2017)**. The validation IO 1 and IO 2 as well as the proposed assessment practice was realised through the Mentor Multiplier event in

the UK as well as by an external professional mentor (Sarah Alexander)¹⁴ and an accreditor from a major professional body (Professor John Flower)¹⁵. The assessment and learning materials were integrated and a system of sampling based on a Square root mechanism was established. A system of quality assurance, control and enhancement, widely used in the EU member states, was adapted for the mentor course for continuous development (see **Annex C**).

The proposed course integrates the outputs of IO 1 and IO 2 and uses the same assessment/examination questions intended for online application as those prepared for the IO 3. To this end, all participants are given the opportunity for preparing for the ISO Certification, developed as part of IO 3.

The assessment methodology has been based on the Mentor Learning and Competence Matrix developed in IO 1 and through a synthesis process. The number of Unit of Learning Outcomes were reduced to 4 and the number of Key competence sets to 12. The synthesis process developed by C4FF involved setting up a discussion group embedding an experienced professional subject specialist as an observer (Sarah Alexander). Then an accreditor (John Flower) reviews the quality assurance issues with regard to the course learning and assessment strategy focussing on assessment materials validity, relevance, depth and range. The assessment criteria therefore links IO 1 and IO 2 to IO 4 in incorporates IO 3, and also corresponds with the EMCC recommendations on mentoring practice. The assessment methodology encompasses a grading system and an assessment schedule.

Some 12 Principles developed by QAA/C4FF in collaboration with one of the largest awarding, accrediting and licensing bodies (BTEC, now Pearson) was adapted to ensure prior learning and assessment is recognised fairly.

¹⁴ Sarah Alexander, VIVID - Outstanding People Development, sarah@vividcommunication.co.uk ² Sarah +44 (0) 7977 448823, www.vividcommunication.co.uk, Registered name and address: Vivid Communication, Berkeley House, 6 The Square, Kenilworth, Warwickshire CV8 1E

¹⁵ Professor John Flower, IMarEST Accrditor, Warwick University Emeritus Professor, C4FF Assessor/Professor

All requirements of Mentor course as outlined in the project proposal have been incorporated in the proposed course using a cross-referencing methodology developed by C4FF. An example of this in Mentor Project is given in UniMet Project paper; see Ziarati et al (2010,).

4.1. Compliance with ECVET requirements

The Methodology describes how ECVET points and hours in each unit have been allocated (see Table in **Section 3.1**).

In June 2009, the European Commission issued a Recommendation to its Member States concerning the credit transfer system for vocational education and training (EU, 2009). The ECVET system (European Credit system for Vocational Education and Training) can be used to help recognise the competence acquired and the studies completed in another European country.

The aims of the ECVET are to make it easier for people to get validation and recognition of work-related skills and knowledge acquired in different systems and countries. Also, to make it more attractive to move between different countries and learning environments, increase the compatibility between the different vocational education and training (VET) systems in place across Europe, and the qualifications they offer and increase the employability of VET graduates and the confidence of employers that each VET qualification requires specific skills and knowledge¹⁶. ().

4.2. A complete set of assessment material

A review of soft skills mentioned in Fink (2003) and those recommended by major awarding bodies such as Pearson and governments such as the UK focuses on Creative Thinking, Problem solving, one-to-one communications, written and oral presentational skills, group discussions, working as a team member, autonomy and developing self, peer/self assessment both formal and informal has been

¹⁶ European Commission, 2020

included in this section. The examples are based on C4FF revised mentor programme assessment opportunities.

Sample Assessment Methods and Materials

Sample assignments

Creative Thinking – Brain Storming Session

The prospect for creative thinking expands when you can reframe restraining statements into creative questions. Consider the following examples:

- **Restraining statement:** “We can’t possibly do that.”
Creative question: “If it were possible, how would you do it?”
- **Restraining statement:** “It’ll take too long.”
Creative question: “If it’s time-consuming, how can I make it short?”
- **Restraining statement:** “I can’t talk to her.”
Creative question: “If you could talk to her, what would you say?”
- **Restraining statement:** “I’m too busy to do this.”
Creative question: “In what ways can we free up some time for you?”

During brainstorming, asking questions in a way that opens participants’ minds to newer possibilities can have a transformative shift in the creative atmosphere. When participants suspend their judgments, everyone in the brainstorming session will feel comfortable enough to explore creative solutions to constraints.

LOW ORDER THINKING SKILLS	HIGH ORDER THINKING SKILLS
1. REMEMBERING	4. ANALYZING
<p>What is?</p> <p>How is?</p> <p>Where is?</p> <p>When did happen?</p> <p>How did ... happen?</p> <p>How would you explain...?</p> <p>How would you describe...?</p> <p>What do you recall...?</p> <p>How would you show...?</p> <p>Who (what) were the main...?</p> <p>What are three...?</p> <p>What are three...?</p>	<p>What are the parts or features of..?</p> <p>How is... related to...?</p> <p>Why do you think..?</p> <p>What is the theme...?</p> <p>What motive is there..?</p> <p>What conclusions can you draw..?</p> <p>How would you classify...?</p> <p>How can you identify the different parts..?</p> <p>What evidence can you find...?</p> <p>What is the relationship between...?</p> <p>How can you make a distinction between...?</p> <p>What is the function of ...?</p> <p>What ideas justify...?</p>
2. UNDERSTANDING	5. EVALUATING
<p>How would you classify the type of... ?</p> <p>How would you compare...? contrast...?</p> <p>How would you rephrase the meaning...?</p> <p>What facts or ideas show...?</p> <p>What is the main idea of...?</p> <p>Which statements support...?</p> <p>How can you explain what is meant...?</p> <p>What can you say about...?</p> <p>Which is the best answer...?</p> <p>How would you summarize...?</p>	<p>Why do you agree with the actions? The outcomes?</p> <p>What is your opinion of ...?</p> <p>How would you prove...? Disprove...?</p> <p>How can you assess the value or importance of ...?</p> <p>What would you recommend...?</p> <p>How would you rate or evaluate the...?</p> <p>What choice would you have made...?</p> <p>How would you prioritize..?</p> <p>What details would you use to support the view...?</p>

	Why was it better than...?
3. APPLYING	6. CREATING
<p>How would you use...?</p> <p>What examples can you find to...?</p> <p>How would you solve... using what you have learned...?</p> <p>How would you organise... to show...?</p> <p>How would you show your understanding of ...?</p> <p>What approach would you use to...?</p> <p>How would you apply what you learned to develop...?</p> <p>What other way would you plan to...?</p> <p>What would result if...?</p> <p>How can you make use of the facts to...?</p> <p>What elements would you use to change...?</p> <p>What facts would you select to show...?</p> <p>What questions would you ask in an interview with...?</p>	<p>What changes would you make to solve...?</p> <p>How would you improve...?</p> <p>What would happen if...?</p> <p>How can you elaborate on the reason...?</p> <p>What alternative can you propose...?</p> <p>How can you invent....?</p> <p>How would you adapt.... to create a different...?</p> <p>How could you change (modify) the plot (plan)...?</p> <p>What could be done to minimize (maximise) ...?</p> <p>What way would you design...?</p> <p>What could be combined to improve (change)...?</p> <p>How would you test or formulate a theory for...?</p> <p>What would you predict as the outcome of...?</p> <p>How can a model be constructed that would change...?</p> <p>What is an original way for the..?</p>

Problem Solving

Classroom activity

How can the model below be used to develop a mentoring plan for mentee(s)?

WHAT	<ul style="list-style-type: none"> • What (exactly) do I want to achieve? • What are the facts? • What would happen if no decision was made or solution found? • What do I need in order to find a solution?
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WHY	<ul style="list-style-type: none"> • Why do I want to achieve a solution? • Why did the problem or opportunity arise? • Why do I need to find a solution or way forward at all? • Ask 5 Whys
How	<ul style="list-style-type: none"> • How will the situation be different? • How relevant Is the Information I am gathering? • How can I find out more? • How can I Involve relevant people?
WHERE	<ul style="list-style-type: none"> • Where did the issue arise? • Where does it impact? • Is the "where" Important? • If so, why?
Who	<ul style="list-style-type: none"> • Whom I trying to please? • Who cares about this situation? Who Is affected? • Who is involved (information, help, action)? • Who needs to be informed?
When	<ul style="list-style-type: none"> • When did the Issue arise? • When do we need to act? • By when must it be resolved?

Professional Autonomy

Classroom discussions

What is defined as autonomy? Autonomy is the power to shape your work environment in ways that allow you to perform at your best."

What autonomy is NOT? So, let's take a better look at what autonomy is not:

- **Autonomy does NOT mean working in isolation.** Being autonomous doesn't give a person the right to work without supervision or collaborators.

- **It's NOT doing whatever you like whenever you like.** In an organization with high levels of autonomy, the employer defines the boundaries of the employee's control and decision-making power, creating the environment in which the employee can choose how autonomous he or she wishes to be.
- **It's NOT working without a net.** In a well-run organization, autonomous employees receive strong, clear guidance from supervisors, established procedures, manuals and so on. It's only dysfunctional organizations that employees are left to figure out their jobs with little or no input from management. That's not autonomy; that's lack of leadership.

1. List the key ways to develop a professional's autonomy?
2. Why is it important that autonomy is developed in a workplace?
3. How would you know if a mentee was being professionally autonomous?

Perform as a role model and subject expert resource

Demonstrate confidence and leadership – Class Discussions

1. What is a role model?

A good **role model** is someone who is always positive, calm, and confident in themselves. You don't want someone who is down or tries to bring you down. Everyone likes a person who is happy with their achievements, but continues to strive for bigger and better objectives.

3. What are positive role models?

A **role model** is a person whose behaviour is imitated by other people. There are **role models** who engage in **positive** and constructive actions and there are those who have bad habits that can be transferred to anyone who admires that person.

4. Why do we need role models?

Positive **role models** influence our actions and motivate us to strive to uncover our true potentials and overcome our weakness. Having them pushes us to make the most of our life. **Role models** are

a must for self-improvement because **we** must **have** a standard to strive for or compare ourselves with.

Essay - Describe how to integrate the planned learning outcomes of the mentoring/training into the business's needs and goals.

Interview - What school and company information a mentee needs for working with the mentor to plan an effective and efficient mentoring/training plan?

Presentation – What are the advantages of the accreditation of prior learning (APL) and informal learning and assessment?

Observed Class discussions – What are the main elements of an ECVET compliant course and what these elements are necessary? Discuss. Each Mentee is expected to make a contribution and engage as member of team.

Sample questions – The bank of questions for the intended online application and ISO Certification system.

C4FF devised a bank of questions for the online assessment of the certification system. To review these refer to IO 3. These questions will be used to support learning activities as well as assessment practice.

4.3. Validation of assessment material and sampling of assessed work

A form is required for sampling of assessed work. While C4FF has its own form, provided the participating organisations agree to sampling of assessed work then all they need to agree is that minimum of 4 candidate assessed work will be sampled. above this number a square root formula is applied namely, if there are 16 assessed work then at least 4 of the work of the learner will be sampled. The form must have the names of the learner, assessor, external assessor and the contact details and state whether the assessment made the required/intended contribution to the achievement of the assessment criterion with comments giving reason for awarding a grade and the allocated ECVET credit or a referral in that assessed work.

Sampling assessed work – simplified C4FF's Sampling Pro Forma

- Course Run no: _____ Course Date: _____
- Organisation: _____

Learner's Name and Assessor's Name and Contact Details (e.g. External Assessor' Name and Contact Contact Details (e.g email email address) address)

Assessed work title 1 Has the Assessment Criterion met? Y or N Has the Assessment Criterion met? Y or N

Assessed work title 2 Has the Assessment Criterion met? Y or N Has the Assessment Criterion met? Y or N

Assessed work title 3 Has the Assessment Criterion met? Y or N Has the Assessment Criterion met? Y or N

Assessed work title 4 Has the Assessment Criterion met? Y or N Has the Assessment Criterion met? Y or N

.....

Aspects of good Practice:

Learner Comments

Assessor Comments:

External Assessor comments:

e.g. fair questions or some appropriate overlap with another assessment opportunities.

e.g. an excellent performance recommend Merit or Distinction grade

e.g. confirms outstanding performace, award of Distinction for assessed work title 1 agreed or a good match between the assessment criteria and assessment material.

Areas of concern:

Learner Comments

Assessor Comments:

External Assessor Comments:

*e.g. not fully understood
what was expected*

*e.g. evident of guessing necessitating a
review Learning Outcome and/or
assessment criteria or assessment method
or assessment material.*

*e.g. inconsistency in answers given
suggesting a gap in learning outcome
and/or assessment criterion
inappropriate.*

difficult questions

Signature:

Signature:

Signature:

Date:

Date:

Date:

NB: A copy is kept by Learner and Assessor as well as the External Assessor

C4FF has been involved with professional accreditation and its staff served as assessors/accreditors for the UK Governments (such as UK as Teaching Quality Assessor), QA accreditors for Turkey and Lithuania), major awarding bodies (such as IEE now IET) and have applied data and information analysis and statistical tools in establishing standards particularly in validation of assessment process. A good example of assessment validation is given in an Austrian Government report which has been used in countries such as Austria's quality assessment practice 17, stating that "assessment validation is a quality review process to check that the assessment tools produced are valid, reliable, sufficient, current and authentic evidence for assessors to make reasonable

17 VET Assessment Validation Procedures, Charles Darwin University -
<https://www.cdu.edu.au/governance/doclibrary/pro-136.pdf>

judgements as to whether the requirements of a unit or a training product has been met and that assessment judgements are consistently applied. This activity is a quality review and is not intended to be used to make changes to assessment outcomes”. The universities, colleges and training centres have access to sophisticated statistical tools and software to examine assessment validity. It is worth noting that in C4FF’s terminology, validity mean relevance, scope and depth. These, added to the need for reliability, sufficiency, currency and authentic evidence for assessors are a good safeguard for them to make reasonable judgements. Such requirements are both valid for summative and informative assessment whether formal or informal. When developing the assessment methodology special references were made to C4FF data analysis unit for assessment outcome analysis and to the Austrian VET Quality Framework¹⁸ complemented with UK VET Skills plan currently in practice¹⁹. A copy of C4FF data analysis and Information are available and will be provided if requested.

The field of evaluation and assessment validation is wide and includes all aspects of the process. When designing a syllabus, preparing an assessment opportunity, creating questions, grading/marking schemes or developing a training course, evaluation methods become essential. The validity and reliability of the questions, assessing the fairness and reliability of grading/marking are key areas for evaluation. Furthermore, investigating the quality of standards and standards maintenance procedures and outcomes are also areas for consideration. A good account of these is described in the Cambridge Assessment paper by **Crisp and Novaković (2018)**. The Cambridge Assessment is an international examinations group designing and delivering assessments to over 8 million learners in over 170 countries.

There is be a means to internally and/or externally evaluate/examine learners’ assessed work and a form has been devised (**Section 4.2**) to sample learners’ assessed work so that there will be a greater uniformity and fairness in assessing and grading learners’ work. There will be a section in the course manual on guidance for trainers/ instructors on how assessment outcomes are assessed.

18 Austrian Government, ASQA, VET Quality Framework, <https://www.asqa.gov.au/about/asqa/key-legislation/vet-quality-framework>

19 Post-16 Skills Plan, Department of Education, UK, 2016, MariFuture Article August 2016,

All trainers/ instructors are expected to have gone through the training and assessment process; details will be included in the course manual (p. 46 of proposal).

4.4. An internal and/or external evaluation/examination

This section should refer to how our course will take feedback on its content, assessment methodologies. The provision of assessment methods and procedures are developed by professional assessors and accreditors and the system is based on a two-tier assessment system which involves the learner at each assessment opportunity and ensures prior learning is assessed in a professional manner, based on a set of principles (see **Section 3.2**) and there is provision for the learner's assessed work by an external assessor. Furthermore, as the assessment also serves as an online ISO certification, overseen by a panel of experts and ISO evaluation safeguards, therefore sufficient guarantee is given to the learner that the assessment system in place is valid, reliable and fair. The Fink's (2013) requirements for feedback, using feedback to underpin the assessment system/practice, are considered an innovative aspect of the assessment practice. The feedback system is built in a various stages seeking feedback particularly from the learner and the continuous system of evaluation both internal and external (p. 46 of proposal). The assessment system is based on the EU best practice and worldwide.

4.5. Quality assurance, control and enhancement

The EU 2009 Recommendation on the establishment of a European Quality Assurance Reference Framework for VET recommends that the four stages of the quality cycle with indicative descriptors and the indicators to improve and develop VET provision. Member States were invited to devise an approach aimed at improving quality assurance systems at a national level no later than 18 June 2011. The Framework intended to apply to both the system and to individual VET providers. The Recommendation also included the establishment of a Quality Assurance National Reference Point to:

- provide active support for the implementation of EQAVET Framework;

- take steps to develop further the quality assurance system in a national context, and to
- support self-evaluation.

The self-evaluation aspect of the EQAVET is based on CEDEFOP DEFINITION²⁰: Any process or methodology carried out by a (of a VET provider) VET provider under its own responsibility, to evaluate its performance or position in relation to two dimensions:

- an internal dimension ('micro level') that covers services, internal staff, beneficiaries or clients, policy and/or internal organisation, development plan, etc.; and
- an external dimension ('macro level') that covers analysis of the educational offer of this institution compared to others: relationship with the territorial system of actors (local decision-makers, unions, local governments, type of labour market and needs of VET, information network, type of populations interested in a learning offer and evolution of the needs, main results of work at national and European levels in the VET sector).

The Mentor course has a dual self-evaluation which allows VET providers not only to improve their the course quality but also the internal systems of quality control. In addition, in the UK, there are contractual, design and management requirements as outlined by the Government and main awarding and accrediting bodies. The core main requirements, while may not be of interest to partners, are presented in **Annex E**.

A system based on (European Quality Assurance Reference framework (see EQAVET²¹), often referred to Reference Framework which is used in the QAC of many programmes and courses were adapted for the Mentor Course and its assessment system. The details of the evaluation and its scoring system are given in **Annex C**. It incorporates the 4 pillar of EQAVET viz., Planning,

²⁰ SOURCE: Cedefop (2011). Source: based on Cedefop, Technical working group on quality in VET. Glossary: Quality in education and training, Luxembourg: Publications Office of the European Union.

²¹ <https://www.eqavet.eu/What-We-Do/European-Quality-Assurance-Reference-Framework>

Implementation, Evaluation and Review. The partners do not have to apply the example of good practice based on EQAVET presented in Annex C and opt for using their own QAC system.

Furthermore, pre-assessment system should include a novel APL process similar to the system proposed in **Section 3.2**. The following is a checklist APL quality assurance principles derived from the APL Guidelines, QAA, UK (2004) and as applied by C4FF to this date.

4.5.1. APL Quality Assurance Principles and Checklist

- **Principle 1:** Decisions regarding the accreditation of prior learning are a matter of professional judgement. The decision-making process and outcomes are transparent and rigorous and fair.
- **Principle 2:** A candidate for the Mentor Course cannot claim for more than 50% overall credit as the proportion of learning that can be recognised through the accreditation process. The implications for progression, the award of any interim qualification and the classification or grading of a final qualification are clear and transparent.
- **Principle 3:** Prior experiential and/or certificated learning that has been accredited by an authorised provider is clearly identified on trainee/mentee's CPD certificate.
- **Principle 4:** The training organisation/provider has outlined clear and accessible information for candidate/mentee, training staff, examiners and stakeholders about its policies, procedures and practices for the accreditation of prior learning.
- **Principle 5:** The terminology, scope and boundaries used by an authorised provider in its policies, procedures and practices for the accreditation of prior learning are explicitly defined in information and guidance materials.
- **Principle 6:** Information and guidance materials outlining the process(es) for the assessment of claims for the accreditation of prior experiential and/or previously certificated learning are clear, accurate and easily accessible.

- **Principle 7:** The authorised provider has considered the range and form(s) of assessment appropriate to consider claims for the recognition of learning.
- **Principle 8:** The criteria to be used in judging a claim for the accreditation of prior learning is made explicit to candidates, training staff, stakeholders and assessors and examiners.
- **Principle 9:** Candidates are fully informed of the nature and range of evidence considered appropriate to support a claim for the accreditation of prior learning.
- **Principle 10:** The assessment of learning derived from experience is open to internal and external scrutiny and monitoring within organisation quality assurance and control procedures.
- **Principle 11:** The locus of authority and responsibilities for making and verifying decisions about the accreditation of prior learning is clearly specified.
- **Principle 12:** The roles of all staff members associated with the accreditation of prior learning are clearly and explicitly defined.
- **Principle 13:** Appropriate arrangements are in place for the training and supporting of all staff associated with the support, guidance and assessment of claims for the accreditation of prior learning.
- **Principle 14:** Clear guidance is given to candidate about when a claim for the accreditation of prior learning may be submitted, the timescale for considering the claim and the outcome.
- **Principle 15:** Appropriate arrangements are in place to support candidates submitting claims for the accreditation of prior learning and to provide feedback on decisions. N
- **Principle 16:** Arrangements for the regular monitoring and review of policies and procedures for the accreditation of prior learning is clearly established within the established organisational framework(s) for quality assurance, management and enhancement.

Chapter 5 Conclusion

This chapter is conclusion reached and mirrors the content of the IO 4 in the proposal. As it will seen the report has satisfied the requirements of the proposal with a number of innovate concepts and idea.

The assessment and course development was carried out in parallel. Assessment is an integral part of the learning strategy and provides opportunities for peer group learning and assessment in several assessment opportunities (see sample class activities in **Section 4.2**). The assessment practice is directly linked to the learning outcomes through a set of assessment criteria. Each and every learning outcome is assessed. As this is a competence based assessment, appropriate methods are used to assess learners (written and oral, formal and informal, as demonstrated by the samples provided in **Section 4.2**). The assessment and award of credit for each Unit of Learning Outcome are ECVET compliant. The course development took into consideration the intended assessment practice which comprised the assessment policy and strategy mentioned in IO 2. There is a means to internally and/or externally evaluate/examine learners' assessed work and a form is devised for this purpose (see **Chapter 3, Section 3.1 and 3.2 and Chapter 4 Section 4.3**) to sample learners' assessed work so that there will be a greater uniformity and fairness in assessing and grading the learners' work. There is guidance for trainers/instructors primarily through the provision of sampling learner's assessed work; however, there are sufficient assessment opportunities and materials for the proposed course and ISO certification and the accreditation of the course by accrediting authorities. All trainers/instructors are expected to have gone through the training content (4 Units Learning Outcomes) and the assessment process and undergo through all assessment opportunities and achieved at least a grade of Merit in satisfying each and every assessment criterion. The assessment practice will also ensure that there is a mechanism for recognition (RPL) of the prior learning, formal and informal, and its accreditation (APL), and there is a recovery pathway if learning has not been achieved. In the assessment system the process of APL is an important undertaking where any relevant prior learning will be given credit. The RPL and APL



are the sides of same coin hence has been combined and denoted as APL, as this also implies that recognition has been carried out. The APL is achieved through a thorough interview with the learner by a qualified instructor and if required by an external assessor. The system of assessment provides several feedback mechanisms so that mistakes are not only corrected but are studied to make sure they will not happen again. The feedback mechanisms feed into regular review process. The innovation is the provision for seeking feedback particularly from the target group and the continuous system of evaluation and feedback, both internal and external. The intended recovery mechanism for re-assessment should be considered novel. The feedback from learners and instructors is iterative and hence should also be considered a novel feature of the assessment system. The transferability is safeguarded by making the assessment system, and the award of credits for learning, ECVET compliant.

The report presented here gives the key requirements of any EU compliant ECVET scheme. Six different EU funded ECVET compliant course examples were considered and their key features studied. A system for cross-referencing of ECVET requirements developed by several recent ECVET compliance project such as MariEMS and MariepRO were adapted to ensure compliance with all aspects of ECVET good practice system (**Annex G**).

European approved training organisations (EU, 2009) including universities have their own system of assessment and quality assurance. No specific assessment methodology or quality assurance is imposed or to be imposed on any approved organisation which wish to run the Mentor Course but an exemplar QAC was provided in Annex C for non university/college sector organisation which wish to seek accreditation to run the course for instance as a Continuous Professional Development (CPD).

As explained in earlier chapters, an iterative method was used to develop a the key Learning Outcomes and Assessment Criteria and then appropriate assessment methods were developed/selected before assessment materials were prepared. The online application/questions are to be used in the ISO certification system described in IO 3. The online questions can also be used in support of the assessment practice for those learners who do not wish to forgo ISO certification.

The method chosen for the delivery of Learning Outcomes and their associate Assessment Criteria is a novel as it ensures the assessment system while comprehensive remains simple. **Each Units of Learning Outcome is broken into leaning outcomes and allocated one or more leaning sessions and in turn each session is allocated one or more topics.** The tile of sessions and topics were arrived at through group discussion.

The ISO online questions are supplemented with several MCQ and True or False questions to reinforce the findings of IO 1 and complemented by several class-room activities and questions to ensure the all Learning Outcomes and Assessment Criteria are fully achieved.

There are opportunities of APL and for referrals if intended competences are not achieved.

The development methodology for IO 4 is also innovative because it integrates the outputs of IO 1 (Mentor Profile), and IO 2 (Syllabus Design) and support the online assessment system of IO 3 (ISO Certification). A rapid prototyping method is used to speed the IO 4 development using the EU efforts and examples of good practice in ECVET. The requirements outlined in the proposal were cross-referenced with content of this report through several group discussions. The methodology adapted ensures several other requirements such as EMCC are also met.

The draft course has all the necessary elements to be recognised as a good practice ECVET compliant and is expected to be endorsed by a major Engineering professional body in the UK. The accreditation sought is to offer the proposed Mentor Course as a recognised CPD in the UK, as was the case with C4FF University's MariEMS course²². The UK requirements are included in this report, see Annex F, which are not obligatory for the Mentor partners.

²² See pages 4 and 5 of: <http://www.marifuture.org/Publications/News/November2018News.pdf>

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Annex A – Alignment with EMCC Professional Charter’s Foundation & Practitioner levels

Table 2 - Alignment with EMCC Professional Charter’s Foundation & Practitioner levels

WBL Mentor Key Competences	Learning outcomes	Assessment Criteria	Charter’s Capability indicators Foundation & Practitioner levels	Knowledge (Indicative Content)	Evidence (linked to practice)
1.PLAN - Preparation and induction					
1.1. Analyse the context – Ability to					
1.1.1 demonstrate understanding of the school's VET needs	<ul style="list-style-type: none"> Cooperate with stakeholders involved in the mentoring process Combine effectively the school's VET needs, the mentee's and the company's needs & expectations 	<ul style="list-style-type: none"> Prepare training programme description, including induction pack outlining the skills and competencies, VET systems and expectations (22,23) Identify and 	<ul style="list-style-type: none"> assists client to clarify and review their desired outcomes and to set appropriate goals (22) ensures congruence 	<ul style="list-style-type: none"> Ways of identifying individual learning needs How to recognise and describe learning needs How needs may be met through 	<ul style="list-style-type: none"> Learning needs questionnaire Report Reflective journal Questioning Professional discussion

		<p><i>discuss individual learning needs that can be met through mentoring (25)</i></p> <ul style="list-style-type: none"> • <i>Identify and discuss individual learning styles that need to be considered when mentoring (24)</i> 	<p><i>between client's goals and the context they are in (23)</i></p> <ul style="list-style-type: none"> • <i>ensures the client chooses solutions (25)</i> 	mentoring	
1.1.2 understand the WBL mentee's profile, learning style and most efficient way of learning	<ul style="list-style-type: none"> • <i>Remember the special factors characterizing adult learners</i> • <i>Combine effectively the school's VET needs, the mentee's and the company's needs & expectations</i> 				
1.1.3 identify the company's expectations	<ul style="list-style-type: none"> • <i>Explain the importance & contribution of WBL apprenticeship & Internship to companies</i> • <i>Combine effectively the school's VET needs, the mentee's and the company's needs & expectations</i> 		<ul style="list-style-type: none"> • <i>explores a range of options for achieving the goals (24)</i> 		
1.2. Plan WBL objectives and actions to achieve them – Ability to					

<p>1.2.1. plan realistic and measurable WBL learning outcomes</p>	<ul style="list-style-type: none"> • Create and manage feasible action plans & resources for achieving the WBL objectives/ analyse the needs of the apprentice • Connect the WBL objectives with the action plans and the methods of assessing progress of objectives 	<ul style="list-style-type: none"> • Develop learning outcomes, action plans and processes for the achievement of the outcomes specifying resources for it (41, 62) 	<ul style="list-style-type: none"> • establishes and manages a clear contract for the coaching/mentoring with the client and, where relevant, with other stakeholders (41) • assists clients to effectively plan their actions including appropriate: support, resourcing and contingencies (62) 	<ul style="list-style-type: none"> • Developing a real-world business case for innovative mentoring application within own organisation. 	<ul style="list-style-type: none"> • Reflective journal • WBL scenario action plan • Questioning • Professional discussion
<p>1.2.2. determine and arrange feasible action</p>	<ul style="list-style-type: none"> • Create and manage feasible action plans & resources for 	<ul style="list-style-type: none"> • Deliver learning objectives and processes for mentee, company 	<ul style="list-style-type: none"> • helps client to develop and identify actions that best suit their personal preferences (63) 		

plans of learning scenarios for achieving the WBL objectives	achieving the WBL objectives/ analyse the needs of the apprentice	and school (63)	•		
		• Create learning scenarios and link the appropriate teaching methodology to them	•		
		• develop business cases for mentoring application (69)	•		
1.2.3. identify and plan the necessary resources to perform the mentoring process	Estimate the necessary resources to perform the mentoring process	• Identify and justify resources and/or materials required for mentoring (69)	• uses several established tools and techniques to help the client work towards outcomes (69)	Select appropriate resources required for mentoring	
1.2.4. define together with the VET tutor and the mentee the optimal skills transfer plan	• Make decisions together with the mentee concerning the operating rules during the mentoring process at workplace • Coordinate with				

	<i>the VET school tutor for developing the optimal skills transfer plan for the WBL mentee</i>				
2. DO – Mentoring					
2.1. Socialize the Mentee – Ability to					
2.1.1. prepare the welcoming pack and ensure mutual commitment to a productive relationship	<ul style="list-style-type: none"> Understand what mentorship is/identify its differences from similar terms (e.g. teaching, coaching) Indicate ways of socialization of the mentee Lead the socialisation of the mentee in the company Coordinate with the VET school tutor for developing the optimal skills transfer plan for 	<ul style="list-style-type: none"> Identify and analyse the role and responsibilities of the mentor, discussing the boundaries of the role (1, 2,3, 4, 6, 34. 35. 36) Identify and discuss the qualities and skills required in a mentor (1,2,3, 4, 34, 35, 36) Demonstrate understanding of 	<ul style="list-style-type: none"> behaves in a manner that facilitates the coaching/mentoring process (1) manages issues of diversity in their coaching/mentoring practice (2) describes their own values, beliefs and attitudes that guide their coaching/mentoring practice (3) 	<ul style="list-style-type: none"> What is meant by mentor What responsibilities does a mentor have How to recognise the boundaries of the role Qualities of a mentor Skills of a mentor How to create the necessary skills for a mentor 	<ul style="list-style-type: none"> Report Presentation Questioning Professional Discussion

	<p><i>the WBL mentee</i></p> <ul style="list-style-type: none"> • <i>Produce a welcoming leaflet/presentation/pack with a summary of the WBL content</i> • <i>Help the mentee become familiar with the working environment and describe work safety and obligatory issues.</i> • <i>Communicate the common ground which the mentor and the mentee would share throughout the program</i> • <i>Assess WBL mentee's commitment on the objectives, action plans & methods of assessing progress of objectives</i> 	<p><i>mentorship (7),</i></p> <ul style="list-style-type: none"> • <i>Explain the requirements of for successful Internship/Apprenticeship and the role of awarding, accrediting or authorising bodies (40)</i> • <i>Describe different Mentorship methods/approaches and characteristics of good practices. (43)</i> • 	<ul style="list-style-type: none"> • <i>behaves in alignment with their values and beliefs (4)</i> • <i>builds self-understanding based on an established model of human behaviour and rigorous reflection on practice (34)</i> • <i>identifies when their internal process is interfering with client work and adapts behaviour appropriately (35)</i> • <i>responds to client's emotions without becoming personally involved (36)</i> • <i>explains the benefits of</i> 	<ul style="list-style-type: none"> • <i>How to begin a mentoring conversation and ask effective mentoring questions with the use of models such as *GROW, **OSCAR and ***TGROW</i> • <i>Examine how to develop individual professional goals and career plan with an individual or the team members to enhance motivation levels.</i> • <i>Psychological concepts that support mentoring including Neurological Levels, Natural Language</i> 	
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			<p><i>coaching/mentoring both for the client and in relation to the client's context (7)</i></p> <ul style="list-style-type: none"> • <i>follows the EMCC professional code of ethics or an equivalent (40)</i> • <i>describes own coaching/mentoring process and style to client so that client is empowered to make an informed decision to go ahead with coaching/mentoring (43)</i> 	<p><i>Programming (NLP) and Transactional Analysis.</i></p> <ul style="list-style-type: none"> • 	
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2.1.2. provide information about company's profile and culture	Locate the fundamentals of the workspace and the organizational culture	<ul style="list-style-type: none"> • Provide the necessary information about the company's policies, procedures and company's culture (23, 46) • incorporate mentoring programme into the business objectives (23) 	<ul style="list-style-type: none"> • ensures congruence between client's goals and the context they are in (23) • works effectively with client preferences and, where relevant, policies and procedures of the sponsoring organisation (46) 	<ul style="list-style-type: none"> • Identifying how to integrate mentoring into the business to support its needs and objectives 	
2.1.3. explain company's policies and procedures	Correlate companies' policies & procedures with the whole mentoring process	<ul style="list-style-type: none"> • 			
2.1.4. ensure a sound social and behavioural integration within workers and Mentee	Apply a "learning by seeing" process. Hence, reflect the moral issues and be a role model for the mentee.		<ul style="list-style-type: none"> • ensures congruence between client's goals and the context they are in (23) 		
2.1.5. act as liaison with stakeholders involved in	Unite stakeholders involved in the	<ul style="list-style-type: none"> • Provide the necessary 	<ul style="list-style-type: none"> • works effectively with client 		

<i>the mentoring process</i>	<i>mentoring process</i>	<i>information about the School's/training centre's policies, procedures and culture (46, 70)</i>	<i>preferences and, where relevant, policies and procedures of the sponsoring organisation (46)</i>		
2.1.6. <i>promote the relationship between the Mentee and his school</i>	<i>Motivate the mentee to appreciate the value of attaining knowledge of formal training</i>		<ul style="list-style-type: none"> <i>explains and works with models from client's context (70)</i> 		
1.2 Professionalize the Mentee – Ability to					
	<i>Organize mentee's day-to-day tasks</i>	<ul style="list-style-type: none"> <i>Empower the mentee in his/her professional development, by passing on the knowledge and experience as well as assigning day-to-day tasks (15, 16, 17, 18, 19, 20, 21, 28, 52, 53, 56, 57).</i> 	<ul style="list-style-type: none"> <i>demonstrates belief in helping others to develop (15)</i> <i>believes that others learn best for themselves (16)</i> <i>checks thoroughly for understanding (17)</i> <i>uses an active listening style (18)</i> <i>explains the principles of questioning and at</i> 		
2.2.1. <i>transmit vocational knowledge, experience, know-how, and competences</i>	<i>Connect and intermix his/her vocational knowledge, experience, know-how and competences with mentee's personal profile and the mentoring procedure on the whole</i>				
2.2.2. <i>professionalize the</i>	<ul style="list-style-type: none"> <i>Demonstrate the professional rules and</i> 				

<p><i>Mentee and promote his employability</i></p>	<p><i>work ethics</i></p> <ul style="list-style-type: none"> • <i>Align WBL tasks to sector needs</i> 		<p><i>least one framework (19)</i></p> <ul style="list-style-type: none"> • <i>offers feedback in an appropriate style (20)</i> • <i>offers advice and ideas only when appropriate (21)</i> • <i>ensures the client leaves the session enabled to use new ideas and learning (28)</i> • <i>ensures client's non dependence of the coach/mentor (52)</i> • <i>explains potential blocks to effective listening (53)</i> • <i>enables client to make connections between feelings, behaviours and</i> 		
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			<p><i>their performance (56)</i></p> <ul style="list-style-type: none"> <i>• uses a range of questioning techniques to raise awareness (57)</i> 		
<p><i>2.2.3. support and empower the Mentee towards independent self-professional development/professional autonomy</i></p>	<p><i>Inspire mentee for developing to a lifelong learner</i></p>				
<p><i>2.2.4. facilitate creative thinking, problem solving and working culture to address the mentee's needs</i></p>	<ul style="list-style-type: none"> <i>• Recognize the benefits of creative thinking and problem solving in WBL</i> <i>• Identify the mentee's needs</i> <i>• Formulate questions that correspond to the mentee's needs</i> <i>• Develop a learning plan that nurtures creative</i> 				

	<i>thinking, problem solving and working culture</i>				
2.2.5. ensure transferability of knowledge and competences in other workplaces	Assess the degree which the desired tangible and intangible WBL material delivered can be applied to other workplaces				
2.2.6. advise the WBL Mentee on matters related to work	<ul style="list-style-type: none"> • Transfer knowledge and Commit to self-monitor own performance • Communicate creatively to build trust 		•	•	•
2.2.7. perform as a role model and subject expert resource	Inspire as a role model				
2.3. Implement effective mentoring practices – Ability to					
2.3.1. ensure effective	Give examples of effective	• Identify and discuss styles of	• • identifies patterns of client	• Different types of mentoring	• Assessors observation

coordination and implementation of the agreed WBL plan	mentoring practices	<p>mentoring to meet learner needs (55, 65, 68)</p> <ul style="list-style-type: none"> Discuss and demonstrate ways of assisting mentees to clarify their goals and explore options to facilitate their achievement (64, 66, 68) 	<p>thinking and actions (55)</p> <ul style="list-style-type: none"> helps client identify potential barriers to applying actions (65) develops a coherent model of coaching/mentorin g based on one or more established models (68) 	<p>styles</p> <ul style="list-style-type: none"> How to ensure learners needs have been met How to create situations that provide opportunities for feedback Ways of conducting de-briefing situations to identify barriers Mentoring strategies and incorporating them into the intended learning objectives 	<ul style="list-style-type: none"> WBL scenario plan Report Presentation Questioning Professional discussion
<p>2.3.2.</p> <p>2.3.2. apply Adult Education/Andragogical principles during mentoring practices</p>	<p>Coordinate the WBL plan if different mentors train the mentee</p>	<ul style="list-style-type: none"> Create an innovation culture for mentoring within the organisation Develop mentoring strategy incorporating learning objectives and their 	<ul style="list-style-type: none"> ensures client is taking responsibility for their own decisions, actions and learning approach (64) describes and applies at least one method of building 		

		<p><i>transformation into activities (42, 68)</i></p> <ul style="list-style-type: none"> <i>Distinguish between varying levels of potential for achieving learning objectives (9, 44, 45, 47)</i> 	<p><i>commitment to outcomes, goals and actions (66)</i></p> <ul style="list-style-type: none"> <i>develops a coherent model of coaching/mentoring based on one or more established models (68)</i> 	<ul style="list-style-type: none"> <i>Creating a culture of innovation and excellence.</i> <i>Developing high performance initiatives for the intern or apprentice and own team.</i> <i>Motivational strategies on how to mentor an individual or the team</i> 	
<p><i>2.3.3. assist the WBL Mentee to carry out classroom assignments related to the job and implement them on real working conditions</i></p>	<p><i>Integrate school assignments in the WBL learning scenarios/plan</i></p>		<ul style="list-style-type: none"> <i>agrees a framework for scheduling when, where and how often the sessions will take place (42)</i> <i>develops a coherent model of coaching/mentoring based on one or more established models (68)</i> 		

<p>2.3.4. keep records on Mentee's personal learning log/recording system according to the framework (e.g. contract, learning diary)</p>	<p>Record on mentee's personal learning log/recording system according to the framework (e.g. contract, learning diary)</p>		<ul style="list-style-type: none"> manages the conclusion of the conversation (9) recognises boundaries of own competence and advises the need to refer on and possibly conclude contract (44) recognises when client is unable to engage in coaching/mentoring work and takes appropriate action (45) manages the conclusion of the contract (47) 	<p>members with varying potential.</p>	
<p>2.3.5. demonstrate appropriate digital</p>	<ul style="list-style-type: none"> Use digital tools, media and technologies for the needs of 		<ul style="list-style-type: none"> 		

literacy and skills	<ul style="list-style-type: none"> mentorship Identify Internet resources for mentoring and own learning 				
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2.4. Develop a productive mentoring relationship – Ability to

2.4.1. recognize and build upon abilities of the mentee to nurture a productive relationship	<ul style="list-style-type: none"> describe the principles of a productive mentoring relationship/ recognise the importance and the challenges of mentorship relationship building Nurture the mentee's abilities 	<ul style="list-style-type: none"> Discuss and demonstrate ways of building rapport with individuals in mentoring sessions (10, 11, 12, 13, 14, 48, 49, 50, 51, 52) Discuss and demonstrate ways of creating an environment in which effective mentoring can take place (10, 11, 12, 13, 14, 48, 49, 50, 51, 52) Identify the stages of mentorship relationship (6, 10, 	<ul style="list-style-type: none"> explains how own behaviours can affect the coaching/mentorin g process (10) treats all people with respect and maintains client's dignity (11) describes and applies at least one method of building rapport (12) uses language appropriate to the 	<ul style="list-style-type: none"> What is rapport How may a rapport be built with individuals What issues may cause a negative rapport How to create a climate conducive to learning How to establish a professional mentoring relationship What are the stages of a mentorship 	<ul style="list-style-type: none"> Assessors observation WBL scenario plan Report Presentation Questioning Professional discussion Surveys Interviews
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		<p>11, 12, 13, 14, 48, 49, 50, 51, 52)</p> <ul style="list-style-type: none"> • Measure mentoring effectiveness (39) 	<p>client (13)</p> <ul style="list-style-type: none"> • develops trust through keeping commitments and being non-judgemental with client (14) • demonstrates empathy and genuine support for the client (48) • ensures requisite level of trust has been established for effective coaching/mentoring (49) • recognises and works effectively with client's emotional state(s) (50) 	<p>relationship</p> <ul style="list-style-type: none"> • Giving feedback relevant to individual needs • How to measure mentee's strengths and weaknesses • How to measure level of relationship 	
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			<ul style="list-style-type: none"> • adapts language and behaviour to accommodate client's style while maintaining sense of self (51) • ensures client's non dependence of the coach/mentor (52) 		
2.4.2. manage this relationship for achieving mutual benefit	Cooperate with the mentee for achieving mutual benefit		<ul style="list-style-type: none"> • evaluates the effectiveness of supervision (39) 		
2.4.3. encourage positive changes based upon strengths	Motivate by focusing on positive changes				
2.4.4. apply creative communication tools and techniques to establish trust and open	Communicate creatively to build trust				

communication					
2.4.5. support the mentee through identifying needs and advocating when/where appropriate	Support the mentee through identifying needs				
2.5. Manage challenges – Ability to					
2.5.1. demonstrate flexibility in adjusting the learning path according to the mentee's needs, time constraints, resources or other issues	Demonstrate flexibility in adjusting the learning path according to the mentee's needs, time constraints, resources or other issues	<ul style="list-style-type: none"> • Explain the key challenges that you might face during mentoring programme(10, 11, 13, 35, 36, 44, 48, 50, 54) • Produce a plan to address the areas of concern (12, 59) • Justify the choice of approaches used to implement areas for improvements (59) • Show examples how 	<ul style="list-style-type: none"> • explains how own behaviours can affect the coaching/mentoring process (10) • treats all people with respect and maintains client's dignity (11) • uses language appropriate to the client (13) • identifies when their 		

		<p>to motivate the mentee(s) and resolve conflicts effectively (61)</p> <ul style="list-style-type: none"> • 	<p>internal process is interfering with client work and adapts behaviour appropriately (35)</p> <ul style="list-style-type: none"> • responds to client's emotions without becoming personally involved (36) • recognises boundaries of own competence and advises the need to refer on and possibly conclude contract (44) 		
	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • describes and applies at least one method of building rapport (12) • uses feedback and challenge at appropriate times to help client gain different 		

			<i>perspectives, while maintaining rapport (59)</i>		
<i>2.5.2. use appropriate communication skills and meet adequate decisions to resolve conflicts and minimize their impact on the mentoring program and relationship</i>	<i>Resolve conflicts effectively</i>		<ul style="list-style-type: none"> • uses reviews to deepen understanding and commitment to action (61) 		
<i>2.5.4. identify, analyse and manage crisis situations, use adequate communication in case of conflict</i>	<i>Solve complex problems that might derive during the apprenticeship/ internship</i>				
<i>2.5.5. manage ethical issues and protect the Mentee's sensitive personal data</i>	<ul style="list-style-type: none"> • Recognise ethical issues • Recognise sensitive personal data. • Define the necessary process steps for keeping the sensitive personal data. 	<ul style="list-style-type: none"> • Discuss and demonstrate the importance of a code of conduct and confidentiality in a mentoring relationship (8, 40) 	<ul style="list-style-type: none"> • agrees appropriate levels of both confidentiality and communication to others (8) • follows the EMCC 	<ul style="list-style-type: none"> • What is meant by code of conduct • Issues in relation to confidentiality 	<ul style="list-style-type: none"> • Questioning • Professional discussion

	<ul style="list-style-type: none"> Resolve conflicts effectively 		professional code of ethics or an equivalent (40)		
<h3>3. CHECK – Assessment</h3> <p>3.1. Assess the mentoring outcome – Ability to</p>					
3.1.1. apply structured & documented methods to assess at planned intervals a) the integration, b) the acquired professional competences, c) the achievement of the objectives and related action plans, d) the relationship	Define structured & documented methods to assess different aspects of the mentoring procedure (29)	<ul style="list-style-type: none"> Explain the need for structured and documented methods to assess different aspects of the mentoring procedure (29) Explain how to review the mentee's progress, identifying and taking action as required (30, 67) Develop plan for assessing competence progress (31) 	<ul style="list-style-type: none"> • bases approach on a model or framework of coach-mentoring (29) • evaluates outcomes with client (and stakeholders if 	<ul style="list-style-type: none"> Practical procedures for conducting and recording ongoing assessment and documenting progress How to obtain documentary evidence to be used in practical application of feedback given to mentees Ability to identify areas for 	<ul style="list-style-type: none"> Assessment plan Reflective journal Assessors observations Questioning Professional discussion
3.1.2. include the company's satisfaction and the relationship with	Assess the WBL mentee's impact on company and team (30)				

the team in the assessment		<ul style="list-style-type: none"> Discuss and apply good practice in providing feedback to mentees on their progress(32, 33) apply good practices for the evaluation of mentor programme (39) analyse KPIs and measure ROI (39) 	<p>relevant) (30)</p> <ul style="list-style-type: none"> reviews progress and achievement of outcomes and goals and revises as appropriate (67) 	<p>development within mentees' practice</p> <ul style="list-style-type: none"> Understand the issues to consider when taking appropriate action Understanding good practice in the evaluation of mentoring, including cutting edge methodology in applying KPIs and measuring ROI. 	
3.1.3. commit the WBL Mentee to self-assess	Explain the benefits of self-assessment		<ul style="list-style-type: none"> monitors and reflects on the effectiveness of the whole process (31) 		
3.1.4. manage to involve collaborators in the assessment	Cooperate with stakeholders involved in the mentoring process		<ul style="list-style-type: none"> requests feedback from client on coaching/mentoring (32) receives and accepts feedback appropriately (33) 		
3.1.5. share and agree the assessment results with the WBL Mentee	<ul style="list-style-type: none"> Discuss with the WBL mentee the assessment results in a productive way Communicate creatively to build trust 		<ul style="list-style-type: none"> evaluates the effectiveness of supervision (39) 		

3.2. Self-assess the mentor – Ability to

3.2.1. self-assess the own WBL mentoring practices against recognised good practices	<ul style="list-style-type: none"> • Reflect & self-assess performance • Initiate self-assessment of own WBL mentoring practices 	<ul style="list-style-type: none"> • Evaluate WBL mentoring practices against recognised good practices and list strengths and weakness (5) 	<ul style="list-style-type: none"> • practises and evaluates their coaching/mentoring skills (5) 	<ul style="list-style-type: none"> • Concepts and benefits of keeping a reflective journal 	
3.2.2. self-assess the social and behavioural competences (role model, communication, team work, availability)	Respond and inspire with necessary social and behavioural competencies (role model, communication, team work, availability)	<ul style="list-style-type: none"> • Use reflective practice and feedback from others to review own mentoring role and identify areas for development, suggesting modifications to own practice as necessary (31, 32, 33, 37, 38) 	<ul style="list-style-type: none"> • monitors and reflects on the effectiveness of the whole process (31) • requests feedback from client on coaching/mentoring (32) • receives and accepts feedback appropriately (33) • demonstrates 	<ul style="list-style-type: none"> • How to plan own personal development and identify areas for improvement • Ability to recognise and modify own practice as necessary 	<ul style="list-style-type: none"> • Reflective journal • Questioning • Professional discussion
3.2.3. identify own strengths and areas for improvement as a WBL Mentor	Identify own strengths and areas for improvement as a WBL Mentor				
3.2.4. document the WBL Mentee's assessment of his WBL Mentor's	Discuss with the mentee about his assessment of the mentoring practices				

<i>mentoring practices</i>	<i>and competencies along the WBL period</i>		<i>commitment to personal development through deliberate action and reflection (37)</i> <ul style="list-style-type: none"> <i>participates in regular supervision in order to develop their practice (38)</i> 		
<h2>4. ACT – Improvement</h2>					
<h3>4.1. Remediate the mentoring plan & outcome – Ability to</h3>					
4.1.1. <i>revise the objectives as necessary and justify the changes</i>	<ul style="list-style-type: none"> <i>Assess and interpret the WBL mentee's performance</i> <i>Judge and prescribe necessary changes in the objectives</i> 	<ul style="list-style-type: none"> <i>Evaluate a mentoring plan and propose a list of changes in order to meet your work place training objectives (27, 71.72)</i> <i>Explain how would you negotiate a collaborative</i> 	<ul style="list-style-type: none"> <i>reviews progress and learning (27)</i> <i>uses a formal feedback process from the client (71)</i> <i>has own processes for evaluating</i> 		

		<i>arrangement for review of remediation plans with academic partner/school (27, 39, 71,72)</i>	<i>effectiveness as a coach/mentor (72)</i>		
<i>4.1.2. propose and mutually agree timely appropriate actions to remediate as necessary based on the assessment results</i>	<ul style="list-style-type: none"> • <i>Assess and interpret the WBL mentee's performance</i> • <i>Judge and prescribe necessary changes in the objectives</i> • <i>Recommend the best course of action based on assessment</i> • <i>Give an example of assessment schedule and suggest changes to it</i> 		<ul style="list-style-type: none"> • <i>reviews progress and learning (27)</i> • <i>evaluates the effectiveness of supervision (39)</i> • <i>uses a formal feedback process from the client (71)</i> • <i>has own processes for evaluating effectiveness as a coach/mentor (72)</i> 	•	•
<i>4.1.3. involve collaborators in the remediation plans</i>	<ul style="list-style-type: none"> • <i>Cooperate with stakeholders involved in the mentoring process</i> • <i>Communicate constructively in different environments, collaborate in teams and negotiate</i> 		•	•	•

	<ul style="list-style-type: none"> • 				
4.1.4. inform the school of the revised objectives and action plans	<ul style="list-style-type: none"> • Cooperate with stakeholders involved in the mentoring process • Communicate constructively in different environments, collaborate in teams and negotiate • Prescribe a list of changes to remediate process for school's consideration 				<ul style="list-style-type: none"> •
4.1.5. communicate with the Academic mentor the strengths and the areas in which improvement is needed	<ul style="list-style-type: none"> • Assess and interpret the WBL mentee's performance • Cooperate with stakeholders involved in the mentoring process • Communicate constructively in different environments, collaborate in teams and negotiate • Discuss with the 				<ul style="list-style-type: none"> •

	<i>academic mentor the identified changes to overcome areas of concern or areas for improvements</i>				
4.1.6. <i>advise the WBL Mentee concerning performance both on the job and in school as well as his/her relationship with other employees</i>	<ul style="list-style-type: none"> • <i>Assess and interpret the WBL mentee's performance</i> • <i>Judge and prescribe necessary changes in the objectives</i> • <i>Communicate creatively to build trust</i> 				•
4.2. Improve the mentor's practices – Ability to					
4.2.1. <i>plan actions for improving the WBL Mentoring practices</i>	<ul style="list-style-type: none"> • <i>Develop & implement a personal plan to be updated on mentorship</i> 	<ul style="list-style-type: none"> • <i>Develop a continuous personal professional development plan (5, 37, 58, 39)</i> 	<ul style="list-style-type: none"> • <i>practises and evaluates their coaching/mentoring skills (5)</i> 	•	•

according to the assessment results	<ul style="list-style-type: none"> Discuss with the mentee about his assessment of the mentoring practices and competencies along the WBL period (39) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> demonstrates commitment to personal development through deliberate action and reflection (37) evaluates the effectiveness of supervision (39) enables client to create new ideas (58) 		
		<ul style="list-style-type: none"> Explain the importance of continuous professional development and how you would inspire the mentee(s) for lifelong learner(5, 37, 	<ul style="list-style-type: none"> practises and evaluates their coaching/mentoring skills (5) demonstrates commitment to personal development through deliberate 		

		58, 39)	<p>action and reflection (37)</p> <p>evaluates the effectiveness of supervision (39)</p> <ul style="list-style-type: none"> • enables client to create new ideas (58) 		
4.2.2. identify and address personal VET needs related to WBL Mentoring	Seek & identify important information resources needed to apply new mentorship principles and tools to a new mentee	<ul style="list-style-type: none"> • Use reflective practice and feedback from others to review own mentoring role and identify areas for development, suggesting modifications to own practice as necessary (5, 37, 58, 39) 	<ul style="list-style-type: none"> • practises and evaluates their coaching/mentoring skills (5) • demonstrates commitment to personal development through deliberate action and reflection (37) evaluates the effectiveness of supervision (39) • enables client to 	<ul style="list-style-type: none"> • Concepts and benefits of keeping a reflective journal • How to plan own personal development and identify areas for improvement • Ability to recognise and modify own practice as necessary 	<ul style="list-style-type: none"> • Reflective journal • Individual learning plan • Questioning • Professional discussion
4.2.3. demonstrate personal, social and learning to learn competence	Inspire mentee for developing to a lifelong learner				

			<i>create new ideas (58)</i>		
5. BE – Social, Managerial & Behavioural					
5.1. Soft skills					
5.1.1. Integrity	<ul style="list-style-type: none"> Value public good over private gain Protect the mentee from immoral or illegal activity 	•	•	•	•
5.1.2. Counselling	Employ counselling skills that include assessment techniques to facilitate discussion and mutual decision-making between mentor and mentee to create positive change on the mentoring path	<ul style="list-style-type: none"> Develop a counselling scenario in relation to learning or behaviour anomaly or difficulty (10, 11, 12, 13, 14, 48, 49, 50, 51) 	<ul style="list-style-type: none"> explains how own behaviours can affect the coaching/mentoring process (10) treats all people with respect and maintains client's dignity (11) describes and applies at least one method of 	•	•

			<p><i>building rapport (12)</i></p> <ul style="list-style-type: none"> <i>• uses language appropriate to the client (13)</i> <i>• develops trust through keeping commitments and being non-judgemental with client (14)</i> <i>• demonstrates empathy and genuine support for the client (48)</i> <i>• ensures requisite level of trust has been established for effective coaching/mentoring (49)</i> <i>• recognises and works effectively with client's emotional state(s) (50)</i> 		
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			<ul style="list-style-type: none"> • adapts language and behaviour to accommodate client's style while maintaining sense of self (51) 		
5.1.3. Responsibility	<ul style="list-style-type: none"> • Feel the impact of their role on the mentee, the company and the society (1, 34, 35, 36) • Take responsibility of their own learning for advancing their mentorship (37) 	•	•	•	•
5.1.4. Acceptance by peers	Communicate constructively in different environments, collaborate in teams and negotiate (2)				
5.1.5. Enthusiasm	<ul style="list-style-type: none"> • Commit to self-motivation, raised aspirations and belief in 	•	•	•	•

	<i>one's own abilities and achieving one's goals</i> <ul style="list-style-type: none"> • <i>Motivate the mentee(s)</i> 				
5.1.6. Positive attitude	<i>Communicate creatively to build trust</i>				
5.1.7. Empathy	<ul style="list-style-type: none"> • <i>Understand what empathy is</i> • <i>Integrate empathy to change behaviour and build better relationships (35, 48)</i> • <i>Understand others in terms of learning barriers</i> 				
5.1.8. Team player	<ul style="list-style-type: none"> • <i>connect and work with others to achieve a set task</i> • <i>Communicate</i> 	<ul style="list-style-type: none"> • <i>Demonstrate how you develop and assess teamwork (15)</i> 	<ul style="list-style-type: none"> • <i>demonstrates belief in helping others to develop (15)</i> 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> constructively in different environments, collaborate in teams and negotiate (2) • 				
5.1.9. Good communication skills	<ul style="list-style-type: none"> recognize the importance of interpersonal skills describe how good communication with other can influence working relationships Communicate creatively to build trust 	<ul style="list-style-type: none"> Describe a situation to deal with a difficult colleague/student/mentee and means to communicate effectively (13, 51) • 	<ul style="list-style-type: none"> • uses language appropriate to the client (13) • adapts language and behaviour to accommodate client's style while maintaining sense of self (51) 	•	•
5.1.10. Active listening	<ul style="list-style-type: none"> Communicate creatively to build trust Analyse and have an increased understanding of the techniques of effective listening Discuss the skills of communication and 	•	•	•	•

	<p><i>focus on the art of listening</i></p> <ul style="list-style-type: none"> • <i>Employ their new skills on effective listening actively in the working environment</i> 				
5.1.11. Professionalism	<ul style="list-style-type: none"> • <i>Take responsibility of their own learning for advancing their mentorship (82)</i> • <i>Value public good over private gain</i> • <i>Protect the mentee from immoral or illegal activity</i> • <i>Integrate empathy to change behavior and build better relationships (48)</i> • <i>Communicate constructively in different environments, collaborate in teams and negotiate (2)</i> 	<ul style="list-style-type: none"> • <i>Explain how to accredit the training programme/course by an appropriate professional body</i> • <i>Explain the interpersonal communication skills required to facilitate WBL of mentees (13, 51)</i> 	<ul style="list-style-type: none"> • <i>uses language appropriate to the client (13)</i> • <i>adapts language and behaviour to accommodate client's style while maintaining sense of self (51)</i> 	•	<ul style="list-style-type: none"> • <i>Questioning</i> • <i>Professional discussion</i>

	<ul style="list-style-type: none"> • <i>Self-regulate their behavior to positively impact the team environment (35)</i> 				
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Annex B –

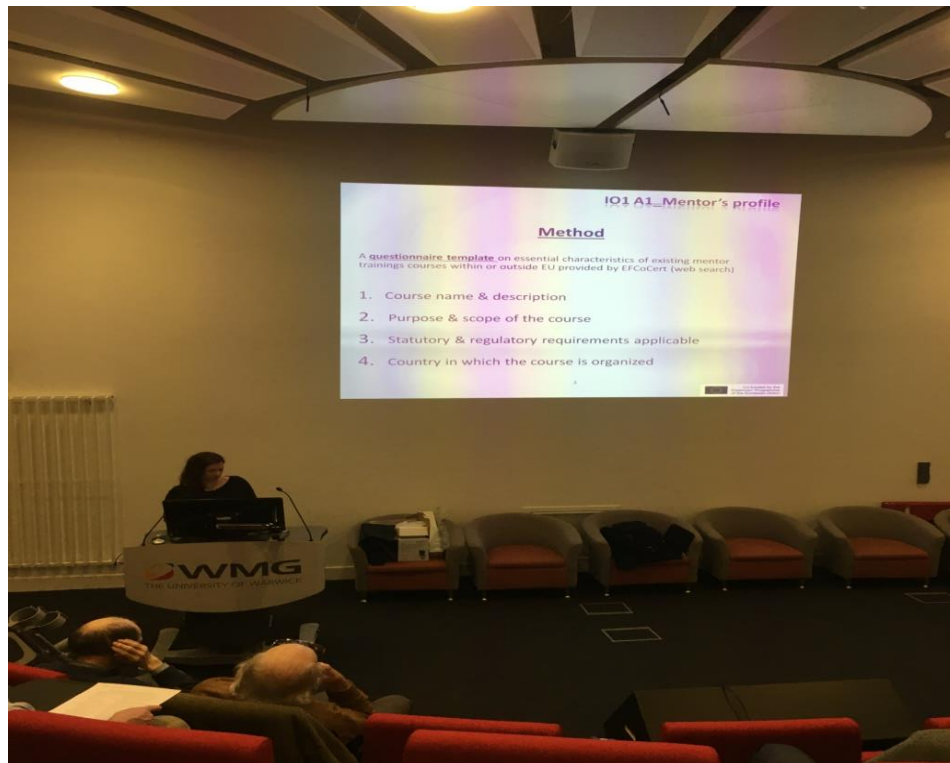
UK Workshop Providing Feedback for the Proposed Mentor Course Content and Assessment

Mentorship Evaluation and Training in Organizations for Work-Based Learning (WBL) (#Mentor4WBL) - UK Multiplier Event Report be kept to 4 or 5 Learning Outcomes maximum and total number of assessment criteria to 16 or 20 maximum.

The first multiplier event (thematic workshop) of the project took place during the same time of the 2nd transnational meeting of the project and it was held on 10th April 2019 at Warwick University. C4FF coordinated the meetings during the two-day transnational partner meetings and took the lead in the multiplier event activities. The specific workshop was hosted with the participation of 25 experts and stakeholders (15 local and 10 foreigners) from all participating countries: teachers, trainers, academics, in-company mentors and related stakeholders, local and foreign. All other partners of the consortium from Greece, Switzerland, United Kingdom and Turkey also participated in this event.



Professor Reza Ziarati welcomed attendees and introduced the project partners.



Agenda of the workshop:

17:30 Arrival and coffee followed by the Multiplier Event

17:30-17:35 Welcome note and introducing the project partners –

17:35-19:00 Summary of the project, presenting IOs 1 and 2 to participants – Gerasimos

19:00 - 19:30 Going through the evaluation form asking for participants view orally

19:30 Presentation by Professor Reza Ziarati – Training the Trainers for Efficient Shipping, IMarEST sponsored Lecture for TV Series: Mentor Approach - References will be made to the Mentor Project's IOs 1, 2, 3, 4 & 5

The aim of the multiplier event was to attract the interest of teachers, trainers, academic and in-company mentors, local and foreign, and in general stakeholders. At the end of the event participants were asked for an oral feedback. There were no negative comments and everyone believed the project will be very successful. The participants' endorsement on the intellectual outputs added the necessary validity and the recommendations from all attendees were incorporated in the course and syllabus design procedures, as the curriculum wished to

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integrate the needs expressed by and from participants' point of view. Apart from their contribution in the training course development, the participants of the workshops contributed to a learning partnership among the interested parties developing mutual trust and supporting cooperation between VET and enterprises. It is considered necessary to bridge the school culture with the company culture; this first thematic workshop aimed at tackling this issue by bringing together schools and training centres with the world of enterprises thus enabling the companies to be physically involved in curriculum development.

During the event, the leading partner – Eliza Mysiri from IME GSEVEE explained the aim of the project, the target market, intellectual outputs already completed (IO's 1 and 2) and the ones to be completed for the remaining duration of the project, as well as expected project outcomes.



Dr Didier Blanc from EFCoCert presented the requirements for ISO compliant certification scheme which will be applied to the Mentor Project. The "Applicable Glossary, Requirements & Process for developing an ISO compliant Competence Certification Scheme" handout produced by EFCoCert was distributed among the 28 attendees (see the participants list as Appendix A).



Professor Reza Ziarati presenting an IMarEST sponsored Lecture for TV Series – Training the Trainers for Efficient Shipping and making specific references to the Mentor project's Io's 1 and 2. He identified a possible Mentor course compliant with IMarEST CPD requirements and ECVET compliant. The sample course was praised at the workshop by several professional 'accreditors'. A copy of the course was given to several participants. Although there were some reservations by some participants about ISO certification, overwhelmingly, there was support for the ISO and it was concluded that ISO compliance would help the project promotion and its future sustainability both inside and outside the UK.

The partners were warned by several participants of the difficulty to integrate the requirements of several systems into the intended mentor course. The focus they argued should be on key learning outcomes, indicative content and key assessment criteria. The number of Learning outcomes should be kept to 4 or 5 maximum and total number of assessment criteria to 16 or 20 maximum.

Annex C – A Quality Assurance Exemplar

To qualify for a Registration of Training Organisation (RTO) status in the UK an approved course evaluation system is required. The Evaluation of the vocational/study programme/course for Mentor is based on a cited paper (Gozacan and Ziarati, 2002a, 2002b) relating to a set of criteria for programme/course assessment. The paper was the basis for the UK's Teaching Quality Assessment (2002-2008) and the most recent version of it has been applied in several countries including in recent years (2014-2018) in countries such as Turkey and Lithuania. The focus here is on the analysis of six identified areas (programme aims and learning outcomes; programme design and credit award; staff; facilities and learning resources; learning/study process and learner/student assessment and programme management), each of which is divided into sub-areas. The sub-areas are described in terms of the 'indicative evaluation criteria' with 'specific indicators' that are used as the basis to determine the quality of a study programme. The indicative evaluation criteria shall be achieved by using the specific indicators which in turn are the qualitative and quantitative data about the vocational/study programme/course. The Sub-areas, Indicative Evaluation Criteria and Specific Indicators are provided in Table below. It is pertinent to note that other partners in the project may decide to have a different evaluation model acceptable to their Government. The similar versions of the system below have been used in a number of countries such as Poland, UK, Turkey, Lithuania and several others.

Table below shows the sub-areas, evaluation criteria and indicators for MENTOR VET Programme/Course.

Table 3 - A Quality Assurance Exemplar

Sub-areas	Indicative Evaluation Criteria	Specific Indicators
1. VET Programme aims and learning outcomes		
1.1. VET Programme/course demand, purpose and aims	1.1.1. Rationale of the need for the Vocational programme/course	<ul style="list-style-type: none"> ○ Demand for the VET specialists in the labour market ○ Demand for the VET programme/course among applicants ○ The relation and position of the programme/course among other study VET programmes/courses
	1.1.2. Conformity of the VET programme/course purpose with the institutional, state and European and international directives	<ul style="list-style-type: none"> ○ Correlation of VET programme/course purpose with the mission and the development strategy of an vocational education institution ○ Purpose of the VET programmes/courses intended for acquiring regulated professions and their mobility ○ Conformity with EQF and ECTS/ECVET requirements/criteria
	1.1.3. Relevance of the VET programme/course aims	<ul style="list-style-type: none"> ○ Correlation of the aims with the purpose of the programme/course ○ Compliance of the aims with the type and the cycle of the vocational learning/studies
1.2. Learning outcomes of the VET programme/course	1.2.1. The comprehensibility and attainability of the learning outcomes	<ul style="list-style-type: none"> ○ Content of learning outcomes ○ Level of complexity of the learning outcomes ○ ECTS/ECVET provisions ○ Arrangements with other institutions, if any
	1.2.2. Consistency of the learning outcomes	<ul style="list-style-type: none"> ○ Learning outcomes at the programme/course level ○ Correlation of learning outcomes of the programme/course with those of the subject level.
	1.2.3. Transformation of the learning outcomes	<ul style="list-style-type: none"> ○ Continuous assessment of learning outcomes ○ Reasonable renewal of learning outcomes

2. Programme/course design and credit award		
2.1. Programm e/ course structure	2.1.1. Sufficiency of the vocational study content	<ul style="list-style-type: none"> ○ Compliance of the vocational study programme/course with the requirements of legal acts ○ Compliance of the vocational programme/course with learning outcomes
	2.1.2. Consistency of the Vocational unit(s)/subject(s) study	<ul style="list-style-type: none"> ○ Relations and sequence of the learning units/study subjects ○ Compulsory, elective or free-choice subjects ○ Arrangements for credit award and APL
2.2. Program me/ course content	2.2.1. Compliance of the contents of the programme/course of studies with legal acts	<ul style="list-style-type: none"> ○ Compliance of the programme/course content with regulations for Vocational /study area/field ○ Compliance of the programme/course content with general requirements for the learning/study programmes/courses
	2.2.2. Comprehensive programme/course content	<ul style="list-style-type: none"> ○ Themes delivered in the learning units/subjects ○ Forms and methods used in learning environment (laboratory, on-the-job, class, etc)
3. Staff		
3.1. Staff compositi on and turnover	3.1.1. Rationality of the staff composition	<ul style="list-style-type: none"> ○ Qualification of instructors/teachers/Trainers ○ Ratio of instructors/teachers and learners/students ○ Ratio of full-time and visiting instructors/teachers ○ Distribution of instructors/teachers' workload ○ Number of technical staff
	3.1.2. Turnover of Mentors/trainers	<ul style="list-style-type: none"> ○ Reasons for staff turnover ○ Impact of staff turnover on the vocational/study programme/course
3.2. Staff competen ce	3.2.1. Compliance of staff experience with the vocational/study programme/course	<ul style="list-style-type: none"> ○ Teaching experience of instructors/teachers ○ Scope of teachers' self-development/learning/research activities and correlations with the vocational/study programme/course ○ Experience of instructors/teachers'

		<p>practical work</p> <ul style="list-style-type: none"> ○ Scope of instructors/teachers' other activities (expertise, organisational, etc.) and correlations with the vocational/study programme/course ○ Compliance of practice and practical training supervisors' professional activities with the nature of practice ○ Experience of coordinator of the vocational/study programme/course
	3.2.2. Consistency of Mentors/trainers' professional development.	<ul style="list-style-type: none"> ○ Regulation and promotion of teachers' professional development. ○ Scope of the professional development and its impact on the vocational study programme/course
4. Facilities and learning resources		
4.1. Facilities	4.1.1. Sufficiency and suitability of premises for learning outcomes/studies	<ul style="list-style-type: none"> ○ Number and occupancy of premises for learning/studies ○ Technical and hygienic condition of the premises for learning outcomes/studies ○ Working conditions in learning resources (libraries, learning environment/study rooms)
	4.1.2. Suitability and sufficiency of equipment for learning outcomes/studies	<ul style="list-style-type: none"> ○ Laboratory (art) equipment and appliances ○ Computer hardware and software
	4.1.3. Suitability and accessibility of the resources for specific practical mentoring/training	<ul style="list-style-type: none"> ○ Compliance of activities of the institutions for practical training with the aims of the learning/vocational/studies ○ Ratio of suitable practical training places with the number of learner/students ○ Role of the institution in selecting the sites for practical training
4.2. Learning resources	4.2.1. Suitability and accessibility of learning material/manuals/books and vocational/periodical publications	<ul style="list-style-type: none"> ○ Provision with printed publications required for the vocational/study programme ○ Access to electronic databases
	4.2.2. Suitability and accessibility of	<ul style="list-style-type: none"> ○ Provision with methodological publications

	learning materials	<ul style="list-style-type: none"> ○ Access to methodological publications ○ Provision with learning aids
5. Study process and student assessment		
5.1. Learner/Mentee mission	5.1.1. Rationality of requirements for admission to the programme/course	<ul style="list-style-type: none"> ○ Competition and minimum requirements for applicants ○ Special requirements
	5.1.2 Efficiency of enhancing the motivation of applicants and new learners/students	<ul style="list-style-type: none"> ○ Actions of an institution in attracting learners/mentees capable to learn/study ○ Learner/mentees motivation enhancement
5.2. Study process	5.2.1. Rationality of the vocational programme/course schedule	<ul style="list-style-type: none"> ○ Schedule of the learning/study classes/sessions ○ Schedule of the assessment/examination session
	5.2.2. Learner/mentee vocational performance	<ul style="list-style-type: none"> ○ Monitoring of learner/student progress and drop-out rate ○ Learner/mentee's participation in self-learning/study
	5.2.3. Mobility of mentors/trainers and learners/mentees	<ul style="list-style-type: none"> ○ Scope of mentor/trainer mobility and impact on the learning outcomes/programme/course ○ Scope of learner/student mobility and impact on studies ○ Arrangements for credit transfer and APL
5.3. Learner/mentee support	5.3.1. Usefulness of vocational and academic support	<ul style="list-style-type: none"> ○ Informing about the programme/course and its changes ○ Counselling provision and learning issues ○ Learner/mentee counselling on career possibilities ○ Possibilities to learning/study according to individual units/programme/course ○ Possibilities of learners/mentee to repeat learning and to retake evaluations/assessment/examinations
	5.3.2. Efficiency of social support	<ul style="list-style-type: none"> ○ Psychological, sports, health and cultural support ○ Grants and benefits ○ Provision with dormitories
5.4. Learner/stud	5.4.1. Suitability of assessment	<ul style="list-style-type: none"> ○ Correlations of criteria with the intended learning outcomes

ent achievement, progression and assessment	criteria and their publicity	<ul style="list-style-type: none"> ○ Composition of the assessment grade ○ Publicity of assessment criteria
	5.4.2. Feedback efficiency	<ul style="list-style-type: none"> ○ Methods of feedback ○ Effect of feedback on learner/mentee achievements and progression
	5.4.3. Efficiency of final assessment/qualification award	<ul style="list-style-type: none"> ○ Requirements for final assessment ○ Procedure of final assessment ○ Results of final assessment
	5.4.4. Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education.	<ul style="list-style-type: none"> ○ Assessment demand ○ Assessment procedures and results
5.5 Mentee placement	5.5.1. Expediency of mentee placement	<ul style="list-style-type: none"> ○ Number of employed mentees and reasons of failure to get a placement ○ Correlations of mentee professional activity with the programme/course
6. Programme/course management		
6.1. Programme/course administration	6.1.1. Efficiency of the programme management activities	<ul style="list-style-type: none"> ○ Composition and functions of the programme management ○ Coordination of collegiality with personal responsibility in decision making ○ Information about programme/course monitoring
6.2. Internal quality assurance	6.2.1. Suitability of the programme/course quality evaluation	<ul style="list-style-type: none"> ○ Evaluation as a regular process ○ Preparation of evaluation parameters, methods and aids ○ Credit transfer and awards ○ Publicity of evaluation process and results
	6.2.2. Efficiency of the programme/course quality improvement	<ul style="list-style-type: none"> ○ Application of evaluation results ○ Benefit of the actions for quality improvement ○ Dissemination of quality improvement results
	6.2.3. Efficiency of stakeholders' participation	<ul style="list-style-type: none"> ○ Participation of learners/mentee in quality evaluation and improvement ○ Participation of instructors/teachers in quality evaluation and improvement ○ Influence of external stakeholders on the learning/study quality

Table 1. Sub-areas, Evaluation Criteria and Indicators for MENTOR VET Programme/Course

General Assessment Grading System is as shown below.

Vocational programme/course assessment in points by evaluation areas

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme/course aims and learning outcomes	
2.	Programme/course design and provision for credit awards	
3.	Mentoring/Instructing/Training staff	
4.	Facilities and learning resources	
5.	Learning/study process and learner/mentee's performance assessment	
6.	Programme/course management	
	Total:	

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated; 2 (satisfactory) - meets the established minimum requirements, needs improvement; 3 (good) - the field develops systematically, has distinctive features; 4 (very good) - the field is exceptionally good.

An Example of Evaluation Outcome - Referral - Re-evaluate area 1 in 3 months time

Table 2. Vocational programme/course assessment in points by evaluation areas

Annex D – Synthesised Learning Outcomes and Assessment Criteria

Summary of Learning outcomes and assessment criteria with references to the learning material

The assessment criteria are based on the learning outcome and the learning outcomes are devised in relation to the learning material incorporated in the course. The learners must complete all the outcomes fully to achieve a **Pass** grade. Assessment is based on demonstrating effective understanding and/or application of performance criteria for each outcome. The following table summarises the Learning Outcomes, references to the Learning Material and the assessment Criteria.

These learning outcomes are based on Plan-Do-Check-Act (PDCA) cycle which formed the basis of the Mentor Learning and Competence Matrix developed in IO 1. PDCA cycle focused on four key aspects:

- Preparing the mentor
- Doing mentee plans collaboratively
- Implementing mentee plans
- Assessing mentee plans

This cycle fits with the Mentor Learning and Assessment Matrix (IO 2), and the EMCC recommendations on mentoring practice (The Professional Charter for Coaching and Mentoring, 2011) as recommended in IO 3.

Table 4 is presented on the next page.

Table 4 - Synthesised Learning Outcomes

and Assessment Criteria

Key Learning Outcomes (LOs)	Unit of Learning Outcomes - Material - Indicative Content	Assessment criteria (AC)	Charter's Capability indicators (EMCC Competence Framework 2015) Foundation & Practitioner levels
<p>Learning Outcome 1</p> <p>Ability to explain what is mentorship, what a good mentorship program me should include, and what skills a good mentor should display</p>	<p>Chapter/Module/Unit 1</p> <ul style="list-style-type: none"> The role of a mentor in organisations The key skills required in mentorship (self-reflection, listening, questioning, problem solving, coaching with GROW tool, offering feedback and advice/insights, structuring goals) The importance of understanding self in mentorship – the mentor's values, beliefs, behaviours, strengths and weaknesses How to use psychological approaches such as transactional analysis, and cognitive behavioural coaching in mentoring sessions 	<ul style="list-style-type: none"> Demonstrate understanding of the role of a mentor Describe different mentorship methods/approaches/ key skills and characteristics of good practice Describe how self-awareness is crucial in being an effective mentor 	<p>Understanding Self:</p> <ul style="list-style-type: none"> Behaves in a manner that facilitates the mentoring process (1) Describes their own values, beliefs and attitudes that guide their coaching/mentoring practice (3) Behaves in alignment with their values and beliefs (4) Builds self understanding based on an established model of human behaviour and rigorous reflection on practice (31) Identifies when their psychological processes are interfering with

			<p>client work and adapts behaviour appropriately (32)</p> <ul style="list-style-type: none"> • Responds with empathy to clients emotions without becoming personally involved (33) <p>Managing the contract</p> <ul style="list-style-type: none"> • Explains the difference between mentoring/coaching and other professions (38) • Recognise s boundaries of own competence and advises the need to refer on (42) <p>Building the Relationship</p> <ul style="list-style-type: none"> • Explains how own behaviours can affect the mentoring/coaching process (10) • Describes and applies at least one method of building rapport (12) • Demonstrates empathy and genuine support for the client (46) • Ensures requisite level of trust has been established (47)
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			<ul style="list-style-type: none"> • Recognise s and works effectively with client's emotional state (48) • Adapts language and behaviour to accommodate client's style while maintaining sense of self (49) <p>Enabling Insight and Learning</p> <ul style="list-style-type: none"> • Explains potential blocks to effective listening (51) • Uses a range of questioning techniques (55) <p>Use of Models and Techniques</p> <ul style="list-style-type: none"> • Bases approach on a model or framework of mentoring coaching (27)
<p>Learning Outcome 2</p> <p>Ability to prepare mentoring plans outlining WBL objectives and actions</p>	<p>Chapter/Module/Unit 2</p> <ul style="list-style-type: none"> • Effective contracting with the mentee to establish expectations and boundaries of the mentoring programme • Developing career plans, high performance initiatives and SMART goals for the intern or apprentice • How to facilitate meetings with key 	<p>To be able to:</p> <ul style="list-style-type: none"> • Explain the requirements of successful WBL mentorship plans • Demonstrate understanding of mentorship through mentoring contracting and 	<p>Managing the Contract</p> <ul style="list-style-type: none"> • Explains the benefit of mentoring both for the client and in relation to the client's context (7) • Abides by the EMCC professional code of ethics or equivalent (37)

<p>taking into account the key stakeholders' needs and expectations, and the mentees skills and aspirations</p>	<p>stakeholders (using the key skills assertiveness, empathy, and clarity in communication)</p> <ul style="list-style-type: none"> • How to build in soft skill/interpersonal skills development into SMART goals • Ensuring congruence between mentee goals and the organisation's vision, mission and goals. 	<p>planning</p> <ul style="list-style-type: none"> • Incorporate mentoring programme into the business objectives 	<ul style="list-style-type: none"> • Establishes and manages a clear contract for the mentoring with the client and where relevant with stakeholders (39) • Agrees a framework for scheduling when, where and how often the sessions will take place (40) <p>Enabling Insight and Learning</p> <ul style="list-style-type: none"> • Enables clients to create new ideas (56) <p>Outcome and Action Orientation</p> <ul style="list-style-type: none"> • Engages the client to explore a range of options for achieving the goals (23) • Assists clients to effectively plan their actions including appropriate: support, resourcing and contingencies (60) • Helps client to identify actions that best suit their personal preferences (61) • Describes and applies at least one method of
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			building commitment to outcomes, goals and actions (64)
<p>Learning Outcome 3</p> <p>Ability to implement the mentor plans efficiently and effectively ensuring both formal and informal learning and assessment</p>	<p>Chapter/Module/Unit</p> <ul style="list-style-type: none"> • How to develop a mentoring culture. • How to motivate the mentee to achieve their plans, and identify patterns of client thinking and actions • How to communicate plans to key stakeholders • How to give effective feedback and have difficult conversations • Developing soft skills according to adult learning theory 	<p>To be able to:</p> <ul style="list-style-type: none"> • Encourage an innovation culture for mentoring within the organization • Develop mentoring strategy incorporating learning objectives into activities • Distinguish between varying levels of potential for achieving learning objectives • Socialise and professionalise mentee(s) through a programme of soft skills • Manage challenges as they arise with responsibility, integrity, and empathy 	<p>Commitment to Self Development</p> <ul style="list-style-type: none"> • Practices and evaluates their mentoring skills (5) <p>Managing the Contract</p> <ul style="list-style-type: none"> • Recognises when client is unable to engage in mentoring and takes appropriate action (43) • Works effectively with client preferences and where relevant policies and procedures of the sponsoring organisation (44) <p>Building the Relationship</p> <ul style="list-style-type: none"> • Ensures client's non dependence of the mentor (50) <p>Enabling Insight and Learning</p> <ul style="list-style-type: none"> • Identifies patterns of client thinking and actions (53) • Enables client to make connections between feelings, behaviours and

			<p>their performance (54)</p> <ul style="list-style-type: none"> • Uses feedback and challenge to help client gain different perspectives while maintaining rapport and responsibility for action (57) <p>Outcome and Action Orientation</p> <ul style="list-style-type: none"> • Ensures client is taking responsibility for their own decisions actions and learning approach (62) • Helps client to identify potential barriers to applying actions (63)
<p>Learning Outcome 4</p> <p>Able to assess mentoring outputs and check to identify areas for improvements and areas</p>	<p>Chapter/Module/Unit 4</p> <ul style="list-style-type: none"> • Practical procedures for conducting and recording ongoing assessment and documenting progress. including self assessment of the mentor • How to identify areas for development in the mentee and for the mentor • Good practice in the evaluation of mentoring, including cutting edge 	<p>To be able to:</p> <ul style="list-style-type: none"> • Carry out APL and assess effectiveness and efficiency of the mentoring programme • Check achievement against planned tasks and expectations and review plans make changes • Demonst 	<p>Enabling Insight and Learning</p> <ul style="list-style-type: none"> • Uses reviews to deepen understanding and commitment to action (59) <p>Outcome and Action Orientation</p> <ul style="list-style-type: none"> • Reviews with their client progress and achievement of outcome and goals and revises

of concern	<p>methodology in applying KPI's and measuring ROI</p> <ul style="list-style-type: none"> • Developing a remediation plan if necessary to ensure outcomes are met or outcomes are revised. • 	<p>rate competence to develop and assess non-formal learning</p> <ul style="list-style-type: none"> • Assess skills such as self-development, working as a team member, communication, problem solving, IT skills, finance and relevant business competences 	<p>as appropriate (65)</p> <p>Evaluation</p> <ul style="list-style-type: none"> • Uses a formal feedback process from the client (69) • Establishes rigorous evaluation processes with clients and stakeholders (70) • Evaluates outcomes with clients and stakeholders (71) • Has own processes for evaluating effectiveness as a mentor/coach (72)
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Annex E – Sample MoU and Learning Agreement

Memorandum of Understanding

1. Objectives of the Memorandum of Understanding

Institutions signing this Memorandum of Understanding declare that

- They mutually accept and recognise their respective status; They mutually accept and recognise their respective quality assurance policies, including future adaptations and modifications;
- The Memorandum of Understanding is the legal basis for the comparability of the qualifications hereby identified within the European Qualification Framework
- The Memorandum of Understanding regulates the procedures for assessment, validation and recognition criteria for the purpose of credit transfer within the context of the applicable International, European and National legislation

In addition, it is hereby declared that the institutions signing this Memorandum of Understanding commit on the respect of the conditions for the operation of the partnership as set by the MoU and its reviews.

Are other objectives agreed on? Please tick as appropriate

☒ No

☐ Yes – these are:

2. Organisations signing the Memorandum of Understanding

Organisation 1

Country

Name of organisation

Address

Telephone/fax

E-mail	
Website	
Contact person	
Telephone/fax	
E-mail	

Organisation 2

Country	
Name of organisation	
Address	
Telephone/fax	
E-mail	
Website	
Contact person	
Telephone/fax	
E-mail	

3. The qualification(s) covered by this Memorandum of Understanding

Qualification 1

Country	
Title of qualification	

EQF level (if appropriate)	4 (an EQF level of between 4-6 can be awarded but this is Dependant on institutions involved on their specific requirements)
Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)	
Enclosures in annex - please tick as appropriate	
Qualification 2	
Country	
Title of qualification	
EQF level (if appropriate)	

Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)	
Enclosures in annex - please tick as appropriate	

4. Assessment, documentation, validation and recognition

By signing this Memorandum of Understanding we confirm that we have discussed the procedures for assessment, documentation, validation and recognition and agree on how it is done.

5. Validity of this Memorandum of Understanding

This Memorandum of Understanding is valid until: 31/03/2020

6. Evaluation and review process

The work of the partnership will be evaluated and reviewed by by the respective universities.

7. Signatures

Organisation / country	Organisation / country
Name, role	Name, role

Place, date	Place, date

8. Additional information

See below the suggested outline for the qualification agreed between the organisations. All Knowledge understanding and proficiency outcomes listed below are to be included in the Maritime Environment awareness Extended Qualification, but for the Refreshment Qualification only the Knowledge understanding and proficiency outcomes in purple are included:

<i>Knowledge understanding and proficiency</i>	<i>Lecture hours</i>	<i>Tasks hours</i>

Sample Learning Agreement

9. Information about the participants

Contact details of the home organisation/Receiving Organisation

Name of organisation	
Address	
Telephone/fax	

E-mail	
Website	
Contact person	
Telephone/fax	
E-mail	

Receiving Organisation/Home Organisation

Name of organisation	
Address	
Telephone/fax	
E-mail	
Website	
Contact person	
Tutor/mentor	
Telephone/fax	
E-mail	

Name	
Address	
Telephone/fax	
E-mail	
Date of birth	
Please tick	

Contact details of parents or legal guardian of the learner, if applicable

Name	
Address	
Telephone	
E-mail	

10. Duration of the learning period abroad

Start date of the training abroad	
End date of the training abroad	
Length of time abroad	

11. The qualification being taken by the learner - including information on the learner's progress (knowledge, skills and competence already acquired)

Title of the qualification being taken by the learner (please also provide the title in the language of the partnership, if appropriate)	
EQF level (if appropriate)	4 (an EQF level of between 4-6 can be awarded but this is Dependant on institutions involved on their specific requirements)
Information on the learner's progress in relation to the learning pathway (Information to indicate acquired knowledge, skills, competence could be included in an annex)	
Enclosures in annex - please tick as appropriate	

12. Description of the learning outcomes to be achieved during mobility

Title of unit(s)/groups of learning outcomes/parts of units to be acquired	
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Number of ECVET points to be acquired while abroad

Learning outcomes to be achieved

Description of the learning activities (e.g. information on location(s) of learning, tasks to be completed and/or courses to be attended)

13. Assessment and documentation

Person(s) responsible for assessing the learner's performance

Assessment of learning outcomes

1.

How and when will the assessment be recorded?

Please include

14. Validation and recognition

Person (s) responsible for validating the learning outcomes achieved abroad

How will the validation process be carried out?

Recording of validated achievements

Person(s) responsible for recognising the learning outcomes achieved abroad

How will the recognition be conducted?

15. Signatures

Home organisation/country	Host organisation/country	Learner
Name, role	Name, role	Name
Place, date	Place, date	Place, date

16. Additional information

Annex F – UK Additional Requirements

Macro Course Design and Structure Checklist

- **Competence Based Course Criteria**
- Course Learning Outcomes have been clearly decided.
- Assessment criteria are in line with the Learning Outcomes
- The vocational depth for course has been decided.
- The level of course has been agreed.
- Prerequisites for course have been investigated and established and the structure of course is coherent.
- The course content has been developed after discussions with internal and external staff with expertise in the particular area.
 - The course is ECVET compliant
- The course satisfies the range and depth of competences and of knowledge required and their content has been developed to ensure minimal overlap unless desired.
- Delivery methodology of course has been decided.
- The total number of credits (ECTS/ECVET) has been established.
- The curriculum content satisfies the vocational requirements of the profession.
- The assessment methodology for the course has been determined.
- Progression routes are well defined.
- Transferable skills have been identified.
- A progression to further study has been made possible.
- A map of mentee-centred activities and opportunities for mentees' personal development is available.
- The date and times for the Course have been identified.

Training plan – Essentials – Required by the UK

When taking on a mentee the course should consider the following questions:

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- Where will the mentee/trainee work and with whom?
- What will he/she learn and when?
- Who should do the training and when?
- What should the mentee/trainee be able to do after each task?

In the United Kingdom, a training plan, and a learning and assessment strategy

- must be established by a Registered Training Organisation (RTO23)
- is negotiated and agreed upon by the RTO, the employer and the apprentice/trainee (and also the school, for school-based apprenticeship/traineeship training arrangements)
- is prepared in accordance with the relevant vocational training order and specifies the appropriate qualifications in relation to the proposed apprenticeship/traineeship
- specifies the formal training requirements
- is required to accompany the application to the Commissioner for Vocational Training for the establishment of the relevant apprenticeship or traineeship.

Training Plans are mandatory requirements for approval of applications to establish apprenticeships and traineeships under the Apprenticeship and Traineeship Act of 2001.

Therefore, check the relevant legislation in your country to see what is required of you and what the training plan entails.

Contract Requirements – Required by the UK

It is advisable for all parties involved that the mentee be engaged / employed on a trial basis first, until the sponsor and he/she find out if this is the right career choice. The employer/mentor will be able to see whether or not the mentee is everything her/his application says is true and valid, and to assess the mentee's competence, before making a

23 UK Government Guidance on Register of Training Organisations
<https://www.gov.uk/government/publications/register-of-training-organisations>

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commitment. The pre-assessment would then help in preparing a training plan. This is a fair system for both parties as it will the mentee, often a young person to make the right choices concerning her/his future profession.

The legislation pertaining to probationary periods varies between the countries, therefore, be sure to check your own country's rules and laws. In the UK, for example, probation may not last longer than three months.

Conflicts and conflict management – Required by the UK

Conflicts often cannot be avoided when people are working together. Opposing opinions, interests, values or needs sometimes collide. When a young person is being trained, there can be specific problems related to a range of issues.

The employer/mentor may have to manage conflicts with mentees/trainees or conflicts that the mentee may become involved in. The right conflict management can ultimately help to prevent good will and time to be wasted and must be taken into consideration in the training contract/learning agreement.

Annex G - Good Practice ECVET Evaluation

ECVET Good Practice Evaluation – Mentor Course

	ECVET Compliant? (Yes / Referral)	Score - C4FF Best Practice Criteria/Scale:5 best 1 Least	Comment
1. Is the learning/prior learning/qualification/course/unit competence based where the course/unit's content and assessment are based on ability to do?	YES	4	Competences are in line with professional regulations (Professional Standards) and so accurately reflect the needs of the profession. Multiple competences covered - need to ensure that sufficient time is given to learning and assessing each competence and the appropriate learning and assessment methods are used.
2. Are Learning Outcomes statements of knowledge, skills, and competence that can be achieved in a variety of contexts?	YES	5	Clear indicative content provided matching each learning outcome and each learning outcome supported by several (3 or 4) assessment criteria (Performance Criteria) in line with the intended competence (knowledge, skill). For each assessment criteria there is an assessment method and time allocated for learning to take place and a schedule for assessment.
3. Are Learning Units of learning outcomes components of qualifications where the unit(s) can	YES	5	The Mentor qualification contains 4

be assessed, validated and recognised?

4. Do the ECVET points provide additional information about the unit(s) and qualifications in a numerical form?	YES	5	<p>macro learning outcomes broken down into several Learning Units in line with a given indicative content and set of assessment criteria. The assessment method combines both ongoing assessment based on performance throughout the course, and a separate assessment at the end of the course. One overall grade is given for the Learning Unit / Qualification. There is an external evaluation in place which includes a sample of assessed work.</p> <p>The number of ECVET points are in line with accrediting body requirements and they accurately reflect the learning hours and learning outcomes.</p>
5. Is the Credit given for assessed and documented learning of a learning outcome of a learner where the credit can be transferred to other contexts and accumulated to achieve a qualification on the basis of the qualification standards and regulations existing in the participating countries?	n/a		<p>The Course credit is transferrable through a learning agreement and a Memorandum of Understanding among the participating institutions and achieved will lead to a CPD certification and may lead to an ISO approved certification scheme. It is feasible to use this certification process to enrol on higher level courses in the same domain or accumulate credits as a unit or part of unit of another programme/qualification.</p>
6. Are the Mutual Trust and partnership among participating organisations are expressed in Memoranda of Understanding (MoU) and Learning Agreements?	YES	5	<p>Sample Momentum of understanding and Learning Agreements have been drafted.</p>
7.1 Does the Memorandum of Understanding (MoU) form the framework for cooperation between the competent institutions, namely does it aim to establish mutual trust between the	YES	5	<p>Sample Momentum of understanding and Learning Agreement have been drafted.</p>

partners involved. In this/the MoU partner organisations mutually accept/accepted their respective criteria and procedures for quality assurance, validation and recognition of knowledge, skill and competence for the purpose of transferring **Credit**?

7.2 Is it mandatory to recognise **Credit**, does the competent institution in charge feel confident that the required learning outcomes have been assessed in a **reliable** and **valid** manner. YES 5

7.3 Does the competent institution in charge trust that the learner's credit does concern the learning outcomes expected and these are at the **appropriate level** YES 5

NB:

If there is/was also a provision for Agreements (within an MoU or as an attachment) set up by sector based organisations (e. g. by Chambers, regional and national authorities), this should/should have include/included a list of organisations such as VET providers, companies, etc., who are/were able to operate in the framework set up by the MoU.

8.1 Does the **hosting institution** assess the learning outcomes achieved and awards credit to the learner? YES 5

The details of the Mentor Course are clearly stated and assessment and validation procedures detailed.

The assessment and validation processes are clearly outlined with all parties accepting and agreeing to implement ECVER requirements jointly.

The Mentor qualification have been clearly broken down into learning outcomes which ensures that any credit awarded can be clearly matched to the learning outcomes.

There are two types of assessment of the learner's during the course.

- The continuous assessment of each learner as they progress through each learning outcome and complete class activities and participate in group work, 60% weighting.
- Formal assessment at the end of the course which can be written or oral and is pass or failed which covers all learning outcomes of the qualification, 40% weighting.

The two score are combined to provide the final grade of the learner.

8.2 Are the learning outcomes achieved and corresponding ECVET points recorded in a learner's personal transcript ?	NO	1	To be drafted by institutes for each individual cases / exchange/course.
9.1 Does the sending institution then recognise learning outcomes that have been acquired?	YES	5	Upon completing the learning outcome, as evidenced, in the assessment, the sending institution recognises and accepts the host institutions assessment and validation procedures.
9.2 Does this recognition given in 9.1 gave rise to the award of the units and their corresponding ECVET points, according to the rules of the home system ?	YES	5	Upon completing all the learning outcomes and passing the course the Mentor qualification is awarded to the learner by the home institution according to the ECVET points and rules of the home system.
10. Is the Credit accumulation a process through which learners can acquire qualifications progressively by successive assessment and validation of learning outcomes; namely the accumulation of credit is decided by the competent institution responsible for the award of the qualification?	n/a		The Mentor Course is one (1) Learning Unit which results in a qualification. There is no need to transfer and accumulate this credit as part of a larger qualification.
11. Is the learner, when they have accumulated the credit required and when all conditions for the award of the qualification are fulfilled, awarded the qualification ?	YES	5	Upon passing the course the Mentor qualification is awarded to the learner by the home institution.

Total Score

Actions/Comments – Based on the IMPACT/MariFuture ECVET Evaluation System above and Likert rating scale recommended – See below

The proposed Mentor course was validated through EU funded IMPACT (2010) Network (Now known as MariFuture (www.marifuture.org) good practice evaluation outline above and rated in accordance with following scale.

Interested parties may submit their product or service for evaluation at any time. All submissions will be evaluated against the Good Practice Criteria as published on this website.

The criteria are graded using the Likert Rating Scale from 1 to 5 to assess each criterion. The scoring system is defined as follows:

- | | |
|----------------|---|
| 1: Very weak: | Significant deficiencies |
| 2: Weak: | Addresses the criterion but with some weaknesses |
| 3: Acceptable: | Addresses the criterion satisfactorily |
| 4: Good: | Addresses the criterion with some aspects of high quality |
| 5: Very good: | Addresses the criterion with all aspects of high quality |

The total score for the project is the sum of the scores given to the 10 main performance criteria. The maximum total points that a product or service may obtain is 50.

The minimum total points for a product or service to be included in the MariFuture platform (www.marifuture.org) is 25.

