Future Skills Training

CURRICULUM

FST

VET

Future
Skills
Training

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Project objectives

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In our daily work with VET trainers, we regularly get the feedback that "interdisciplinary skills", also called "future skills", are extremely important for their apprentices, as they build the basis for the everyday work. The condition of good work will be continuous learning and improvement; therefore, the teaching process must adapt to these changed requirements.

Therefore, VET trainers and teachers play a key role for teaching soft skills and will benefit from FST VET.

Project partners

ibis acam

apidoo, as an apprenticeship lab of ibis acam Bildungs GmbH implements projects to promote apprenticeship training in cooperation with the Ministry of Labor and Economy and the Austrian Chamber of Commerce. In this context, we develop training guidelines for apprentices and their employers and create explanatory videos to prepare for the final apprenticeship exam. This puts us in contact with a broad network in Austrian apprenticeship training, which provides us with extensive expertise in learning and teaching fields in apprenticeship training. We have defined the topic of future skills as a sustainable topic in apprenticeship training and are pursuing this at both the training and institutional level. ibis acam can rely on many years of experience in innovative trainings. All our trainers and staff are up to date with modern teaching settings and can easily develop and implement train-the-trainer guides and trainings.

City of Dublin

Education and Training Board

All of our student programs in the VET sector in Ireland involve a period of mandatory work-based learning and while our tutors are quite skilled at engaging with employers on managing and assessing the specific vocational skills development of the students, it is much more difficult to measure the transversal skill levels and teachers and employers are often making value judgements against subjective criteria in the absence of any baseline study. The idea that we can develop a CPD programe for this purpose that is understood and independently quality assured and valued is very attractive to our organization, as indeed is the opportunity to develop and certify our tutors to deliver such an outcome, possibly as a separate micro credential. City of Dublin manages the National Auctioneering Apprenticeship as well as offering a host of other apprenticeships across all sectors. In conclusion this project will be of benefit to all our teaching staff.

General objectives of the FST VET Curriculum

Description

The focus of this activity is the creation of a target group-oriented curriculum, which will be used as a basis for the creation of the FST online tool. Our pedagogical concept of LifeDesign states that the intrinsic motivation of the target group is the basis for knowledge transfer. Therefore, we attach great importance to involving them in the process of orienting the content of our products. The curriculum includes three main chapters, which will be defined within the framework of this activity.

Target group

In the development of the FST CURRICULUM we rely on the experience and expertise of the partner consortium - but in a second step we want to initiate a co-creation process with the actual target group, namely the apprenticeship trainers. VET trainers and teachers play a key role for teaching soft skills, but often lack the pedagogical background for it, as they are experts in their field of business. A survey conducted among the companies we interviewed in the last years for their best practices in the apprenticeship training shows clearly, that companies want a training for their VET-trainers and are intrigued by the possibility of developing such a training with us. Therefore, we are asking them about the status quo of the skills and their ability to teach them and the most sought-after Future Skills in education. In a further step, the results will be verified by surveying the secondary target group of apprentices.

Objectives

By designing the survey for this activity, the consortium intends to get a real picture of the status quo of future skills in apprenticeship training. This will be beneficial for the following reasons:
(a) Documenting the status quo is the first step in identifying the issues and gaps
(b) By setting the criteria for the evaluation and discussing on the matter, there will be a first exchange between various stakeholders.

Main objectives

•Apprenticeship trainers and mentors understand the value of using different learning preferences and approaches tailored to the needs of apprentices.

•There are methods proposed for the integration of the future skills training into the hard skills training.

•This curriculum as well as the FST Tool and Guide helps apprentice trainers to understand the concept of future skills and LifeDesign and intrinsic motivation – experience it on themselves. To be able to pass that motivation on to the apprentices.

•This curriculum helps apprentice ship trainers to understand how future skills can be applied in apprenticeship training to support the apprentices in their professional as well as personal development.
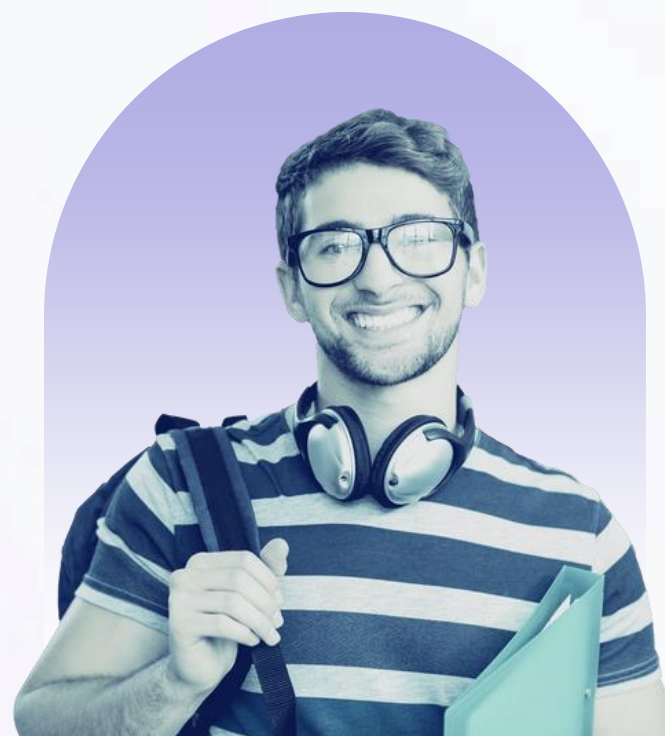
Target groups

Main

+ Sub

(Apprenticeship-) Trainers in school-based training

Company mentors /instructors in the company context
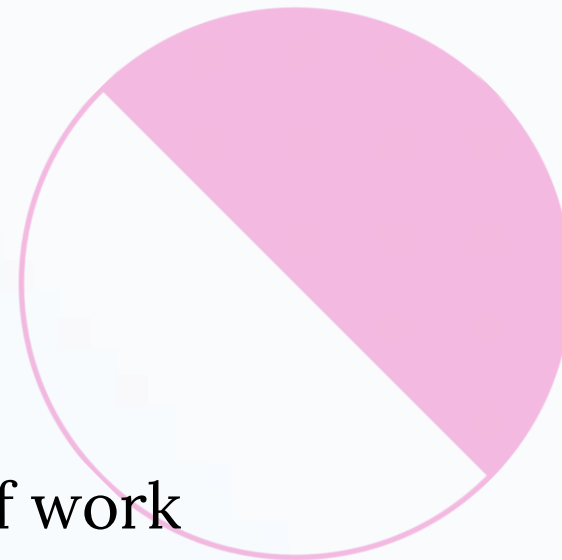
Apprentices

Apprenticeship training in AT

- Dual apprenticeship – two to four years (varies by apprenticeship trade)

- Eligibility age: 15+

- Minimum share of time spent in in-company training: 80%

- Responsibility for the learning in company: accreditation; in company trainer, facilities and equipment; suitability assessed by Competent apprenticeship office of the Federal Economic Chamber in collaboration with Chamber of Labour.
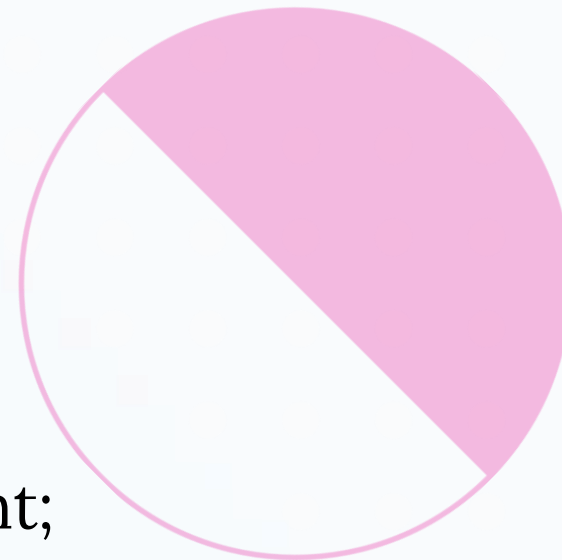
Apprenticeship training in IE

- Four years

- Eligibility age: 16-17

- Minimum share of time spent in in-company training: typically 65% depending on year of study

- Responsibility for the learning in company: Employers must provide apprentices with the full range of work specified in the SOLAS workplace assessment book. According to the code of practice; equipment tools, tutors ; suitability assessed by SOLAS, the agency of the Department of Education and Skills.
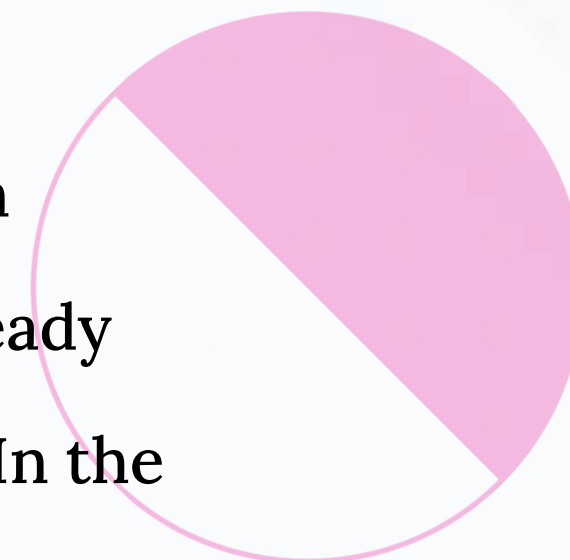
Sector specification

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Since 2016, many new apprenticeships have been created in Ireland, in which Future Skills has already been incorporated into the training curriculum. In the "older" apprenticeships future skills are taught more as an add on.

Survey

Aim of the survey and summary of the findings

The main objective of this survey was to identify the ten most important future skills to include in the FST Curriculum as identified by the trainers, company mentors and apprentices in both countries.

The findings suggest that analytical thinking/problem solving was considered the most important Future Skill by the company mentors and trainers in both countries.

This was reflected by the results of the apprentices' survey also in both countries with communication skills coming in at a close second.

Survey

Overall Rating of Future Skills

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Overall Result from FST VET Survey - FST Curriculum					
	Ireland		Austria		
Future Skill	Trainer/Mentor	Apprentice	Trainer/Mentor	Apprentice	Totals
Analytical Thinking/Problem Solving	11	24	10	17	62
Communications Skills	8	26	10	16	60
Motivation	10	20	9	16	55
Manual Skills	9	26	6	11	52
Creativity/Innovative Thinking	5	22	10	15	52
Collaboration/Teamwork	4	25	9	14	52
Adaptability	7	19	8	17	51
Active Learning	8	20	8	11	47
Resilience/Endurance	8	15	9	14	46
Empathy	10	10	9	16	45
Safety and Ethical Work Practices/Risk Management	10	18	4	11	43
Cognitive Flexibility/Lifelong Learning	7	15	9	9	40
Integrity/Human Dignity	7	13	3	10	33
Sustainability Awareness	3	7	3	11	24
Leadership	2	11	1	6	20
Entrepreneurship	1	9	2	6	18

Survey I: Apprenticeship trainers and mentors

Questions

Knowledge of Future Skills

Already incorporating Future Skills

Ability to effectively teach future skills

Results

Only 3 of the Irish mentors/trainers had heard of future skills before whereas 7 of the Austrian mentors/trainers were aware of them.

The majority of both nationalities felt they did incorporate future skills in their teaching with the Irish cohort doing it through on the job training and the Austrian mainly through individualized coaching or support.

Both cohorts identified having a better understanding of emerging concepts in future skills as the key method to support them in effectively teaching future skills.
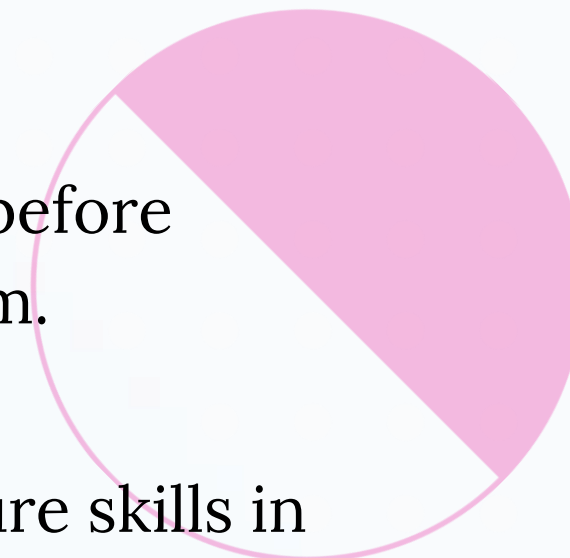
Survey II: Apprentices

Questions

Least important future skills

Confidence level with future skill

Motivation to learn

Results

Leadership, entrepreneurship and sustainability awareness not considered very important by both cohorts.

The Irish apprentices were very confident when it came to empathy and adaptability/flexibility. Likewise, the Austrian apprentices were confident when it came to empathy, but safety & ethical practice rated higher.

The Irish apprentices were motivated by doing a good job, enjoying the work and wanting to learn more. The Austrian cohort also felt enjoying the work motivated them to learn more with wanting to make money also important.
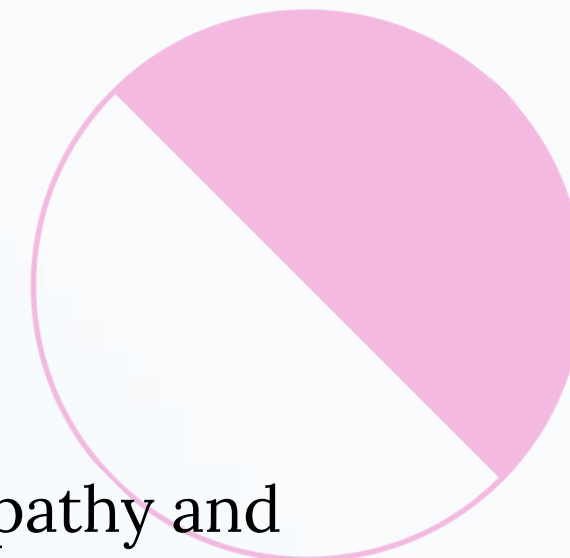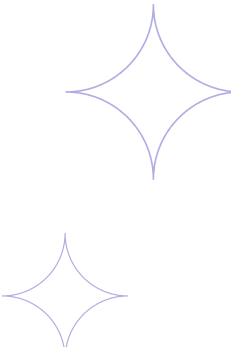
Learning format

Microlearning

The innovative microlearning format of our project fits the needs of VET teachers and addresses the digital transformation of our time. Through a blended learning format, we provide apprentice trainers with a high-quality continuing education opportunity in the context of the digital transformation: the digital content offers maximum flexibility and time- and location independent learning. In workshops, the VET trainers have the opportunity to delve deeper into the subject – and they also have access online to all the materials in case they cannot be present.

Learning QUESTS

The quest format in e-learning is a structured approach to presenting learning content and activities to learners in a way that simulates a journey or adventure. It's designed to engage learners by framing their learning experience as a quest or mission, where they progress through challenges, tasks, and activities to achieve specific learning objectives. This format is often used in gamified e-learning platforms or modules to make learning more interactive and enjoyable.
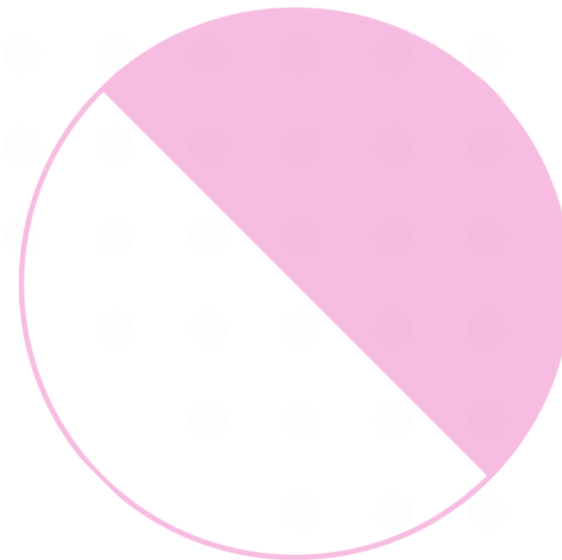
Learning QUESTS

INPUT

- The Input stage is where learners are introduced to the learning content and objectives. It typically involves presenting information, concepts, or skills that the learners will need to acquire or understand to complete the quest successfully.

- This can be in the form of text, videos, images, audio clips, interactive presentations, or any other multimedia format suitable for the learning material.

- The Input stage sets the stage for the quest by providing learners with the necessary background knowledge and context.

Learning QUESTS

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CALL TO ACTION

- After receiving the input, learners are presented with a Call to Action, which is a prompt or directive that instructs them on what they need to do next to progress through the quest.

- The Call to Action typically involves engaging the learners in activities or tasks related to the learning objectives. These tasks could include problem-solving exercises, quizzes, simulations, role-playing scenarios, or any other interactive activity.

- The Call to Action motivates learners to apply the knowledge they've gained in the Input stage and encourages active participation in the learning process.

Learning QUESTS

OUTPUT

- The Output stage is where learners demonstrate their understanding or mastery of the learning objectives by completing the tasks or activities assigned to them.

- Learners may be required to submit their responses, solutions, or reflections based on the Call to Action. This could involve writing essays, creating presentations, participating in discussions, or completing assessments.

- The Output stage provides learners with an opportunity to apply what they've learned, receive feedback on their performance, and reinforce their understanding of the subject matter.
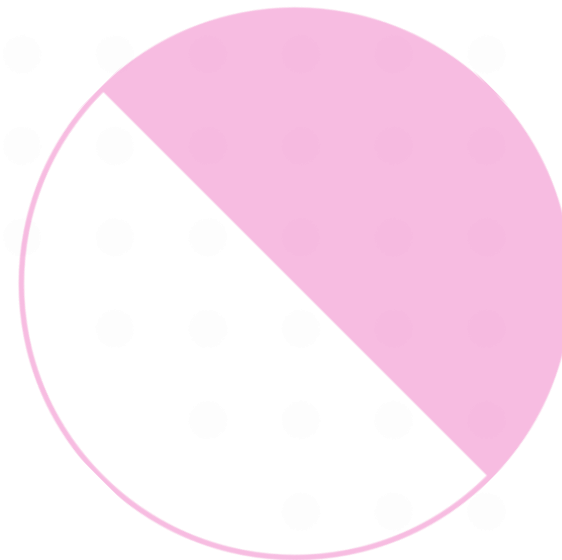
Module 1

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Pedagogical didactic approach

for apprenticeship trainers to

teach soft/future skills in

apprenticeship training

LESSONS

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Future Skills Training

Lesson 1: What are Future Skills and what is their impact on apprentices / professional development

Lesson2: What is LifeDesign and how can it be integrated in the training of hard skills

LESSON 3 : PROTOTYPING IN APPRENTICESHIP-LEARNING

Lesson 1: What are Future Skills and what is their impact on apprentices / professional development

Future skills encompass a wide array of capabilities, with a significant emphasis on soft skills rather than technical expertise. These soft skills, such as communication, collaboration, critical thinking, problem-solving, and adaptability, are becoming increasingly crucial in the evolving job market.

Employers are placing greater importance on soft skills due to their role in fostering effective teamwork, driving innovation, and navigating complex work environments. Strong communication skills enable individuals to express ideas clearly, build rapport with colleagues and clients, and resolve conflicts constructively. Collaboration skills facilitate effective teamwork and the exchange of ideas, leading to enhanced creativity and problem-solving capabilities within organizations.

Critical thinking and problem-solving skills are essential for individuals to analyze information, evaluate alternatives, and make well-informed decisions. In a rapidly changing business landscape, the ability to adapt to new situations and learn from setbacks is invaluable. Adaptability enables individuals to embrace change, pivot when necessary, and thrive in dynamic work environments.

Moreover, future skills encompass empathy, emotional intelligence, and cultural awareness, enabling individuals to connect with others on a deeper level and navigate diverse cultural contexts effectively. In an interconnected world, these interpersonal skills are essential for building strong relationships with colleagues, clients, and stakeholders across different backgrounds and cultures.

By prioritizing the development of soft skills in apprenticeship training and professional development programs, individuals can enhance their employability, resilience, and overall effectiveness in the workplace. Soft skills not only complement technical expertise but also serve as the foundation for success in a rapidly changing and interconnected global economy.
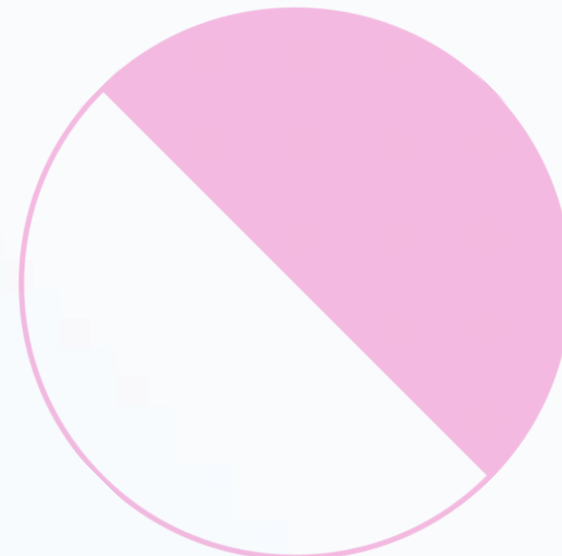
LESSON GOALS

1. Future Skills Integration:
   - Goal: Apprenticeship trainers will develop the capability to seamlessly integrate identified future skills into their training programs, fostering apprentices' adaptability and resilience.
   - Competence: Integrating future skills effectively into apprenticeship training.
2. Transversal Skills Articulation:
   - Goal: Apprenticeship trainers will acquire the skill to articulate the importance of transversal skills, explaining their broad applicability in diverse situations.
   - Competence: Clearly communicating the relevance of transversal skills to apprentices.
3. Cognitive and Metacognitive Skills Development:
   - Goal: Apprenticeship trainers will facilitate the development of apprentices' cognitive and metacognitive skills, enhancing their ability to process information and set goals.
   - Competence: Guiding apprentices in the cultivation of cognitive and metacognitive skills.
4. Soft Skills Emphasis:
   - Goal: Apprenticeship trainers will emphasize the importance of soft skills, recognizing their role in enhancing apprentices' interpersonal, communication, and teamwork abilities.
   - Competence: Integrating the emphasis on soft skills into apprenticeship training.
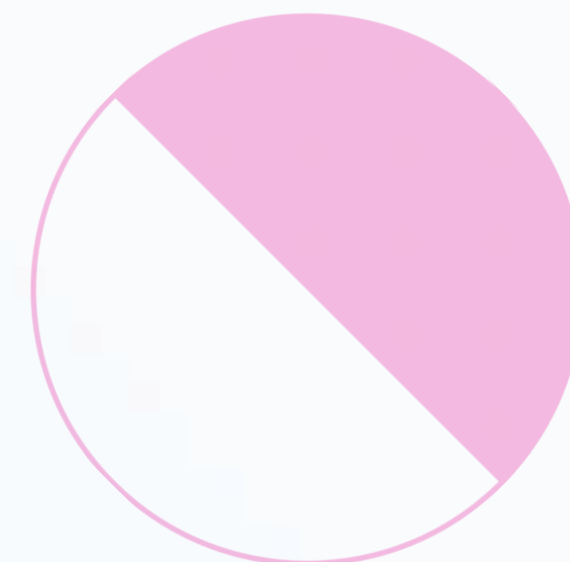
5. Global Citizenship Promotion:

•Goal: Apprenticeship trainers will promote global citizenship by fostering tolerance, openness, respect for diversity, and intercultural understanding among apprentices.

•Competence: Implementing strategies to instill global citizenship values in apprentices.

6. Resilience Building:

•Goal: Apprenticeship trainers will guide apprentices in building resilience, equipping them with skills to navigate challenges, uncertainties, and complex situations.

•Competence: Facilitating resilience-building activities and discussions.

7. Effective Communication of Future Skills:

•Goal: Apprenticeship trainers will enhance their communication skills to effectively convey the importance of future skills and their practical application in the evolving world of work.

•Competence: Communicating the significance of future skills in a clear and compelling manner.

8. Incorporating Wellbeing Focus:

•Goal: Apprenticeship trainers will incorporate a focus on apprentices' wellbeing into training programs, recognizing its impact on mental health and overall success.

•Competence: Integrating strategies for promoting apprentices' wellbeing within the training context.

9. Long-Term Impact Assessment:

•Goal: Apprenticeship trainers will develop the ability to assess the long-term impact of Future Skills training on apprentices, understanding that results may not be immediately visible but play a crucial role in their future challenges.

•Competence: Evaluating and reflecting on the enduring effects of Future Skills training on apprentices' development.

Lesson2: what is life design and how can it be integrated in apprenticeship training focusing on developing future skills with apprentices

Life design is a proactive and holistic approach to career development that emphasizes self-awareness, exploration, and intentional decision-making to create a fulfilling and meaningful life and career. It involves assessing one's values, interests, strengths, and aspirations, exploring various career paths and opportunities, and taking deliberate actions to design a life aligned with one's goals and aspirations.

Integrating life design principles into apprenticeship training can enhance the development of future skills among apprentices in several ways. Firstly, life design encourages apprentices to reflect on their personal values, interests, and strengths, helping them gain a deeper understanding of themselves and what they hope to achieve in their careers. By aligning their career goals with their personal values and interests, apprentices can pursue paths that are inherently motivating and fulfilling.

Secondly, life design encourages apprentices to explore a wide range of career possibilities and opportunities. Through activities such as informational interviews, job shadowing, and experiential learning, apprentices can gain exposure to different industries, roles, and work environments. This exposure not only broadens their horizons but also helps them develop a more nuanced understanding of the skills and competencies needed in various fields.

Thirdly, life design promotes resilience and adaptability by encouraging apprentices to embrace uncertainty and learn from setbacks. Apprentices learn to view career decisions as iterative processes, where experimentation, reflection, and adjustment are essential. This mindset shift helps apprentices navigate the ever-changing job market with confidence and resilience, enabling them to adapt to new challenges and seize opportunities for growth.
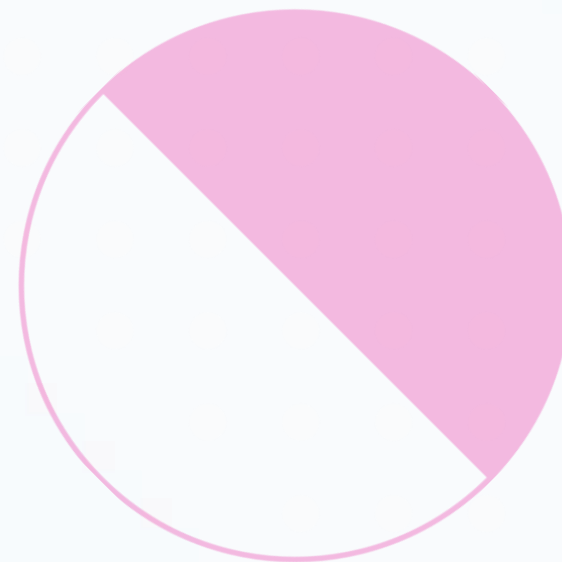
Lesson2: what is life design and how can it be integrated in apprenticeship training focusing on developing future skills with apprentices

Furthermore, life design fosters the development of essential future skills such as communication, collaboration, critical thinking, and problem-solving. Through activities such as networking, team projects, and problem-based learning, apprentices have opportunities to practice and refine these skills in real-world contexts. These experiences not only enhance their employability but also prepare them to thrive in diverse and dynamic work environments.

In summary, integrating life design principles into apprenticeship training can significantly enhance the development of future skills among apprentices. By fostering self-awareness, exploration, resilience, and skill development, life design empowers apprentices to design meaningful and fulfilling careers aligned with their aspirations and the evolving demands of the job market.

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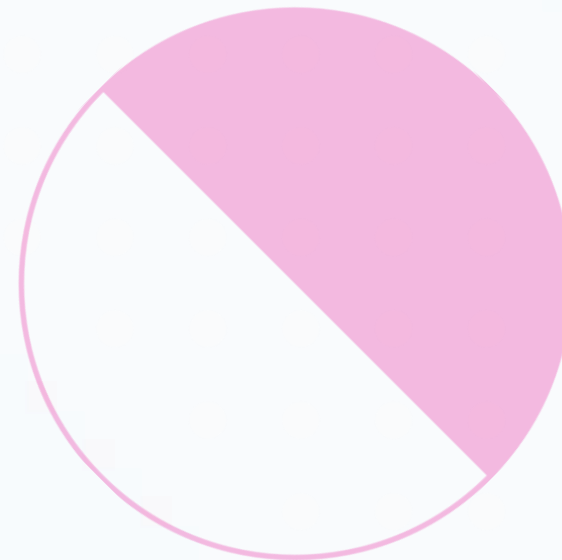
LESSON GOALS

1. Vision Facilitation:
   • Goal: Apprenticeship trainers will acquire the ability to guide and facilitate the development of clear and inspiring personal and professional visions for their apprentices.
   • Competence: Facilitating vision formulation.
2. DesignThinking Instruction:
   • Goal: Apprenticeship trainers will demonstrate proficiency in instructing apprentices on applying DesignThinking methodologies to develop realizable visions.
   • Competence: Instructing the application of DesignThinking principles.
3. Facilitating Creative Problem Solving:
   • Goal: Apprenticeship trainers will develop the skill to guide apprentices in convincingly solving complex problems from the user's perspective.
   • Competence: Facilitating creative problem-solving.
4. Life Vision Board Guidance:
   • Goal: Apprenticeship trainers will effectively guide apprentices in creating and utilizing Life Vision Boards to document and adjust personal and professional goals.
   • Competence: Guiding visualization and goal documentation.
5. Motivation and "Know Why" Instruction:
   • Goal: Apprenticeship trainers will provide instruction on helping apprentices understand and articulate their personal motivation ("Know Why") as a driving force for their learning.
   • Competence: Instructing motivation awareness and expression.

6. Learning Types Guidance:
- Goal: Apprenticeship trainers will assist apprentices in identifying their preferred learning types and guide them in leveraging these for effective learning.
- Competence: Guiding self-awareness of learning preferences.

7. Competence-Oriented Educational Planning Instruction:
- Goal: Apprenticeship trainers will provide instruction on collaboratively developing competence-oriented educational plans with apprentices to achieve personal and professional goals.
- Competence: Instructing educational planning and goal setting.

8. Action-Oriented Learning Facilitation:
- Goal: Apprenticeship trainers will facilitate apprentices' engagement in action-oriented learning, guiding the application of acquired knowledge and skills in practical situations.
- Competence: Facilitating application of learning in real-world scenarios.

9. Life-Long Learning Strategy Guidance:
- Goal: Apprenticeship trainers will guide apprentices in identifying and applying effective learning strategies beyond the program, fostering a culture of life-long learning.
- Competence: Guiding application of learning strategies in different contexts.

10. Labor Market Re-Entry Support:
- Goal: Apprenticeship trainers will equip apprentices with skills and qualifications aligned with labor market needs, supporting their successful re-entry into the workforce.
- Competence: Providing labor market-oriented qualification support.

11. Facilitating Self-Directed Learning:
- Goal: Apprenticeship trainers will develop the skill to encourage apprentices to take initiative in their learning, guiding them in setting and achieving self-directed learning objectives.
- Competence: Facilitating self-directed learning skills.

LESSON 3 : PROTOTYPING AS A METHOD FOR FUTURE SKILLS DEVELOPMENT IN APPRENTICESHIP TRAINING

Prototyping in life design is a dynamic process that involves creating tangible representations or experiments to explore potential career paths, projects, or ideas. It's an essential tool for teaching future skills in apprenticeship training because it provides apprentices with hands-on learning experiences that foster skill development and prepare them for the demands of the evolving job market.

Through prototyping, apprentices engage in active experimentation, allowing them to test different ideas, approaches, and solutions in a low-risk environment. This encourages risk-taking and innovation, as apprentices learn to embrace failure as a natural part of the learning process and view setbacks as opportunities for growth.

Prototyping also promotes iterative problem-solving, where apprentices cycle through phases of testing, feedback, and refinement to continuously improve their ideas or solutions. This iterative approach cultivates critical thinking, creativity, and adaptability, as apprentices learn to adapt and pivot in response to new information or challenges.

Furthermore, prototyping encourages collaboration and communication skills as apprentices often work in teams to brainstorm ideas, share feedback, and iterate on prototypes. By collaborating with peers, mentors, or stakeholders, apprentices develop effective teamwork, communication, and interpersonal skills that are essential for success in the workplace.

One of the key benefits of prototyping is its real-world relevance. By working on projects or solving problems that have practical applications, apprentices gain a deeper appreciation for the value of their skills and knowledge. This makes the learning experience more meaningful and motivates apprentices to apply what they've learned to real-world situations.

Overall, prototyping in life design provides apprentices with valuable opportunities to develop future skills such as critical thinking, creativity, adaptability, collaboration, and communication. By engaging in prototyping activities, apprentices gain practical experience and confidence that will serve them well as they navigate their careers in an increasingly complex and dynamic world.

LESSON GOALS

1. Skills Exploration Mastery Facilitation:
    •Goal: Apprenticeship trainers will facilitate the development of skills exploration mastery in apprentices, guiding them to articulate their skills and align them with the evolving demands of their apprenticeship.
    •Competence: Proficiently conducting and guiding skills exploration sessions for apprentices.
2. Future Skills Integration Guidance:
    •Goal: Apprenticeship trainers will provide guidance on seamlessly integrating identified future skills into the apprenticeship curriculum for apprentices.
    •Competence: Offering support in integrating future skills seamlessly into apprenticeship training programs.
3.Visual Representation Proficiency Coaching:
    •Goal: Apprenticeship trainers will coach apprentices in becoming proficient in visually representing their identified interests, skills, and values for effective communication and analysis.
    •Competence: Providing guidance on creating visually impactful representations of personal and professional attributes.
4. Matrix-Based Skill Analysis Training:
    •Goal: Apprenticeship trainers will train apprentices in using a Matrix of Future Skills to analyze and evaluate the relevance of specific skills within the apprenticeship context.
    •Competence: Instructing apprentices in analyzing and assessing skills through a structured matrix.
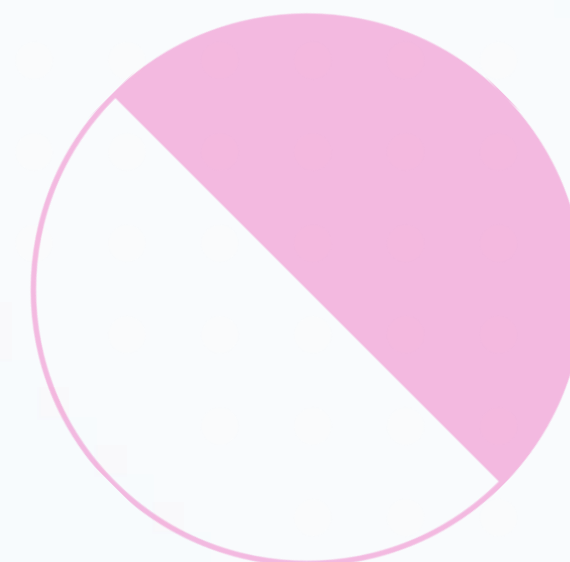
5. Effective Internal Dialogue Guidance:
   •Goal: Apprenticeship trainers will guide apprentices in enhancing their ability to engage in an internal dialogue, recognizing and managing voices that impact skill development.
   •Competence: Providing support for apprentices to recognize and manage internal influences on skill development.

6. Prototyping Skill Application Support:
   •Goal: Apprenticeship trainers will support apprentices in developing and implementing effective skill prototypes for practical application in real-world scenarios.
   •Competence: Offering assistance in designing and implementing skill prototypes for practical application.

7. Skill Interview Proficiency Coaching:
   •Goal: Apprenticeship trainers will coach apprentices in becoming proficient in conducting skill interviews, helping them extract relevant insights from professionals possessing desired skills.
   •Competence: Providing guidance on crafting and conducting effective skill-focused interviews.

8. Comprehensive Skill Shadowing Facilitation:
   •Goal: Apprenticeship trainers will facilitate comprehensive insights for apprentices through skill shadowing, including the observation of skill application, challenges, and task execution.
   •Competence: Structuring and facilitating skill shadowing experiences for apprentices.

9. Reflective Skill Feedback Analysis Guidance:
   •Goal: Apprenticeship trainers will guide apprentices in developing the ability to reflect on their skill exploration, prototypes, and decisions, identifying areas for improvement and ongoing skill development.
   •Competence: Offering guidance on conducting reflective analysis of skill feedback.

10. Continuous Skills Development Planning Support:
   •Goal: Apprenticeship trainers will provide support to apprentices in developing and implementing ongoing skill development plans to ensure continuous improvement.
   •Competence: Facilitating the creation and execution of personalized skill development plans for apprentices.

Module 2

Top 10 Future Skills

An OECD report published in 2018 identified 36 future skills which are still under review (OECD, 2018). Using the OECD list and working with experienced educators we identified a more concise list of 16 future skills as the basis for the survey.

Based on the results of the surveys of company mentors, apprentice trainers and the apprentices themselves we have now identified what they consider the 10 most important future skills. The following slides provides a definition of each future skill and an approach for developing these skills with learners.

Skill 1

Analytical Thinking/Problem Solving

Definition:
To know how to figure things out and make the right choice.

Learning Outcome:
On completion of this lesson the trainer/mentor will understand how to support solving problems and analytical thinking with their learners to resolve practical and theoretical problems.

Competence:
The trainer/mentor will have the knowledge and the skills to incorporate analytical thinking and problem-solving techniques in their teaching.

Lesson Outline

Define and break down the problem

Start by helping apprentices understand the problem they are facing. Encourage them to ask clarifying questions and gather all necessary information. Give examples of your own experiences in overcoming these problems.

Identify methods and scenarios to teach apprentices how to break down complex problems into smaller, more manageable parts. This can help them identify the root cause of the issue and develop a plan to address it.

Encourage critical thinking and foster creativity

Challenge apprentices to think critically about the problem at hand. Encourage them to consider different perspectives, analyze information, and evaluate potential solutions. Set individual craft tasks, monitor and give feedback.

Encourage apprentices to brainstorm creative solutions and explore different approaches to solving the problem. Encourage teamwork and collaboration.

Guidance and practice

Be available to provide guidance and support as apprentices work through the problem-solving process. Offer feedback, ask probing questions, and help them stay on track.

Provide apprentices with plenty of opportunities to practice problem solving in real-world scenarios.
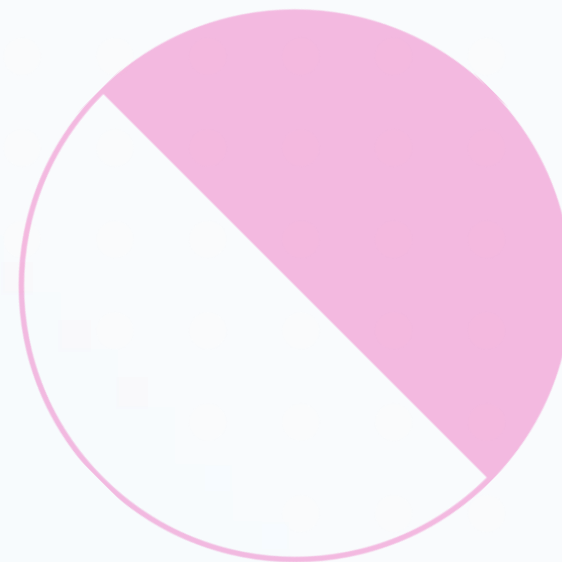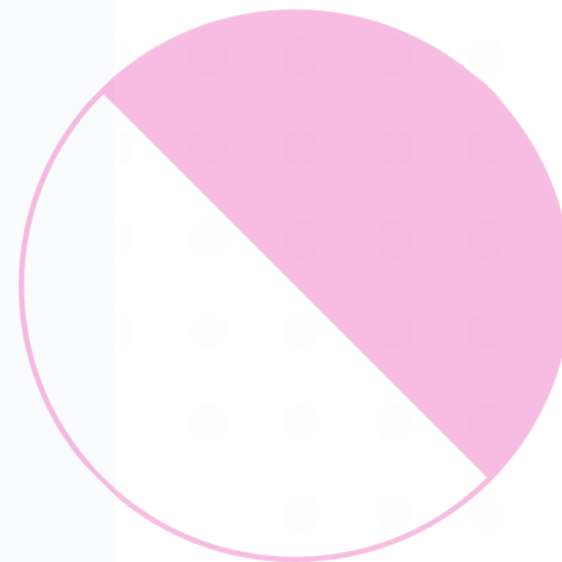
Skill 2

Communication Skills

Definition:
To be able to say and present things clearly and listen carefully to instructions.

Learning Outcome:
On completion of this lesson the trainer/mentor will understand how to support the development of communications skills for their learners.

Competence:
The trainer/mentor will have the knowledge and skills to incorporate communication skills in their teaching.

Lesson Outline

Define communication skills

Communication skills is the ability for an individual to accurately convey a message. This skill is essential for the professional development and success in the workplace of the apprentice.

Types of Communication Skills

Active Listening- Encourage apprentices to practice this skill by maintaining eye contact and seeking clarity on questions.

Verbal Communication – teach apprentices how to effectively communicate their ideas.

Non Verbal Communication – emphasize the importance of body language, facial expression and gestures in conveying messages.

Written Communication – Foster the importance of writing clear and concise emails/reports.

Communication in practice

Provide opportunities for apprentices to practice communication skills such as: Building a rapport, resolving conflicts, giving and receiving feedback. Encourage empathic, respectful and open minded approach in their interactions with others.

Conduct roleplaying exercises to reiterate the importance of communication. Encourage self awareness to reflect on their communication style, strengths and weaknesses.

Skill 3

Motivation

Definition:
Motivation is crucial to developing future skills and staying committed to personal and professional growth.

Learning Outcome:
On completion of this lesson the trainer/mentor will understand how to develop and maintain and set clear goals and define specific measurable and achievable time bound goals for the apprentices development

Competence:
The trainer/mentor will have the knowledge and the skills to assist the apprentices in staying engaged, focused and productive throughout their apprenticeship.

Lesson Outline

Set Clear Goals, provide feedback and promote a positive work environment

It is crucial that manageable and achievable goals are set, if necessary break down larger tasks to more manageable tasks to help track progress. Regular feedback and positive reinforcement can boost motivation and maintain a higher skill level. All of this fosters collaboration and enhances job satisfaction.

Foster a growth mindset and encourage self reflection

Encourage apprentices to adopt a growth mindset, this emphasizes the belief that abilities can be developed and help them to see challenges as opportunities for growth and improvement.

The importance of encouraging apprentices to reflect on their strengths, weaknesses and areas for improvement and setting personal development goals to enhance their skills and motivation.

Offer Autonomy and Celebrate Success

Giving apprentices opportunities to be autonomous in developing their craft skills allows them to take ownership of their projects It is vital to celebrate their success, no matter how small as it boosts confidence and motivation. Acknowledge their progress and achievements to reinforce their efforts..
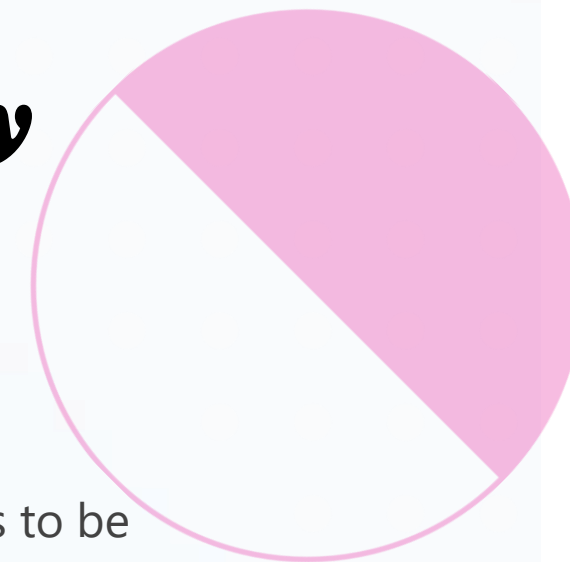
Skill 4

Manual Skills

Definition:
Manual Skills is a hands on approach that combines instruction, demonstration, practice and feedback.

Learning Outcome:
On completion of this lesson the trainer/mentor will understand how to identify what learning styles assist the apprentice reaching proficiency, precision and accuracy.

Competence:
The trainer/mentor will have the knowledge and the skills to assist the apprentices in producing a higher skill level and standard
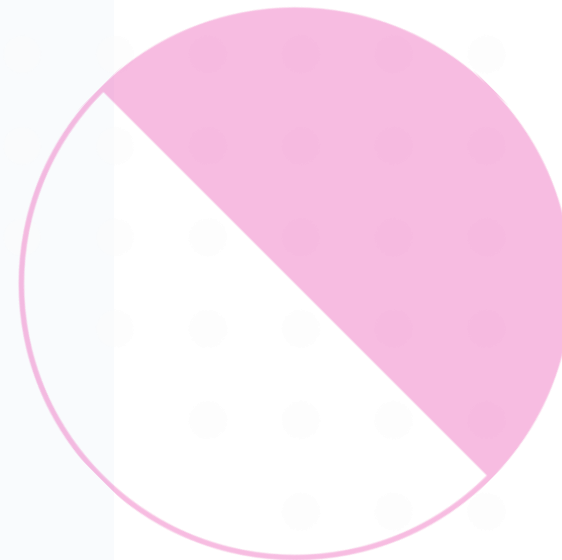
Lesson Outline

Demonstration, Practice, Hands on Learning

Firstly it is important to start by demonstrating the manual skill yourself and showing the apprentices the proper techniques, movement and safety precautions. Use clear and concise instructions to demonstrate this. Break the skill down into smaller more manageable steps and the sequence of steps needed. Provide ample opportunities to practice their manual skills and encourage them until they feel comfortable and confident in their ability.

Feedback and Repetition

It is vital to offer constructive feedback on the apprentices performance of the manual skill. Highlight areas of strength and areas for improvement and guide them on how to enhance their technique. Encourage them to practice their manual skills regularly to build confidence and improve proficiency. Repetition is the key to mastering manual skills.

Importance of Visual Aids and Safety

Send your instruction with visual aids such as diagrams, videos or models to help them better understand their manual skills. Visual aids enhance comprehension and retention of information. Emphasize the importance of safety precautions and the use of appropriate equipment and ensure they understand and follow safety guidelines to prevent accidents and injuries.
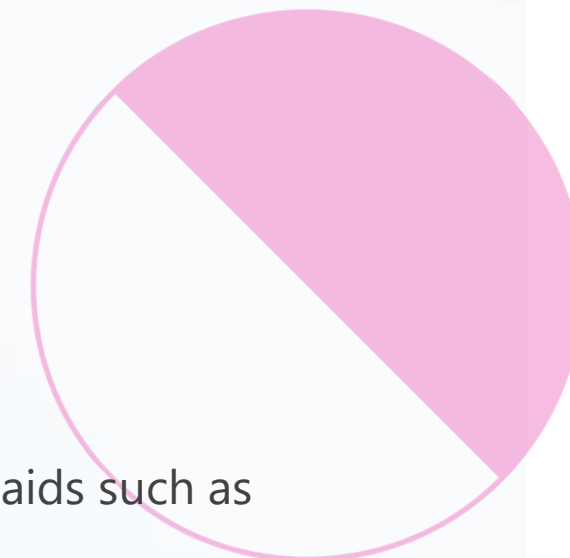
Skill 5

Creativity/Innovative Thinking

Definition:
The ability to come up with unique and original solutions, generate new ideas and adapt to changing circumstances.

Learning Outcome:
On completion of this lesson the trainer/mentor will understand how to develop methods that would promote creative and innovative thinking.

Competence:
The trainer/mentor will have the knowledge and the skills to assist the apprentices in creating opportunities for expermintation fostering a growth mindset

Lesson Outline

Encourage Curiosity, provide opportunities for expermination

Foster a sense of curiosity and exploration in apprentices by encouraging them to ask questions, seek out new information and challenge assumptions. Curiosity is the foundation of creativity and can inspire innovative thinking. Create a safe and supportive environment which apprentices can experiment, take risks and try out new ideas.

Growth Mindset, collaborate and problem solving.

Encouraging the belief the abilities can be developed through effort and learning. Encourage apprentices to collaborate with their peers, mentors and other professionals to exchange ideas, and generate innovative concepts. Teach apprentices how to approach problems from different angles, think critically and encourage them to think outside the box

Creative activities, self assessment

Incorporate creative exercise and activities into your teaching as this stimulates creativity and inspires innovative thinking. Encourage apprentices to reflect on their creative processes and acknowledge their efforts and innovative ideas to reinforce their creativity and motivation.
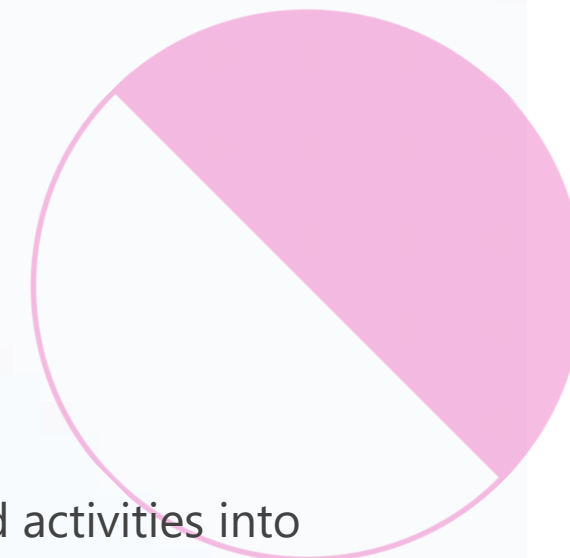
Skill 6
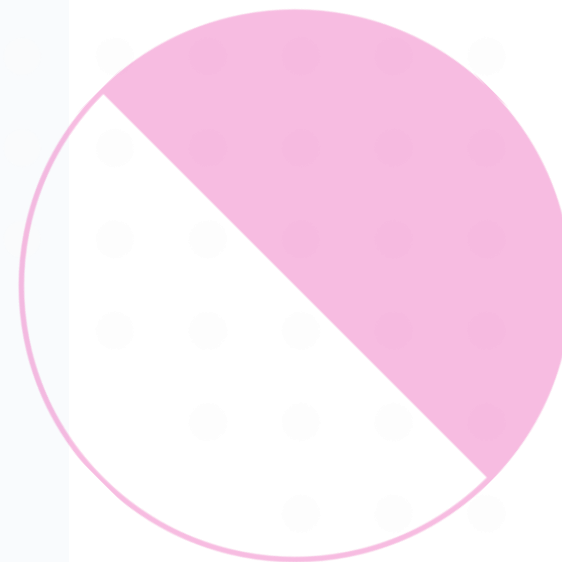
Collaboration/Teamwork

Definition:
The ability to involve a group of people working together to complete a shared goal/project.

Learning Outcome:
On completion of this lesson the trainer/mentor will understand how to define clear expectations, foster a supportive environment, assign projects for the apprentice.

Competence:
The trainer/mentor will have the knowledge and the skills to assist the apprentices to work collaboratively in order to solve problems and achieve common goals

Lesson Outline

Clear expectations, Supportive environment and assign team projects

Clearly define what collaboration and teamwork mean and how they contribute to the overall success of the team and therefore the individual apprentices. Create a supportive environment where apprentices feel comfortable working together and sharing ideas. Team projects assist greatly in requiring collaboration and achieves common goals.

Roles and responsibilities Active listening .

Clearly define the roles and responsibilities of each team member to avoid confusion and promote accountability. Encourage apprentices to collaborate on setting goals, dividing tasks and establishing timelines for project completion.

Teach apprentices the importance of active listening and encourage them to understand different perspectives before sharing their own ideas.

Feedback, Challenges and Achievements

Offer constructive feedback and guidance and help them identify areas for improvement. Encourage them to give and receive feedback from their peers. Working together to solve problems and challenges as a team. It is very important to celebrate the success and achievements of the team to reinforce the importance of collaboration.
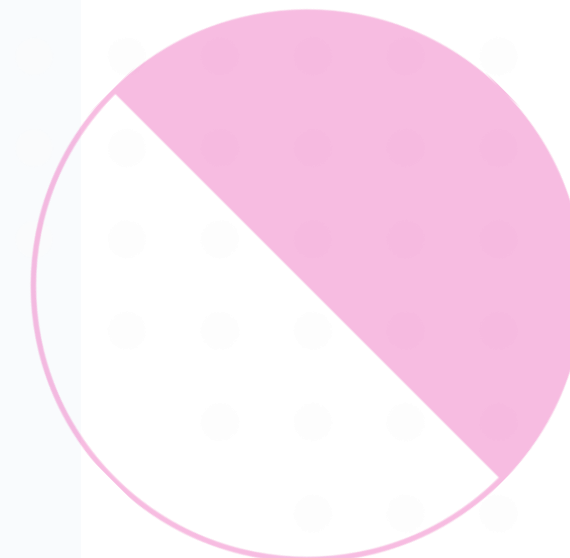
Skill 7

Adaptability

Definition:
The quality of being able to adjust to new conditions/environments.

Learning Outcome:
On completion of this lesson the trainer/mentor will understand how to encourage apprentices to learn from their mistakes and to promote preservance in pursuit of their goals.

Competence:
The trainer/mentor will have the knowledge and the skills to assist the apprentices to embrace change, view challenges as opportunities for growth and learn from setbacks.

Lesson Outline

Importance of adaptability, encourage flexibility Promote Resilience

Explain why adaptability is a valuable skill in today's fast-paced and ever-changing work environment. Helping them to understand that this will assist them thrive in their careers.

Enforce that they may need to adapt their plans, priorities and strategies in response to a change in circumstances. Teach them how to bounce back from setback and failures.

Mindset, Problem Solving and different scenarios

Foster a growth mindset by emphasizing the belief that abilities can be developed through effort and learning. Encourage them to embrace change, view challenges as opportunities for growth and learn from setbacks. Help them to develop strong problem solving skills that help them to adapt to new situations. Expose them to a variety of scenarios and unexpected challenges so they can adjust their approach as needed.

Model Adaptability – Lead by example

Lead by example and demonstrate adaptability in your own work. Show apprentices how you handle change, manage uncertainty and stay resilient in the face of challenges. Your actions can serve as a powerful example for them to follow
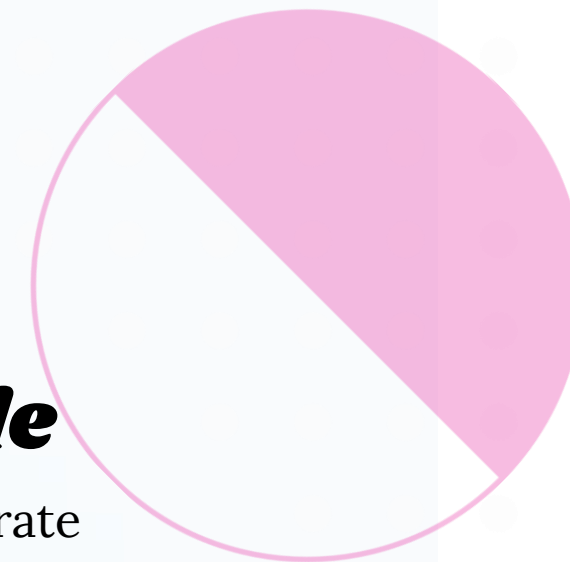
Skill 8

Active Listening

Definition:
The ability to listen attentively to a speaker, understand what they're saying, respond, reflect and retain the information.

Learning Outcome:
On completion of this lesson the trainer/mentor will understand how to develop a supportive environment for the apprentice to feel comfortable in sharing their thoughts, asking questions and contributing to the learning process.

Competence:
The trainer/mentor will have the knowledge and the skills to facilitate group work, provide opportunities for reflection, incorporate interactive teaching methods.
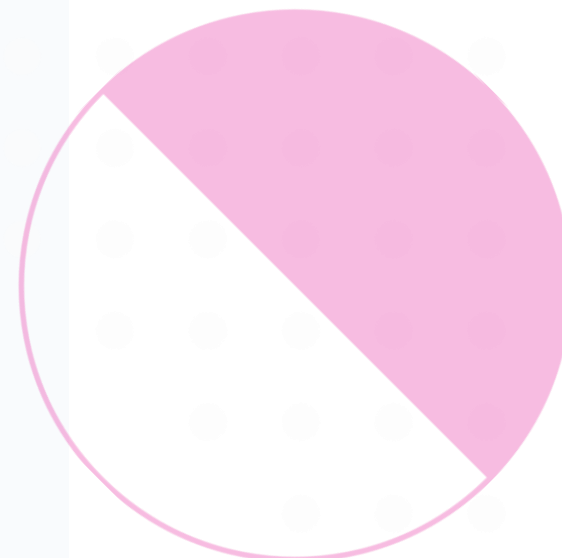
Lesson Outline

Participation, Group Work, Opportunities for Reflection

Encourage apprentices to actively participate in discussions, group activities and hands on tasks by creating a supportive environment where they feel comfortable sharing their thoughts. Encourage them to communicate effectively, delegate tasks and support each other in achieving common goals. Encourage apprentices to reflect on their learning experiences, identify areas of growth and set goals, help them to think critically about their achievements. Highlight the importance of learning from their mistakes.

Teaching Methods, Self directed Learning .

Incorporate industry scenarios, and practical examples into your teaching to help apprentices to apply their knowledge to authentic situations. Utilize interactive teaching methods such as simulations, debates and hands on demonstrations to engage the apprentices in active learning. Empower apprentices to take ownership of their learning by encouraging self directed study, research and exploration.

Growth Mindset

Encouraging apprentices to adopt a growth mindset, which emphasizes the belief that abilities and skill set can be developed through effort and learning. Provide timely and constructive feedback on their performance, progress and areas for improvement. Help them set goals for continued development.

Skill 9

Resilience/Endurance

Definition:
Resilience refers to your strength and ability to recover from misfortune. Endurance refers to your stamina and persistence over a long period of time.

Learning Outcome:
On completion of this lesson the trainer/mentor will understand how to develop the importance of setting realistic expectations for apprentices regarding challenges they may face during their apprenticeship.

Competence:
The trainer/mentor will have the knowledge and the skills to assist the apprentices to encourage self care in building resilience and endurance to face the challenges they may face in life.
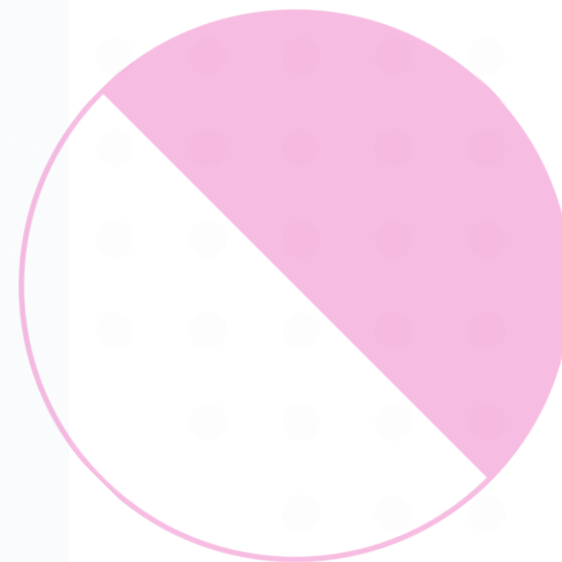
Lesson Outline

Realistic Expectations, Coping Strategies

Start by setting realistic expectations for apprentices regarding the challenges they may face during their apprenticeship. Help them understand that setbacks and obstacles are a natural part of the learning process and that resilience is essential for overcoming them.

Teach them coping strategies to help them manage stress, stay focused and maintain a positive attitude in the face of adversity. Encourage them to practice a positive mental attitude.

Self Care, Mentorship and Support

Emphasize the importance of self-care in building resilience and endurance. Encourage the apprentices to prioritize their physical and mental well-being by getting enough rest, eating healthily, exercising regularly and seeking support when needed. Offer mentorship and support as they navigate challenges and setbacks. Be a source of guidance, encouragement and reassurance.

Reflection and Learning

Encourage apprentices to reflect on their experiences, identify lessons learned and apply those lessons to future challenges. Help them to develop a habit of continuous learning and improvement to enhance their resilience and endurance.
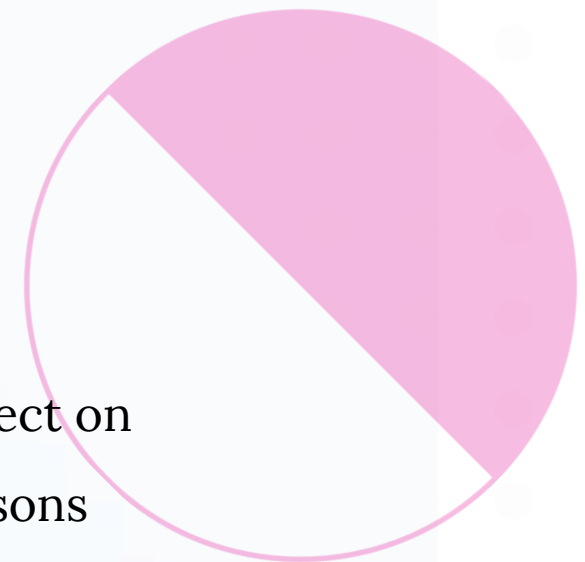
Skill 10

Empathy

Definition:
The ability to understand and share the feelings of another.

Learning Outcome:
On completion of this lesson the trainer/mentor will understand how to develop empathic behaviour, lead by example and demonstrate empathy in their interactions with apprentices.

Competence:
The trainer/mentor will have the knowledge and the skills to assist the apprentices to create a supportive environment to encourage perspective taking and to teach active listening skills.
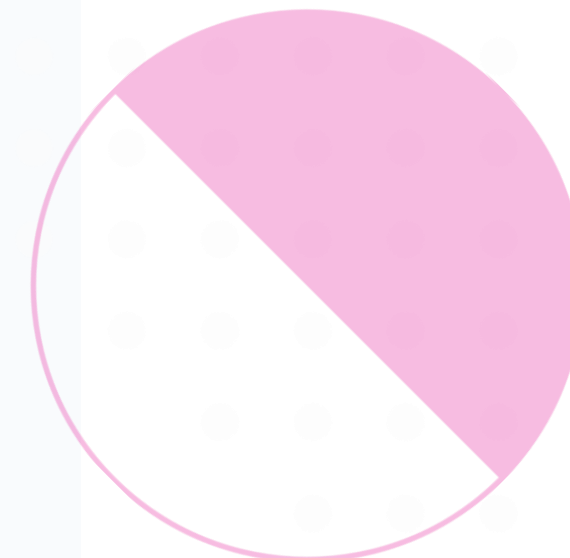
Lesson Outline

Model Behaviour, Supportive Environment and perspective taking

Lead by example and demonstrate empathy in your interactions with apprentices. Show genuine concern for their well-being, listen actively to their perspectives and respond with compassion. Foster and create a supportive inclusive environment where empathy is valued and encouraged. Encourage open communication and respect for diversity. Encourage apprentices to consider the perspectives, feelings and experiences of others. Teach them to put themselves in someone else's shoes.

Provide Opportunities for practice, Teach skills

Create opportunities for apprentices to practice empathy in real world situations. Assign tasks that require them to work collaboratively, resolve conflicts and support their peers with empathy and compassion. Teach apprentices how to listen actively and attentively to others, encourage them to ask clarifying questions and reflect on what they have heard and respond with empathy.

Communication Self Awareness and Feedback

Teach apprentices how to communicate empathetically by using language that is respectful, non judgmental and supportive. Encourage them to express empathy through their words, tone and body language. Encourage them to become self aware and to recognize their own emotions and triggers. Offer constructive feedback on their behaviour.
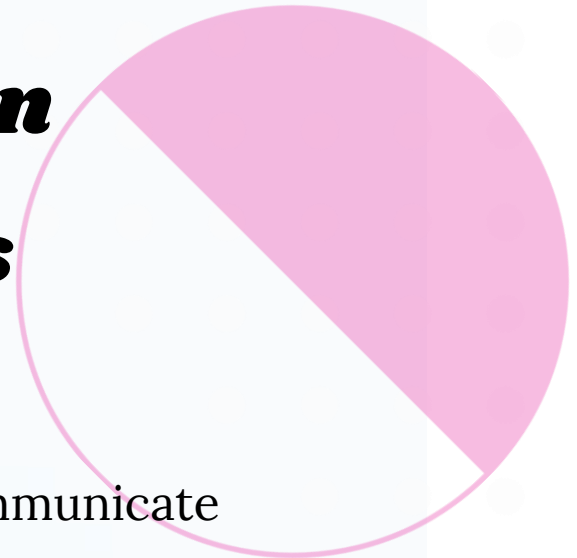
Module 3

LifeDesign method box for teaching future skills in the work context

PROTOTYPING IN APPRENTICESHIP-

LEARNING:

A STEP TO STEP GUIDE

LESSONS

Lesson 1:

UNDERSTANDING

FUTURE SKILLS IN YOUR

APPRENTICESHIP

Lesson2: EXPLORING AND

ENHANCING FUTURE

SKILLS

LESSON 3 : SKILL

PROTOTYPING AND

FEEDBACK

LESSON 4:

CONSOLIDATION AND

CONTINUOUS SKILL

DEVELOPMENT

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Lesson 1: Understanding Future Skills in Your

Apprenticeship

Skills Exploration Method: As apprentices, it's important to explore and understand the future skills required in your apprenticeship. The "Skills Exploration" method allows you to delve into your strengths, identifying the skills that will be crucial for your evolving profession. Recognize your interests, skills, and values, connecting them with the skills essential for your future role.

Implementation Steps for "Skills Exploration":

- Share experiences from your apprenticeship where you felt engaged, energized, and authentic.

- Discuss these experiences with your team. Your team acts as skill detectors, identifying the skills that emerge from the stories. Receive feedback on your identified skills from your team. Skill Formulation Process:

- In the focus phase, formulate questions centered around the skills needed for your apprenticeship.

- Define the key skills required (e.g., What skills are crucial for my role?).

- Note important insights from the skill exploration phase.

- Formulate initial questions focusing on the development of specific skills.
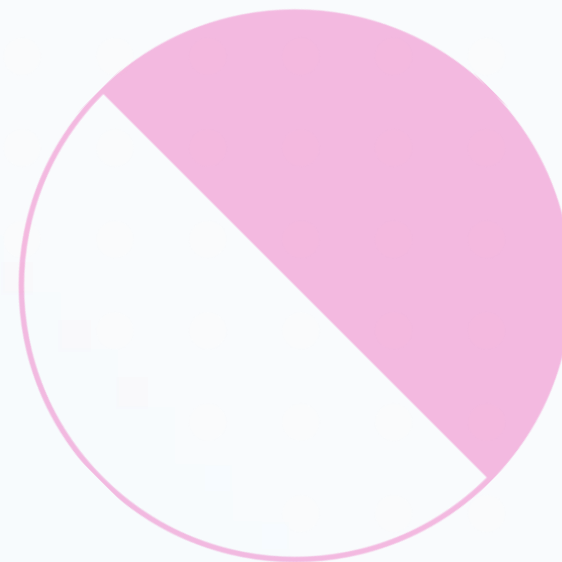
Lesson 2: Exploring and Enhancing Future Skills

Apprenticeship Skill Collage: Utilize the apprenticeship skill collage to visually represent the skills needed in your future role. Connect your identified interests, skills, strengths, and values with the essential skills. The visual representation aids in organizing thoughts and identifying areas for skill development.

Matrix of Future Skills: To identify and enhance skills required for your apprenticeship, create a Matrix of Future Skills. Research the specific skills relevant to your profession, considering the evolving demands of the industry.

Internal Skill Dialogue: Concentrate on one or two key skills, identify internal voices influencing your skill development, and collaborate with your training supervisor to find solutions for potential challenges.

Crafting Skills Narratives: Develop your personal skill development plan. Learn techniques for acquiring and enhancing skills, and prepare based on practical examples for the formulation of your action plan.

Lesson 3: Skill Prototyping and Feedback

Prototyping Skills Matrix: After understanding the evolving skills required for your apprenticeship, implement skill development through experiments, experiences, or skill prototypes. This allows you to test and refine your skills in real-world scenarios.

Skill Interviews: Use insights gained from skill exploration to interview professionals possessing the skills you aim to develop. Create a personalized list of questions to extract relevant insights.

Skill Shadowing: Shadow experienced colleagues with the desired skills to gain comprehensive insights. Observe the application of skills, challenges faced, and how tasks are executed.

Skill Internship: Gain hands-on experience in applying and enhancing the skills required for your apprenticeship. Deepen your understanding and acquire practical skills.

Skill Evaluation Process: Evaluate the results of your skill prototypes and experiences. Define the key skills, articulate reasons behind their importance, specify necessary skill sets, and describe your aspirations. Develop scenarios for skill development, decide on a skill enhancement method, and assess the outcomes.

Decision-Making Techniques for Skill Development: Learn techniques for making informed decisions about skill development. Integrate results from previous steps into your action plan, collaborating with your training supervisor to set the next steps in your skill enhancement journey.
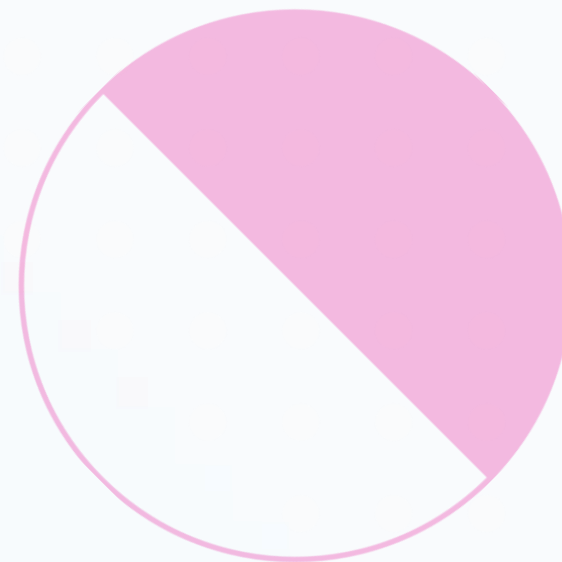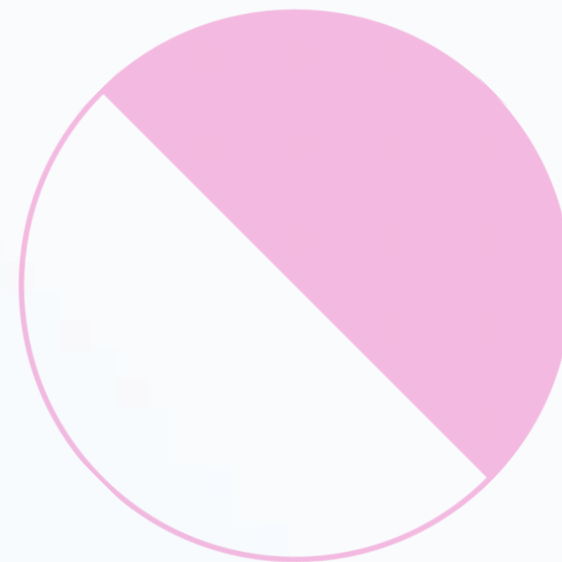
Lesson 4: Consolidation and Continuous Skill Development

Reflective Skill Feedback: Reflect on your skill exploration, prototypes, and decisions made. Identify areas of satisfaction, points for further skill development, and insights to carry into ongoing skill enhancement within your apprenticeship.

PPCS (Plus, Potential, Concerns, Overcome) Skill Formula: Use the PPCS Skill Formula to structure your reflections on skill development, emphasizing positive aspects, potential improvements, concerns, and strategies for overcoming challenges.

Apprenticeship Skills Development Board: Harness the momentum from skill prototypes and feedback to embark on the next phase—implementing your personal skill development plan. The Apprenticeship Skills Development Board visually represents your plan, helping you track your progress.

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