

Teachers and trainers in workbased learning/apprenticeships

A study for the European Commission (Panteia/LSE)

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Background of the study

- Work-based learning in VET provides important benefits, by increasing employability and smoother school to work transition.
- The Riga Conclusion stresses that there is an increased need to promote work based learning European Commission / Latvian Presidency (2015), Riga Conclusions 2015.
- Existing policy reviews, studies and literature present fragmented information on the diversity of types of teachers and trainers active in WBL
- a systematic analysis of existing governance frameworks and professional practices in Member States in WBL is currently lacking.

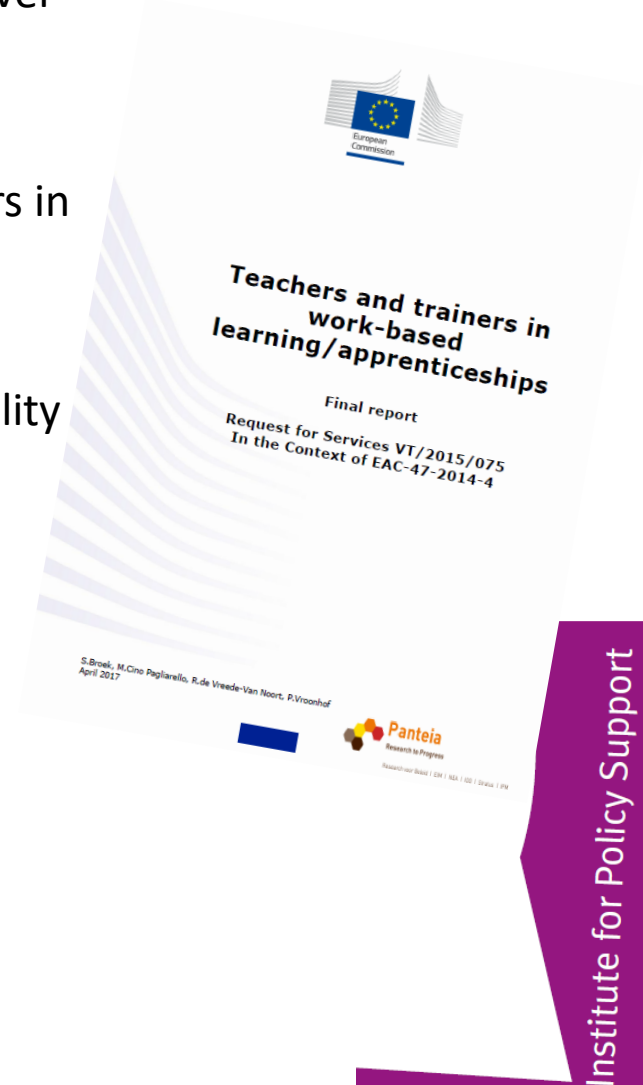
Aim of the study

The overall objective of the study is to map and analyse existing approaches and project examples with regard to WBL teachers and trainers at national, EU and transnational level in three areas:

- Governance structures which aim to ensure high competence of teachers and trainers in WBL;
- Professionalisation opportunities for teachers and trainers in WBL/apprenticeships;
- Continuous dialogue between teachers and trainers with the aim to improve the quality of WBL.

Structure presentation:

- Who are the teachers and trainers?
- How are they governed?
- How are they developed?
- How do they cooperate?
- What needs to be further explored?



Who are the teachers and trainers?

- This study follows the Cedefop definition and categorises teachers and trainers on their place of work, either employed by the VET institution (teachers) or the company that provides work-based learning (trainers).
- distinctions are nearly never clear cut and that there are many grey areas.

		In VET school	In company
General VET		General subject VET teachers Theoretical subject VET teachers	
	Teachers	Practical subject VET teachers	Trainers
WBL	Trainers	Trainers / instructors	Mentors Workplace or work-based tutors

Who are the teachers and trainers?

- 56 different profiles of professionals that are associated with WBL in 28 MS.
- **Teaching professionals in VET institutions (30):**
 - Teachers in VET institutions in WBL are most often described as teachers, but also as trainers, instructors or tutors.
 - Teachers in WBL are generally required to possess at least technical upper secondary education in combination with professional experience in their area of expertise.
 - most MS formulate **explicit competence requirements for teachers** by means of decrees, acts and/or regulations.
- **Training professionals in companies (26):**
 - Trainers in companies in WBL are most often referred to as ‘work-based’ or ‘company tutors’
 - usually not specifically recruited for a training position in a company.

Key finding 1

- **The role of teachers in VET institutions is generally well defined, and further elaborated through minimum competence requirements. In VET institutions, teachers are part of broader regulatory frameworks that apply to the entire education and training system.**
- **Except for a few cases, the role of trainers in companies is less specifically defined. The role and competences of trainers in companies are generally defined by sectors and the minimum trainer requirements are generally not expressed in terms of specific trainer competences, but focus on years of experience and position (management) in the company.**

How are they governed?

- Governance frameworks for teachers and trainers in WBL, consisting of policy documents related to education policy, VET policy, general teacher policies, labour policies and/or quality policies

Education policy	Education policies can define the status and responsibilities of teachers. These sometimes include the governance provision for teachers and trainers in VET as well.
VET policy	<ul style="list-style-type: none">• Broad VET policies covering all aspects of the organisation and delivery of VET.
General teacher frameworks / policy	<ul style="list-style-type: none">• These can be general teacher/ trainers policies which provide the governance provision for VET teachers and trainers as well. These can concern the possibilities for pre-service and in-service professional development.
Labour policy	<ul style="list-style-type: none">• Labour policies, or sectoral governance frameworks and Collective labour agreements can include governance provision for trainers in companies' rights, responsibilities and possibilities for professional development.
Quality policy	<ul style="list-style-type: none">• Policies related to quality assurance can put in place governance frameworks for teachers and trainers and their professional development.

How are they governed?

- **teaching professionals in VET institutions:**
 - In 28 MS, a total of 161 governance frameworks were identified that regulate VET teachers in WBL.
 - Most of the quality aspects mentioned are included in governance frameworks
 - To ensure the quality of WBL teachers, VET providers need to be given the opportunity to ‘compete’ with companies to attract the best industry professionals.
- **trainers in company:**
 - A total of 50 governance frameworks were identified
 - In many MS, trainers in company are considered outside the world of education and are therefore covered by individual company policies or sectoral policies (either agreed with social partners).
 - MS with more developed dual VET systems also tend to have more elaborate governance frameworks in place for trainers.

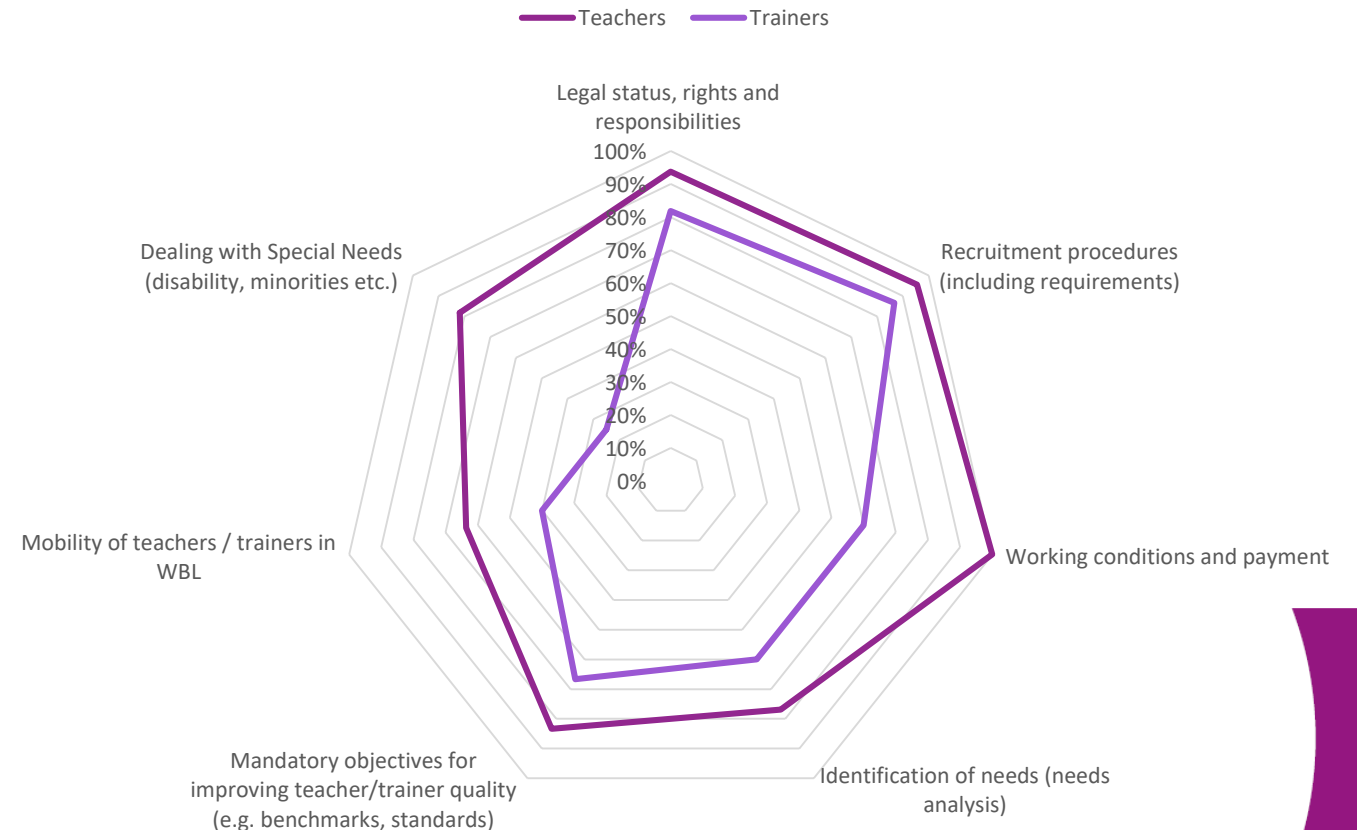
Key findings

Key finding 2:

Teachers are better covered in VET governance frameworks than trainers who work in companies.

Key finding 3:

Concerning topics covered in governance frameworks, also here trainers are less covered compared to teachers in work-based learning. Particular areas that lack coverage concern trainers' working conditions and payment, international mobility and dealing with learners' special needs.



How are they developed?

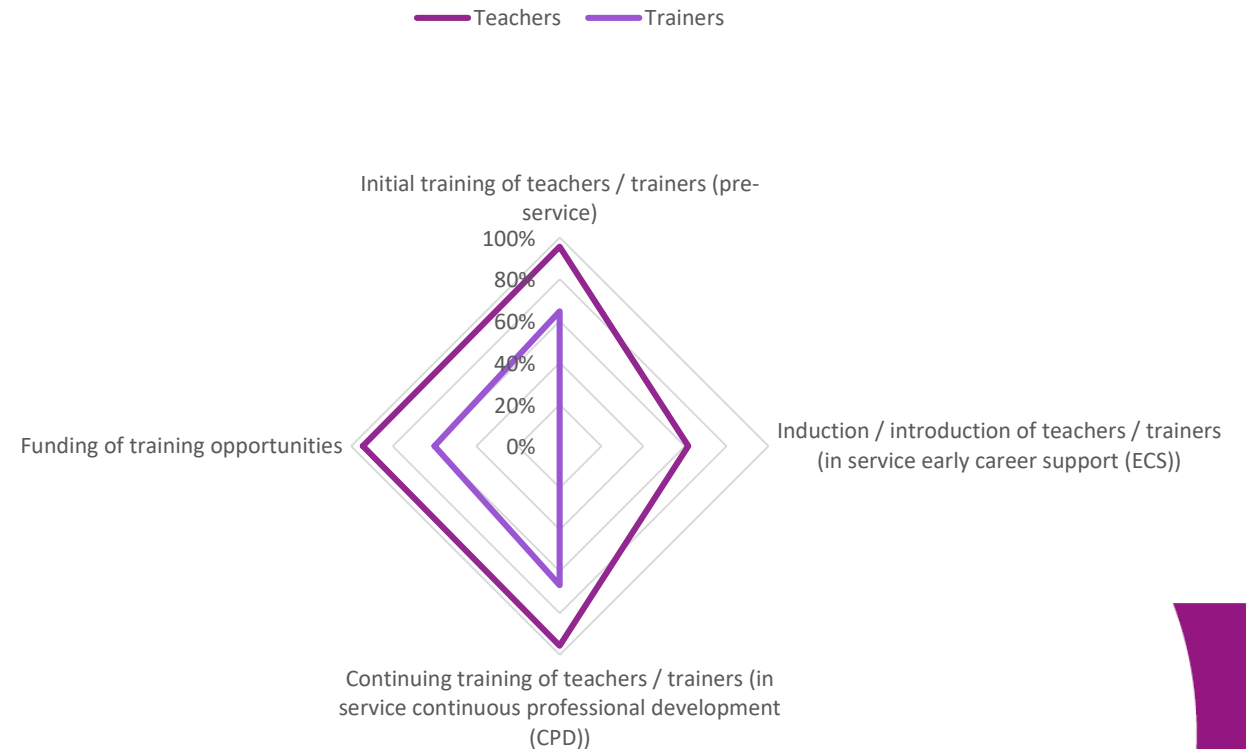
- Professionalisation continuum taking into account initial teacher/trainer education; early career period support; and continuing professional development (CPD).
- **teachers in VET institutions:**
 - All MS offer pre-service programmes for teachers in WBL.
 - In 20 out of the 28 MS references were observed to early career support for teachers in WBL.
 - All MS offer at least to some extent possibilities for VET teachers in work-based learning environments to conduct CPD

How are they developed?

- **Trainers in companies:**
 - While six MS offer some kind of full programme, 12 MS offer top-up programmes (five MS offer both full and top-up programmes)
 - No induction schemes were found for trainers in company in WBL
 - For trainers in company, in 14 countries schemes for CPD are identified. CPD does not appear to be a legal obligation at all
- The professionalisation continuum, does not align well with how working professionals take up the role of trainers in company.

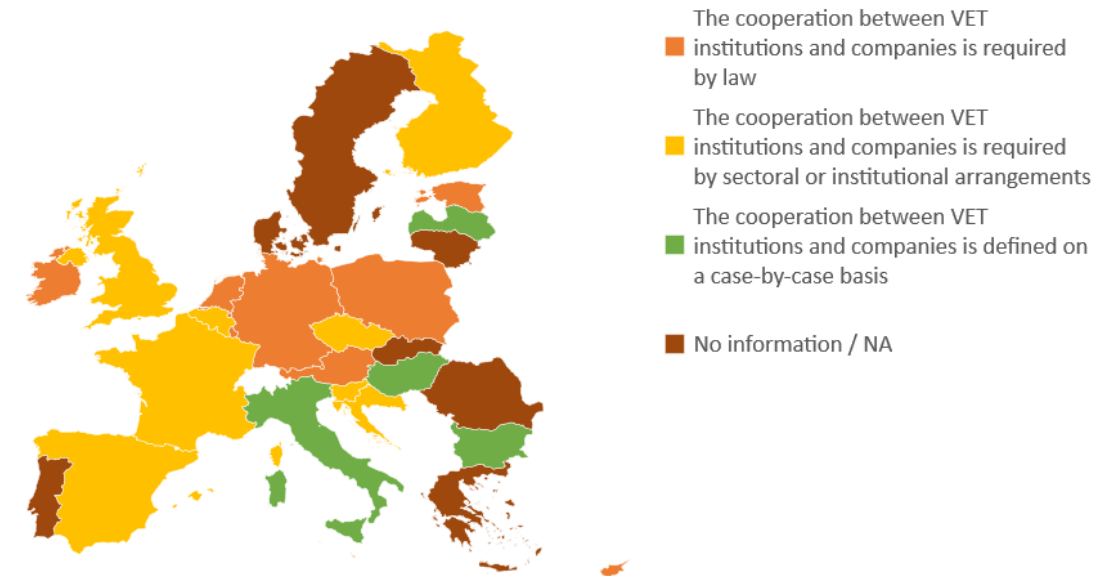
Key finding 4

The arrangements for professional development are available more for teachers in VET institutions than for trainers in companies. In addition, the ‘professionalisation continuum’, a general framework for teacher / trainer professional development, does not align well with the trainers in company and to some extent with the teachers in WBL in VET institutions.



How do they cooperate?

- **Cooperation concerning the quality of the provision of work-based learning** can take place at different levels, namely at macro (system) level; at meso (sector/regional) level; at micro level including institutional level (VET school / company) and individual level (teacher-to-trainer).
- In many countries the cooperation is covered in the legal frameworks (nine of the countries) or required by sectoral arrangements (eight of the countries).



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Key findings

Key finding 5:

Cooperation on quality of teachers and trainers in WBL is better ensured in countries where the VET governance is organised as a cooperative system and where all relevant stakeholders are involved.

Key finding 6:

Cooperation should not be seen as an end in itself but as a tool to improve the quality of VET and its responsiveness to the labour market needs.

Key finding 7:

Cooperation on the quality of teachers and trainers works better when VET is attractive and companies are willing to take part in cooperation.

Key finding 8:

Given that work-based learning and the learning-outcome approach are becoming more prominent in VET, cooperation arrangements and continuous dialogue between the involved learning venues is becoming an essential part of a functioning WBL.

What needs to be explored?

- analyse the governance frameworks and professionalisation frameworks related to trainers in companies involved in WBL.
- specific cases of **hybrid teachers** , whereby teachers and trainers both work in VET institutions and companies.
- **guidance** of teachers and trainers involved in WBL in VET.
- specific issues related to dealing with Special Education Needs (SEN) and mobility.

What can we learn for level 5?

Workbased learning at higher levels demands competent teachers and trainers

- Are governance frameworks in place to assure quality?
 - Teachers having the work-related competences
 - Trainers having the pedagogical competences?
- To what extent is cooperation set in place at level 5 on quality teachers and trainers?
- Is continuous cooperation between companies and providers underlying the educational concept of level 5 educational programmes?