



## Innovative WBL Painting Talents - IN PAINT



### WP4 - Work Based Learning Developer

#### *WBL Developer Requirements Profile*



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## 1. POLITICAL OBJECTIVES OF EUROPEAN EDUCATION POLICY

Source: European Commission, Good for Youth Good for Business *European Alliance for Apprenticeships*, PDF ISBN 978-92-79-65703-0 doc:10.2767/716741 KE-04-17-152-EN-N

In the fight against high **youth unemployment**, Vocational Education and Training (VET) has become increasingly important and visible in the European policy agenda in recent years. In 2013, an EU Summit on the **Youth Guarantee** and **Youth Employment Initiative** adopted key measures to combat youth unemployment.

An important aspect of most EU initiatives is the **sustainable strengthening of work-based learning** in VET.

**International comparative studies** show that young people with a dual education or at least a strong dual element in education have significantly lower risks of unemployment and master the transition from school to work much better than young people with a general or full-time education.

The **Youth Guarantee** provides

- young people under 25 years
- within a period of four months after becoming unemployed or leaving school,
- to get a job, a training course or a high-quality training or internship position.

All countries have included training models with work-based learning in their implementation plans.

In addition, a further € 6 billion has been made available through the **Youth Employment Initiative**, which aims to help regions with youth unemployment rates in excess of 25 %.

As part of the **European Skills Agenda**, the European Commission has stressed the need to show young people, their parents and many other learners that **VET can be just as attractive a career as traditional education from a secondary school to a university**.

Making VET a first-choice pathway is a key aspect of the Commission's European Skills Agenda, which was launched in June 2016.

## 2. DEFINITION WBL

Source: European Commission, Good for Youth Good for Business *European Alliance for Apprenticeships*, PDF ISBN 978-92-79-65703-0 doc:10.2767/716741 KE-04-17-152-EN-N

### 2.1 WORK-BASED LEARNING BACKGROUND

In Europe, forms of work-based learning (WBL) have been increasing in the public interest for years.

In the wake of the **European economic crisis**, countries where work-based learning is an integral part of education systems have emerged relatively unscathed from the crisis.

In particular, the model of **dual vocational training** is positively credited with organizing the **transition from school to the labour market** and contributing to the **need-based training of skilled workers**.

## 2.2 WHAT DOES WORK-BASED LEARNING MEAN IN THE CONTEXT OF EUROPEAN EDUCATION?

- Objective: to acquire knowledge, skills and competences through implementation and reflection on tasks in a professional environment, either at work (such as in dual vocational training) or in a VET institution.
- Forms: in addition to dual vocational training, WBL also comes in other areas of education such as in school-based education and training, higher education and adult education.

⇒ Thus, WBL can be **part of initial education** in all educational sectors as well as **part of continuing education**.

## 2.3 WBL IN VET

A special focus is nevertheless on VET. A distinction can be made between **three forms of WBL** in VET:

- **Apprenticeship (Dual Vocational Training):** it is a formal education that combines educational content between school and business and leads to a nationally recognized educational qualification.
- **School-based Vocational Training with Learning Stages in the Workplace:** this type of training includes compulsory or voluntary work placements of different lengths in companies and also leads to a formal qualification.
- **WBL at school:** In this form of WBL, practical on-site experience is acquired in the educational institution, e.g. in the laboratory, in workshops, through projects in which the "real life" is simulated or real projects are carried out from the world of work. The goal is to create the most authentic work environment, to cooperate with companies and customers and to develop entrepreneurial skills.

### 3. DEVELOPER

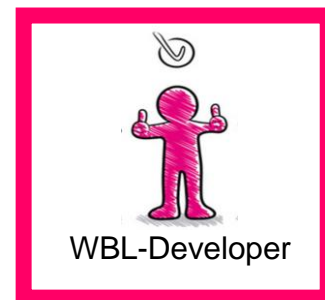
**What does "development" mean in the context of WBL-based VET?**

Importance

- Trend: tendency, movement
- Process: procedure, progress
- Sequence: action, order, ranking
- Structure: scheme, ground plan, design, composition
- Planning: structure, measure, training
- Construction: manufacture, creation, installation
- Education: compilation, guidance, introduction, development, consolidation, promotion, teaching, instruction, knowledge, growth
- Progress: advancement, career, career progress, recovery, success
- Phase: time period, time span

### 4. INTERESTED PARTIES IN THE CONTEXT OF VOCATIONAL EDUCATION

- Painting and Decorating Associations
- Painting Contractors
- Schools and VET Centres
- Teenagers, young adults
- Manufacturers
- Customers and Clients
- Politics - National and EU
- Employment Service
- Responsible bodies



### 5. TASKS WBL DEVELOPER

The tasks of the WBL Developer include (among others) - based on the 3 forms of WBL - in the framework of the

• **Apprenticeship (dual vocational training):**

- Promoting collaboration between school/VET Centres and Professional associations
- Informing about current market developments
- Matching training content with developments in company practice
- Developing and / or providing information about training opportunities for trainers / teachers
- Informing about current pedagogical approaches
- Informing about developments and demands of the European labour market
- Supporting training (e.g. help offers such as tuition)
- Consulting and job placements (if no offer of employment after completion of the training is possible)

• **School-based VET with learning stages in the workplace:**

- Informing, advising and coordinating as in apprenticeship
- Creating and coordinating the requirement profiles between trainee and company, aimed at appropriate selection and recruitment
- Consultation and placement of trainees in specialized companies of the painting trade

• **WBL at school:**

- Providing information and advice as in the apprenticeship training and school-based vocational training with learning phases in the workplace
- Supporting projects from the world of work
- Helping to create an authentic work environment
- Networking with companies (and customers → projects)

- ⇒ The goal is to **develop cooperation between the professional associations and the schools/VET Centre organisations, to build or expand the precise placement of trainees; and to be the contact for companies and young people / young adults**, so that
- **transition from school / education** to businesses is facilitated
  - **youth unemployment** is reduced
  - **skills shortage for companies** is reduced.

## 6. JOB SPECIFICATIONS

### 6.1 CHECKLIST: CREATE REQUIREMENT PROFILES

Requirement profiles are derived from the formulated goals that a specific person should achieve. It has to be clear what a person has to bring with them in terms of technical knowledge and skills and what personal qualities are required.

#### HOW SHOULD THE REQUIREMENTS BE WEIGHTED?

Simply listing the requirements is not effective. These must be structured according to the following categories:

- Mandatory criteria
- Desirable criteria

#### MANDATORY CRITERIA

- Characteristics that are absolutely necessary and that cannot be acquired later (e.g. basic training, previous experience, personality traits).
- Example: for a position in the technical field service, technical basic knowledge, sales orientation and a valid driving license are absolutely necessary.

#### DESIRABLE CRITERIA

- Properties and experiences that are not mandatory but that can be acquired in time
- It is recommended to invite the applicant for a personal interview.
- Example: for a position in the technical field service, detailed industry knowledge and previous

experience is important.

## 7. DESIGNING THE WBL DEVELOPER QUALIFICATION IN ACCORDANCE WITH EQF CRITERIA<sup>1</sup>

The objective in the framework of InPaint is to set up a competence framework for the WBL developer in line with the directions of the EU (EQF, ECVET) policy. Therefore, the qualification has to be designed in learning outcomes, described in terms of skills, knowledge and competences (SKC).

### 7.1 DEFINITION: WHAT ARE LEARNING OUTCOMES?

**Learning outcomes** are statements of what a learner knows, understands and is able to do after completion of a learning process and which are defined in terms of skills, knowledge and competence.

They are grouped into **units of learning outcomes**, which can be defined as a logically coherent collection of learning outcomes, covering the different facets of skills, knowledge and competence.

### 7.2 DEFINITION: KNOWLEDGE, SKILLS AND COMPETENCES

In the context of EQF

- **'Knowledge'** means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study.
- **'Skills'** means the ability to apply knowledge and know-how to complete tasks and solve problems.
- **'Competence'** means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the EQF competence is described in terms of responsibility and autonomy.

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<sup>1</sup> <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF>



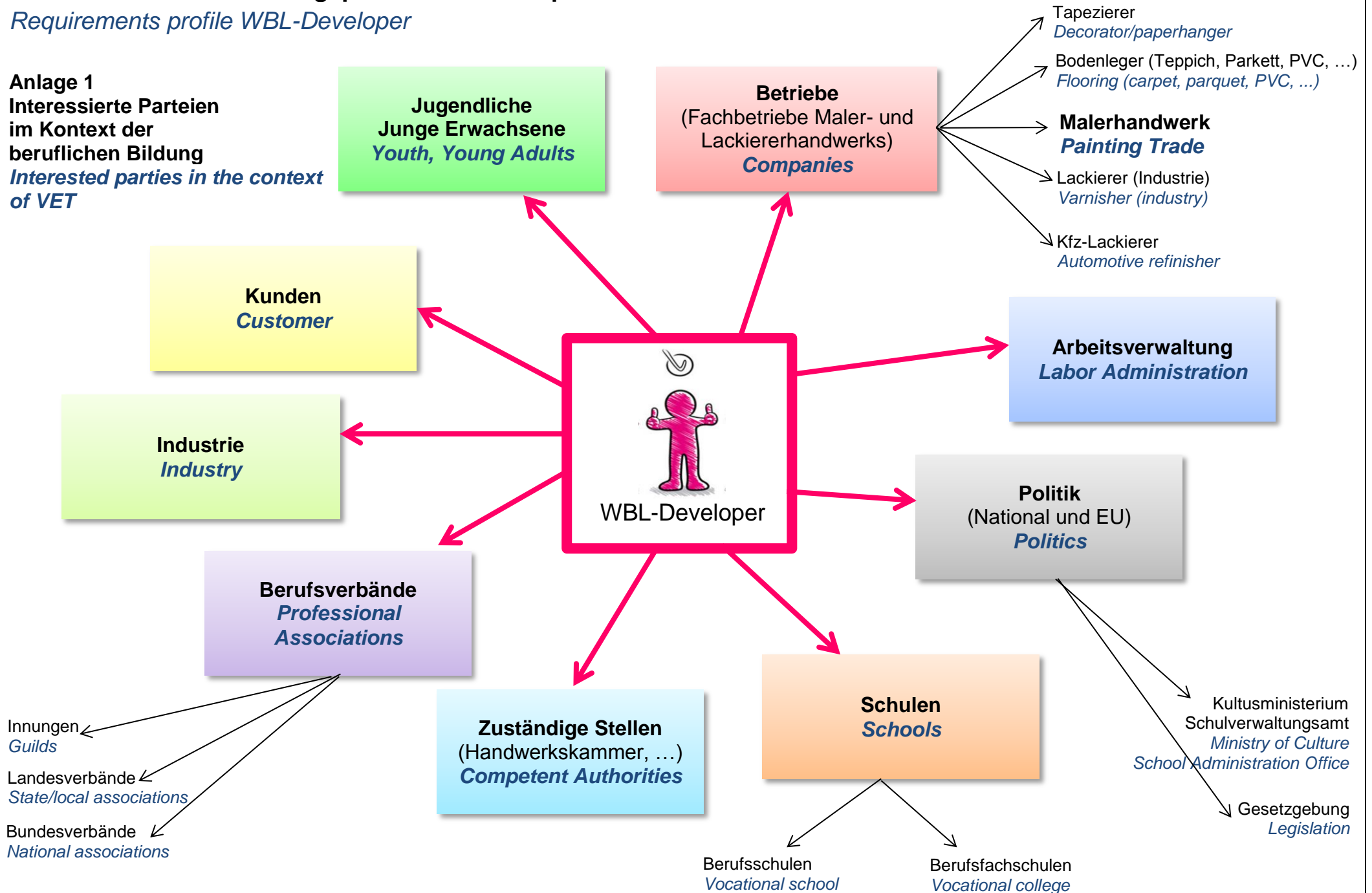
## APPENDIX

- Work-Based Learning Developer – schematic image

# InPaint – WP 4 Anforderungsprofil WBL-Developer

## Requirements profile WBL-Developer

**Anlage 1**  
Interessierte Parteien  
im Kontext der  
beruflichen Bildung  
*Interested parties in the context  
of VET*



*Phase Leading Organization:*  
SBG (DE)



*In cooperation with:*

*UNIEP (LU), Landesinnung Der Maler Und Tapezierer Niederösterreich (AU), Confederatie Bouw (BE), Cech maliru, lakyrniku a tapetaru CR z.s. (CZ), Střední škola stavební a strojní, Teplice (CZ), Bundesverband Farbe Gestaltung Bautenschutz (DE), IMANOVATION (PT), OZS - The Chamber of craft and Small Business of Slovenia (SI), PDA - Painting and Decorating*



*Associated partner:*

