



WP2 / Activity 1

Concept Design of the Inclusive Apprenticeships Training Programme



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# Introduction

This document outlines the concept of the Inclusive Apprenticeships Training Programme. The purpose of this document is to guide the Inclusive Apprenticeships project partners in the development of the training programme content. It elaborates on the training programme framework, learning objectives and outcomes, and on its structure and scope to share the same understanding of how to develop the training framework and share the understanding of what the results would be like.

# Training Framework

The INCLUSIVE APPRENTICESHIPS project will develop a training programme for company mentors involved in WBL on how to work with apprentices with fewer opportunities and from disadvantaged backgrounds.

It will be developed as a distance learning self-paced course to be undertaken in 24 hours in total within a time window of maximum 2 months. The course will be organised in modules to cover specific themes.

The course will be delivered through a multilingual e-learning platform, which provides open access to the training programme. The e-learning platform will provide the course to be undertaken in an interactive manner (not as static downloadable files). The platform will have functionalities for registration, progress monitoring, redirection to tests, activities and additional reading list.

It is envisaged that 120 company mentors from Romania, Bulgaria and Austria will be trained via the platform on how to support apprentices with disabilities, minority, migrant or refugee background, living in rural areas, facing socioeconomic difficulties or at risk of discrimination.

# Structure, Scope, Learning Outcomes and Learning Objectives

This section presents the structure and scope of the INCLUSIVE APPRENTICESHIPS training programme, including module names, topics to be covered by each module, their learning objectives and learning outcomes, suggested time to complete each module and module development responsibility by each partner.

| **Module #** | **Module title** | **Module topics** | **Learning objectives** | **Learning outcomes** | **Module completion time** | **Module development responsibility** |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | General principles of social inclusion and what the various forms of disadvantage and fewer opportunities are | * What is social exclusion
* What is social inclusion
 | * To explain social exclusion
 | * Describe social exclusion
* Provide examples of social exclusion
 | 90 minutes | ABP |
| * To explain social inclusion
 | * Describe social inclusion
* Provide examples of social inclusion
 |
| * What are forms of disadvantage
* Who is a person with fewer opportunities
 | * To explore various forms of disadvantage
 | * Recognise disadvantage
* Name forms of disadvantage
 |
| * To explain the scope of fewer opportunities
 | * Define all forms of “fewer opportunities”
* Describe a person who could be qualified as “having fewer opportunities”
 |
| * General principles to ensure social inclusion when conducting apprenticeships
 | * To introduce trainees to the general principles of social inclusion when conducting apprenticeships
 | * Discuss approaches to ensure inclusive apprenticeships
* Recognise inclusive methods
 |
| Module 2 | Benefits and challenges of supporting apprentices with fewer opportunities or from disadvantaged background | * What are the benefits of supporting apprentices with fewer opportunities or from disadvantaged background
 | * To explain the benefits of creating a broader talent pool
* To explain how inclusive apprenticeships could lead to increased retention rates and employee loyalty
* To highlight the importance of applying an inclusive approach for maintaining a good company reputation and CSR
* To show the effect of maintaining inclusive environment on the employees’ engagement and motivation
 | * Examine how supporting apprentices with fewer opportunities or from disadvantaged backgrounds can bring benefits to the company and the society
* Provide examples of the benefits that supporting apprentices with fewer opportunities or from disadvantaged backgrounds could bring
 | 60 minutes | BEST |
| * What are the challenges of supporting apprentices with fewer opportunities or from disadvantaged background
 | * To explain how limited access to and availability of training opportunities could impact people with fewer opportunities and from disadvantaged backgrounds
* To discuss how communication barriers could affect workplace learning
* To highlight how the lack of networks and mentorship could challenge the apprenticeship
* To cover the topic of stereotypes and bias in the workplace
* To discuss how limited access to job opportunities and career progression could demotivate apprentices with fewer opportunities and from disadvantaged backgrounds
* To discuss the implications of financial constraints and inadequate resources
* To discuss the negative effect of insufficient awareness and understanding of inclusive apprenticeships
* To describe what limited access to the workplace means for people with fewer opportunities and from disadvantaged backgrounds
* To discuss legal and regulatory barriers
 | * Describe the challenges associated with supporting apprentices with fewer opportunities or from disadvantaged backgrounds
* Provide examples of challenges and limitations associated with supporting apprentices with fewer opportunities or from disadvantaged backgrounds
 |
| Module 3 | Methods and techniques to establish that an apprentice is with fewer opportunities or experiencing some form of disadvantage | * What are the methods and techniques for establishing if an apprentice is with fewer opportunities or from disadvantaged background
 | * To present criteria that could be applied to establish if someone is with fewer opportunities or from disadvantaged background, e.g., age, gender, background, family status, ethnic background, physical/mental status, etc.
* To present an interview guide for face-to-face interviews/focus groups with potential apprentices
* To present the method of grouping apprentices and employees for creating feedback loops
 | * Identify methods and techniques for establishing if an apprentice is with fewer opportunity
 | 120 minutes | CREFOP |
| Module 4 | How to develop and deliver induction programme that is tailored to apprentices with fewer opportunities or experiencing some form of disadvantage | * How to create a positive work environment
 | * To explain what positive work environment looks like
 | * Describe positive work environment
* Compare positive and negative working environments
* Define key aspects to be taken into consideration when planning an inclusive apprenticeship
 | 120 minutes | CREFOPBESTINTEMPORE |
| * To introduce trainees to various methods and techniques to create positive work environment for their apprentices
 | * Define approaches for creating positive work environment
* Plan tasks to be completed to ensure positive work environment
* Analyse aspects that might negatively affect the apprentices’ experience while in the company
 |
| * What is the role of management staff and in-company mentors during the induction phase
 | * To clarify the different roles and responsibilities within a company hosting apprentices with regards apprentices’ orientation
 | * Define the roles and responsibilities of the relevant staff members during the orientation stage of the apprenticeship
* Explain the tasks of each staff member with regards the implementation of an apprenticeship
 |
| * How to develop an apprentice induction and information pack
 | * To provide trainees with guidance on how to develop effective information and induction programs
 | * Describe the components of an information programme
* Describe the components of an induction plan
* Conceptualise effective information and induction programme
 |
| * To provide trainees with useful templates and examples for developing information and induction packs
 | * Develop an example information and induction programme for apprentices with fewer opportunities or from disadvantaged backgrounds
 |
| Module 5 | How to plan the necessary resources to support apprentices with fewer opportunities or experiencing some form of disadvantage | * What are the roles and responsibilities of different staff members during the apprenticeship
 | * To introduce trainees to the roles and responsibilities of the company management, company mentor and the apprentice during the apprenticeship
 | * Describe the roles and responsibilities of the company, company mentor and the apprentice during the apprenticeship
 | 180 minutes | INTEMPORE |
| * How to define and secure the required additional support
 | * To provide guidance on how to define and secure additional support required for supporting apprentices with fewer opportunities or experiencing some form of disadvantage
 | * Define additional support required for supporting apprentices with fewer opportunities or experiencing some form of disadvantage
* Explain effective mechanisms for securing additional support required for supporting apprentices with fewer opportunities or experiencing some form of disadvantage
 |
| * How to develop an effective company training plan
 | * To provide trainees with guidance on how to develop an effective company training plan required for supporting apprentices with fewer opportunities or experiencing some form of disadvantage
 | * Identify the key elements of an effective training plan required for supporting apprentices with fewer opportunities or experiencing some form of disadvantage
 |
| Module 6 | How to establish the strengths and nurture the talents of apprentices with fewer opportunities and disadvantaged apprentices | * Why is it important to nurture the talents of disadvantaged apprentices
 | * To explain the importance of nurturing the talents of disadvantaged apprentices
 | * Reason the importance to nurture talents
 | 90 minutes | ABP |
| * How to identify the strengths and talents of apprentices from disadvantaged backgrounds or with fewer opportunities
 | * To define the steps to identify strengths and talents: understand diverse backgrounds and experience(s); assess individual potential and skills; recognize non-traditional/non-formal talent(s); create supportive environments; self-discovery and personal growth
 | * Identify potential strengths and talents of an apprentice with fewer opportunities or from disadvantaged background
 |
| * How to provide personalised support and guidance
 | * To present personalized support and guidance methods: individual learning styles and adapted training methods; how to offer mentorship and coaching; how to encourage collaboration and peer support; how to provide feedback and recognition
 | * Distinguish methods for providing personalized support and guidance
 |
| * How to develop and enhance specific skills
 | * To explain how to foster self-awareness, encourage risk-taking and learning from failure, develop coping strategies, identify and create opportunities
 | * Propose approaches to enhance self-awareness, encourage risk-taking, develop coping strategies, identify and create opportunities
 |
| * How to create networks and partnerships for inclusive apprenticeships
 | * To provide guidance on how to connect apprentices with HR responsible/employers, facilitate access to job opportunities and career progression, engage with local communities and support organizations, promote diversity and inclusion initiatives within company surroundings
 | * Describe how to create networks and partnerships for inclusive apprenticeships
 |
| Module 7 | How to assess fewer opportunities and disadvantaged apprentices progress and results (learning outcomes) in a relevant to their background manner (taking into account the applicable standards for all but also through the perspective of their specific needs and capacity implied by their background) | * How to measure progress and results
 | * To define assessment criteria and process for measuring progress and results of apprentices with fewer opportunities or experiencing some form of disadvantage
 | * Conceptualise effective assessment criteria and process for measuring progress and results of apprentices with fewer opportunities or experiencing some form of disadvantage
 | 120 minutes | BESTINTEMPORE |
| * How to conduct personalised assessment that is aligned to apprentices’ specific needs and background
 | * To explain personalised assessment that is aligned to apprentices’ specific needs and background
 | * Describe effective methods for conducting personalised assessment that is aligned to apprentices’ specific needs and background
 |
| * How to provide feedback
 | * To provide trainees with guidance on how to provide feedback to apprentices with fewer opportunities or experiencing some form of disadvantage
 | * Describe effective ways for providing feedback
 |
| Module 8 | On-the job support depending on the forms of disadvantage | * How to develop specific on-the-job support plans depending on the type of disadvantage
 | * To provide guidance on how to develop customized on-the-job support plans (to consider the key forms of disadvantage, e.g., ethnic minority, low economic status, physical disability, language barriers, etc.)
 | * Define the key elements of an effective on-the-job support plan
 | 120 minutes | CREFOPBEST |
| * How to implement an on-the-job support plan depending on the type of disadvantage
 | * To provide guidance on how to implement (incl. monitoring and follow-up) customized on-the-job support plans (to consider the key forms of disadvantage, e.g., ethnic minority, low economic status, physical disability, language barriers, etc.)
 | * Conceptualise a on-the-job support plan
 |
| Module 9 | Additional support to develop work-appropriate behaviour and life skills | * How to create and monitor a Wellness Plan
 | * To explain the importance of nurturing wellbeing and life skills among apprentices with fewer opportunities or from disadvantaged backgrounds
 | * Define approaches to boost apprentices’ wellbeing and life skills
 | 60 minutes | CREFOPBEST |
| * How to foster work-appropriate behaviour
 | * To provide trainees with guidelines on how to define what work-appropriate behaviour is and ensure that apprentices comply with the set norms
 | * Give examples of work-appropriate behaviour and define methods to achieve compliance
 |
| Module 10 | Measures and support to directly boost fewer opportunities and disadvantaged apprentices’ employability | * How to develop apprentices’ soft skills
 | * To present methods for boosting apprentices’ communication and interpersonal skills, emotional intelligence and empathy, leadership and decision-making
 | * Suggest practices that will enhance apprentices’ soft skills
 | 90 minutes | BEST |
| * How to develop apprentices’ workplace skills
 | * To present methods for bosting apprentices’ professionalism and work ethic, time management and organization, teamwork and collaboration, problem-solving and critical thinking
 | * Suggest practices that will enhance apprentices’ workplace skills
 |
| * How to support apprentices in career planning and orientation
 | * To provide trainees with guidelines on how to support apprentices with fewer opportunities or experiencing some form of disadvantage in their continuous professional development
 | * Give examples of career guidance practices that could be applied during the apprenticeship
 |
| Module 11 | Social enrichment activities | * What are social enrichment activities and why are these important
 | * To explain the different types of social enrichment
 | * Describe the importance of conducting social enrichment activities at the workplace
 | 60 minutes | ABP |
| * How to create social enrichment activities
 | * To introduce trainees to social enrichment activities that can be performed during the apprenticeship, i.e., Cultural and Diversity Awareness (cultural events, diversity training and workshop, cultural exchange and dialogue); Community Engagement (volunteering opportunities in local organizations, community groups on social projects, community events and celebrations); Personal Development and Wellness (access to mental health resources and support, mindfulness and relaxation activities, personal growth workshops and seminars); Networking and Social Events (professional networking events, social gatherings, industry conferences and workshops)
 | * Give examples of social enrichment activities that can be performed within the workplace
 |
| Module 12 | Advocacy (promoting success stories, sharing experience with peers) | * How to create case studies and success stories
 | * To provide guidelines on how to create case studies and success stories
 | * Illustrate a good practice example
 | 90 minutes | ABPINTEMPORE |
| * How to carry out peer learning
 | * To explain peer learning
 | * Interpret peer learning
 |
| * How to promote and disseminate good practices
 | * To outline effective promotion and dissemination strategies
 | * Identify effective promotion and dissemination activities, methods and channels
 |
| * How to target the right audiences
 | * To provide guidelines on how to identify and target the right audiences
 | * Identify relevant audiences
 |

# Detailed guidelines on the co-creation process

## Introduction

This part of the document provides guidance to the partners involved in the Inclusive Apprenticeships project on the development of course content using the co-creation process. It builds on the earlier chapters that have assigned roles and responsibilities for content development.

Most importantly, the present chapter specifies how each module should be organised by offering **guidelines with** **basic quality standards** on important factors to consider aimed at helping us maintain consistency across all modules. This document part outlines also the **timeline** and our interim milestones / deadlines.

To provide a clear and organised co-creation process for material that show a shared understanding of the project topics, structure and content concept, we are implementing this structured approach. Benefits will be material follow the same layout, terminology, depth of details. The overall aim is to offer targeted learning experience in a shared high-quality course-format to our learners.

## Module Structure Guidelines

The structure for the contents of each module shows what to include as module introduction, lesson page(s), assessment page and any further resource page(s).

Structure per module:

* Module Introduction Page (1 A4 page)
* Lesson Page(s) (as suitable for the number of module topics)
* Assessment Page (1-2 A4 pages with instructions and questions, as well as answer keys)
* Resource Page (any external resources listed with a short information on format, abstract, language)

### Module Introduction Page

The module shall be presented in a condensed manner to understand what it is about, how it is structured, how long an average user will take to learn contents and what s/he will gain from it, or how it possibly is connected to other topics/ modules.

This kind of details can be used as introduction on the e-learning platform.

The introduction page should not be longer than 1 A4 page and hold the following details:

* Module number and title
* Module abstract/ Summary of key takeaways from the module
* Overview of learning objectives and learning outcomes (as listed in chapter 3)
* Module completion time
* Next steps or suggested modules
* Engaging visuals to introduce the topic (at least 1)

**An example is included in the next chapter.**

### Lesson Page(s):

For each module, there are several module topics that shall be covered. Learning material for these topics shall be presented in the suggested “Lesson Page(s)”.

Each module topic may have one or more lessons to learn the suggested contents within the learning duration listed in chapter 3 in this document. We suggest it is max. 3 (three) A4 pages per lesson and to present all lessons for all module topics in one document.

What needs to be included for each topic is the individual learning content structured as learning objective, reading input for background information e.g., visuals (like images, photos, infographics that may support the narrative text), practical assignments and/ or reflection work, a recap.

In addition, it is good practice to offer any further suggested external links to – for instance - videos, reading or interactive contents that contribute to present or explore the module topic. This means referring to external resources. Including external resources should be made clear by clearly providing the URL, or authors. These additional resources should make sense and not form the majority of contents. The partners need to consider that these resources can hardly be translated, might be moved or taken off the internet, and no longer be available at any time to learners.

The total of all learning objectives shall answer the learning objective of the individual module.

This kind of details shall be used as learning content on the e-learning platform.

Each lesson should not be more than 3 A4 pages and include the following:

* Detailed lesson content, including text, images, …
* Practical exercises or assignments for learners
* Links to additional resources or readings
* Headlines:
	+ Lesson Plan per topic (i.e. table of contents in case several lessons are needed to answer a topic and reference to learning objective(s))
	+ Lesson content according to topic including Practical Activities or assignments
	+ Reflection Questions at the end of each lesson
	+ Reflection prompts for learners to internalise their learning at the end of the module topic
	+ Module Recap (referring back to the learning objective(s))

**An example is included in the next chapter.**

### Assessment Page

For each module, there are several module topics to be covered in one pre- and one post-assessment. The pre-assessment described in the project application shall be used to have a comparison with the post-assessment at the end of the learning. Hence, the post-assessment has to cover all the pre-assessment questions. The assessment shall follow the methodology described in chapter 1. The instruction details and questions, as well as answer keys, and any feedback shall be provided on 1 to max. 2 A4 pages.

We suggest to have a max. of 10 questions per module.

This kind of details shall be used as self-assessment implemented on the e-learning platform with automatic correction and feedback.

* Information on assessment type (e.g. quizzes, scenario questions, etc.) and duration
* Pre-self-assessment
* Post-self-assessment
* Answer keys (and any criteria for evaluation appropriate for self-paced digital learning – including any automated feedback)

**An example is included in the next chapter.**

### Ressource Page

* Repository of additional resources (links to readings, (external) videos and links to websites related to the module)
* Headlines:
	+ Additional Resources
	+ Ressource Categories
	+ Abstract
	+ Language(s)
	+ External Links

## Module example extract

**Module Introduction Page**

**Module 2: Benefits and challenges of supporting apprentices with fewer opportunities or from disadvantaged background**

**• Module abstract**

This module discusses the importance of supporting apprentices with fewer opportunities or from disadvantaged backgrounds in vocational training and education. It explores the benefits of creating inclusive learning environments and providing tailored support to help these learners succeed.

The module also addresses challenges such as systemic inequalities and the need for appropriate support services. By examining a variety of practices and strategies, participants can learn effective ways to empower apprentices facing socio-economic challenges in their training and career development.

* **Overview of learning objectives and learning outcomes**

|  |  |
| --- | --- |
| * To explain the benefits of creating a broader talent pool
* To explain how inclusive apprenticeships could lead to increased retention rates and employee loyalty
* To highlight the importance of applying an inclusive approach for maintaining a good company reputation and CSR
* To show the effect of maintaining inclusive environment on the employees’ engagement and motivation
 | * Examine how supporting apprentices with fewer opportunities or from disadvantaged backgrounds can bring benefits to the company and the society
* Provide examples of the benefits that supporting apprentices with fewer opportunities or from disadvantaged backgrounds could bring
 |
| * To explain how limited access to and availability of training opportunities could impact people with fewer opportunities and from disadvantaged backgrounds
* To discuss how communication barriers could affect workplace learning
* To highlight how the lack of networks and mentorship could challenge the apprenticeship
* To cover the topic of stereotypes and bias in the workplace
* To discuss how limited access to job opportunities and career progression could demotivate apprentices with fewer opportunities and from disadvantaged backgrounds
* To discuss the implications of financial constraints and inadequate resources
* To discuss the negative effect of insufficient awareness and understanding of inclusive apprenticeships
* To describe what limited access to the workplace means for people with fewer opportunities and from disadvantaged backgrounds
* To discuss legal and regulatory barriers
 | * Describe the challenges associated with supporting apprentices with fewer opportunities or from disadvantaged backgrounds
* Provide examples of challenges and limitations associated with supporting apprentices with fewer opportunities or from disadvantaged backgrounds
 |

* **Module completion time:** 60 min.
* **Next steps or suggested modules:** any of the modules

**Lesson pages**

* **Lesson Plan for module topic: What are the benefits of supporting** **apprentices with fewer opportunities or from disadvantaged background**

**Introduction**

* Reference to learning objective(s)):

By the end of this lesson, participants should have a better understanding of the importance and benefits of promoting inclusion and diversity in apprenticeships, as well as practical strategies for creating a more inclusive environment in their organisations.

* About the importance of diversity and inclusion in the workplace

The importance of diversity and inclusion in the workplace cannot be overstated.

Embracing diversity brings a range of perspectives, experiences, and talents to the table, ultimately leading to innovative ideas and solutions. Inclusive workplaces also foster a sense of belonging and respect among employees, contributing to higher levels of employee engagement and satisfaction.

By valuing and celebrating differences, organisations can create a more vibrant and dynamic work environment where every individual feels valued and empowered to contribute their best.

Ultimately, promoting diversity and inclusion not only benefits the employees themselves but also leads to better decision-making, increased creativity, and enhanced overall performance for the organisation as a whole.

* Reflection prompts:

Reflect on a time when you felt included and respected in a team or organisation. How did it impact your motivation and engagement?

How do you think promoting diversity and inclusion can benefit both individuals and the organisation as a whole?

**Benefits of Creating a Broader Talent Pool**

* Different perspectives and skills thanks to a broader talent pool

When considering the importance of diversity in the workplace, it is crucial for you to understand that a diverse workforce can bring a variety of perspectives, experiences, and skills to the table. A broader talent pool helps organisations to access a wider range of ideas and approaches to problem-solving. Each individual brings their unique background and expertise, contributing to a more well-rounded and innovative team.

By leveraging the different perspectives and skills within a diverse workforce, organisations can foster creativity, enhance decision-making processes, and ultimately achieve better results. Encouraging collaboration and open communication among team members with diverse backgrounds can lead to increased productivity and success for the organisation as a whole.

For instance, a team working on developing a new mobile app may benefit from having a diverse group of individuals with varying backgrounds and experiences. A team member who is familiar with accessibility considerations may bring valuable insights on how to make the app more inclusive for users with disabilities. Another team member who has experience in user experience (UX) design may offer ideas on how to make the app more user-friendly. Additionally, a team member from a different cultural background may bring fresh ideas on how to market the app to a global audience.

Some key elements to encourage this:

* Foster a culture of openness and respect: Create an environment where all individuals feel valued and their perspectives are welcomed.
* Provide opportunities for diverse voices to be heard: Encourage active participation and create platforms for individuals to share their ideas and insights.
* Implement inclusive practices and policies: Ensure that company policies and practices promote diversity and inclusion in recruitment, promotion, and decision-making processes.
* Offer diversity training and education: Provide resources and training on topics such as unconscious bias, cultural competency, and inclusive communication to help employees understand and appreciate diverse perspectives.
* Celebrate diversity and achievements: Acknowledge and celebrate the contributions of individuals from different backgrounds and recognise their achievements to foster a sense of inclusion and belonging.

Assignments:

* Reflect on a time when you worked on a team with diverse perspectives and skills. How did the different backgrounds and expertise of team members contribute to the overall success of the project? What did you learn from this experience?
* Think about a challenging problem or project you have faced in the past. How might approaching this problem from different perspectives have led to a more creative or effective solution? Consider how diversity in skills and experiences can enhance problem-solving and decision-making processes.
* Consider your own strengths and areas for growth. How might working with individuals with different backgrounds and skills help you develop new talents or perspectives? What steps can you take to actively seek out and learn from diverse perspectives in your personal and professional life?

…. We have not further elaborated our module here but are considering the following parts:

* Effects on Employee Engagement and Motivation
* Increasing Retention Rates and Employee Loyalty
* The impact of inclusivity on employee satisfaction and commitment to the organisation
* Maintaining a Good Company Reputation and CSR

(at the end of the lesson)

* Reflection Questions
* How can you create a more inclusive environment where all individuals feel valued and respected for their unique perspectives and experiences in your workplace?
* What policies and practices can we implement to promote diversity and inclusion in all aspects of your organisation?

**…**

**Example cases of companies that have successfully implemented inclusive practices in their apprenticeship programmes**

* Example 1
* Example 2

**Conclusion and Reflection**

* Module Recap (referring back to the learning objective(s))
* Reflection prompts for learners to internalise their learning at the end of the module topic

**Assessment Page**

* Information on assessment type: quiz
* Duration: 30 min.
* Pre-self-assessment:

Pre-self-assessment questions – *NB: for the full module there should be around 10 questions, here is our starting questions only:*

1. What are some benefits of embracing diversity in the workplace?

 a) Increased employee turnover

 b) More rigid and inflexible work environment

 c) Range of perspectives, experiences, and talents leading to innovative ideas and solutions

1. How can inclusive workplaces contribute to employee engagement and satisfaction?

 a) By excluding certain individuals based on their backgrounds

 b) By fostering a sense of belonging and respect among employees

 c) By promoting competition and rivalry among team members

1. How can organisations create a vibrant and dynamic work environment?

 a) By discouraging differences and promoting conformity

 b) By valuing and celebrating differences

 c) By strictly enforcing uniformity in thoughts and ideas

1. What are some benefits of promoting diversity and inclusion in the workplace?

 a) Decreased creativity and innovation

 b) Poor decision-making

 c) Increased creativity, enhanced performance, and better decision-making

To be Continued!

Answer key:

 c) Range of perspectives, experiences, and talents leading to innovative ideas and solutions

 b) By fostering a sense of belonging and respect among employees

 b) By valuing and celebrating differences

 c) Increased creativity, enhanced performance, and better decision-making

To be Continued!

* Post-self-assessment

## Timeline

The overall development time foreseen for the development work is from February 2024 to February 2025...

Within this period we have the following interim deadlines, milestones (MS):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Milestone** | **Start** | **End** | **Expected result(s)/ outcome(s)** | **Responsible** **Partner(s)** |
| MS1 | 01.02.24 |  | Development of allocated modules | See chapter 3 |
| MS2 |  |  | Exchange of open questions and discussion of solutions | all |
| MS3 |  | 30.09.24 | Modules are ready for validation | See chapter 3 |
|  | *01.07.24* | *31.12.24* | *Digitalisation of the whole course* | *OCEON* |
| MS4 | 01.10.24 | 15.12.24 | Validation of the modules:3 FGs (with 9 VET stakeholders) | CREFOP, Intempore, BEST  |
| MS5 | 01.01.25 | 31.01.25 | Refinement of modules, the final ENG version is available | See chapter 3 |
| MS6 | 01.02.25 | 28.02.25 | Translated final contents are available | Foreseen partner languages |



