



**Introduction to the further training module  
“The challenges of digitization  
for training and work”  
for specialist in vocational orientation**  
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**Developed by the United Kingdom partner  
”36.6 Competence Centre”**

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The Erasmus+ - project is funded by the European Commission



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## 1. Explanation and aim of the further training module

This training module is aimed at specialist in the provision of Guidance and Counselling on the Challenges of Digitisation for Orientation Guidance for employment across various Vocational orientation sectors. The specialist refers to experts that provide services and activities aimed at helping people, mainly young people, and at any time in their lives, to make educational, training, employment or occupational decisions and to manage their career pathways. The service provided through guidance experts can be found in many educational/employability centres of different stages, in colleges, schools, universities, in public employment services, in the workplace and in the voluntary sector, in the community and in the private sector.

Within the matter at hand, the professional vocational guidance is aimed at general guidance along with 'digitalisation within the workplace, jobs linked to the new technology associated with today's employment sectors and to have a basic understanding as to how digitalisation provides a positive employment impact ultimately leading to environmentally, economically and socially sustainable enterprises and economies. More precisely how digitalisation supports new and exciting jobs which are decent 'smart' jobs and that supports employment sector growth, increases productivity, competitiveness and helps with the environment through various aspects including minimizing waste, protecting and restoring ecosystems along with maintaining job security.

The module content is based on previous Case Study investigations concentrating on the knowledge requirements of the guidance counsellor/tutors and the young people related to school performance and skills in relationship to the expertise required to guide the young person, and the skills necessary of the young person to gain work within a digital employment sector. Throughout the case studies, we determined a number of guidance profiles around knowledge, skills, social and self-competencies that are required by experts to enhance the young person's employment prospects, and provide a stronger focus on the skills necessary to meet the challenges and requirements of vocational orientation profiles that are brought about by digitisation and new technologies. The case study also allowed for the indirect beneficiary to provide what they believe/understand are necessary skills of guidance counsellors/tutors, from their point of view, to guide them into suitable employment in a digital world of work. This helped to inform the training of this module.

Due to the constant changes and demands on the employment sector due to the evolving Industry 4.0 Technologies it is imperative that guidance experts keep abreast as to how digitalisation is affecting the labour market and indeed the skills of the young person to enter and secure a sustainable job within any given sector. We tend to think as digitalisation only affecting certain employment sectors, such as engineering and manufacture, however, this is by far not the case. Digitalisation affects all sectors of employment, especially in the fast evolving economy we are now becoming more accustomed to work within. There are many examples of Industry 4.0 and digitalisation affecting commonplace labour markets and undeniably everyday life. Digitalisation in across all sector and in all Smart factories, example include: Amazon, Nike, Hirotec, Hewlett-Packard, Adidas, Audi, Whirlpool, Siemens, Diageo

along with common day environments and sectors: NHS, Local Government, Travel and Tourism, Supermarkets, Car Servicing, etc.

**The Target Group:** This Module Unit will focus on Professional Guidance Counsellors/Experts who guide young people into the many orientation fields that in turn develop their training activity within a given education/employment sector. These people are professionals who work with young people/students who are often at crucial moments of decision making, young people who need direction across various vocational pathways/orientation sectors taking into account the diversity of, for example, vocational training programs or the large number of occupations and jobs to which general education allow access.

The module will also emphasis the digital skills across employment sectors that guidance counsellors/experts should be aware of to ensure that the young person has the correct advice on digital advancement within a chosen employment sector. Professionals should also provide guidance not only to the continuity of the students in the training world, but also and especially to the consequences of digitalisation in terms of occupation and labour markets derived from certain choices in vocational orientation.

Groups included within this module:

- Professional Guidance Counsellors/Experts
- Educational Guidance Teachers/Lecturers in Schools and Colleges
- Professional Advisors (Public/Private Sectors).

**Objectives of the training module:** The object of the training module, as mentioned, is predominately aimed at Employment Guidance Counsellors/Experts, however, there is a more specific input 'how digitalisation is influencing employability and guidance across the labour market'. Therefore, it is aimed at providing an understanding of associate professional orientation within economic sectors influenced by digitalisation (which nowadays is almost all sectors).

Therefore, the subject of this specific module are the training elements of guidance within secondary, colleges, vocational training centres and guidance sectors in such a way as to enable professionals/experts to undertake their task of providing information and guidance to how digitalisation is incorporated within the content of the labour market, educational and training options and itineraries, and the labour supply and digital demand across various sectors.

Consequently, the final target group for this training module is that of orientation professionals who work in secondary education Schools, vocational education and training centres and universities. Therefore, we have three subgroups of professionals:

- Educational guidance agents (Psycho-pedagogical counsellors) in secondary education schools and vocational training.
- Professional advisers of the Universities.

- Professional training and guidance Teachers: teachers who carry out their professional activity in the VET Centres.

### **Content of the module:**

### **Work processes, knowledge, and skills covered by the module:**

We propose 7 training elements with their corresponding exercises.

The first training package reviews the general and theoretical bases that support the intervention of Career Guidance. It lays out the tasks of analysing the current intervention in orientation/pathways, knowledge of career path changes, and knowledge of Skills Updating, reflecting in the specific keys of the orientation/pathway for employment, and reflects on the trends highlighted in professional orientation/pathway. Create a database of companies willing to provide work-experience for young people entering a vocational employment sector, engagement with employers and matching of young person to the employment demand.

The second training package aims to train participants in the methodology and implementation of Independent Social/Employment Integration Plans using a Personal Action Planning tool. Participants will learn how to engage clients in the process and to promote independence and personal responsibility for the implementation and overall success of the process. Evaluation and monitoring form a core part of the module with participants encouraged to evaluate soft and hard outcomes against employment integration indicators. Identification of social and economic barriers through needs analysis, goal setting and action planning, ongoing employability development.

The third package will analyse trends in the labour market, a necessary element to understand the real opportunities of the employment sector and the challenges of digitalisation across various sectors. It describes the main indicators, analyses the trends in staff recruitment (temporary vs. permanent jobs, mini-jobs, etc.), and reflects on the impact of the 4.0 industrial revolution.

The fourth Package goes straight into the characteristics of the digital challenge. How the 4.0 digitalisation reform is influencing employability tasks focusing on the main characterisation of this influence across the broad employability sector, the implementation of digitalisation across many employment sectors and the necessary of young people to meet the needs of the digital challenges.

The fifth learning package will familiarise learners with different methods and tools to audit skills, and it raises awareness of the individual strengths and skills of each learner through reflection. Participants will be able to develop useful and relevant skills audit tools and know how and where to obtain useful information of the relevant labour market requirements. Contents include theoretical concepts of competence and skills auditing, practical guidelines for the development of skills audit tools, biography-based methods that stimulate reflection and identification of skills and competences as well as the transfer to the respective working environments of the participants.

The sixth package, the objective pursued in this module is to provide participants with the necessary tools to help young people and the target groups improve job searching through the awareness and development of their personal skills and abilities; the knowledge of the

mechanisms and techniques for job search and the knowledge of the local labour market. It is recommended guidance experts take into account the cultures and lifestyles of the participants. The methodology should be based on the principles of intercultural education, which focuses on diversity, equality and integration of employability. Job hunting depends on factors which are within the control of individuals, other factors which are not and some factors which are influenced by the situation in the labour market. That is why the aim of this module is to help participants develop the “skills and abilities” of the young people and target groups to find a job, and to improve their knowledge of the labour market.

The seventh package encompasses a range of useful tools that are being considered today in professional orientation, work placement and internship training, proposing its practical use in orientation in sectors affected by digitalisation. A main aim of this module is to strengthen educationalists’ skills on facilitating work placement for young people. Participants will be given an overview of planning and monitoring work placements, bearing in mind that reaching a successful performance in a work placement will help young people in job insertion and social inclusion.

## **2. Framework of the module**

### **Time scale of the module:**

The module is organized in 7 packages, prepared to be carried out in 5 sessions of 5 hours each.

A possible schedule for the sessions could be from 8:30 to 14:00 hours, with a 30 min break in the middle of every session.

It will be tested in 2022, between January and May, with sessions every two or three days until conclusion.

### **Framework conditions for the learning process that are used and why (for example training places):**

The teaching and learning process is developed in a typical classroom equipped with the typical items (Smart Visual Equipment, Pens, Flipchart, Desks, etc.); a PC connected to the internet, a projector and a big screen. Chairs, desks and folding screens can move so that they allow individual work, work in pairs, groups or in a larger group.

### **Necessary technical equipment:**

Computers with internet access; projector and big screen.

### **Number of participants per training unit:**

The module will be tested by 6-8 guidance agents or teachers. After, it can be presented for no more than 15 participants, due to practical and teamwork.

### **3. Recommended used materials for the training module+**

Didactic booklet of the course. Set of presentations (slides) as a support to the booklet in the five sessions. Recommended bibliography for secondary sources

### **4. Didactic structure**

#### **Structure of the module:**

The structure of the module is developed in other documents:

- Content table for the qualification module
- Detailed schedules for the qualification module
- Rough concept for the qualification module

#### **Teaching and learning content (structure):**

##### **A1- Current intervention in orientation/pathways**

- Concept of skill and job profiling
- Effective methods of skill auditing
- Assess young person's skill set
- Match skills profile to job vacancies

##### **A2 – Knowledge of career path changes**

- Career path information
- Skill changes within vocational sectors
- Skill standards for job matching
- Vocational orientation skill needs
- National labour market needs
- Local labour market needs

##### **A3 – Knowledge of Skills Updating**

- New employment trends
- Skills to enter and sustain employment
- Employer engagement
- Employer/Job matching to skills

##### **A4 – Orientation/pathway for employment**

- Local labour market search tools
- Web Tools to aid job search
- Employability options available

##### **B1 – Personal action planning tools**

- Young persons' career aspiration
- Developing a young persons' employability strengths
- Develop and workplan of keys areas
- Strengths/weaknesses, career programme development for young persons

## **B2 – Client engagement**

- Referral and engagement
- Reaching out to individuals
- Regular engagement support
- Connecting to the employment market
- Introducing a regular routine of engagement

## **B3 – Independence and personal responsibility**

- Evaluation of career expectations
- Evaluation of aspirations
- Evaluation of abilities
- Identification of steps in career planning/employment

## **B4 – Social and economic barriers**

- The importance of social skills
- Labour integration and strategies
- Professional skills
- Social skills

## **C1 – Opportunities of the employment sector**

- Development and strengthen employer partnerships
- Identification and roles of key partners?
- Involvement of employers, chamber of commerce,
- Defining employability support teams
- Conducting labour market research

## **C2 – Local and national growth trends**

- Identification of key growth sectors
- Local regional growth developments
- Regional growth developments

## **C3 – Trends in staff recruitment**

- Develop labour market research
- Analyse labour market research
- Analyse labour market trends



## **D1 – 4.0 digitalisation on Employability**

- 4.0 Digital transformation
- New technologies
- Effect of digitalisation upon employability
- Digitalisation integration across vocational sectors

## **D2 – Digitalisation across Vocational Sectors**

- Digitalisation across a VO sectors
- Digitalisation in Engineering
- Digitalisation in Manufacturing
- Digitalisation in Automotive
- Digitalisation in Retail
- Digitalisation in Construction

## **D3 – Characterisation of digitalisation**

- Digitalisation implementation across employment sectors
- How digitalisation is affecting young person access to the labour market
- New skills for a digitalised world of work

## **D4 – Implementation of digitalisation across sectors**

- How digitalisation is affecting VO sectors
- VO Sectors stronger in digitalisation
- Digitalisation in future employment
- How to meet the challenges of digitalisation

## **D5 – Skill needs of the digital challenges**

- Evaluation of the core skills
- Evaluation of soft skills
- Evaluation of META skills
- Skills necessary for a digital future
- Digital skills and employability

## **D6 – Impact of Digitalisation**

- Identify various sectors impacted by digitalisation
- Analyse the impact of digitalisation
- Analysis growth sectors due to digitalisation

## **E1 – Individuals strength and skills**

- Methods of reflection

- Work task skills enjoyed by the young person
- Skills for work for the young person
- Explore work based learning

## **E2 – Useful and relevant skills audit tools**

- Work based learning models
- Partnership working
- Skills for young person employment
- Routes to work experience
- Tools to access employment

## **E3 – Labour market requirements**

- Employability networks
- Strength within partnerships
- Accessing careers advice
- Good practices
- foster cross sectoral workforce development

## **E4 – Concepts of competence and skills auditing**

- Skills mapping
- Employability profiling
- Key competences
- Embedding employability skills

## **F1 – Mechanisms and techniques for job search**

- Identifying opportunities
- Identifying learning goals
- Understanding the labour market
- Skills to succeed
- Identifying trends

## **F2 – Work/Employment access/skills**

- Work-based assignments
- Project work
- Industrial visits
- Mock interviews
- Industry days
- The world of work

### **F3 – Cultures and lifestyles**

- Respect of cultures
- Respect of lifestyles
- Diversity in the workplace

### **F4 – Diversity, equality and integration of employability**

- Diversity
- Equality
- Integration
- Fairness
- Flexibility
- Support in the workplace

### **G1 – Work placement and internship training**

- Identify the correct work placement
- Identify work experience for the young person
- Employer contact
- Learners agreement
- Memorandum of understanding

### **G2 – Effects of orientation through digitalisation**

- Research into sectors affected
- The necessity of digital skills in a given orientation
- New and up-coming digital transformation 5.0

### **G3 – Planning and monitoring work placements**

- Planning connectivity and co-operation between education and the world of work
- Monitoring connectivity and co-operation between education and the world of work
- Achieving better connectivity and co-operation between education and the world of work
- Understanding the expectations of employers

### **G4 – Job insertion**

- Work Placement Support.
- Before
- During
- After

## Competencies/skills/knowledge to be acquired during the training

Competencies / skills / know-how	Objectives - at the end of this module the learner will know / can do the following
Professional or technical competences	
<b>Labour market/Guidance</b>	
Knowledge of Labour Market sectors	Identify a suitable vocational sector to meet the need of the young person
Interviewing skills	Prepare and develop an interview scenario and produce the necessary interviewing questions
Constructive feedback	Provide essential constructive feedback to the young person regarding interview skills and techniques
How to develop additional labour market tools	How to access and use suitable internet materials to support the development of labour market information sites and tools
Knowledge of Guidance supervision	Explain the nature and purpose of guidance/counselling supervision
Knowledge of values and principals of Guidance counseling	Describe the values and principals of a guidance counsellor
Appreciation of career pathways, promotions and working conditions	Identify various career pathways and the barriers into the sector
Understand vocational orientation activities	Explain the various vocational orientation measures and skills of a specific vocational sector
Knowledge of specific job sector, working environments, salaries.	Gain an insight into a number of various vocational sectors with an awareness of how digitalisation is affecting the sectors working environment, salaries and promotional aspects
Knowledge of professional profiling	Know how to conduct a profiling session with a young person within their vocational orientation
Knowledge of professional careers in various sectors	Demonstrate how different vocational orientation measures are available across various sectors
Awareness of establishing industrial contacts	Know how to build up a database of industrial employers through various methods, contact seminars, etc.
<b>Digitalisation</b>	
Knowledge of digital and media competences	Identify how digitalisation is changing the way we work
Knowledge of increasing digital demand from industry	Identify how to support trainees to access and use relevant career-related digital transformation information
Understanding of information and computer technologies	Gain competence in use of various media: communication; e-mail and messaging; access to Internet for resources; and use of the Internet for interactions

Familiarity on how digital processes are transforming the workplace	Examine various vocational sectors and become familiar with the digital transformation within the sector
Understanding of the various apprenticeship pathways available at local national level	Study the orientation/pathways available for young people looking to gain an apprenticeship
<b>Core/Soft/META</b>	
Understanding of META/Soft Skills/Core skills for vocational orientation across sectors	Provide guidance on the soft skills and META skills to enter the professional orientation/pathway and how this affects job profiling skills
Knowhow of team working and working with others	Develop skills on collaboration, teamwork and leadership, cultivation skills
Knowledge of communication skills	Gain an understanding of the various communication tools and why good communication is crucial to gain sustainable employment
Knowledge about Self-management, Social intelligence and Innovation skills	Gain an understanding of the necessity of self-management, social intelligence and the need for innovation of a young person entering the world of work
<b>Empathy/Moral</b>	
Understand empathy and moral qualities	Know why it is important to understand empathy and moral qualities when guiding a young person through the employment sectors
Knowledge of personal moral qualities of Guidance counseling	Describe the personal moral qualities related to guidance counselling
Knowledge of practices and ethnics	Relate ethnical issues to practice and legislation
Knowledge of boundaries and responsibilities	Identify boundaries and responsibilities of a guidance counsellor

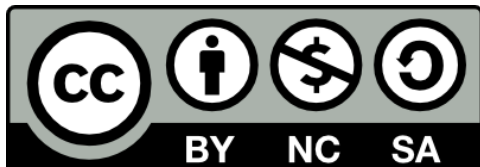
## 5. Applied teaching and learning methods

Theoretical expositions of the main contents are combined, with complementary readings. Likewise, individual and group work is facilitated, proposing this pilot training module, as a space for debate among professionals, in order to emphasize the aspects that the professionals of the sector consider more strategic.

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**Content table for the qualification module “The challenges of digitization for training and work” for specialist in vocational orientation’ of the Erasmus+-project „BOQua” Developed by the Scottish partner “36.6 Competence Centre (Scotland)”**

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No. Teach-/ Learning unit	Title of teaching / learning unit	Working steps / Teaching Content	Possible teaching materials  (These can be created, adapted or supplemented by the trainer)
<b>A0</b>	<b>General and theoretical bases that support the intervention of Career Guidance</b>		
A1	Current intervention in orientation/pathways	Acquaint the participants with skills audits as an effective method to assess real skills and work experiences, to match them with job profiles or vacancies	
A2	Knowledge of career path changes	Develop information on career path changes within vocational sectors and skill standards relevant to the local/national labour market	
A3	Knowledge of Skills Updating	How to keep abreast of new employment trends, skills to enter workforce, how to identify employer engagement and job matching.	
A4	Specific keys of the orientation/pathway for employment	Knowledge of the local labour market search tools, to include lists of web tools for job searching and possible employment options	
<b>B0</b>	<b>Methodology and implementation of Independent Social/Employment Integration Plans</b>		
B1	Personal action planning tools	How to review the young persons career aspiration and key strengths, develop and workplan of keys areas, strengths/weaknesses, career programme development for young persons.	
B2	Client engagement	Young persons’ referral and engagement, reaching out to individuals, supporting into regular engagement and a positive routine	

		and connecting to the employment market	
B3	Promotion of independence and personal responsibility	Enable a young person to evaluate career expectations, aspirations, abilities, identification of next steps in career planning/employment	
B4	Identification of social and economic barriers	Recognising the importance of social skills for good labour integration and strategies for improved professional and social skills	
<b>C0</b>	<b>Analyse trends in the labour market</b>		
C1	Understand the real opportunities of the employment sector	How to develop and strengthen employer partnerships, identify roles of key partners, employers, chamber of commerce, employability support teams, etc. How to conduct labour market research.	
C2	Identify local and national growth trends within the labour market	Identify key growth sectors and through skill sector growth information and local regional growth developments.	
C3	Analyse the trends in staff recruitment	Develop labour market research and analyse labour market trends	
<b>D0</b>	<b>The characteristics of the digital challenge</b>		
D1	How 4.0 digitalisation reform is influencing employability	Introduction to 4.0 Digital transformation and how new technologies are having an effect upon employability	
D2	Main characterisation of digitalisation across the employability sectors	An introductory look at digitalisation across a number of sectors; i.e. Engineering, Manufacturing, Mechanical, Automotive, Retail, Construction, etc.	
D3	Implementation of digitalisation across many employment sectors	How digitalisation is implement across various employment sectors, especially those required by young people	
D4	Challenges of	How digitalisation is affecting	



	digitalisation across various sectors	various vocational sectors, which sectors are stronger in digitalisation and how digitalisation plays a part in future employment	
D5	Skills of young people to meet the needs of the digital challenges.	Evaluation of the core skills, soft skills and META skills, and how they influence the employability sector	
D6	The impact of the 4.0 industrial revolution	Identify various sectors and analysis the impact of the 4.0 digital transformation	
<b>E0</b>	<b>Familiarise learners with different methods and tools to audit skills</b>		
E1	Raise awareness of the individuals strength and skills	Investigate methods of reflection, and work task skills enjoyed by the young person. Develop the skills for work for the young person and explore work based learning opportunities	
E2	Understand and develop useful and relevant skills audit tools	Development work based learning models, partnership working, develop skill for young person employment, volunteering, charity work, fund raising, etc. tools to enable the young person to access employment	
E3	Obtain useful information of the relevant labour market requirements	How to investigate existing employability networks to raise the profile of career advice and strengthen partnership to enable sharing of good practice and to foster cross sectoral workforce development	
E4	Theoretical concepts of competence and skills auditing	How to develop skills mapping, develop an employability profile, development of key competences and the embedding of employability skills	
<b>F0</b>	<b>Improve job searching through the awareness and development of their personal skills and abilities</b>		
F1	Knowledge of the mechanisms and techniques for job	Identify opportunities to develop learning goals and employability skills and understand how the	

	search	labour market works – how to find a job, appreciate how and why jobs are changing, and what sort of skills young people need to succeed	
F2	Knowledge of development of young peoples' work skills	Development of work-based assignments, project work, industrial visits, mock interviews, industry days and work shadowing, help young people in ways to develop their understanding of the world of work and employment	
F3	Cultures and lifestyles of the participants	The duty to respect cultures, lifestyles, equality, diversity and inclusion within the workplace	
F4	Diversity, equality and integration of employability.	Areas to respect with regards to diversity, equality and integration; dignity, respect, fairness and equality, flexibility, diversity and support into employment.	
<b>G0</b>	<b>Useful tools for today's professional vocational orientation</b>		
G1	Work placement and internship training	How to identify the correct work placement, work experience for the young person	
G2	Orientation in sectors affected by digitalisation	Research various 4.0 digital work sectors where digitalisation is more affected by new technology and new 4.0 digital skills	
G3	Planning and monitoring work placements	How to plan, monitor and achieve better connectivity and co-operation between education and the world of work to ensure young people understand the expectations of employers	
G4	Job insertion	How to support a young person, prior, during and after the work placement	

**Rough concept for the qualification module “The challenges of digitization for training and work” for specialist in vocational orientation’ of the Erasmus+-project “BOQua” Developed by the Scottish partner “36.6 Competence Centre (Scotland)”**

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	Day 1	Day 2	Day 3
<b>Topic</b>	General and theoretical bases in intervention of Career Guidance/ Implementation of Independent Social/Employment Integration Plans	Integration plan development/Labour Market Trends	Characteristics of the digital challenge
<b>Teaching unit</b>	A1 to A4 and B1 to B2	B3 to B4 and C1 to C3	D1 to D6
<b>Total duration</b>	5 Hours	5 Hours	5 Hours
<b>Objectives</b>	Understand the general and theoretical intervention of Career Guidance and the Implementation of Independent Social/Employment Integration Plans	How to develop a labour market integration plan and analysis labour market trends	Understand the concept of 4.0 digital transformation and it influences in the labour market
<b>Content</b>	<ul style="list-style-type: none"> <li>* Current intervention in orientation/pathways</li> <li>* Knowledge of career path changes</li> <li>* Knowledge of Skills Updating</li> <li>* Orientation/pathway for employment</li> <li>* Action planning tools</li> <li>* Client engagement</li> </ul>	<ul style="list-style-type: none"> <li>* Independence and personal responsibility</li> <li>* Social and economic barriers</li> <li>* Opportunities of the employment sector</li> <li>* Local and national growth trends</li> <li>* Trends in staff recruitment</li> </ul>	<ul style="list-style-type: none"> <li>* 4.0 Digitalisation</li> <li>* Examples of Vocational digitalisation</li> <li>* Digitalisation across the employability sectors</li> <li>* Implementation of digitalisation</li> <li>* Challenges of digitalisation</li> <li>* Skill needs of the digital challenges</li> <li>* Analysis the impact of the 4.0 digital transformation</li> </ul>
<b>Method /</b>	Introduction: 30 min. A1: 45 min; A2: 45 min; A3: 60 min; A4: 60	Introduction: 10 min. B3: 60 min; B4: 30 min; C1: 80 min; C2: 60	Introduction: 10 min. D1: 60 min; D2: 60 min; D3: 30 min; D4: 60



<b>Duration</b>	min; B1: 30 min; B2: 20 min. Recap of activity 10 Min  <i>Method:</i> Welcome + self- presentation, presentations, group discussion, practical exercises/worksheets. Recap and questions	min; C3: 40 min. Recap of activity 20 Min  <i>Method:</i> Welcome + self- presentation, presentations, group discussion, practical exercises/worksheets. Recap and questions	min; D5: 30 min; D6: 30 min. Recap of activity 20 Min  <i>Method:</i> Welcome + self- presentation, presentations, group discussion, practical exercises/worksheets. Recap and questions
<b>Know-how check</b>	Theoretical performance test/check and practical exercises	Theoretical performance test/check and practical exercises	Theoretical performance test/check and practical exercises
<b>Materials</b>	Materials for A and B, PPT, Video clips, Worksheets, etc.	Materials for B and C, PPT, Video clips, Worksheets, etc.	Materials for D, PPT, Video clips, Worksheets, etc.
<b>Equipment/room</b>	Classroom or seminar room with projector, presentation PC, flipchart, Smart TV, Internet	Classroom or seminar room with projector, presentation PC, flipchart, Smart TV, Internet	Classroom or seminar room with projector, presentation PC, flipchart, Smart TV, Internet

	<b>Day 4</b>	<b>Day 5</b>
Topic	Methods and tools to audit skills / Improving job searching	Personal skills and abilities / Useful tools for VO
Teaching unit	E1 to E4 and F1 to F2	F3 to F4 and G1 to G3
Total duration	5 Hours	5 Hours
Objectives	To ensure an awareness of the methods and tools available to audit young persons' skills and to improve job search skills	Develop the knowledge and skills necessary to develop personal skills, and examine useful tools of vocational orientation
<b>Content</b>	* Individuals strength and skills	* Cultures and lifestyles



	<ul style="list-style-type: none"> <li>* Useful and relevant skills audit tools</li> <li>* Labour market requirements</li> <li>* Concepts of competence and skills auditing</li> <li>* Techniques for job search</li> <li>* Development of young peoples' work skills</li> </ul>	<ul style="list-style-type: none"> <li>* Diversity, equality and integration of employability</li> <li>* Work placement and internship training</li> <li>* Orientation in sectors affected by digitalisation</li> <li>* Planning and monitoring work placements</li> <li>* Job insertion</li> </ul>
<b>Method / Duration</b>	<p>Introduction: 10 min. E1: 60 min; E2: 30 min; E3: 30 min; E4: 60 min; F1: 60 min; F2: 30 min. Recap of activity 20 Min</p> <p><i>Method:</i> Welcome + self- presentation, presentations, group discussion, practical exercises/worksheets. Recap and questions</p>	<p>Introduction: 10 min. F3: 60 min; F4: 30 min; G1: 30 min; G2: 60 min; G3: 60 min; G4: 30 min. Recap of activity 20 Min</p> <p><i>Method:</i> Welcome + self- presentation, presentations, group discussion, practical exercises/worksheets. Recap and questions</p>
<b>Know-how check</b>	Theoretical performance test/check and practical exercises	Theoretical performance test/check and practical exercises
<b>Materials</b>	Materials for E and F, PPT, Video clips, Worksheets, etc.	Materials for F and G, PPT, Video clips, Worksheets, etc.
<b>Equipment/ room</b>	Classroom or seminar room with projector, presentation PC, flipchart, Smart TV, Internet	Classroom or seminar room with projector, presentation PC, flipchart, Smart TV, Internet

**The detailed schedules for the qualification module “The challenges of digitization for training and work” for specialist in vocational orientation’ of the Erasmus+-project “BOQua” Developed by the Scottish partner “36.6 Competence Centre (Scotland)”**

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**Day 1: Teaching unit A and B**

Start	Duration [Min]	Title	Content	Material	Methods
09:00	30	Introduction	Welcoming the participants, round of introduction, introduction to the topics, Basics of training and vocational orientation for specialist in vocational orientation/pathways with the introduction of challenges of digitalisation for training and work. Presentation by the project’s partner in Scotland, together with the introduction to the teacher, contents, objectives, methodology and evaluation of each of the five sessions	Smart TV/Board, PPT	Personal presentation + Lecture
09:30	45	A1	Key points in current intervention in Vocational Orientation Pathways along with the intervention of Career Guidance. The implementation and the development of independent social and employment integration action plans. Topics will include the concept of job and skills profiling, effective methods of conduction a skills audit of the young person. How to access the young person competences and skill set and consequently match the young person skills towards the correct employment sector. Identify job orientation, vocations, job placements, orientation for employment, and career guidance.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-group work, presentation of results and discussion.

10:15	45	A2	Identify the knowledge necessary to provide a young person with the equipment to make career path changes and choose the correct route of orientation. Skills developed here will include providing the essential information for the young person and include: Career path information, Skill changes within vocational sectors, Skill standards for job matching, Vocational orientation skill needs, National labour market needs and Local labour market needs.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/ group work, presentation of results and discussion
11:00	Comfort break				
11:15	60	A3	Increasing the guidance trainer's skills in the knowledge of skills updating, looking at new employment trends and how to provide this detail of information to the client group. This will involve investigating the new skills to help enter the labour market and sustain employment. The materials here will also work on methodologies of employer engagement and working with employers to match the young persons' job skills into the correct employment sector	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/ group work, presentation of results and discussion
12:15	60	A4	This will include various tools available for the guidance trainer to provide a suitable practice which will enhance the young persons' orientation/pathway to find the correct employment. We shall investigate and recommend various labour market search tools, such as the tools available on the internet, local and national employment trends and various employment guides available through local government, chamber of commerce, etc.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/ group work, presentation of results and discussion
13:15	Lunch				
14:00	30	B1	Content here will include studying the methodologies to to design the necessary personal action plans for the young person using a suite of 'action planning tools'. These tool	Smart TV/Board, Handouts, PPTs, Worksheets and	Presentation, team-/ group work, presentation of results and discussion

			will help design an action plan to meet the young persons' career aspirations, which will help to develop the young persons' employability strengths, along with overcoming potential issues that the young person may face and design a suitably action plan. The tools investigated will allow the career development and help provide the vocational orientation/pathway towards sustainable employment.	Tasks/Assessments	
14:30	20	B2	This session will highlight methods and processes to be used in client/young person engagement. The materials will provide routes to referral and engagement processes and the local partnership, tools available. Training content will also provide guidance on reaching out and establishing a means for the individual to engage within. Other elements of this session will be engagement support, methods of connecting the individual with the employment market and the how to ensure a regular routine of engagement for the young person.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/ group work, presentation of results and discussion
14:50	10	Recap and questions	This session is to enforce and recap on the day of training and to discuss any issues or methodologies which may need further input.		Discussion
15:00	End				



## Day 2: Teaching unit B and C

Start	Duration [Min]	Title	Content	Material	Methods
09:00	10	Start of day	Welcome back and introduction/overview of today's session		Personal presentation
09:10	60	B3	Materials for this session will include a series of evaluation tools, tools which can be used to enhance the vocational orientation of the young person. Resources will help the trainer evaluate the client's career expectations and may be in the form of worksheet and short tasks on evaluation techniques. It will also cover points around the aspirations, abilities and help to identify a number of critical steps in the career planning for the young person.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/group work, presentation of results and discussion
10:10	30	B4	This next element will cover various social and economic barriers faced by the client and highlight the importance of social skills when introducing a new person into an employment sector, how different sectors have different values. We shall cover topics such as labour market integration approaches, professional skills to overcoming barriers and the reinforcement of how social skills are necessary to support employment.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/group work, presentation of results and discussion
10:40	Comfort break				
10:55	80	C1	Content here will include a number of investigations and research through looking at employment opportunities across various vocational sectors, we shall look at how we can develop new employers partnerships and reinforce current partnerships. During the process we shall identify key influences, employers and other partnership roles, this will involve guest speakers, from outside organisations, such as local employers, chamber of commerce, other support organisations, etc. We also look at defining the appropriate support for client groups and how to conduct an	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/group work, presentation of results and discussion

			indepth labour market research task.		
12:15	Lunch				
13:00	60	C2	Content across this element will include the identification of key growth sectors, this will also involve how digitalisation is affecting growth sectors and embrace sectors of 4.0 transformation, SMART sectors and new and innovation sectors such as smart technology in homes, businesses, automotive sector. Training will also look at local and national growth sectors and analysis how the various markets support vocational employment.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/ group work, presentation of results and discussion
14:00	40	C3	Trainers will conduct and develop a market research which will highlight trends in staff recruitment. On conclusion of the research they will analysis the outcomes of the findings, this will also provide an overview of new labour market employment trends and go towards the development of provide an action plan for young persons' looking for a career in the vocation orientation sectors..	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/ group work, presentation of results and discussion
14:40	20	Recap and Questions	This session is to enforce and recap on the day of training and to discuss any issues or methodologies which may need further input.		Discussion
15:00	End				

### Day 3: Teaching unit D

Start	Duration [Min]	Title	Content	Material	Methods
09:00	10	Start of day	Welcome back and introduction/overview of today's session		Personal presentation
09:10	60	D1	This session will be fully planned on how digitalisation is affecting many vocational employment sectors. Content begins with an introduction to 4.0 Digital transformation, what it is about and how it is changing employment trends, affecting growth sectors and the skills necessary for clients entering into vocational employment in these sectors. What is the industry 4.0, how this is affecting the rate of change, supply chains, key elements, future developments, challenges, opportunities and how employers are integration across the vocational sectors.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/group work, presentation of results and discussion
10:10	Comfort Break				
10:25	60	D2	Content here will include a deeper look at how 4.0 transformation/digitalisation is influencing a number of dedicated vocational orientations and include sectors such as; Engineering, Mechanical, Manufacturing, Automotive, Retails, Constriction, Health and Travel and Tourism (other sectors can be included).	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/group work, presentation of results and discussion
11:25	30	D3	Here we shall look at a deeper insight and case studies as to how digitalisation is being implemented across the vocational sectors, the use of some of the digital influencers, the Internet of Things, Cloud technology, SMART technology, SMART Manufacturing. The skills a young person will need to access these employment sectors and how it is affecting a young persons' access to the labour market.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/group work, presentation of results and discussion

11:55	Lunch	D4			
12:40	60		Following on from the case studies and an insight into the implementation of digitalisation we investigate how digitalisation is further affecting vocational sectors and the growth across the sectors. We shall investigate how the young person can meet the challenges of digitalisation and how new/additional skills will open up the labour market to them.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/group work, presentation of results and discussion
13:40	30	D5	Content includes; skills for the future and a look at the need for skills to support employment in the new digital affected employment sectors. This will include and evaluation of core skills how necessary they are to secure sustainable employment. We shall also consider soft skills such as social skills, working with others, etc. with a deeper insight to the new META skills which are being incorporated across the EU and within a wide number of new Apprenticeship frameworks. Further content includes a case study on the necessary skills for a digital future and the digital skills for employment.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/group work, presentation of results and discussion
14:10	30	D6	The final task will be through the use of worksheet and exercises to identify the various sectors impacted by digital transformation and grade the effect of digitalisation against skills requirements. This will conclude with analysing the impact of digitalisation and identifying the greatest the growth sectors due to 4.0 digital transformation.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/group work, presentation of results and discussion
14:40	20	Recap and Questions	This session is to enforce and recap on the day of training and to discuss any issues or methodologies which may need further input.		Discussion
15:00	End				

#### Day 4: Teaching units E and F

Start	Duration [Min]	Title	Content	Material	Methods
09:00	10	Start of day	Welcome back and introduction/overview of today's session		Personal presentation
09:10	60	E1	This session will cover input to evaluate the young persons' strengths and skills and bring about a fuller awareness of the tools and methods available to assess and improve job search skills of the client. We shall investigate useful and relevant skills audit toolkits to help meet labour market requirements. Identify work skills of the young person and work the use and effects of work based learning and work experience.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/group work, presentation of results and discussion
10:10	30	E2	Content here includes the further use of good and influencing skill audit tools and is based around old and new working models. Training includes the influence of partnership working, developing the young persons' skills for employment, the various routes to gain sustainable work experience such as employer training, in-house training, volunteering, internships, and charity work, etc. Overall the topic covers the tools to access viable employment.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/group work, presentation of results and discussion
10:40	Comfort break				
10:55	30	E3	This session will investigate the use of employability networks and examples of good partnership work and what works well and what does not work so well. It includes working strengths within partnerships, how to access suitable and present competent careers guidance. Case studies will include exploring good practices and how to foster good cross sectoral workforce development to the benefit of the client.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/group work, presentation of results and discussion

11:25	60	E4	Final tasks of this input will contain and develop the concept of competence and skills auditing and will include skills mapping (young persons' skills across vocational sectors, developing the young persons' employability profile and sector suitability. We shall conclude with worksheet tasks identifying key competences and how to embed employability skills within the young person (make them more employable).	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/ group work, presentation of results and discussion
12:25	Lunch				
13:10	60	F1	Content for this session will include a review and audit of tools, mechanisms and developing techniques for job search. It comprises of identifying new employment opportunities (including opportunities in digital employment), identifying the young persons' learning goals and providing them with an understanding of the current labour market. Training will develop task sheets on identifying the skills to success and skills to identify local employment opportunities.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/ group work, presentation of results and discussion
14:10	30	F2	Here we shall look at making the young person more employable through the various tools available to gain vital work-experience. Methodologies and tools shall include deeper investigation into the use of work-based assignments, development of project work, industrial visits, the use of mock interviews, guest speakers and participation in conferences, exhibitions around the world of work.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/ group work, presentation of results and discussion
14:40	20	Recap and Questions	This session is to enforce and recap on the day of training and to discuss any issues or methodologies which may need further input.		Discussion
15:00	End				

## Day 5: Teaching unit F and G

Start	Duration [Min]	Title	Content	Material	Methods
09:00	10	Start of day	Welcome back and introduction/overview of today's session		Personal presentation
09:10	60	F3	Here we shall develop the knowledge and skills necessary to develop personal skills, and examine useful tools of vocational orientation based around cultures and lifestyles. This will include considering and respecting various cultures and values of the young person, looking at the various lifestyles and how this can influence work-life values, backgrounds, ethnic, principals, social aspects, personalities, etc.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/group work, presentation of results and discussion
10:10	30	F4	This session includes a deeper look at how employability can be affected through diversity, equality and integration, how we can overcome some of these influences through investigating a number of case studies and good practices. The content should also make the trainer aware of aspects of fairness when looking at employment, nature and flexibility necessary to gain employment and how to provide workplace support once in employment if necessary, again through the use of case studies.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/group work, presentation of results and discussion
10:40	Comfort break				
10:55	30	G1	The final day comprises of filling the gaps, completing the employment planning and recapping on some previous aspects of the training. Content to include work placement, and internship training and how to plan and monitor. Areas of consideration; the identification of a suitable and correct work placement for the young person (various factors to be suggested through a work task), identification of meaningful work-experience (what will the young person gain).	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/group work, presentation of results and discussion

			Examine and recap on best practice methods of employer contact and the necessary paperwork, this may include learner agreement with employer, learner and guidance tutor, or a memorandum of understanding which states the contract between the employer and the guidance tutor, do's and don'ts, support, etc.		
11:25	60	G2	A further look at digitalisation within the employment sector, further research into sectors and how the young person can develop the skills for a given orientation, and can these skills be learnt once in employment, what sectors are best to accommodate in-house training, development of a road map of companies and apprenticeship routes to support further training and leading to a more sustainable employment. Some input around the current changes/challenges of digitalisation, how the times continue to change and how 5.0 may look, future trends.	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/ group work, presentation of results and discussion
12:25	Lunch				
13:10	60	G3	Final steps of employment/employability; planning and monitoring and supporting work placement and work. Aspects of planning connectivity and co-operation between education and the world of work (how to ensure smooth transition into the workplace and continuing the young persons' education); monitoring connectivity and co-operation between education and the world of work (how we can monitor the young persons' progress – work sheet exercise); achieving better connectivity and co-operation between education and the world of work (how we develop and maintain a good working relationship – group exercise) and how we can better understanding the expectations of employers (work sheet exercise).	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/ group work, presentation of results and discussion



14:10	30	G4	The final session is based around how the trainers can continue to support the young person in work-place or employment and challenges faced in providing this service (brain storming session), this is based around the 3 aspects of 'before', 'during' and 'after' work-placement (assuming no job secured).	Smart TV/Board, Handouts, PPTs, Worksheets and Tasks/Assessments	Presentation, team-/group work, presentation of results and discussion
14:40	20	Recap and Questions	This session is to enforce and recap on the day of training and to discuss any issues or methodologies which may need further input.		Discussion
15:00	End				