



International
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► Competency-Based Training for In-Company Trainers of Apprentices

Facilitator's Manual

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Abstract

There is a strong consensus that quality apprenticeships offer many benefits - for apprentices themselves, for employers and for countries. They facilitate the school-to-work transition and enhance job or career prospects; they match skills supply to fast-changing labour market needs; they increase productivity and promote sustainable enterprises, and they enable a cost-effective form of vocational education and training delivery.

In-company trainers are a key player in the implementation of quality apprenticeships. They are responsible to accompany and train apprentices on the job. The quality of their involvement in following up apprentices is central to the programmes' success, and in particular prevention of drop-out or failure.

The ILO produced this training as a contribution to the implementation of the [Recommendation R208 - Quality Apprenticeships Recommendation, 2023 \(No. 208\)](#). This International Labour Standard instrument was adopted in June 2023 by ILO constituents (member states, workers' and employers' organisations) as the main reference for regulating and promoting quality apprenticeships.

- **The purpose of this training is to improve the competencies of in-company trainers to supervise and train apprentices on the job.**

The training is expected to be delivered for around 30 participants at a time in a blended manner. The training is addressed to in-company trainers of apprentices.

This training consists of four modules:

1. Understanding key concepts and requirements
2. Planning and preparing the training
3. Implementing and delivering the training
4. Concluding and assessing the training

Each module includes detailed learning outcomes, background readings and concrete group based or individual exercises. The training is competency based with defined learning outcomes. There are practical exercises that the training facilitator can organize, for individuals or for groups. Additional background readings allow to get a deeper understanding of the subjects at hand. Readings can be done in class or separately, by each trainee, as a preparation for next session.

This training package is expected to be a live document. The training is based on a previous asynchronous training developed by the ILO International Training Centre, and on global good practices. The initial ILO ITC training was developed online during the COVID crisis. It was reshaped in a different format; a module and various international good practices were added. It is expected future versions will include experiences from countries that will have used this training package.



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► Module 1: Understanding Key concepts and Competency Areas





► LESSON PLAN OF MODULE 1

Time duration	Learning outcomes	Pedagogies and learning method
2 hours	▶ Understand and define key concepts of quality apprenticeships and in-company training. ▶ Familiarize yourself with core terminology around quality apprenticeship programmes	▶ Background reading and group discussion ▶ Exercise on main benefits of apprenticeship programmes for companies
4 hours	▶ Familiarize yourself with the role, functions, tasks, responsibility and competencies linked to become a qualified in-company trainers	▶ Read and discuss about the 12 main tasks. ▶ Exercise on how these definitions and functions apply to in-company trainers
4 hours	▶ Exercise on main benefits of apprenticeship programmes for companies.	▶ Exercise: How Ready Am I to Be an In-Company Trainer? ▶ Exercise on how to define Knowledge Skills and Attitudes of In-Company Trainers ▶ Exercise: Role of In-Company Trainer in Fostering an Inclusive Apprenticeship ▶ Exercise: Walk-through a Barrier-Free Workplace Environment ▶ Read and Discuss: Main Tasks of Training Providers 'Instructors ▶ Exercise: What National Qualifications for In-Company Trainers? ▶ Exercise: Company Readiness to Implement Quality Apprenticeship
5 hours	▶ Understand new methods, tools, and practical examples relevant for in-company trainers	▶ Key readings to study and memorize the main take aways

1.1. Key concepts: quality apprenticeships and in-company training

1.1.1. Present the Course

The facilitator presents the agenda, time schedule, class rules and logistical issues of the training and facilitates the mutual presentation of participants. While doing so, the facilitator starts a discussion on the expectations of participants and compare them with actual learning objectives. When feasible, the facilitator can adapt the course to the participants to these expectations. The facilitator will also seek to understand what the most appropriate learning mode for the participants is (e.g.: listening / reading / exchanging / practising) and adapt the training tools accordingly.

1.1.2. Read and Discuss: Definitions

The following two definitions can be read (separately or in class) and discussed among participants for clarification.

QUALITY APPRENTICESHIP

The definition is taken from the ILO **Quality Apprenticeships Recommendation (No. 208)**¹, adopted at the 111st Session of the International Labour Conference (ILC) in June 2023. For the purposes of Recommendation No. 208, the features of the term “apprenticeship” should be understood as a form of education and training, with the following characteristics:

Characteristics	Comments
it is governed by an apprenticeship agreement,	An agreement is developed and signed between apprentice, employer and sometimes training provider. The ILO has developed a template agreement based on R208.
It enables an apprentice to acquire the competencies required to work in an occupation	The programme is competency based and linked to an identified occupation.
It is structured and remunerated or otherwise financially compensated training	The programme (including the on-the-job part) is structured with for instance defined learning outcomes. The apprentice gets paid ² (i.e. in-kind compensation are not sufficient).
It consists of both on-the-job and off-the-job learning	It is developed with a dual approach, both on the job and off the job.
It leads to a recognized qualification	The apprentice is assessed and can access a certificate.

IN COMPANY TRAINING

In-company training can be delivered in other forms than apprenticeships, for example through internships, traineeships, and various forms of upskilling and reskilling. Therefore, in-company trainers also facilitate the learning and supervise other trainees (not only apprentices). This training package focuses on in-company trainers of apprentices, but many of the contents are also applicable to these other training forms.

¹ R208 - Quality Apprenticeships Recommendation, 2023 (No. 208) by ILO Normlex.

² Payments to apprentices can be of different types, including wages, and/or training allowances, and/or stipends. In many countries apprentices receive payments from sources other than their host enterprises, such as stipends or allowances that are provided by or through educational or training institutions or government agencies.



1.1.3. Exercise: What are the main benefits of apprenticeships for companies?

The facilitator will either ask the questions in plenary or let small groups work on them first before reporting in plenary. Each question will be the subject of a small debate, where the facilitator will bring in targeted inputs.

	True	False	Possible facilitator's inputs
It ensures training provided fits the specific needs of the company	✓		Because the training is provided in the company, it fits its needs.
It allows to assess the competencies of the apprentice in a real work environment, for future recruitment	✓		Apprenticeship is also a period where the employer reviews the suitability of the learner to the job and company, in terms of skills and attitudes (e.g.: coming on time etc.)
It brings new talents and new perspectives that are important to the production process, and the marketing of products	✓		Apprenticeships for young people allows to bring in new perspectives on production processes, products / services themselves, and how they can be marketed.
It allows to improve productivity and competitiveness of the enterprise, and its adaptation to climate change and technological improvements	✓		Apprenticeship can be modular to ensure that the company's workforce keeps its competencies in line with requirements brought forward by green and technological transitions.
Apprentices replace workers at a cheaper cost, and with less costly protection		X	Apprentices have rights and entitlements that are enshrined in ILO Quality Apprenticeship Recommendation, and often in national law. They are not to replace workers and it is expected a maximum percentage of apprentices is to be fixed by law.
It allows the company to compete with training centres		X	The goal of the apprenticeship is not to compete with training centres but to build up a meaningful partnership.
It allows companies to make the most of capacities and equipment available in training centres for a common goal	✓		The goal of the apprenticeship is not to compete with training centres but to build up a meaningful partnership.



It can be part of a CSR campaign and is good for the overall reputation of the company.			It builds on the complementarities between the capacities of the training centres and the company.
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1.1.4. Read and Discuss: The 12 Main Tasks of In-Company Trainers

The main tasks of in-company trainers to plan, organize, implement and evaluate the apprenticeships in enterprise are listed below. Participants are expected to read and discuss them in small groups and then in plenary. These 12 tasks for in-company trainers form the backbone of competencies around which this manual is structured.

1. Ensure safety and security at work for apprentices, by providing the required training and Personal Protective Equipment, as well as protection from any form of violence and harassment, (Module 1);
2. Identify the main benefits of apprenticeships for companies, identify the learning modes of the apprentices and provide reasonable accommodation for their needs. For instance, adapt the schedule of apprentices with disabilities and learning difficulties so that they manage to acquire the required competencies by the end of the training (Module 1+2);
3. Identify learning objectives, tasks and assignments, methods and materials for training for each target group and develop the training plan / logbook (Module 2);
4. Facilitate the signature of the apprenticeship's contract and ensure that the apprentices work and learn as specified in the agreement (Module 2);
5. Monitor, assess and document the progress of the apprentices' skills acquisition, ensure the logbook is regularly updated, and report on the apprentice's progress, performance and attitude (Module 2+3);
6. Analyse the workplace environment and organize the workspace and the workstation of the apprentice so that it is conducive to the learning process (Module 3);
7. Familiarizes the trainee with work processes, health and safety standards and technical instructions (e.g. introduction to equipment and machinery); provide the required guidance, coaching, mentoring, and supervision; model the skills and behaviours the apprentice is expected to learn (Module 3);
8. Provide 360-degree support to heterogeneous groups of apprentices that are facing individual issues, such as loss of motivation, lack of family support, other personal problems or situations of vulnerability that have an impact on the apprentice's integration and engagement, and ultimately on their performance (Module 3);
9. Ensure the apprentices' rights are respected and their legal entitlements fulfilled (leave, rest, pay etc.) – in particular ensure the apprentices have access to trade union membership and representation (Module 3);
10. Link and coordinate with other departments and workers in the enterprise, as well as with external partners involved in the training process (e.g., TVET institution, public authorities for education and employment) in order to ensure the completeness of the apprenticeship (Module 3);
11. Prevent and resolve conflicts by mutual agreement, and if this is not possible, follow the predetermined conflict settlement procedures (e.g., in-company staff regulations, collective agreements, labour code, apprenticeship agreement), (Module 4);
12. Reflect on the training experience of the apprentice and constantly strive to improve it, and continuously improve their own technical, didactic and safety competencies, and report on the trainee's learning progress, learning requirements performance and attitude (Module 4).



1.1.5. Exercise: How do these definitions and functions apply to me?

Form groups of 4-6 persons and find answers to the following questions. Participants write each answer on one large size post-its, and then discuss them in plenary.

- ▶ What are the three main differences between the definition of apprenticeship enshrined in the ILO **Quality Apprenticeships Recommendation (No. 208)** and my country's national definition or national practices?
- ▶ What are the main functions and key features of in-company training in my company?
- ▶ What are the main differences between the tasks of in-company trainers as they are explained and their tasks within my company?

Based on these answers, the facilitator will foster a discussion on the possible improvements that in-company trainers / participants can contribute to apprenticeships.

1.2. Getting trained as In-Company Trainers

1.2.1. Exercise: How Ready Am I to Be an In-Company Trainer?

The facilitator first provides explanations on the technical, didactic, and safety requirements to become an in-company trainer, as per the table below. The facilitator then distributes the table to all and requests the participants to self-assess the level of competencies they have in these three areas, with a grade of 1 to 5 - while explaining this will be kept confidential. This can be done with e-tools like Slido. Once participants have done it in an individual manner, the facilitator collects the self-grading.

The facilitator then facilitates a free-flow discussion on main skills gaps identified, highlighting the multiple roles of in-company trainers as a trainer for technical knowledge and skills but also behaviours / attitudes, a supervisor of production processes, a colleague to relate to, and an expert providing informed inputs on all aspects of work and learning.

The facilitator will also calculate the average of the self-grading results and present a skills profile of the participants, the next day. The analysis will allow the facilitator to amend the course to match the perceived skills gap or recommend complementary courses.



Competency area	Details	Grading				
Technical	The in-company trainer is required to be technically up to date to provide good-quality training. Studies ³ have shown a correlation between the technical competencies of in-company trainers and the quality, success, and completion rates of apprenticeships.	1	2	3	4	5
Didactic	The in-company trainer is required to acquire pedagogical and andragogical ⁴ skills to train apprentices in such a way that they can identify work situations that are relevant in their work settings, furthermore that they stress comprehensive and joint planning in groups, get the learner ready in preparing workstations, come up with solution strategies and finally take physical action and also evaluate the results ⁵ .					
Safety	The in-company trainer is required to ensure safety at work and health protection in the work area, including to ensure the workplace is organised to limit hazards apprentices are exposed to, to familiarize the apprentices with work processes, health and safety standards and technical instructions, to limit their engagement with highly dangerous tasks if they are below 18 years of age, and to provide them with Personal Protective Equipment when required.					

1.2.2. Exercise: Define Knowledge Skills and Attitudes of In-Company Trainers

Each group of five or six participants is expected to identify the knowledge skills and attitudes related to the 12 main tasks of in-company trainers identified above. The results are discussed in plenary and compared to the possible answers listed below. The facilitator also engages the discussion on the knowledge, skills and attitudes the participants think they need greater support with and explains how they are included in the training. The facilitator also highlights that the training package does not include some of the competencies that are listed, in particular technical ones that are occupation specific.

³ European Commission; Institute of technology and education (2008). Eurotrainer: making lifelong learning possible: a study of the situation and qualifications of trainers in Europe. final report, vol. 1. Bremen: ITB. <https://www.cedefop.europa.eu/en/news/eurotrainer-making-lifelong-learning-possible-study-situation-and-qualifications>

⁴ Pedagogy is the teaching of children, or dependent personalities. Andragogy is the facilitation learning for adults, who are self-directed learners. Andragogy means the method and practice of teaching adult learners; adult education.

⁵ For more explanation on this kind of reflective, action-oriented and learner-centered manner also see https://www.ilo.org/employment/Whatwedo/Publications/working-papers/WCMS_383787/lang--en/index.htm and <https://www.oitcinterfor.org/en/publications/cinterfor/qualityapprenticeship>



Tasks	Competencies		
	Knowledge	Skills	Attitudes
Ensure safety and security at work for apprentices, including protection from all forms of violence and harassment, by providing the required training and Personal Protective Equipment	Understand Occupational Safety and Health (OSH) requirements for the targeted occupation, , as well as types of behaviours that constitute violence and harassment in training settings.	Brief apprentice on OSH, identify Personal Protection Equipment Required, source and provide this equipment, recognize behaviours that constitute violence and harassment	Enforce systematically OSH rules and model OSH behaviour.
Identify the learning modes of the apprentice and provide reasonable accommodation for their needs.	Understand learning modes and social model of disability	Interview apprentice and observe apprentice	Listen actively and remains open to change course as per apprentice's inputs
Identify learning objectives, tasks and assignments, methods and materials for training for each target group and develop the training plan / logbook		Develop training plan in connection with occupation standards, company processes and apprentice's needs	
Facilitate the signature of the apprenticeship's contract and ensure that the apprentices work and learn as specified in the agreement		Source template contract and link with parties for signature Refer to this contract whenever required	
Organize the workspace and the workstation of the apprentice so that it is conducive to the learning process		Optimize workplace arrangements for productivity risk reduction and optimisation of learning.	
Introduce apprentices to identified tasks and provide the required coaching and mentoring		Occupation specific technical skills Coaching and mentoring	Model the skills and behaviours the apprentice is expected to learn. Be proud of the skills profile and job responsibilities
Monitor, assess and document the progress of the apprentices' skills acquisition	Understand monitoring and assessment processes	Facilitate self-assessment, and validation processes based on logbook	



Provide 360-degree support to heterogeneous groups of apprentices that are facing individual issues, such as loss of motivation, lack of family support, other personal problems or situations of vulnerability that have an impact on the apprentice's integration and engagement, and ultimately on their performance	Understand multiple needs of the apprentice and the signals of the issues they are facing	Take action when receiving these signals either by accommodating the learning process to changed needs, or by linking with training provider, family and relevant institution to fix the problem.	Active listening Systematic follow-up
Ensure the apprentices' rights are respected and their legal entitlements fulfilled (leave, rest, pay etc.) – in particular ensure the apprentices have access to trade union membership and representation	Understand apprentice's rights as per national law, collective bargaining agreements and apprenticeship agreement	Monitor the applications of these rights and entitlements throughout the apprenticeship period and liaise with relevant department / authority if they are not respected.	
Link and coordinate with other sections and workers in the enterprise, as well as with external partners involved in the training process (e.g., training provider, public authorities for education and employment) in order to ensure the completeness of the apprenticeship	Understand the organisational structure of the company, training provider, public authorities and know relevant focal points.	Identify entry points for collaboration and reach out	Pro-active attitude to coordination
Prevent and resolve conflicts by mutual agreement, and if this is not possible, follow the predetermined conflict settlement procedures (e.g., in-company staff regulations, collective agreements, labour code, apprenticeship agreement)	Understand conflict resolution technics and procedures	Mediate and advise	Pro-active resolution of conflicts



Reflect on the training experience of the apprentice and constantly strive to improve it, and continuously improve their own technical, didactic and safety competencies.	Understand the training experience of the apprentice	Stop and reflect effectively when required to analyse salient points of this experience and change training aspects accordingly	Inquisitive attitude for constant improvement of performance and skills.
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1.2.3. Exercise: Role of In-Company Trainer in Fostering an Inclusive Apprenticeship

The facilitator first introduces the topic by showing this text to the participants and facilitating a Questions and Answers session on it, to clarify the concept and respond to possible concerns (e.g.: this is beyond my job description, it involves other stakeholders that make decisions impacting inclusiveness etc.).

Inclusive training is very important for individuals, companies, and societies. It is important for the individuals as it allows everybody to choose the competencies and later the job they want, but also for companies and societies, so that they can benefit from the best talents there are for a given occupation (irrespective of the individual's sex or geographical origin for instance).

Inclusive training means that all persons have access to training and benefit equally from it, irrespective of their sex or gender, disability status, migration / refugees' status, HIV status, social and geographical origin, the fact they do not meet behavioural norms or other grounds that support discriminatory practices. Inclusion is about ensuring that persons belonging to one or more vulnerable groups or groups in situations of vulnerability have the same learning experience as others, from recruitment stage, to training, certification, and transition to the labour market.

Inclusive training is closely linked to learner centred training where the In-Company Trainer is expected to understand the specific needs of the apprentices and improve the training accordingly. The in-company trainer needs to understand how they will access the workplace, use the tools, sit at their workstation, perform the tasks. It is also about understanding their learning speed and modalities, and other aspects of this experience – in order to make the necessary changes and ensure the training leads to graduation and success. It may involve specific support so that apprentices with disabilities, for instance, are able to participate in work-based learning with other teammates.

In-company trainers may not be experts on all aspects of inclusion but can also rely on specific groups or resource persons in their search for a solution to the issues identified with the apprentices – like women groups for their participation in a male-dominated apprenticeship, or Disabled Persons Organisations for apprentices with disabilities.

After the discussion, the facilitator will request small groups of participants to reflect on existing practices of inclusive training for apprentices with disabilities in their own countries, by answering the following questions:

- ▶ Are Persons with Disabilities or other vulnerable groups involved in the development of an apprenticeship programme?
- ▶ Is peer support encouraged for the inclusion of apprentices with disabilities?
- ▶ Do training methods consider the specific disabilities of the apprentice?
- ▶ Does career guidance for apprentices with disabilities allow them to make well-informed training and career choices?
- ▶ Do assessments of apprentices' skills consider their disabilities?
- ▶ Does active listening to the apprentice with disabilities, and monitoring of performance take place to constantly improve their learning experience for greater success?
- ▶ Are adequate resources available to support their training and the accommodation of their needs?

The answers are provided in plenary and serve as a basis for a debate on the points that should be improved for apprentices with disabilities.

This exercise can be adapted to focus on another vulnerable group or group in situation of vulnerability, depending on relevance.

1.2.4. Exercise: Walk-through a Barrier-Free Workplace Environment

The facilitator requests participants in small groups of in-company trainers of the same company to think of their own workplaces and the proposed workstations and jobs for apprentices, the various barriers they can face and the proposed solutions to overcome these barriers. This exercise should in principle be done prior to recruitment, with each apprentice to inform decisions on how their needs will be accommodated. The small groups then present the results in plenary for an open discussion where proposed solutions from one group could also enrich those of another group.

Categories	Challenges	Solutions
Physical barriers		
Learning barriers		
Social barriers		

1.2.5. Read and Discuss: Main Tasks of Training Providers' Instructors

The facilitator explains the importance of understanding the role of the training provider's instructors the in-company trainers will collaborate with, and knowing what can be expected from this collaboration. He then distributes the list below for discussions in plenary: are these tasks usually performed by training providers in the countries where the participants are from? What are the main challenges of this collaboration? How can they be overcome?

Main Tasks of a Training Provider's Instructor:

- ▶ Plan, organize, and deliver off-the-job training within the framework of the overall apprenticeship programme, ensuring the complementarity of off-the-job and the on-the-job training components listed in the logbook;
- ▶ Support in-company trainers in developing employer training plans;
- ▶ Monitor the learning progress and skills development of apprentices on a regular basis, and validate their self-assessments;
- ▶ Provide additional support for apprentices with learning difficulties, disabilities, and other challenges.

1.2.6. Exercise: What National Qualifications for In-Company Trainers?

The facilitator will first discuss the following country examples of in-company trainers' qualifications, and small group of participants in developing recommendations on how these specific qualifications can be adopted in their national contexts.

- ▶ In **Germany**, in accordance with Article 30.5 of the Vocational Training Act, in-company trainers are required to demonstrate they have the vocational and pedagogical skills, knowledge and competencies for training in recognized training occupations. They are required to successfully complete a *Trainer Aptitude Test* for the competence to independently plan, carry out and control training, and more specifically checking training requirements and planning training; preparing training and participating in the recruitment of apprentices; conducting the training; assessing the training.⁶The legal requirement is for an in-company trainer to have relevant vocational and educational qualification defined by the decree on trainer aptitude (AEVO). Competencies for in-Company Trainer

⁶ https://www.gesetze-im-internet.de/ausbeignv_2009/BJNR008800009.html



are indeed an integral part of the master craftsperson training. However, the certificate can also be acquired outside the master craftsperson qualification. It is mandatory for a training employer in Germany to have at least one AEVO certified staff.

- ▶ In the **Netherlands**, the accreditation of learning companies requires that the company has the necessary set of competences, including pedagogical skills.
- ▶ In **Brazil**, the Brazilian Chambers of Commerce (AHKs) and Brazilian companies with their own training departments have long played a crucial role in training in-company trainers for both, technical or pedagogical skills. There is no aptitude test for trainers. For the case of a shortage of trainers, trained employees from various training providers are responsible for in-company training. SENAI, the industrial sector's training provider, plays an important role in this regard.
- ▶ In France, another approach has been taken in the metalworking sector. Employers' and workers' organizations have signed a sectoral collective agreement which details the tasks of in-company trainers. According to an agreement on employment, apprenticeship and vocational training signed in 2019 by the employers' organisation UIMM⁷ and three trade unions FGMM CFTD, FCM FO and FMTCM CFE-CGC⁸ in the metalworking sector in November 2020, the tasks of the in-company trainer are:
 - To welcome, help, inform and guide apprentices who, in the enterprise, participate in training;
 - To organise, in conjunction with the line manager, the activity of apprentices in the company, and to contribute to their acquisition of knowledge, skills, professional abilities and professional know-how;
 - To ensure compliance with their schedule and their professional activities;
 - To liaise between apprentices and training organisations or establishments;
 - To participate in the evaluation of the skills acquired.⁹
- ▶ In **Ghana**, the informal sector employs between 80% and 90% of all the country's workforce. It provides traditional apprentice training. Practical training is given by master craftsperson without methodological or pedagogical know-how, and content is not standardised. However, trade associations have some influence on the system because of their important memberships, and their oversight role in the organisation and conclusion of training.

1.2.7. Exercise: Company Readiness to Implement Quality Apprenticeship

The facilitator provides guidance to small groups of participants to identify strengths and weaknesses of their own companies to implement quality apprenticeships. The discussions may include the following:

- ▶ Availability of qualified and committed in-company trainers;
- ▶ Right incentives for technical staff to welcome apprentices as in-company trainer;
- ▶ Positive workplace environment and adequate equipment;
- ▶ Strong established partnership with training providers;
- ▶ Structured training plan attached to the contract serves as a basis for assessments;
- ▶ Good occupational safety and health track record.
- ▶ Apprenticeship agreement is signed and includes financial retribution and commensurable entitlements

⁷ Union des industries et métiers de la métallurgie

⁸ The national metalworking federations of the *Confédération française démocratique du travail*, *Force Ouvrière* and the *Confédération française de l'encadrement - Confédération générale des cadres*, but not of the *Confédération Générale du Travail*.

⁹ Article 36.

https://www.legifrance.gouv.fr/conv_coll/id/KALITEXT000041698406/?idConteneur=KALICONT000042181870



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Recommended list of key readings

- ILO. 2023. [R208 - Quality Apprenticeships Recommendation, 2023 \(No. 208\)](#).
- ILO. 2020. [*ILO Toolkit for Quality Apprenticeships, Volume 2 – Guide for practitioners for developing and managing apprenticeship programmes*](#).
- ILO. 2017. [*ILO Toolkit for Quality Apprenticeships, Volume 1: Guide for Policy Makers*](#).
- ILO. 2015. [Vocational teachers and trainers in a changing world: the imperative of high-quality teacher training system](#).
- BIBB. 2023. [German Framework plan of the Trainer Aptitude Ordinance](#).
- DC dVET. 2023. [Cost-Benefit Considerations for Companies Engaging in Dual VET: Does it Matter?](#)



► Module 2: Preparing the training





► Lesson plan of module 2

Time duration	Learning outcomes	Pedagogies and learning method
3 hours	- Explain the main features of a company training plan - Plan for a suitable scheduling of your one-the job and off-the-job training	- Read and Discuss: Company Training Plan - Exercise: Consolidate a Training Plan Exercise: Scheduling On- and Off-The-Job Training
3,5 hours	- Identify relevant work tasks, analyse the workplace environment as well as define the related learning requirements - Familiarize yourself with what it takes to ensure a good work environment - Familiarize yourself with what it takes to avoid any type of harassment at the workplace	- Exercise: Analyze work tasks and define learning requirements - Develop a policy for maintaining a respectful work environment while avoiding harassment
3,5 hours	- Get acquainted with main aspects of recruiting apprentices from the perspective of the company Know about alternatives to work based learning in a single company	- Exercise: Recruiting Apprentices - Exercise: Apprenticeship Agreement - Read and Discuss: Apprenticeships in Micro- Small- and Medium-Size Enterprise
5 hours	Acquire new knowledge, facts and hands on new methods, tools, and practical examples relevant for in-company trainers	Key readings to study and memorize the main take aways

2.1. Plan and Develop a Company Training Plan

2.1.1. Read and Discuss: Company Training Plan / logbook

The facilitator distributes the following text to the participants and facilitates after that a discussion in plenary on its contents.

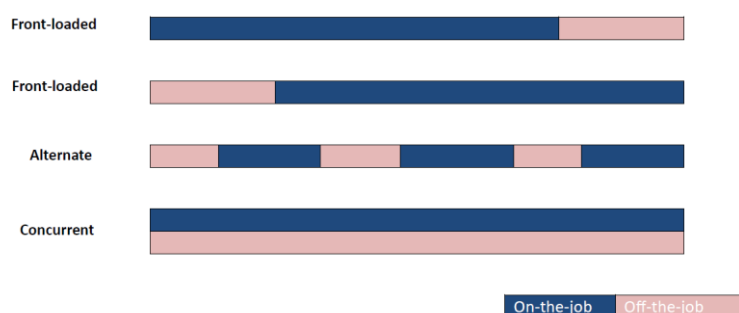
The training plan developed jointly by an enterprise and training provider includes (a) how the enterprise will implement the apprenticeship curriculum in the workplace, (b) how the learning will be combined with the production requirements of the enterprise (c) how the apprentice will learn off the job. This competency-based training plan / logbook structures the training into defined learning outcomes that the apprentice has to achieve. It allows for the self-assessment of progress by the apprentice and validation by the in-company trainer and by the instructor. It also serves as a basis for communication between the apprentice, the in-company trainer and the instructor and for summative evaluations by assessors.

2.1.2. Exercise: Scheduling On- and Off-The-Job Training

The facilitator explains that the duration of the course should also take into account the preparation and assessment time. For instance, in Switzerland, an in-company trainer will spend 10% of their time checking training requirement and planning the training, 20% preparing the training and participating in the selection of apprentices, 50% conducting the training and 20% evaluating it¹¹.

The facilitator further explains there are several ways in which on-the-job and off-the-job training can be scheduled. For example, apprentices get trained one or two days per week at a training provider and the rest of the weekdays at the company. The four main possible schedule models are summarised in the graph below. The facilitator then proposes in small groups a discussion on the possible scheduling of the training the participants will be responsible for, and the justifications for this scheduling. Results are presented in plenary and form the basis of a free-flow discussion.

► Graph: Schedule models



The facilitator concludes there are various ways to set up the scheduling of on- and off-the-job training for apprentices that depend on:

- the competency profile of the apprenticeships;
- specific sectoral needs (for instance seasonal activities in the Tourism sector);
- capacity of companies and schools to offer the training at a given time;
- regulatory constraints that require a specific sequence.

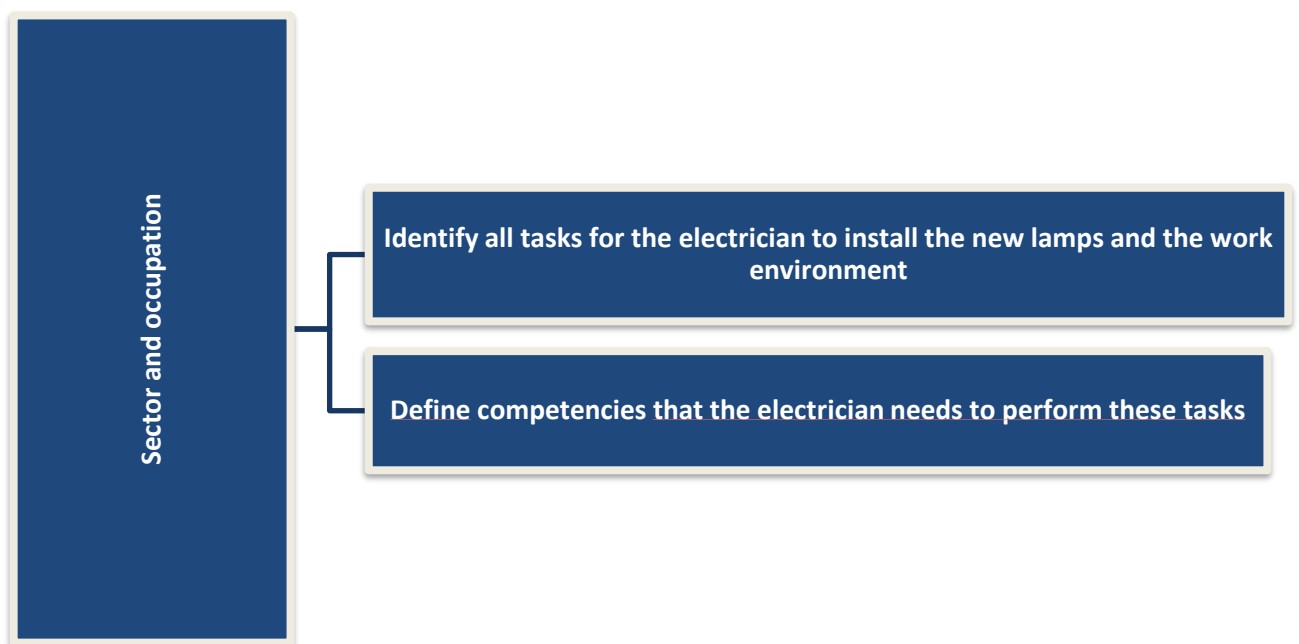
The role of the in-company trainer is to state the needs of the company when preparing this scheduling.¹²

¹¹ Duale Berufsbildung in Deutschland, Liechtenstein, Österreich und der Schweiz. Vergleichender Expertenbericht. Prof. Dr. Dieter Euler. Institut für Bildungsforschung der Wirtschaft; https://www.dcdualvet.org/wp-content/uploads/DC-dVET_Duale_BB_in-DE_AT_FL_CH_Vergleichsstudie_DE_FINAL.pdf

¹² <https://www.ilo.org/global/topics/apprenticeships/publications/toolkit/programme-and-project-level/organizing-training/developing-training-plan/lang-en/index.htm>

2.1.3. Exercise: Analyze work tasks and define learning requirements

The facilitator underlines an in-company trainer should be able to Identify relevant work tasks, analyse the workplace environment as well as define the related learning requirements. The facilitator then requests participants in small groups to analyse the works tasks and define the learning requirements for an electrician who is installing new lamps (or for the tasks of their own apprenticeship programme). Participants can also use the [WorldSkills Database of Occupation Standards](#). The groups then report in plenary. The facilitator provides some feedback and underlines that tasks and learning requirements are expected to be the basis of the learning outcomes in the training plan / logbook.



Fuel System Check

Initial Inspection

☐	Checked the fuel system according to checklist
☐	Found that the fuel pump was not working properly

Consultation

☐	Discussed the issue with in-company trainer
☐	Trainer advised consulting the operational manual

Preparation

☐	Cleaned all relevant parts of the engine
☐	Collected relevant tools
☐	Prepared to disassemble the pump
☐	Consulted the in-company trainer
☐	Got instructions on how to remove the pump

Pump Replacement

☐	Took out the e-pump
☐	Checked the car system, including pressure and capacity
☐	Cleaned all parts
☐	Replaced the pump
☐	Checked pressure and capacity
☐	Replaced air

Final Steps

☐	Checked the final work
☐	Final check by in-company trainer

Comments / Questions / Proof of Work

Add a comment, a question, or proof of your work through a picture if useful:

2.1.4. Exercise: Ensure the Training Plan / Logbook is Learner Centered

The facilitator introduces the subject with the following text:

A learner centred approach will consider first and foremost the apprentices' experience and their needs. This approach calls for continuous feedback by the user and close observation of their behaviours. When planning training it means that the learner will be at the centre of the design process, and the learner's experience will be continuously enhanced during the development and the implementation of the training.

The facilitator then provides instructions for the exercise.

- ▶ **Step 1:** Form two groups of participants: in-company trainers and those who will introduce themselves as apprentices.
- ▶ **Step 2:** the in-company trainers interview the apprentices on a one-to-one basis, about their needs that will be taken into account during the development of the training plan, and share their results within their groups.
- ▶ **Step 3:** the facilitator fosters a discussion in plenary where the two groups exchange on the various needs that have been identified and how they will be integrated in the training plan.

Categories	Needs	How they will be included in the Training Plan
Physical needs - physical access to the company, the workstation, equipment, and learning materials		
Learning needs – participatory learning modes and favourite ways for the competence to be acquired		
Social needs – favourite modes to relate to peers and engage with them		

2.1.5. Exercise: Develop a Complete Training Plan / Logbook

The facilitator shares the template for this training plan / logbook as proposed below. The template includes the defining components of the apprenticeship. It gives the possibility for the apprentice to assess competencies they think they have acquired - to be validated by the in-company trainer and the instructor, as part of formative assessments. The participants in small groups are requested to develop a full training plan for either the electrician qualification provided earlier, for the programme they will focus on. They can use for this purpose the [occupation standards](#) that WorldSkills has developed.

Qualification														
Description of the training														
Admission requirements														
Apprentice														
In-company trainer														
Instructor														
Training Plan										Types of Assessment	Validation by			
											Apprentice	In-company trainer	Instructor (training provider)	
	Months													
Competencies	1	2	3	4	5	6	7	8	9	10				
1														
2														
3														
4														
5														
6														
Colour codes	Work based learning													
	School based learning													
	Summative assesment													

In Austria, the training plan is developed and maintained by a registered training organization (RTO) in conjunction with the apprentice and enterprise. It is a live document that is intended to reflect the current status of the apprentice's training. It fulfils the following purposes:

- It describes the responsibilities of the apprentice, enterprise and RTO;
- It describes what training is to be undertaken and outlines who will provide the training;
- It specifies how, when and where training will be delivered;
- It details how the assessments will be carried out and when the apprentice/trainee is deemed competent;
- It identifies any additional support required for the apprentice to successfully undertake and complete the training.

2.2. Recruit Apprentices

2.2.1. Exercise – Identify Measures to Prevent and Eliminate Violence and Harassment against Apprentices

The facilitator explains that recruitment of apprentices should happen in a workplace free from violence and harassment, and that specific measures should be adopted to ensure it is the case. As per ILO Violence and Harassment Convention, 2019 (No. 190), the term “violence and harassment” in the world of work refers to a range of unacceptable behaviours and practices, or threats thereof, whether a single occurrence or repeated, that aim at, result in, or are likely to result in physical, psychological, sexual or economic harm, and includes gender-based violence and harassment.

There are lots of other words that are used instead of harassment, and which describe a similar idea, such as bullying, tormenting, bothering, or pestering. Employees who are harassed or bullied suffer in many ways including feeling worried, stressed, or frightened about what will happen to them. They often also suffer a loss of concentration and personal and professional confidence, so that they feel uncomfortable and don't dare to use their own initiative or share ideas. Violence and harassment affects the well-being of workers but also the company's productivity.

Participants in small groups develop some measures to prevent and eliminate violence and harassment against apprentices and present them in plenary. They may include the following elements:

- ▶ In the company policy against violence and harassment, define clearly what behaviours are considered violence and harassment, and related disciplinary measures.
- ▶ Include a special mention about apprentices in the company's policy against violence and harassment.
- ▶ Jointly with trade unions representatives, make it clear to all colleagues that harassment will not be tolerated and raise awareness about this policy with apprentices and all colleagues they work with;
- ▶ Establish fair and user-friendly complaint mechanisms through which potential victims will feel comfortable reporting harassment and violence, and will access adequate support;
- ▶ Ensure that the policy is applied and respected by all staff. Breaches against this policy should have consequences for the perpetrator.
- ▶ Systematically identify the risks of harassment and try to spot any on-going harassment.
- ▶ Keep a clear record of all incidents, including with dates and times, potential witnesses and details of what took place.
- ▶ In cases where the harassment is a direct threat to the apprentice's dignity or safety, ensure the colleague allegedly responsible cannot be in contact again with the apprentice;
- ▶ Model positively the friendly and respectful behaviour you want all colleagues to adopt;
- ▶ Assess from time to time if the policy is still up to do and captures all forms of harassment at your workplace and adjust it if necessary.

The facilitator facilitates an open discussion in plenary and underlines that a written policy gives employees the confidence to act against harassment and ensures that the rules are clear and known by all.

2.2.2. Exercise: Recruiting Apprentices

The facilitator explains enterprises may take the following generic steps¹³ for recruiting apprentices, as appropriate:

1. Decide on the number of apprenticeships to be offered in various occupations, based on the company's human resource needs and capacity to train apprentices in line with relevant standards.
2. Determine the remuneration, the training and working conditions for apprenticeships, based on the national regulations and company practices.
3. Openly advertise apprenticeship vacancies by all means possible, including through guided tours of the company,
4. Prepare guidelines, including criteria for assessing the skills, knowledge, and attitudes of candidates as well as their motivation for participating in apprenticeships.
5. Conduct initial screening and shortlisting exercises and invite candidates for tests and/ or interviews that can include aptitude tests, group discussions, role playing and work trials.
6. Following an interview, select and offer appointments to the successful candidate(s) and provide feedback to the unsuccessful candidates.
7. Sign the apprenticeship agreement with the selected apprentice and register it with the competent body.

The facilitator also explains MSMEs may seek support from intermediaries, TVET providers or public and private employment services in the selection process, as they may not have the required time and expertise for recruiting apprentices. It is also important for companies to offer an apprenticeship package (learning, work conditions, remuneration) that is attractive for the best possible candidates¹⁴.

The proposed exercise for small groups is for the development of a newspaper add or a social media card to publicize the apprenticeship vacancies and to discuss marketing strategies, platforms, target groups and success indicators. The work done in small groups is presented in plenary and the proposed ads / social media cards and strategies are commented upon by peers. The facilitator concludes the debate with the following tips:

- ▶ Propose an attractive package in terms of learning, career prospects, remuneration and work conditions;
- ▶ The position of the company on the market will play a role in the perceived value of the apprenticeship;
- ▶ Advertise apprenticeship vacancies through the media you know your target group is using – it is worth exploring various channels like employment agencies for job seekers, schools, social media.

2.2.3. Exercise: Signing an Apprenticeship Agreement

The facilitator explains the in-company trainer will be expected to facilitate the signature of the apprenticeship agreement, linking with the Human Resource Department of the company (when there is one). It is therefore of prime importance they understand the recommended contents of this agreement. The ILO Quality Apprenticeships Recommendation, adopted in 2023, lists in its article 18 the required elements of an apprenticeship agreement.

¹³ https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_748751.pdf

¹⁴ For more information on the Employer Investment in

Apprenticeships and Workplace in the UK, please see: [Learninghttps://assets.publishing.service.gov.uk/media/5a7908d0e5274a2acd18bb42/12-814-employer-investment-in-apprenticeships-fifth-net-benefits-study.pdf](https://assets.publishing.service.gov.uk/media/5a7908d0e5274a2acd18bb42/12-814-employer-investment-in-apprenticeships-fifth-net-benefits-study.pdf)

Article 18 of the ILO Quality Apprenticeship Recommendation (2023) is presented below:

"Members should ensure that an apprenticeship agreement:

- a. clearly defines the parties' respective roles, rights and obligations;
- b. specifies where the apprenticeship takes place;
- c. does not contain any provision that operates to restrict the apprentice's opportunities for labour market mobility after the apprenticeship;
- d. contains provisions relating to the apprenticeship duration, remuneration or other financial compensation and its frequency, hours of work, rest time, breaks, holidays and leave, occupational safety and health, social security, dispute resolution mechanisms and the termination of the apprenticeship agreement;
- e. identifies the competencies, certifications or qualifications to be attained and any additional education support to be provided;
- f. is registered under conditions established by the competent authority;
- g. is signed at the beginning of the apprenticeship;
- h. where the apprentice is a minor, is signed on the apprentice's behalf by a parent, guardian or legal representative, or by the apprentice with the consent of a parent, guardian or legal representative, as required by national laws and regulations."

The facilitator then distributes to small groups of participants a range of statements as per the first column of the table below, to be confirmed as true or false. Answers are presented in plenary, and corrected by the facilitator.

Statements	True or false?
The place where the apprenticeship takes place can be kept vague in order to allow for more flexibility in the way it is organised.	false
The apprentice has an obligation to work in the same company after the apprenticeship.	false
is signed at the end of the apprenticeship;	false
where the apprentice is a minor, is signed on the apprentice's behalf by a parent, guardian, or legal representative, or by the apprentice with the consent of a parent, guardian or legal representative, as required by national laws and regulations.	true
clearly defines the parties' roles and obligations, but there is no need to include the rights of the apprentices because they are already included in the labour code.	false
May or may not specify where the apprenticeship takes place;	false
contains provisions relating to the apprenticeship duration, remuneration or other financial compensation and its frequency, hours of work, rest time, breaks, holidays and leave, occupational safety and health, social security, dispute resolution mechanisms and the termination of the apprenticeship agreement;	true
does not need to be registered with government and can be kept by apprentice and company;	false

2.2.4. Read and Discuss: Apprenticeships in Micro- Small- and Medium-Size Enterprise (MSMEs)

The facilitator provides the following text to groups of participants and facilitates a discussion after the groups are finished reading it, on which options are the most feasible in the respective national contexts.

MSMEs are often actively engaged in training but not all of them are able to cover the whole training content since they may not have the related production processes or capacities related to the occupations targeted by the apprenticeship.

There are alternatives to work based learning in a single company. Some are listed below:

1. **Chambers** can offer a network of enterprises from the same sector to build alliances and share costs and benefits of offering in-company trainings to apprentices.
2. **Sectoral bodies** or **business associations** can be formed to reach joint networks and train apprentices jointly.
3. **Inter-company vocational training centres** designed to supplement in-company training: education institutions offer periods in these training centres, which are often sponsored by autonomous bodies in the relevant sectors of industry.
4. SMEs can form **joint training structures** where each partner covers parts of the training content. This means that companies join forces to be able to offer the entire spectrum of training.
5. Several firms work together with an **education provider**. The education provider coordinates the vocational training and can also sign the training contract itself. The apprentice may spend a certain amount of time in the firm, at the part-time vocational school and, for certain segments of the training, at the education provider.

2.3. Adapt Workplace and Workstation to the Needs of the Apprentice

2.3.1. Exercise: Adapting the Workplace and Workstation Arrangement to the Needs of the Apprentice

The facilitator explains the in-company trainer should ensure that the workplace is adequately prepared to fit the apprentices' needs so that they work and learn in a conducive environment. The in-company trainer should conduct a workplace risk assessment to identify the hazards and the required control measures. This assessment is done with five steps:

- **Step 1:** Identify the hazards
- **Step 2:** Identify how the apprentice can be harmed and the risk levels
- **Step 3:** Decide safety and health risk control measures to be implemented.
- **Step 4:** Record who is responsible for implementing which risk control measures and the timeframe.
- **Step 5:** Record the findings, monitor, and review the risk assessment and update when necessary.



The first step on hazard identification can be based on the following checklist, for a small-size production unit, sourced and adapted from ILO WISE+ Action Manual. Participants are requested to reflect on their companies, and to design the checklist they would need to use for identification of hazards.

Questions

Are apprentices able to use a safe and reliable means of transport to get to the workplace?

Once in the workplace, are apprentices able to get to and away from the workstation? Are the paths towards the workstation cleared from clutter and clearly marked?

Are the switches, controls and materials within easy reach of the apprentice?

Is the apprentice able to use lifts, levers, or other mechanical mechanisms to reduce the efforts required?

Is the surface of the workstation stable?

Is the apprentice able to use jigs, clamps, vices or other fixtures to hold items while the work is done?

Is the height of the equipment controls and work surfaces adjusted to avoid bending postures or high-hand positions?

Is the apprentice able to alternate sitting and standing positions?

Buffer stocks are used on the production line to allow for adjustment of work pace for apprentices?

Is the seat of the apprentice of correct height with sturdy backrest?

Are adequate guards in place for dangerous moving parts of machines and power transmission equipment?

Are safety devices in place to prevent operation of machines while the workers' hands are exposed?

The guards in place do not interfere with visibility, production or maintenance?

Mechanical devices are in place for machine feeding?

Machines the apprentices will operate are well maintained and do not have broken or unstable parts?

All organic solvents, paints, glue, are in covered containers?

There is local exhaust available for that workplace?

Apprentices exposed to dangerous substances have access to water and soap to wash their hands before eating or drinking?

Apprentices will wear adequate Personal Protective Equipment? Goggles, face shields, masks, earplugs, safety footwear, helmets and gloves, as appropriate?

The use of protective equipment is monitored and enforced?
The workstation benefits from adequate natural lighting, and additional artificial lighting if required (especially for precision work)?
Walls, floors and lighting fixtures are kept clean and free from clutter?
The building is adequately insulated and protected against heat and cold? Additional air conditioning / ventilation / heating is available?
Fire extinguishers are available across the workplace
Distraction and eyestrain is reduced through mat surfaces, adequate lamps positioning and placing workstations so that they do not face brightlight?
Cool, safe drinking water is available to the apprentice?
Toilet and washroom facilities are available?
Separate clean facilities are available for meals, also for safe storage of clothing and personal belongings?

These proposed checklists are presented and discussed in plenary. As a conclusion, the facilitator underlines the importance to follow-through with identification of risk control measures, Persons In Charge of implementing these measures, and the related timeline, with a clear plan, as follows:

Hazards identified	Risk control measures	Person In Charge	Timeline

The facilitator also highlights the importance of involving the organisations with the relevant expertise for these changes, for instance Disabled Persons Organisations for the adaptation of the workstation to the needs of the apprentice with disabilities.

Recommended list of key readings

- ILO. 2020. [Digital Toolkit for Quality Apprenticeships. Preparing staff to train and mentor apprentices](#)
[The issue: The challenge of having competent trainers, teachers and other staff.](#)
- ILO. 2020. [Guide on making TVET and skills development inclusive for all.](#)
- VET Toolbox. 2020. [Guideline on how to mainstream inclusion of marginalised people in vocational education and training.](#)
- ILO. 2018. [Improving the Safety and Health of Young Workers.](#)
- ILO. 2014. [A 5-step guide for employers, workers and their representatives on conducting workplace risk assessments.](#)
- ILO. 2013. [Training package on workplace risk assessment and management for small and medium-sized enterprises.](#)
- ILO. 2009. [Work improvement in small enterprises \(WISE\) Trainers' Guide.](#)

► Module 3: Setting up and Delivering the Training



15

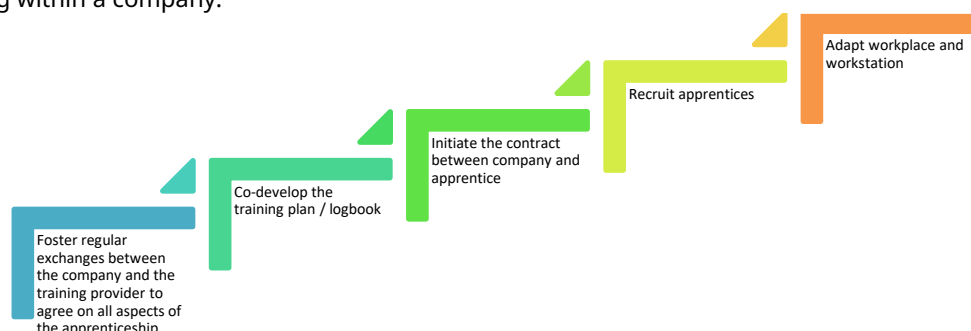
► Lesson plan of module 3

Time duration	Content	Learning outcomes	Pedagogies and learning method
3 hours	- Getting ready for in-company training	- Internalize a checklist of what shall be considered for setting a training within a company. - Explain key features for a good work relation between the in-company trainers and the apprentices. - Know about tangible measures to ensure a positive learning and working environment to the apprentice. - Explain the six characteristics key for a successful behaviour at the workplace.	- Read and Discuss: Checklist for the Set-Up of an In-Company Training - Exercise: Kickstart the Relation with the Apprentice - Delivering an Effective In-Company Training - Exercise: Conducive Learning and Working Environment - Exercise: Form for observing apprentices and adapting training approaches to learning modes - Implementing the Work (Content, Methods and Communication) - Implications for In-company Trainer's Activity
3,5 hours	- Using modern training approaches	- Describe and implement training approaches. - Assess the benefits of such approaches and know in which situation to apply them.	- Exercise: Active Listening - Exercise: 360-degree support to the apprentice - Exercise on detecting and dealing with inappropriate staff behaviour - Exercise: Motivating workers: fill in this questionnaire - Read and Discuss: Providing Effective Feedback
3,5 hours	- Using modern training methods -	- Familiarize yourself with training methods to apply as in-company training entailing relevant pedagogies feasibility of application and generating results. -	- Exercise: Role Play - Exercise: Training Dialogues - Read and discuss: Learning by Doing - Project-based learning - Participatory methods: Face to face learning, Blended Learning and eLearning -

3.1. Getting ready for in-company training

3.1.1. Read and Discuss: Checklist for the Set-Up of an In-Company Training

As a reminder, the facilitator introduces a general checklist of what shall be considered for setting up a training within a company:



3.1.2. Exercise: Kickstart the Relation with the Apprentice

The facilitator explains that the relation between the in-company trainers and the apprentices is crucial to the success of the programme. It is therefore important for the in-company trainer to understand well the apprentices' incentives and expectations. The facilitator then distributes the following questions (without the 2nd column) to be answered individually in writing before being discussed in plenary. During the debate, the facilitator brings in the inputs listed below.

Question	Possible inputs by the facilitator
What do you think that you and your future apprentice(s) have in common? What are the possible differences?	Commonalities can include: ▪ interest in the industry or occupation, ▪ commitment to doing a good job, ▪ satisfaction from being part of a strong team, and ▪ wish to be respected and valued. These form a sound basis for a trusting relationship, regardless of differences, such as age, sex, geographic origin, religion, disability or migration status and personality style.
What do you want to learn about the apprentice you are going to work with, and what would you like to tell them?	It would be important to understand their hopes, values, reasons for choosing this training path, long term education and career objectives, possible issues they face at home or outside that may impede their progress. The in-company trainer in turn may be interested to share about his professional development and ambitions, as well as personal details they feel comfortable to share. The emphasis should be on building a human relation that will have a positive impact on the learning process.

What are the implications of training young apprentices?	First, as per ILO Quality Recommendation, 2023 (208), there should be no apprentice below 14 years of age. In addition, no apprentice below 18 years of age should be involved in an hazardous occupation. All youth apprentices (between 14 to 25 years) need extra guidance and mentoring, and initial mistakes should be seen as a step forward in the learning process (provided that adequate feedback is provided on why this mistake happened).
What are main points to highlight when the training starts.	▪ company's mission and objectives, organization and structure. ▪ formal rules (collective bargaining agreements, Human Resource rules, codes of conduct, apprenticeship agreement) and informal practices. ▪ Occupational safety and health information about the tasks they will perform risks and hazards and how they can be prevented; Presentation of the training plan / logbook: how the training will proceed, its milestones, formative and summative assessments, how to meet and exceed expectations, as well as possible related incentives

3.2. Delivering an Effective In-Company Training

3.2.1. Exercise: Conducive Learning and Working Environment

The facilitator requests small group of participants to reflect on the measures they propose to take to ensure a positive learning and working environment for the apprentice. Each answer is prepared on a large size post-it pinned to a common board. The facilitator groups the suggestions that are similar or have the same objective, facilitates a discussion on common patterns and missing elements, fills in with the list of proposed inputs below.

► **Open and enabling learning environment**

- Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART) learning and working objectives are agreed jointly by in-company trainers, training provider and apprentices.
- The apprentice always has a clear understanding on the competencies they are expected to acquire, how they are assessed, those they already master, and those they still need to train for.
- The in-company trainer clarifies tasks and communicate in an open, transparent and clear way so that the apprentice understands the assignment, expectations and needs accordingly.
- The in-company trainer demonstrates the tasks, provides coaching and mentoring, scaffolding and feedback to the apprentice.
- The in-company trainer observes the apprentice and adapts its training approaches to their learning modes (see exercise 3.2.1.1).

► **Positive personality and attitude of the in-company trainer**

- The in-company trainer steers the training process through dialogue and in partnership.
- The in-company trainer is demanding and supportive at the same time.
- The in-company trainer is open, honest and communicates clearly.
- The in-company trainer welcomes discussions on issues and provide constructive criticism.
- The in-company trainer actively model motivation and the will for the apprenticeship to succeed.

- The atmosphere is characterized by mutual respect and the observance of rules, by openness and trust.
- ▶ **Constructive ways of dealing with mistakes**
- Exchange of views, needs and wishes, and discussion on learning outcomes happens regularly during the apprenticeship between the apprentice, the in-company trainer, and the training provider.
- The apprentice, the training provider and the in-company trainer jointly evaluate their cooperation on a regular basis.
- Mistakes are tolerated as an opportunity for learning and all strive to avoid their repetition and to improve performance.
- Possibilities of correction and improvement are sought collectively by apprentice, in-company trainer and training provider.
- At the same time, there is complete clarity from all parties on the competencies that are already mastered and those that are not.
- The apprentices feel they are taken seriously and confident to express their views and constructive criticism.

3.2.2. Exercise: Active Listening

The facilitator explains that active listening is a specific behaviour that shows when in-company trainers genuinely care for their apprentices' success. It can be also codified in six characteristics that are listed below:

1. **Avoid distractions** - Put away your phone or other sources of distraction;
2. **Use compassionate body language** - lean forward, maintain eye contact, nod, smile. This body language is of course context specific and should be sensitive to the country's social and cultural customs;
3. **Confirm verbally you are listening** - provide regular confirmation you are following the story including by paraphrasing or summarizing what the apprentice says;
4. **Limit your questions** - Ask few open follow-up questions that can't be answered with yes or no. Focus also on how the facts narrated were perceived by your apprentice – "how did it make you feel?"; limit criticism to only open, neutral suggestions "was it the best course of actions to choose?"
5. **Provide strategic feedback only** - do not interrupt but wait three seconds or so before asking a question or commenting; encourage the apprentice to keep talking. Say things like "Then what happened?" or "Tell me more about that."
6. **Hold your own story and keep it for later** - and do not make it about yourself. In fact, extract lessons from your experience only if they are directly relevant to the story shared.

If the group has internet access, the facilitator recommends participants to watch this [Ted Talk on YouTube](#).

3.2.3. Read and Discuss: Providing Effective Feedback

The facilitator explains that delivering feedback is an important part of the in-company trainer's role. And share the following text to be discussed.

- ▶ Feedback happens when the apprentice is performing a simple task, as part of mentoring, and as part of formal formative or summative assessments.
- ▶ Most feedback should be kept between the apprentice and the in-company trainer. Only when formal assessments are required, the training provider will be involved.
- ▶ The recommended option is to emphasize self-evaluation and validation, i.e. first ask how well the apprentice think they did, before confirming or nuancing this assessment.
- ▶ The feedback should also not be overly negative, and a good measure is to sandwich one point for improvement with two positive statements, before and after, to keep an overall positive tone for the discussion.
- ▶ It is also important to avoid generalisation "you always do..", interpretations "probably because you.." and keep statements factual and specifics.
- ▶ Both positive and negative feedbacks should be however authentic and presented in a straightforward and honest manner the apprentice will understand. Avoid jargon.

- ▶ Reference to specific production or work standards that were applied (or not) is also encouraged. It is also important to refer to the logbook, as progress on acquiring competencies should be documented.
- ▶ It is also important to remember that feedback should be about performance and behaviours, never about the identity of the apprentice, to avoid being offensive.

The facilitator asks the participants whether they validate these various aspects of feedbacks, based on their own experience having received feedback in a professional environment: do they think applying these rules is likely to make the feedback more effective in changing the apprentice's behaviour and improving their performance? The discussion can also focus on the challenges anticipated in implementing this type of feedback, and possible solutions to overcome them.

The facilitator also asks two volunteers to play how an in-company trainer provides useful feedback to an apprentice who has been systematically late at work, and a low performer on tasks assigned to them. While this is happening, other participants review whether the principles were applied in the role play. In turn, two of them are requested to provide useful feedback to the in-company trainer on his performance. Two more participants are then requested to provide useful feedback to the previous two on how they applied these feedback principles.

The facilitator underlines in conclusion that feedback happens systematically in all work environment and is key to improve performance and reaching objectives. In this sense, knowing how to share feedback is key to any collective improvement process.

3.2.4. Exercise: 360-degree support to the apprentice

The facilitator explains that apprentices face a wide range of issues that are not always directly related to their learning experience but can impact them negatively. The facilitator then proposes a role play where participants will be paired – one being the apprentice and the other the in-company trainer. Those standing for apprentices are given separately the task to explain either their economic problems, or their family relationship problems, or their feeling of social inadequacy and related inappropriate social behaviour, or their communication issues, or their lack of motivation.

Both in-company trainers and apprentices are expected to engage in one-to-one interaction for 30 minutes, during which the in-company trainer is expected to adopt a behaviour conducive to the resolution of the apprentice problem, and to identify possible solutions. After 30 minutes, the apprentices are expected to report on both in plenary. From this informal assessment, a debate can follow where the facilitator will provide feedback and complementary inputs as per the table below.

Situation /Demand	Behaviour	Solutions
Economic problems	Active listening	Counselling, referral to available social services or support, facilitation of access to these services / support
Relationship and family problems	Active listening, without judgement.	Mediation by the in-company trainer or qualified third party. In case the problem is linked to the apprenticeship itself (for instance a woman apprentice in a male dominated occupation or an apprentice with disabilities who has not previously participated in outside social and economic activities), the in-company trainer will be the best person to explain to the family of the apprentice the protections that are put in place for them.

Inappropriate Social behaviour	Active listening, distinguishing between the inappropriate behaviour and the apprentices themselves.	Explanation on how specific behaviour affects others and proposal of specific steps to be agreed upon to make progress. The in-company trainer will later monitor the implementation of these agreed steps. The in-company trainer also needs to make clear that if this inappropriate behaviour is repeated, has important negative consequences, and constitutes a breach of agreement it will be discussed with the Human Resource Department.
Communication	Active listening	Feedback on the specific elements of the apprentice's communication skills that need to be improved, and possible referral to complementary courses (including online courses) to support progress. Agreement on a course of action that will be documented and closely monitored.
Lack of motivation		The in-company trainer motivates the apprentice by reminding them of the importance of the certificate to enter the labour market, as well as future career prospects. The in-company trainer also engages in a discussion on the aspects of the training apprentices would like to change, consider their propositions and agree on those are feasible – because they are in line with learning and working objectives agreed. The in-company trainer also underlines that in all learning processes, there is a necessary unpleasant moment where the learner realizes they are not competent, yet – but this is only a moment and competencies should be acquired by the end of the training.

The facilitator will conclude by highlighting that solving these issues in a timely manner will reduce drop-out and strengthen the engagement of the apprentice. This 360-degree support is however very demanding for the in-company trainer who needs to be constantly available, listening to the apprentice, and aware of the possible third parties that can offer support to solve these issues. It is indeed important to work with the apprentice as part of a network of support, and while not all issues should be escalated to the human resource department, or the Staff Union or the training provider, or a social worker, it is important to understand the role they can play in solving the apprentice's possible problems, and when they should be called upon.

3.3. Using Training Approaches

3.3.1. Exercise: Role Play

The facilitator explains role plays are useful for competencies that involve human interactions, in order for the apprentice to understand the consequences of their actions and behaviours. For instance, for electricians, how to deal with a difficult client is an important competency that involves empathy, conflict resolution skills, among others. Role plays also apply to production lines where the apprentice may not have a full understanding of the consequences of their actions further down the lines. The facilitator proposes to small groups of participants to focus on the occupations for which they will train apprentices, select specific competencies and develop a role play scenario for them, as well as cards for the various roles. Typically, the apprentice will be required to play someone else's role. Then, in plenary, participants will engage in the dialogue according to their cards, and also explain separately how the situation makes them feel. These role

plays will be followed by a discussion on how effective they were to train apprentices on the identified competency.

3.3.2. Exercise: Training Dialogues

The facilitator explains what training dialogues are (see text below) to small groups of participants and encourage them to role play a training dialogue. Once this exercise in small groups is completed, a plenary discussion follows on lessons learnt from the experience, and how participants want to implement this training approach as part of the apprenticeship programme.

The training dialogue starts with in-company trainer setting some time apart with the apprentice in a quiet environment on a regular basis. They explain the topic they propose to discuss as they consider it important for the apprentices' training. It can be related to specific competencies, as well as specific rules and expected behaviours. The in-company trainer underlines there is no bad question, and that the contents of the dialogue will not be the subject of any assessment. Free speech is encouraged. The in-company trainer also asks open questions about the subject – to identify the apprentices' level of understanding. Following this, the trainer recaps what has been learned and the apprentice can supplement the in-company trainer's summary. This summary is kept documented and will be used as reference later in the training. It is recommended to empower the apprentices to identify what should be the next subject of the training dialogue, to ensure these dialogues remain relevant to the problems they face.

3.3.3. Read and discuss: Learning by Doing

The facilitator shares the text below with small groups of participants and ask them to find an example how this approach could be used in the training they are responsible for. The examples are then shared in plenary and form the basis of a discussion on the suitability of the approach in their respective context.

Learning by Doing is a structured way to put learning into practice where apprentices get the opportunity to try out new tasks, with limited inputs by the in-company trainer. This approach can obviously be implemented for tasks where the occupational risks to the safety of the apprentice and fellow workers is minimum, and where failure to implement the task is not linked to important costs. The learning by doing approach provides to the apprentice a sense of freedom and self-worth when there is progress with limited technical inputs by the in-company trainer. It also allows them to think by themselves how they can improve performance. The role of the in-company trainer is limited to answer the questions the apprentice may have when progress is not happening, validating the mastery of the task, facilitating reflective thinking with the apprentice on the competencies they exerted to make this possible, and gradually providing more space to the apprentice for experimentation, while ensuring occupational safety and health principles are adhered to at all times.

3.3.4. Read and Discuss: Project-based Learning

The facilitator explains project-based learning approach either orally or distributing the text in the box to small groups, asking them to reflect on some concrete examples showing how this approach could be applied within their context, the challenges they would face and how to overcome them. A discussion in plenary follows, concluded by the facilitator highlighting the example of "junior company", that is one form of project-based learning.

The planning and implementation of small and large projects is a good opportunity to test apprentices' capacity to implement a range of

The apprentices implement all aspects of the production / service process of the host company to offer comparable goods / services. This allows the apprentices to learn all tasks of the company's work – e.g. production, marketing, scheduling, sales, and human resources. They start by developing the product / service idea, the related business plan, assess its feasibility, identify required partners, develop marketing and sales plans. This approach promotes creativity, personal responsibility, team spirit and social skills among the trainees. It makes the most of the innovation of these apprentices and their understanding of the specific client groups they represent. The final product, if successful will in any case belong to the enterprise itself.

tasks towards an agreed objective, that reflects the competencies required for the occupations they are trained on. Apprentices are then responsible for implementing the entire project themselves, or part of it - as part of a team. In doing so, apprentices learn to take responsibility for results, act independently, and work effectively as part of a team. The projects can have an external goal (a competition with other teams for instance) or an internal one (e.g.: delivering a complex product, improving a production process or the workplace).

The final assessment of an apprenticeship can for instance focusses on the apprentice's capacity to replicate a final product from start to finish, to specific standards, and within a specified time frame. For example: preparing a business plan to design and create a ready-made piece of clothing, from planning to production and sale. The whole business development process of a product is reflected in this task.

Recommended list of key readings

- WorldBank. 2023. [Helping Countries Accelerate Learning by Improving In-Service Teacher Professional Development](#).
- ILO-Cinterfor. 2021. [Learning Management Systems and online courses platforms](#).
- Government of the United Kindgdom.2020. [Apprenticeships: training your apprentice](#).
- GIZ. 2017. [The role and skills development of in-company trainers in development cooperation](#).
- ILO. 2015. [Vocational teachers and trainers in a changing world: the imperative of high-quality teacher training systems](#).
- ILO. 2004. [Work Improvement in Small Enterprises \(WISE\)](#).

► Module 4: Concluding and assessing the training



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► Lesson plan of module 4

Time duration	Content	Learning outcomes	Pedagogies and learning method
5 hours	- Evaluating the apprentice	- Define different forms of Performance Assessment. - Describe key elements of how to best assess apprentices on-the-job, including through digital means to facilitate assessment.	- Exercise: Understanding Performance Assessment - Exercise: Preparing a Company Tool for Formative Assessment - Exercise: Understanding Different Types of Apprentices' Summative Assessments - Read and Discuss
3 hours	- Developing and Implementing Assessments as Part of a Quality Improvement Cycle	- Explain assessments how to review assessments by a range of stakeholders. - Describe the steps to conduct, review and conclude assessments	- Read and discuss all relevant steps to conduct, review and conclude assessments in our country and exchange with your peers about similarities and differences.
2 hours	- Recognition of Prior Learning	- Define the key concept of Recognition of Prior Learning	- Group work and plenary discussion to focus on the relevance of an RPL process in the countries where participants are active.
5 hours	- Key readings of module 3	- Acquire new knowledge, facts and hands on new methods, tools, and practical examples relevant for in-company trainers.	- Key readings to study and memorize the main take aways

4.1. Evaluating the apprentice

4.1.1. Exercise: Understanding Performance Assessment

The facilitator explains that the value of a certificate will mainly depend on two aspects:

- from the trust the employers have in the national assessment and certification system to deliver certificates that effectively signal the required competencies;
- the capacity and willingness of the employers to use a competency-based approach for recruitment and career progression of their employees.

When these conditions are met, certificates can play an important role in facilitating transition of graduates to and within the labour market.

The facilitator further highlights there is a variety of formative and summative assessments that are used to monitor the training progress and attainments of the apprentice against the learning outcome of the targeted qualifications. Ultimately, when the apprentice is deemed competent – i.e. having the right knowledge skills and attitudes - to perform a range of tasks to given standards and within a set work environment, a recognised qualification is issued to them.

The facilitator highlights the in-company trainer needs to clarify the learning objectives and competencies prior and during the training, to monitor the apprentices' training progress and their achievements against agreed training objectives as part of formative assessments, and even more importantly, to intervene on time with additional support and coaching if the apprentice is late in reaching these objectives.

The facilitator then shares printed questions to the participants to be answered individually in writing. The participants are then paired to compare their answers and enrich the joint responses they will present in plenary. In the follow-up plenary discussion, the facilitator will complement the answers with some of the aspects included in the second column.

Question	Insights
When would you start preparing the individual examination for your apprentice?	Ideally, when you prepare the training plan matching competencies with learning outcomes, training sessions and specific assessments. The specific questions however should remain secret and out of reach from the apprentice. In case of 3 rd party assessment, this work can be done by a 3 rd party assessor who does not participate in the training process.
What are the various forms of assessments?	Open and closed oral questions; short presentations; analysis of a given situation; multiple choice written questions; written tests; written research; practical situation, project, groupwork and presentation; work samples; portfolio.
Who takes care of administrative aspects of assessments?	All formalities for the examination (registration, fees paid, tools and equipment ordered etc.) have been taken care of, either by the chamber, the company itself or a public body in charge of all administrative aspects regarding assessment and certification.
What are the specifics of national regulations on training assessments?	They can relate to the way assessments are prepared and implemented, and the role of the national authority overseeing assessments, safeguards put in place to prevent corruption, how certificates can be granted and certified, and their relation to the national qualification frameworks.

How to consider the specific needs of the apprentices with disabilities in assessments?	The standards of the assessments should remain the same for all, but accommodations should be made in the way they are delivered to persons with disabilities, depending on their specific impairment. This accommodation of their needs should be done in close coordination with relevant authorities and Disabled Persons Organizations. They can include measures related to access to the assessment centres for apprentices with mobility impairments, to measures related to how instructions of the tests are delivered to them (orally for apprentices with visual impairment).
How to best prepare my apprentice for the exam?	To train the apprentice on agreed competencies, to be frank and honest in providing feedback on performance, to provide additional coaching on aspects where the apprentice is a low performer, on recommending additional measures to improve performance (also linking with the training provider) and alerting them on the type of assessments they need to prepare for. You can also review previous tests for the same occupation, with the apprentice. You may need to discuss ways to deal with exam anxiety with the apprentice.
How to motivate the apprentice for the assessment?	Provide guidance on career prospects, and when possible, offer to sign an employment contract with the apprentice, if they graduate from the programme.

4.1.2. Exercise: Preparing a Company Tool for Formative Assessment

The facilitator provides again a copy of the training plan / logbook presented earlier, and the monitoring sheet presented below that allows the in-company trainer and the apprentice to keep track of performance against training plan, identify the areas where some additional efforts and support are required, agree on these measures as part of the training dialogue and follow them jointly.

It is also possible for the training provider to be involved in this process as part of their overall coordination role. Also, it will be important to agree at the start of the training on the relative importance of formative and summative assessment in the overall assessment.

The facilitator requests the participants to review this template in small groups and suggest the modifications they want to bring for the apprenticeship programme they are involved in. The ensuing discussion in plenary should also focus on the required changes for the learning process of some apprentices and how they can be captured in it.

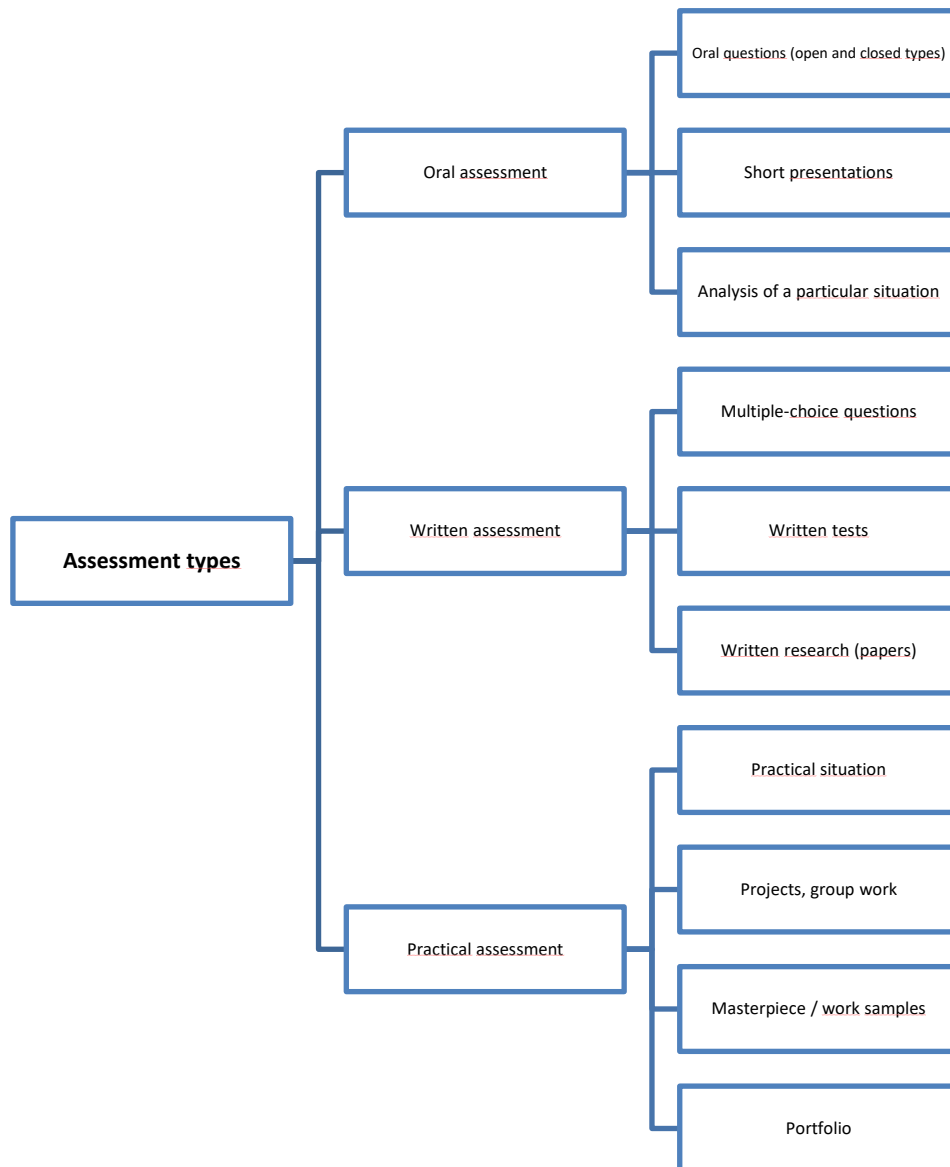
Template for summative assessments						
Apprentice name						
Company						
Current department / workstation						
Period:						
From / To						
Competencies	Apprentice self-evaluation			Trainer validation		

Comments / requests / improvement points	By the apprentice			By the trainer		
Overall Performance and Comments						

4.1.3. Exercise: Understanding Different Types of Apprentices' Summative Assessments

The facilitator underlines the role of the in-company trainers is to contribute inputs for the development of the final summative assessment, and in some cases jointly implement it. Even if typically, the development of knowledge assessments will mainly fall under the responsibility of training providers or third-party assessors, it is important for the in-company trainer to understand the various types of assessments in which they will contribute.

The facilitator presents the following chart to participants on the various types of summative assessments that can be implemented, asks them which ones they have experience with (as trainee or assessor), and clarifies the possible wrongful perceptions. The facilitator then divides the participants in three groups who will answer these three questions: (a) in what circumstances is each type of assessment relevant? (b) what are the advantages of each type of assessment? (c) what are the shortcomings of each type of summative assessment. The participants present their findings in plenary that are complemented by the facilitator.



Types of assessments	Definition	Relevance	Advantages	Shortcomings
Open and closed oral questions	Open-ended questions are free-form survey questions that allow and encourage respondents to answer in open-text format to answer based on their complete knowledge, feeling, and understanding. The detailed response to this question is not limited to a set of options.			
	A closed-ended question leaves survey responses limited and narrow to the given options.			
Short presentations	It conveys information from a speaker to an audience. Presentations are typically demonstrations, introduction, lecture, or speech meant to inform, persuade, inspire, motivate, build goodwill, or present a new idea/product and usually require preparation, organization, event planning, writing and the use of visual aids.			
Situation Analysis	Situation Analysis is a process that helps you identify opportunities and challenges, both internal and external, to your organization, service, or product. You can also use it to define the scope of a problem.			
Multiple choice written questions	Multiple choice questions—also known as fixed choice or selected response items—require to identify right answers from among a set of possible options that are presented to them. Possible answers are "fixed" in advance rather than left open for the learner to generate or supply.			
Written test	A written test is a form of assessment where students are required to answer questions or solve problems on paper.			
Written research	A form of assessment that uses evidence to persuade or inform an audience about a particular point in a written form.			

Practical situation	It involves aspects of real situations and events, rather than just ideas and theories.			
Project, Groupwork and presentation	Refers to learning experiences in which students work together on the same task. It can help build a positive and engaging learning community through peer learning and teaching.			
Work samples	A product (such as an example of writing/editing) that applicants are requested to bring to the job interview. These samples are reviewed by the in-company trainer as examples of work that can be produced by the apprentice, and the review becomes part of the overall selection process.			
Portfolio	Portfolio assessments ask apprentices to collect work products that show growth over a specific period.			

To conclude, the facilitator highlights the new importance of digital means to facilitate assessment in range of different ways:

- Digital portfolios allow trainees to prepare in advance their portfolio, store it online for assessors to review it. [One File](#) in the UK is developed for the collection and organization of e-evidence of outcomes on and off the job.
- Mobile phones allow apprentices to record pictures or movies where they can demonstrate their performance. There is a need for string authentication protocols, but many trainers found it useful during COVID lockdowns, for instance.
- Recorded sessions of web conferencing can allow oral exams to take place and individual or team performance to be validated.
- Quiz software is also an easy way to keep track of knowledge acquisition.
- Learning analytics software can help track attendance and completion of e-learning packages and consolidate results of e-tests.
- Online questions repository can also allow for the automatic and random selection of test questions just before an exam – also to prevent corruption.
- Micro-credentials allow for the evidence of micro-competencies to be stored, and, when stackable, to facilitate progress in learning pathways towards a full qualification.

4.1.4. Developing and Implementing Assessments as Part of a Quality Improvement Cycle

The facilitator explains assessments are developed, implemented, and reviewed by a range of stakeholders, jointly or separately, depending on their respective functions as per national regulations on assessments. The following steps however is the usual process assessments are developed, conducted, and reviewed. The text is distributed to participants, for study in small groups, and then discuss in plenary.

1. Include types of assessments in the training plans for each competency.
2. Develop the assessments (oral, written, or practical) accordingly.
3. In-company trainer manages competency and knowledge tests in the workplace.
4. To measure the success of the training and undertakes the appropriate corrective measures if need be and the performance could be improved.
5. The results of the assessments shall be shared with the in-company trainer at a regular basis.

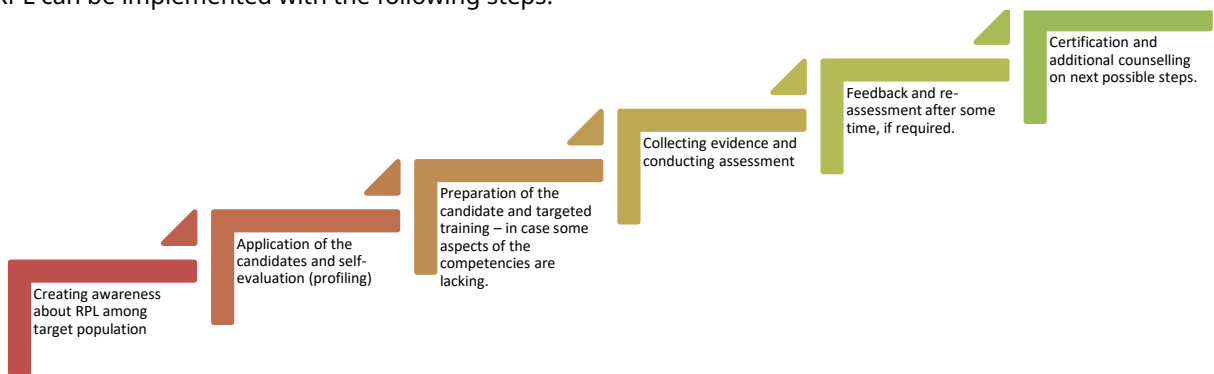
6. The results of the tests are kept by the relevant authorities, with the consent of the graduate, that allows this authority to later certify the graduate is indeed certified.
7. Review and evaluate assessments to assess whether they were effective in validating the competencies of the graduates and change their contents accordingly.

4.1.5. Read and Discuss: Recognition of Prior Learning (RPL)

The facilitator explains that RPL is a process of identifying, documenting, assessing, and clarifying informal learning against formal education and training standards. He then proposes the following text to groups of participants, to be discussed. Afterwards, the plenary discussion will focus on the relevance of an RPL process in the countries where participants are active.

RPL can help competent individuals, who acquired competencies on the job or do not have certificates with them (e.g.: refugees who fled from their countries), to access a qualification that matches their knowledge and skills, for their improved employability and mobility in education and career pathways. RPL has also shown to be an important boost for their self-esteem and wellbeing. RPL is very important in the context of apprenticeships because: (a) an RPL process before the apprenticeship can reduce training duration and be more cost effective; (b) there are many apprenticeships that are implemented in the informal economy without linkages to a certification process.

RPL can be implemented with the following steps:



Recommended list of key readings

- IZA. 2023. [Evaluating apprenticeship training programs for firms. Cost–benefit surveys of employers help design more effective training policies.](#)
- Cedefop. 2021. [Apprenticeship Governance and in-company-training: where labour market and education meet.](#)
- GIZ. 2020. [Implementing the Standard for In-Company Trainers in ASEAN Countries \(ASEAN In-CT Standard\).](#)
- ILO. 2020. Steps [and tips: Monitoring, assessment and certification of quality apprenticeships.](#)
- ILO. 2017. [Engaging employers in apprenticeship opportunities.](#)
- DualVET. 2015. [Training company trainers on transversal skills.](#)
- Federation for Industry Sector. 2014. [Skills and Standard. Understanding assessment in Apprenticeships.](#)