Competence profile

Following the development of the Intellectual Output 1: Analysis of apparent best practices of technical and pedagogical competencies and innovative approaches for the training of trainers, tutors and staff engaged in WBL practices.

The Competence profile was elaborated that defined the different areas of activity and competences that the Business Tutor should have also in a Digitalized working context.

This is what emerged also through a questionnaire submitted to business tutors identified by the different partners in the target countries.

Area of activities 1	Core competencies
Preparation and maintenance of the digitalized workplaces for work-based learning.	• To design and plan the installation of the media technologies at the workplace. • To install, configure and set-up learning management systems in the workplaces. • To install specialized social media. • To install professional software for learning at the workplace. • To install the elements of digital learning scenarios and formats (Blended und Online-Learning). • To select and install the didactic instruments for cooperative learning at the workplace. • To document the digital training plans for common (cooperative) usage.

	EXAMPLE: IMPROVING QUALIFICATIONS FOR PROFESSIONAL DEVELOPMENT TEACHERS / CORPORATE TUTORS IN THE FIELD OF PARAMEDIC TRAINING • To handle software for management. • To provide digital applications in the local area network. • To integrate audio and video data. • To prepare video-tutorials. • To prepare digitalized content. EXAMPLE: IMPROVING QUALIFICATIONS FOR PROFESSIONAL DEVELOPMENT TEACHERS / CORPORATE TUTORS IN THE FIELD OF PARAMEDIC TRAINING • To integrate the data from external and internal sources in the training at the workplace. • To check the used media for accessibility/openness, problem solving and requirement level. • To consider copyright protection issues.
Area of activities 2	**Core competencies**
BLENDED LEARNING Planning and organisation of the work-based learning in the digitalized workplaces.	• To identify technological and organizational changes in the digitalized work process in the systemic way. • To evaluate the possibilities and risks of the digitalized work and business processes. • To identify and assess competencies applied in working with the ICT media in the work and business process. EXAMPLE: IMPROVING QUALIFICATIONS FOR PROFESSIONAL DEVELOPMENT TEACHERS / CORPORATE TUTORS IN THE FIELD OF PARAMEDIC TRAINING • To organize cooperation of learners in the digital learning and work environment. • To organize knowledge management at the digitalized workplace.

Area of activities 3	Core competencies
BLENDED LEARNING Designing and implementation of the learning processes in the context of digitalized work processes.	- To restructure networked process chains for learning purpose. - To train by applying content of embedded systems, including their operating systems. - To prepare know-how on handling interactions with sensors, reading information and collecting of data. **EXAMPLE: IMPROVING QUALIFICATIONS FOR PROFESSIONAL DEVELOPMENT TEACHERS / CORPORATE TUTORS IN THE FIELD OF PARAMEDIC TRAINING** - To design the training and learning modules on handling the processes of robotics (robot and "cobot"), including knowledge and skills needed to program and control robots in the different technological processes. - To prepare learning materials about installation and exploitation of the Internet of Things and Cyber-Physical Systems. - To design the concept of digital process chain (4.0) in the teaching and learning process. **EXAMPLE: IMPROVING QUALIFICATIONS FOR PROFESSIONAL DEVELOPMENT TEACHERS / CORPORATE TUTORS IN THE FIELD OF PARAMEDIC TRAINING** - To select, install and evaluate digitalized learning and teaching scenarios that facilitate problem oriented and self-organized learning. - To plan and execute interactive, virtual and individual learning phases. - To select interactive media for learning and training.

Area of activities 4	Core competencies
MENTORING Working with socially disadvantaged learners and apprentices.	**AWARENESS RAISING** • To raise awareness about young people in vulnerable situations, by knowing and understanding what traits they present, to demystify stigmas, to highlight the strengths of this population and present the experience as trainers of these young people as an opportunity for growth and personal enrichment. • To ensure efficient communication with disadvantaged learners and listening to them by clarifying their concerns, expectations and professional problems. **MOTIVATION & LEADERSHIP** • To motivate disadvantaged learners to learn, as well as to develop their self-concept, self-confidence, etc., continually reinforcing their achievements and working on the prejudices they have towards themselves. **WORKPLACE PLAN** • To accompany disadvantaged students in their workplaces/ training, being able to carry out a continuous assessment and follow-up of the student's improvements, giving feedback on their progress and planning improvement strategies if required. **MOTIVATION & LEADERSHIP** • To transmit to disadvantaged students a positive leadership in which they can focus and take an example.
Area of activities 5	Core competencies
DIGITAL CITIZENSHIP	• To identify particular factors of digital divide that preclude the socially disadvantaged

Involvement and motivation of the learners with socially disadvantaged background in the „digitalized" work-based learning processes (tackling digital divide through VET).	youth from active involvement in the work-based learning. • To prepare the organizational and technological solutions enabling the access of disadvantaged youth to the digitalised work-based learning in the initial VET establishments (e.g., simulated workplaces) and/or in enteprises. • To organise the provision of pedagogical-methodical, psychological and social support necessary for sustaining and motivating disadvantaged youth to engage in the „digitalized" work-based learning processes. • To monitor the progress of disadvantaged young people and the quality of the „digitalized" work-based learning in order to prevent their dropping out of training.
Area of activities 6	**Core competencies**
  Assuring communication, supply and transfer of information and data during WBL in the digitalized work processes and workplaces.	 • To organize the interdisciplinary cooperation in the learning and work process. • To present the information and data for learners at the workplace by using interactive media. • To communicate, collaborate and coordinate the learning process with the other employees and managers of enterprise and external stakeholders. • To ensure the safety of personal and corporate data used in the training and work processes.

	• To apply the digital communication instruments for the regular and remote training.
Area of activities 7	**Core competencies**
Development of the green skills and circular economy approaches in the execution of work processes.	• To plan the learning workplace and work processes by following the principles of circular economy. • To identify the knowledge and skills related to circular economy, which are relevant for the work processes and learning stations and to enable their acquisition/development. • To develop critical reflection abilities of learners with regard to sustainability of the existing working methods and approaches.
Area of activities 8	**Core competencies**
  Analysis of the learning processes and formative assessment of competencies of learners in the digitalized work-based learning.	 • To check on how the media used for training at the workplace facilitate development of decision making skills, abilities to cooperate and creativity. • To check media usage for learning relevance. • To design cooperative online reflection processes. • To evaluate content, human and technical resources for media use. • To plan and evaluate the formats of individual and team online activities. • To select and install the online tools for diagnostics and assessment of performance at learning and work. • To collect, aggregate, analyze and evaluate data from learning processes (Learning Analytics). • To adjust the performance rating tools. • To apply privacy and data security requirements in the assessment of learning and competencies.