

GUIDE



VET CONSULTANTS & VIDEOS

for the dialogue with training companies, teachers & students



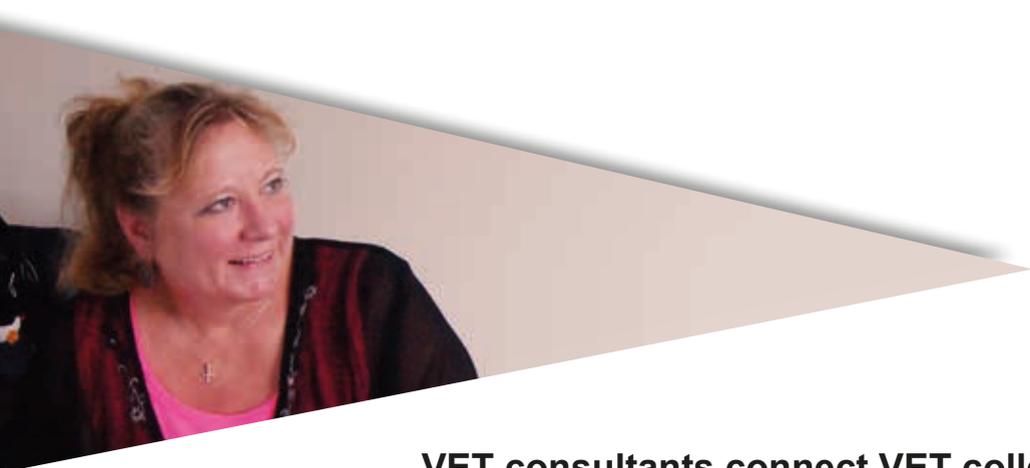
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VOCATIONAL CONSULTANTS

Vocational consultants play a crucial role in Vocational Education and Training (VET).

Vocational consultants are gearwheels and information hubs in dual VET systems. In a dual system, the students learn in colleges as well as in training companies. The students must achieve learning outcomes in both learning arenas to fulfill the cumulative requirements of the educational program.





VET consultants connect VET colleges with training companies, and the students with both of them. This involves several substantial tasks, and VET consultants perform all or some of these tasks:

- Recruitment of training companies, information on training rules and signing of contracts
- Promotion and support of students in applying for an internship or an apprenticeship
- Counseling training companies on the content and conditions of the educational programs, the learning outcomes, examinations and final tests, the needs of the students and various training methods
- Practical coordination and administrative support: payments, reports, contracts, taxes, insurances
- Conflict management and prevention of disagreements

The titles, positions and precise job descriptions of VET consultants may differ, not only between different European countries and VET systems, but also nationally between the trades and between their organizations.

Their titles depend on local conditions and traditions: they can also be called organizers, coordinators, supervisors, advisors, guides or similar titles. Some of them are full time consultants at VET colleges, agencies or chambers. Others are part time teachers, independent agents or they also perform other administrative tasks.

This is true for all of them: communication is crucial. These experts must be able to meet their target groups in various ways and via a range of channels. This also means applying new virtual platforms and media, as they emerge.

IN-COMPANY LEARNING OUTCOMES

In-company learning outcomes are the framework for work-based learning in practice. These learning outcomes are quality keys in VET, and their application to training practice can promote learning processes significantly.

This area has an often overlooked potential. Understandable, as educational regulations regarding learning outcomes are official documents that are not that easy to translate to practice. VET consultants can make a difference when communicating these learning outcomes to trainers, teachers and students.

LEARNING-PROMOTING VIDEOS

Videos have become a “new normal” as today's way of communicating, receiving information and translating content. Especially the young people, Generation Z, are heavy video users, also for learning purposes.

In education, Gen Z often prefers video messages and short instructional films compared to “long complex texts”. Results from surveys in the European project SEE THE GOAL have shown that visualization helps achieve better understanding of the formal in-company learning outcomes.

All in all, VET consultants make a difference for professionals who work with students by helping them to apply video in order to promote learning.

“*There are many aspects in each learning-outcome. It's like a set of tenpins. Watching the videos has increased my understanding.*
- Care helper student



1. VIDEOS IN RECRUITMENT OF TRAINING COMPANIES

Training companies need knowledge about the learning outcomes for students during their in-company training. The VET consultants can support new training companies by identifying work tasks that correspond to these learning outcomes. This can ease the task of creating a training plan that fits both the company and the student's individual level and needs.

In practice, Slovenia: Industrial mechanic

Slovenia has recently re-launched apprenticeship (2016) as an integrated part of their VET programs. Thus, the in-company learning outcomes are being developed sector by sector. Hence, the consultants' range of tasks is extended to analyze work processes in order to identify appropriate work situations and their learning potentials. These situations are generalized, transformed to learning outcomes and connected to the national curricula. During this process video recordings have provided concrete examples.

Meanwhile, small companies in particular show social responsibility by opening their doors to training students. The companies usually need an introduction to the students' learning outcomes. The VET consultants contact the companies by phone and follow up by sending videos via links or USB keys. As a result, the consultants experience great interest from these companies in further dialogues on training issues.

Of course, it is necessary to follow up on this initial interest consistently. And finally: major system changes, including the implementation of high quality training, take time and persistency.

“ We will test this way of working with video with the next generation of students.
 - Manager

“ Video is a very good tool to attract a lot of immediate attention. Video creates a stronger impression than the promotion through printed material.
 - VET consultant

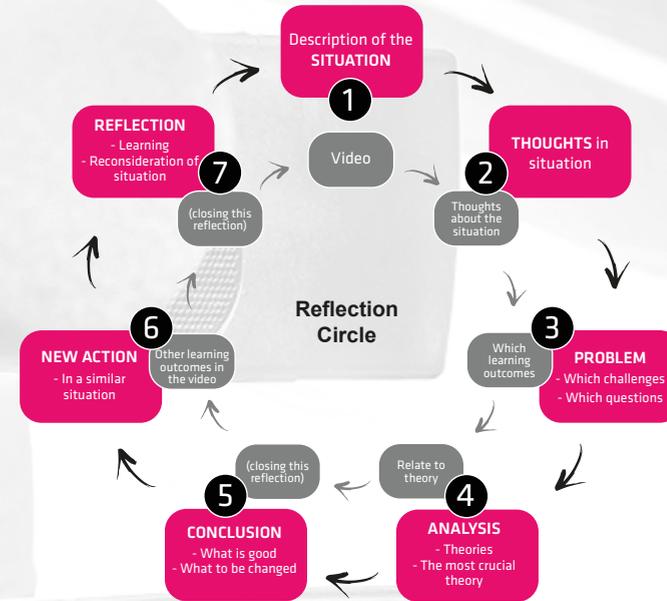
2. VIDEOS IN TRAINING PRACTICE

Training companies need to know how to support and promote their apprentices in reflecting on their work results, learning processes and outcomes. The trial runs in SEE THE GOAL indicate that trainers and training managers can benefit by using videos during assessments and guidance dialogues.

In practice, Denmark: Social & health

Several experienced training managers have successfully applied video to their training method *Reflection Circle*. This method opens up for new insights during a personal dialogue between trainer and student. The *Reflection Circle* is well-known and broadly implemented in training practice of social & health.

“ The videos have given us a joint visual framework to refer to. Now we know exactly what we are talking about in the dialogues with students on their learning outcomes.
 - Training manager, Stevns Kommune



The students also experience added value, as they achieve a greater understanding of their learning outcomes.

“ I have seen it visually and can now relate to the learning outcomes, when I read them.
 - Care helper student

3. VIDEOS AT VET COLLEGE

VET teachers at VET colleges can help students to prepare themselves for their forthcoming in-company training. Students should experience work-based learning as an integrated part of vocational education. Thus, a link between college and company is necessary. Videos of in-company learning outcomes can be a focal point for group dialogues in the classroom. The teachers can demystify expectations and make the students feel ownership for their forthcoming learning process.

VET consultants can offer these videos as additional learning materials, possibly also for the students' self-assessments after their in-company training.

In practice, Finland: Retail and visual merchandising

Finnish teachers also perform consultancy tasks in order to promote in-company training. These consulting teachers present videos to groups of students, supplementing a toolkit-paper that helps them understand the learning outcomes for visual merchandising. Based on the videos, in a learning dialogue, the students discuss questions such as:

- How are the same learning outcomes practiced at different workplaces?
 - What are my skills, compared to the student's skills in the video?
 - How would I perform the given work task?
- VET teacher and consultant

The consulting teachers are recommended to use the videos at the beginning of the course at the VET college to introduce the students to their training. Furthermore, the videos should be used during the educational program to monitor the students' learning phases.



ON THE STRATEGIC LEVEL INCREASING QUANTITY AND QUALITY

VET consultancy is a key functionality in VET.

VET consultants are not only spearheads for maintaining or increasing the number of training placements in dual VET programs. VET consultants can also contribute to strengthening quality in VET by advising all relevant target groups on in-company learning outcomes.

VET consultancy must not be a coincidental or merely personal task. The consultants depend on close cooperation and coordination with other professionals in their organizations. As frontline workers, the consultants must be able to relate to the strategic framework of their organization.

- Strategic priorities to follow
- Figures and outcomes to achieve
- Organizational principles and goals to stick to
- Future local development to relate to
- Organizational procedures to take into regard

DIGITALIZATION

In the context of the megatrend digitalization, many - or even most - work processes and structures have been undergoing major reorganization in recent years. This also influences communication channels and platforms, and thus, the dialogue of VET consultants with training companies, students and VET teachers.

Video and other media have proven to add value to training and learning processes.

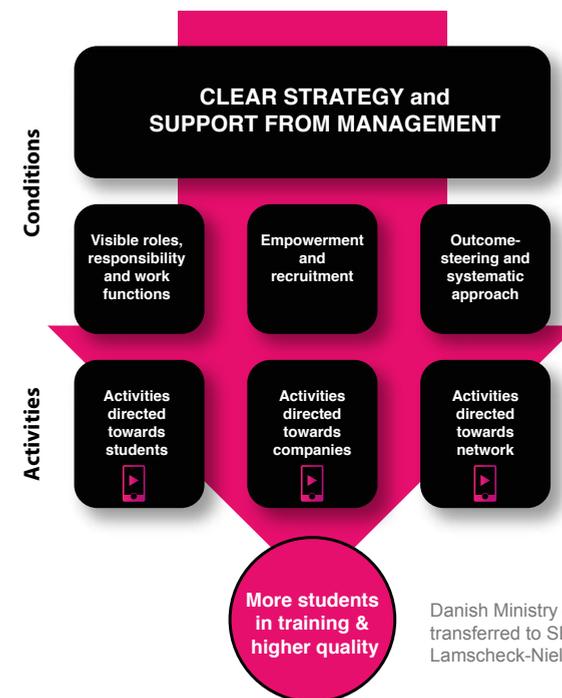
IN PRACTICE

In several countries, the tasks of consultants are stated in national VET regulations.

- § **In Portugal**, the role of the *coordinator* is regulated for several fields, regarding promotion of the students individual development and facilitation of dialogue between the pedagogical teams of the professional education training centres and the training companies. Coordinators are also lecturers for VET teachers. For this purpose, they can introduce video technology in order to empower teachers in assessing the students' progression or supporting their self-assessment.
- § **In Slovenia**, in every vocational college, one teacher with the required educational and pedagogical qualifications is assigned to organize and coordinate practical training in companies. These *organizers* ensure that the students on all levels can complete their training periods in companies, as intended in the regulations.
- § **In Denmark**, VET colleges are obliged to support students and training companies by providing *consultants*. The Ministry of Education encourages VET colleges to apply strategic approaches in their consultancy. The following model is meant to inspire as to analyzing local conditions, setting goals and planning activities for the local VET consultancy.

Video technology can support the consultants on the activity level by extending their range of communication channels and their conventional communication materials.

It is often difficult to explain how training works in practice, and how trainers and students can interact. Videos increase understanding, as work procedures, learning processes and training methods are illustrated.



Danish Ministry of Education, 2015, transferred to SEE THE GOAL by Lamscheck-Nielsen (2018)

In a strategic perspective, it should be determined how the impact will be measured. In all cases, the goal is to acquire new training placements, and to strengthen the interaction between the VET college and company, and thus quality of VET.

INSPIRATION

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

Seven organizations from Denmark, Slovenia, Finland and Portugal were involved in the development of a total of 32 videos.

The videos cover in-company learning outcomes from four educational programs, as examples from industrial production, technical maintenance, health care and retail.

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

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

This guide was created by project manager Regina Lamscheck-Nielsen, Moeve, and supervisor Merete Frank Christensen, ZBC.

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

Download of guides for trainers, for students and for consultants

<http://www.seethegoal-eu.si/guidelines/>

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National regulations with conditions for VET consultancy

Slovenia: Organization and Financing of Education Act, art. 96; regulations on norms and standards for the implementation of educational programmes in secondary education

Denmark: Main VET regulation, 2017-07-03, art. 7, § 48-51

Portugal: Cursos de Aprendizagem, 2018-03-20

