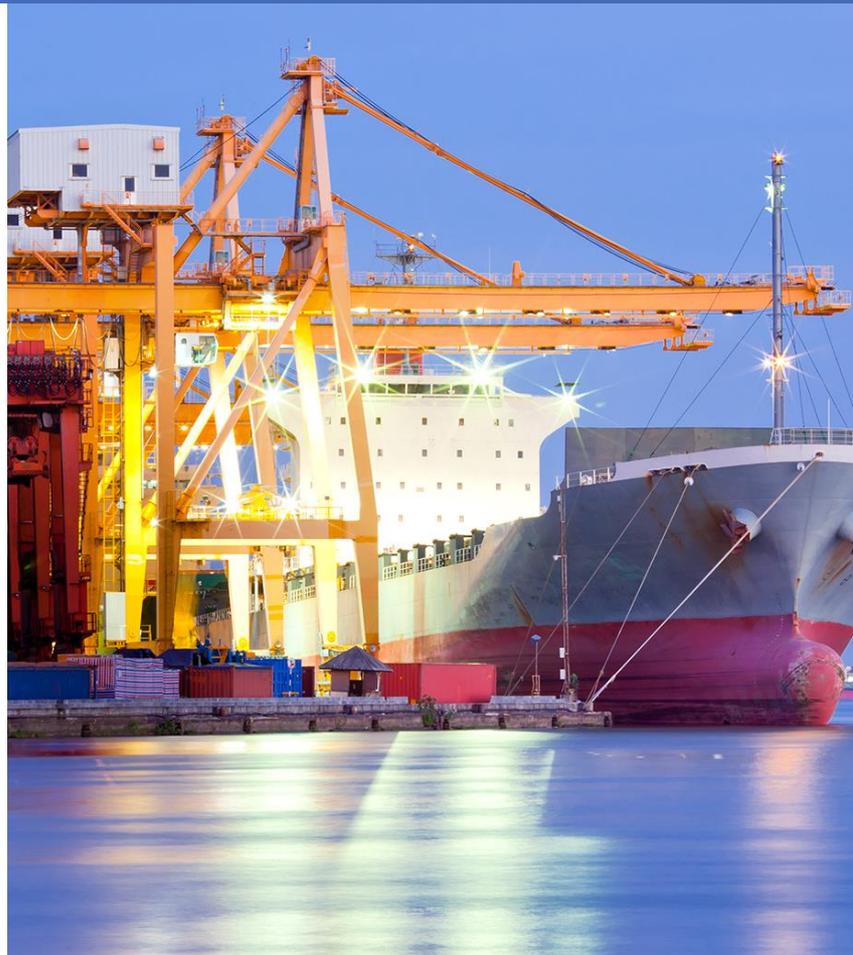# ONBOARD

TRAINING PLAN FOR APPRENTICESHIPS' KEY PROFESSIONALS

GUIDELINES TO ASSIST VET TRAINING IN THE PORTS AND LOGISTICS SECTOR

Training of Apprenticeships key-professionals

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1. Introduction

Vocational Education & Training (VET) provides workers entering the labour market with the opportunity to learn while simultaneously becoming part of the workforce and addressing multiple sectoral needs. An example of a learning strategy used to achieve simultaneous learning and positive industry impact is that of work-based learning (WBL) which combines training in a VET provider with training within the workplace.

As described in **Onboard D4.1 – Onboard Apprenticeship Model**, the European Union (EU) has done much to establish VET systems, however, work-based learning schemes within the Member States (MS) are influenced by their national economic and social needs. Because of this, the EU believes it is essential to invest in the transfer and implementation of the various WBL models and strategies into its VET systems as this will promote a high-quality offer of training. It will also ensure that knowledge, skills and attitudes acquired during the period of training are relevant for the labour market. As part of a programme to achieve this, Onboard, an Erasmus⁺ funded project was instigated to foster the quality of apprenticeships for the ports and logistics sector. The project consortium members from Ireland, Portugal and the United Kingdom studied their national systems and gathered the views of professionals and experts working in the sector. The information gained was pooled allowing the partners to identify the benefits and barriers of each system; and examples of 'good practice'. From this, the partners were able to develop and produce deliverables meeting Onboard's objectives.

Fostering VET and business cooperation was at the forefront when developing this training plan, and one of the primary inputs considered was that of the apprenticeship model itself as outlined in figure 1.0.
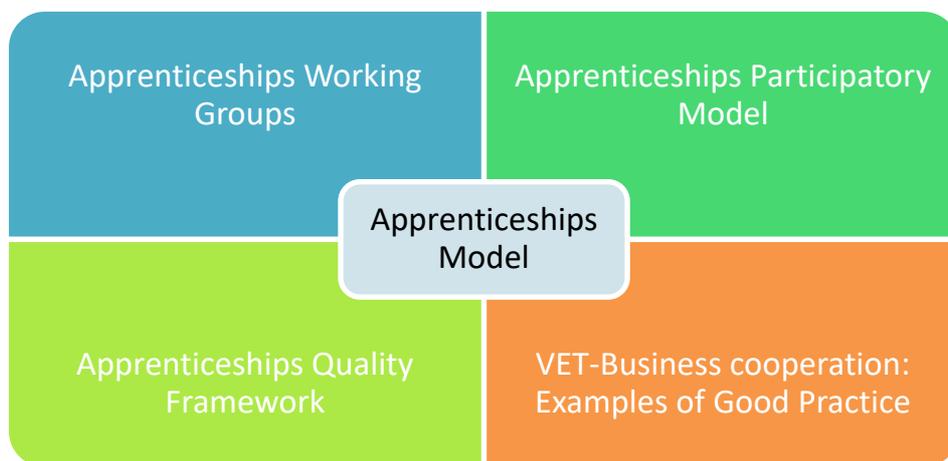
Figure 1.0 – Apprenticeship Model for the establishment and maintenance of VET-Business cooperation in the Apprenticeship system.

As such cooperation is key to achieving successful WBL initiatives which can deliver the necessary industry and societal impact, this training must, therefore, transcend mainstream knowledge and skill developments and provide the necessary contextual knowledge and settings for both business and VET providers.

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Additionally, this deliverable must take into account the efforts of deliverables **D3.1 Functional Profiles** and **D3.2 Curricula for apprenticeship courses** in order to ensure that the necessary contextual perspectives of the training apprenticeship models are considered. This will, therefore, be addressed by ensuring that one of the primary training focuses is that of introducing the Onboard technical profiles and apprenticeship curricula.

Onboard D5.1 – Training for key-professionals, therefore, sets to address the widely acknowledged valuable role that WBL can play in attaining development and economic growth locally within the industry, but also within the wider socio-economic EU and global setting. This will be achieved by bridging the knowledge gap between VET training providers and industry stakeholders who may wish to employ and train apprentices within the ports and logistics sector. Such collaboration will be critical in ensuring that any WBL programme is successful, and this will be achieved by providing key-professionals within organisations with the necessary knowledge, skills, and attributes to mentor and develop apprentices, while successfully transitioning these workers into the labour market.

Specific to the training itself, the consortium is tasked with developing a training programme which is common to all countries and the relevant target stakeholders. In doing this, we must consider the political, economic, social, and technological attributes and characteristics of each country involved. Such characteristics should include; contextual norms, potential bureaucracies, current stakeholder engagement, and any industry-specific components associated with the ports and logistics sector. In order to address these multifaceted, contextual and indeed cultural challenges, learning units and focal points have been developed through stakeholder engagement, while also being discussed and agreed upon within the Onboard project consortium during various engagements. Furthermore, in terms of responsibility, while the Halpin Centre for Research and Innovation are WP leaders for this effort and will, therefore, lead and coordinate this work, it has been agreed within the consortium to distribute the development of various units amongst partners so as to ensure that the programme meets the needs of each individual partner country.

1.1 Programme Objectives

The objectives of this learning development consist of the planning, preparation and effective delivery of this programme. On completion of this programme, participants will:

- Have an overview and understanding of the Onboard technical profiles and training curricula;
- Understand the value and importance of WBL and apprenticeship training;
- Recognise how WBL and apprenticeship training can address current industry knowledge gaps and needs;
- Understand the importance of cooperation with stakeholders to achieve successful WBL programmes;
- Understand the importance of organisational learning and how WBL can play a role;
- Have an increased knowledge of workplace training;
- Raise their awareness and knowledge related to mentoring in the workplace;
- Be able to provide career advice and guidance while mentoring apprentices within the workplace.

1.2 Target Groups

As outlined within the Onboard project detailed description of work, the following key-professionals have been identified as an appropriate target group for this training programme: trainers, training co-ordinators, human resource managers and tutors.

Additionally, during WP3 efforts to validate the Onboard apprenticeship technical profiles and curricula, it was suggested during stakeholder engagement that apprentices within the ports and logistics sector may also find themselves being supervised and mentored by additional professionals to those outlined within the proposal, and it is therefore intended to expand the target audience by also focusing on the following professionals: Direct Supervisors, Line Managers and Any other person assigned the role of supervising or mentoring apprentices.

1.3 Training Syllabus

The training syllabus section provides an overview of the learning units to be delivered throughout this training and therefore presents the following information: timelines, objectives, learning outcomes, learning content, methodology and process of assessment.

In selecting the units, themselves, the proposed focal points have been established by liaising with relevant industry stakeholders and have been agreed upon within the Onboard project consortium. The training of key-professionals will, therefore, focus on the following units:

Unit 1 Introduction to Apprenticeship Training

- Business environment and development
- Work-Based Learning (WBL) & Apprenticeships
- Matching labour market needs through Apprenticeships

Unit 2 - Sectoral Qualification Considerations

- Cooperation in the planning and promotion of qualification
- VET-Business Cooperation: Examples of EU practices
- Organisational learning

Unit 3 - VET-Business Cooperation in Apprenticeships

- Training in the workplace
- Mentoring Programs in the Workplace
- Career Guidance in the workplace
- VET-Business cooperation

Unit 4 - Assessment

- Weekly activities
- Reflective journal entries
- Assessment of the training

1.3 Programme Delivery

It is intended to deliver this programme via blended learning means consisting of a combination of face-to-face sessions and an online learning portal. The face-to-face session delivery aspects will be coordinated and delivered by the relevant national partner, while the online delivery will be completed via the Onboard project website learning area[1].

1.4 Programme Duration

The programme will be 28 hours in duration, consisting of the following blended learning breakdown:

- Week 1: 6h (1 x 2 hour of face-to-face delivery and 4 hours online self-directed learning)
- Week 2: 10 hours of online learning material engagement
- Week 3: 10 hours of online learning material engagement
- Week 4: 2h of face-to-face delivery

The programme for online learning will be flexible in nature, allowing participants to engage with the material as their professional schedules allow[2].

1.5 Programme Assessment

Learning will be assessed via the following two means:

- **Weekly activities**: Participants will be required to develop an activity related to each one of the units of the training, providing their feedback or in a short online blog or by filling in an online form. This will be conducted in the form of continuous assessment and assessed in a pass or fail type of format.
- **Reflective Journal entries**: Participants will be required to complete a reflective journal entry by the end of the training[3].

Additionally, participants will be able to provide their feedback about the training, by filling in a training assessment sheet[4].

1.6 Training Staff Qualifications

Each individual programme will be delivered by two experienced trainers who will participate in the face-to-face session delivery and collaborate in the coordination of online learning. At least one of

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[1]Learning area available on the Onboard project website, here.

[2] *Annex 1 – Learning Units* provides the necessary detailed overview of specific duration.

[3] *Annex 2 - Reflective Journal Guidelines*, provides the necessary guidelines for implementation.

[4] *Annex 3 – Training assessment* is the sheet prepared by the partnership for the assessment of the training by participants.

the trainers will have undergone professional teaching training in the field of adult education and will have delivered programmes of study at University level or equivalent.

1.7 Programme Entry Requirements

While there are no formal educational requirements for completing this learning programme, as the focus is to develop knowledge, skills and attributes within key-industry professionals, participants should have the necessary ports, logistics, or VET background, and should be in a professional role which either involves or will involve mentoring apprentices.

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Annex 1 – Learning Units

Unit 1 Introduction to Apprenticeship Training	In this first unit, are introduced the basis of the Onboard project and the contribution of some of the products developed within the project to match the labour market needs.

Unit 1 Introduction to Apprenticeship Training

Module Content/Indicative Content

1	Business Environment & Development
2	Work-based learning (WBL) & Apprenticeships
3	The matching labour market needs through work-based learning (WBL)

Learning Outcomes

On successful completion of this unit the learner will be able to:

LO1	Have a better knowledge related to the needs and trends of the ports and logistics sector in Portugal, Ireland and the United Kingdom.
LO2	Understand the characteristics and components of Work-Based Learning and Apprenticeship training.
LO3	Know how apprenticeships can contribute to match the needs of the labour market.
LO4	Understand how Onboard products contribute to the promotion of apprenticeships in the ports and logistics sector

Workload: Full Time

Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Face-to-face session	2.0	Every Week	2.00
Independent Learning	Individual study, blog entry or reflective journal	4.0	Every Week	4.00
Total Hours				6.00
Total Weekly Learner Workload				6.00
Total Weekly Contact Hours				2.00

Unit 2 Sectoral Qualification Considerations	This second unit focuses on the relevance and existing practices of VET-Business cooperation, introducing also, the Onboard approach to strengthen this cooperation.

Unit 2 Sectoral Qualification Considerations

Module Content/Indicative Content

1	Cooperation in the planning and promotion of qualification
2	Vocational Education Training (VET) - Business Cooperation: Examples of European (EU) practices
3	Organisational learning

Learning Outcomes

On successful completion of this unit the learner will be able to:

LO1	Understand how VET-Business cooperation and communication can be improved
LO2	Know and understand good practices of VET-Business cooperation in apprenticeships of different EU countries
LO3	Describe the role that organisational learning plays in development and growth
LO4	Understand how Onboard products contribute to strengthening VET-Business cooperation in apprenticeships of the ports and logistics sector

Workload: Full Time

Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Direct online learning	6.00	Every Week	6.00
Independent Learning	Individual study, blog entry or reflective journal	4.00	Every Week	4.00
Total Hours				10.00
Total Weekly Learner Workload				10.00
Total Weekly Contact Hours				6.00

Unit 3 - VET and Business Cooperation in Apprenticeships	In the third unit, are introduced some key-concept and description about strategies and approaches to strengthen the VET-Business cooperation.

Unit 3 VET and Business Cooperation in Apprenticeships

Module Content/Indicative Content

1	Training in the workplace
2	Mentoring Programs in the Workplace
3	Career Guidance in the workplace
4	VET-Business cooperation

Learning Outcomes

On successful completion of this unit the learner will be able to:

LO1	Understand the concept of training at the workplace and how it can be strengthening
LO2	Design organisation-based mentoring strategies and programmes, taking account of a range of contextual factors.
LO3	Provide career guidance advice to apprenticeship trainees within the workplace
LO4	Identify strategies to reinforce the VET-Business cooperation

Workload: Full Time

Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Direct online learning	6.00	Every Week	6.00
Independent Learning	Individual study, blog entry or reflective journal	4.00	Every Week	4.00
Total Hours				10.00
Total Weekly Learner Workload				10.00
Total Weekly Contact Hours				10.00

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Unit 4 - Assessment	The fourth unit is related to the participants' learning assessment and of the assessment of the training.

Unit 4 - Assessment

Module Content/Indicative Content

1	Weekly activities
2	Reflective journal entries
3	Assessment of the training

Learning Outcomes

On successful completion of this unit the learner will be able to:

LO1	Have a deeper understanding of the Onboard products and how they can be used
LO2	Critically infer and explain key aspects of what was learned from the participants own personal perspective
LO3	Think critically about the training delivered

Workload: Full Time

Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Face-to-face session	1.0	Every Week	1.00
Independent Learning				0.00
Total Hours				1.00
Total Weekly Learner Workload				1.00
Total Weekly Contact Hours				1.00

Annex 2 – Reflective Journal Guidelines

Introduction

In assessing the theoretical considerations of this training, participants will be required to complete a reflective writing piece based on one primary subject areas of their choice delivered throughout the course.

Submission

Reflective writing submissions must be submitted two weeks after the completion date of this course.

Assessment Criteria

3.1 Submissions will be graded on a pass/fail basis and must be completed in accordance with the guidance outlined in this annex.

3.2 The reflective writing submission must contain the following sections: Introduction; Main body – the selected primary subject areas and Conclusions.

3.3 The total word count for the submission is 250 words.

3.4 Participants will be assessed under the following headings:

- **Descriptive writing**: An accurate outline of the discussed topic.
- **Interpretation**: Participants must demonstrate an understanding, and an ability to critically analyse the subject matter.
- **Outcome**: An outline of what they learned from this experience, and how it will affect their future approach towards relevant tasks.

Reflective Writing Guidelines

Reflective writing is evidence of reflective thinking. In an academic context, reflective thinking usually involves:

- Looking back at something (often an event, i.e. something that happened, but it could also be an idea or object).
- Analysing the event or idea (thinking in-depth and from different perspectives, and trying to explain, often with reference to a model or theory from your subject).
- Thinking carefully about what the event or idea means for you and your ongoing progress as a learner and/or practicing professional.

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Annex 3 – Training assessment

Onboard - Development of technical profiles and training curriculum for the ports and logistics' sector

Project no: 585208-EPP-1-2017-1-PT-EPPKA3-VET-APPREN

Pilot Implementation Course for the Training of Apprenticeship Key-Professionals

This evaluation sheet has as main objective the collection of data and your feedback about the quality of the Onboard training course. This questionnaire must be filled in individually, is confidential, and your opinion is crucial to the improvement of the training course.

For the three statements introduced bellow, please answer using the following scale from 1 to 5: 1 – strongly disagree, 2 – mostly disagree, 3 - partly agree, 4 –mostly agree and 5- strongly agree:

	1	2	3	4	5	NA
The training developed your ability to apply theory to practice.						
The training instructions (including, PowerPoints, supporting documents, etc.) were clear.						
The balance between face-to-face time versus online learning is adequate.						

Please identify what you consider to be the strengths of the training.

Please identify the area(s) where you think the training could be improved.

Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this training?
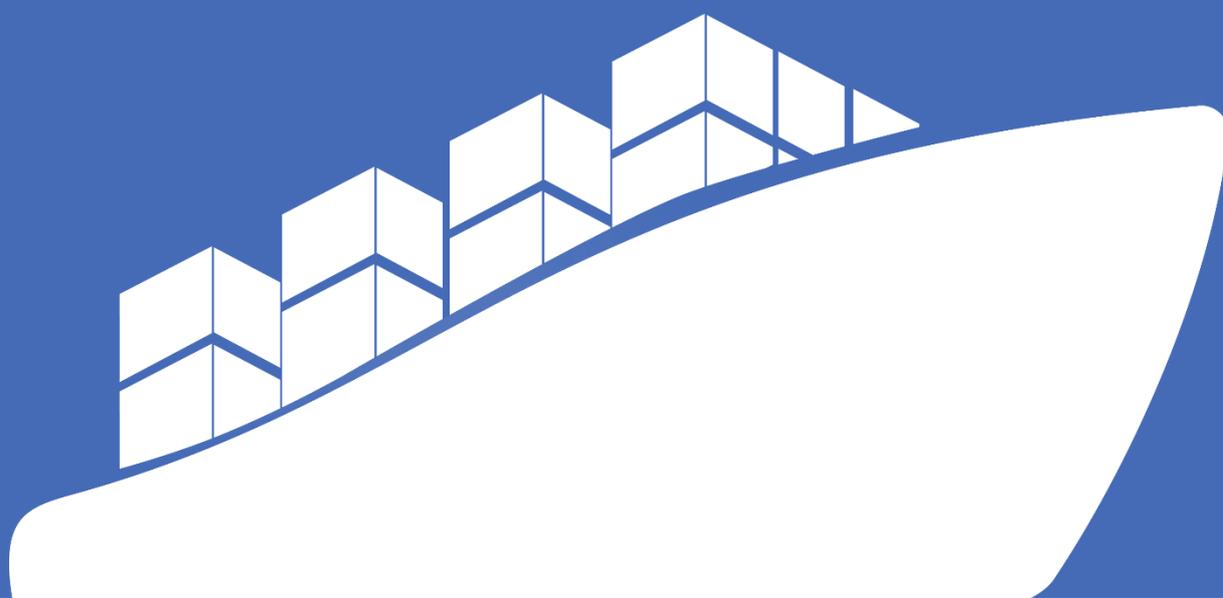
Other Comments / Suggestions

Thank you for your feedback!

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