

GUIDE

IN-COMPANY TRAINERS & VIDEOS

for the dialogue with students and teachers



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IN-COMPANY TRAINERS

Vocational students are the future professionals working in companies. The main role of in-company trainers is to integrate students into the company and to ensure they take the first steps in their careers with the right support and guidance in order to become successful professionals. A trainer is, in the first place, a good professional and a master of the students' profession, as well as someone who understands the difficulties and challenges faced by students.

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In-company trainers combine professional specialisation with pedagogical competences. Usually they are skilled workers with a passion for empowering colleagues, especially new workers. Their actual roles and work tasks vary from country to country, from trade to trade and also from company to company. However, their core tasks can be summarised as:

- To prepare a training plan on the basis of training standards and the regulations
- To organise the training process
- To convey a wide range of skills, knowledge and competencies
- To advise VET students, as well as to monitor and assess their progress
- To cooperate with VET colleges and other stakeholders

In-company learning outcomes

In-company learning outcomes are the framework for work-based learning in practice. These learning outcomes are quality keys in VET and their application into training practice can promote learning processes significantly. Learning outcomes have an often overlooked potential. This is understandable, as educational regulations with learning outcomes are official documents that are not so easy to translate into practice.

Putting learning outcomes into practice is one of the core tasks of in-company trainers. Preparing a training plan, cooperating with teachers, mentoring students during their work tasks and assessing achieved learning outcomes are necessary activities to achieve the requested learning outcomes.



I check out first all work situations at YouTube. All. Even when I am doing my homework, first I check whether it is possible to find some material on YouTube. It is easier for me to understand the work process through 'moving pictures'. My colleagues think the same. So I think your videos are very useful and suitable for students.

- Student of industrial mechanics, Slovenia

LEARNING-PROMOTING VIDEOS

As experienced in the project SEE THE GOAL, in-company trainers working with videos in their dialogues with VET students are able to promote easily a more in-depth reflection on work processes, as well as on the range of achieved learning outcomes. The videos showcase, therefore, the benefit of the students' experiences in a reflective and analytical way.

Videos have become a "new normal" in today's way of communicating and receiving information, as well as of translating content. Young people, such as the Generation Z, are avid video users, including for learning purposes. When it comes to education, Gen Z often prefers video messages and short instructional films to "long complex texts". The results from the surveys in the European project SEE THE GOAL have shown that visualization leads to a better understanding of the formal in-company learning outcomes.

In-company trainers use videos to introduce students into their work and learning tasks as a way to create a better understanding of the often abstract learning outcomes. Actual work situations were filmed as a way to support the planning and monitoring of the training.



I watch everything on YouTube – for learning purposes or for private use. Everything I am interested in I check out there. That is why I like your short videos, too. My in-company trainer did not want to watch them at first – 'It will take too much of my time', he said. After we watched two of them, he became more and more interested. From that time on, we watched videos each morning for a few minutes and discussed about them. Mostly I love comparing between the VET college and the company – in the video everything is filmed step by step. While at the company, we were involved in a lot of 'complications', riddles, etc. I think both parts are very important for us: preparation for work with videos and also real work.

- Student of industrial mechanics, Slovenia

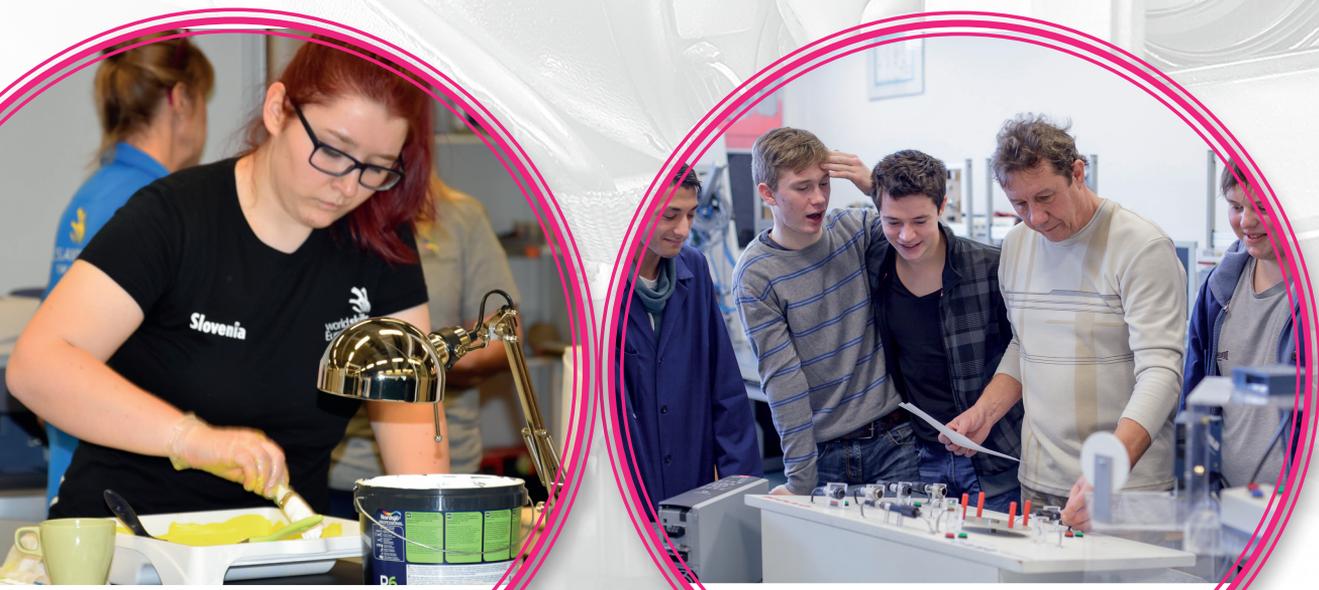


PREPARATION OF AN (INDIVIDUALIZED) IN-COMPANY TRAINING PLAN

In-company training plans represent the integration of both national and sector-specific training requirements, as well as of work tasks aligned to the company. Sometimes they also include the students' individual choices. These plans are often prepared in collaboration with in-company trainers, VET consultants and possibly teachers. For so doing, a good level of familiarisation with training standards and learning outcomes is necessary. SEE THE GOAL's videos can support this process. A clear sequence of work tasks and training activities with related learning outcomes are a good basis for the organisation of the training process. In-company trainers should cooperate closely with VET colleges at all stages, so that in-company training plans support the development of each individual student.

In practice, FINLAND:

Workplaces and educational institutions formulate vocational qualification requirements with the Finnish National Board of Education. According to these qualification requirements, VET college prepare individual study plans for each student, which are combined with the learning outcomes gained in VET colleges and in companies. This plan is firstly prepared following the wishes and abilities of each student. Secondly, VET colleges take into consideration the capacities of each workplace to ensure that all competences are learnt and assessed. VET colleges are also responsible to guide workplaces' staff to organise students work tasks and they also give instructions to assess students competences through their work tasks. The videos produced in the SEE THE GOAL project are useful for workplace learning when the workplace staff gets familiar with vocational qualification requirements. The videos give some examples on why work tasks are relevant for students to learn. As for the students, the videos help to understand similar aspects: what needs to be learnt with each work task and what will be assessed. In addition, it gives students an understanding on what kind of competences they will attain during workplace learning processes.



IMPLEMENTATION AND MONITORING OF TRAININGS

For a successful training, the trainer plans the implementation of the training activities in a progressive order of difficulty, and dedicates time for a follow-up with the students, so that any possible obstacles identified during the training can be discussed and dealt with. The trainer also has to demonstrate and explain all the different stages of each activity.

Methods used by in-company trainers differ by sectors and by companies. Some could be more instruction-based, others more challenge-based. In process-oriented methods, students are self-responsible once their tasks start, while trainers monitor and intervene only when required by the students. In case of a group of students, mentors may also use group presentations and discussions.

By using different training methods, trainers encourage professional attitudes and behaviours in students, namely perseverance, punctuality, dedication to work, co-responsibility, safety and autonomy, professional ethics, team spirit, as well as personal and professional development.

The recorded videos, supported by written and oral presentations, are an appropriate way to present and describe the work tasks and learning outcomes to be achieved. The videos are closer to younger generations and allow for a deeper insight into what they need to learn. But also other age groups may prefer video illustrations, depending on their learning styles, their reading and writing skills and the benefit of making complex learning outcomes visible. Videos offer a more concrete presentation of a new learning outcome.

Trainers can use videos when reflecting with students about achieved learning outcomes. Students who watch the videos after the start of the training can pay more attention to the learning outcomes in detail, once they have already gained some experience and knowledge.

“ Together with our in-company trainer we watched videos. At the end of each week, he sat down and discussed with me for a few minutes (what do I think, how it looks like in reality,..). He tried very hard to find almost all work situations in their company that we watched the videos. How useful are these videos after my practical training? I do not know – probably I will refresh memory on work I have done in company.

- Student of industrial mechanics, Slovenia

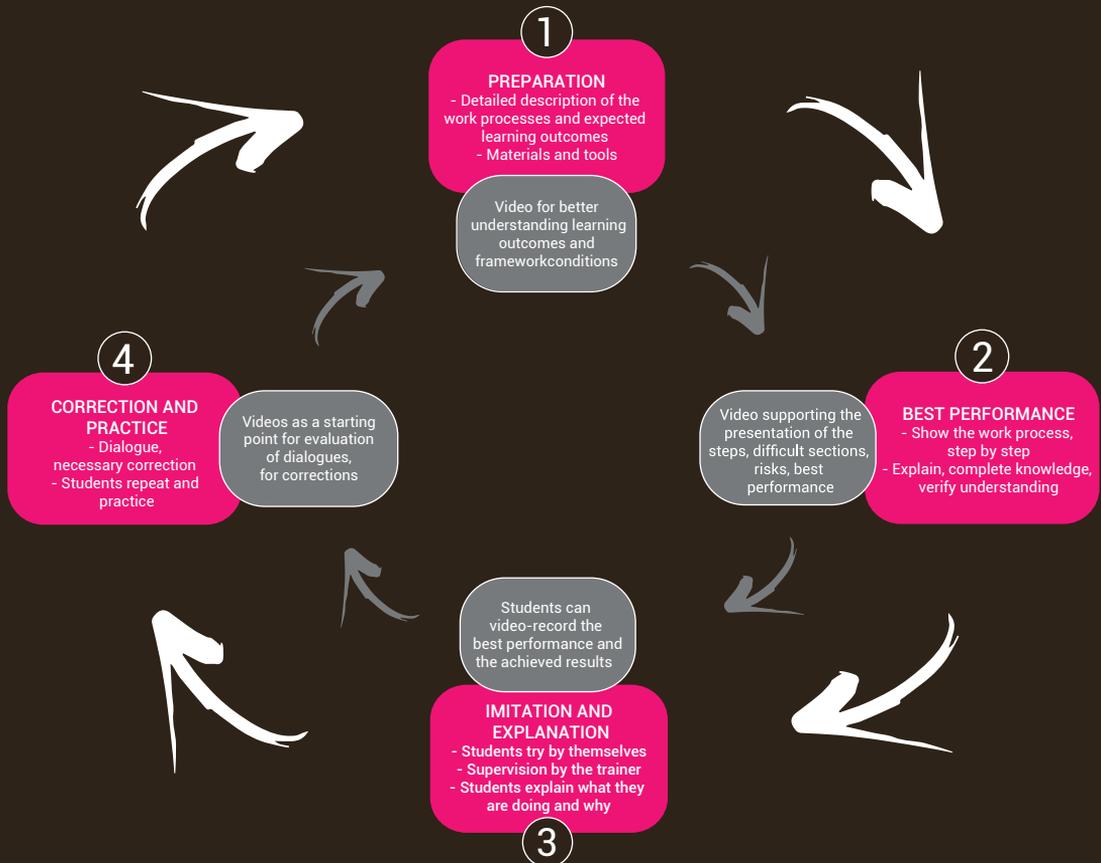
“ I need to be updated in my profession in order to teach my skills to the apprentice, and the student often asks me questions that make me reflect on my own practice.

- Daily trainer of social and healthcare apprentices,

Denmark



A FOUR-STEP METHOD AND VIDEOS



WHEN DESCRIBING (OR FILMING) A WORK PROCESS, KEEP THE FOLLOWING POINTS IN MIND:

Divide the work into a suitable number of sub-tasks

- Point out difficult sections, identify and point out risks
- Consider hand positions and postures: remember to impart important facts, such as risks, quality norms, customer considerations, the product's service life etc.
- Hand out your explanations in the written form.

Remember to answer the following questions:

- what to do in each step?
- how to perform each task?
- why to keep important facts in mind?

ASSESSMENT OF KNOWLEDGE AND COMPETENCES

For a successful assessment, clear communication among all parties (students, in-company trainers, VET consultants and VET teachers) is needed. The methods used for assessment depend on the approach chosen for the training, as well as on the nature of the learning outcomes. Any feedback is stimulating and supportive, as a reflection process on the students' development and results.

The video with the required learning outcomes can be used as a starting point for the evaluation process.

Self-recorded videos can be used as evidence in the process of assessment. Trainers and/or teachers can use these videos as a basis for their feedback and assessment. Students can make their own videos on learning outcomes, in order to document their completed work and their achieved learning outcomes.



I am as proud as the student, when he/she gets well through his/her education.

- Daily trainer of social and healthcare apprentices, Denmark



In practice, Finland:

Finnish vocational education is at the moment in the middle of a reform that is combining legislation and practices of adult education and curriculum-based education for young people. The new law came into force in 2017 and, as a result, workplace assessment is guided by work place assessors (peer employees or managers) and/or teachers of educational institutions. Both share the assessment process in a meaningful way. Students give a skills demonstration of daily work tasks related to vocational qualification requirements. Assessment processes are planned in advance with a student, a work place assessor and a teacher. Vocational qualification requirements are extensive documents and may seem unclear to workplace staff and to students. Videos include a short explanation of the required competences.



INSPIRATION

This guide is based on the results of SEE THE GOAL, a European project under Erasmus+ KA2, 2016-2018.

Seven organisations from Slovenia, Denmark, Finland and Portugal were involved in the development of 32 videos in total. The videos cover in-company learning outcomes from four educational programs, as examples from industrial production, technical maintenance, health care and retail.

The videos were tested by training managers in in-company training, by VET teachers and media librarians in colleges, as well as by VET consultants with their target groups. All in all, several hundreds of persons were involved. The trial runs are documented and published with freely accessible results.

SEE THE GOAL has published a manual for creating a script, for video recording and editing. In addition to the guide at hand, two other guides advise students, as well as VET consultants, on the use of videos for learning purposes.

This guide was created by Darko Mali and Andreja Vuk, CPI.

Read and see more: www.seethegoal-eu.si

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