follow app

Digital supported tracking of employment
and career progression of apprentices for
Quality Assurance in VET

European Competence Framework

for digital supported tracking of employment and career progression of apprentices in DUAL VET

PDF | November 2023

**Co-funded by
the European Union**

Follow App

Digital supported tracking of employment and career progression of apprentices for Quality Assurance in VET

PDF

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

Developed by

INFODEF Instituto para el Fomento del Desarrollo y la Formacion S.L. | Spain

Centro Servizi Formazione | Italy

DIMITRA Education & Consulting | Greece

ASS.FOR.SEO | Italy

AIN – Navarre Industry Association | Spain

Istanbul Valiligi | Turkey

Innoquality Systems Limited | Irel

Table of Contents

European Competence Framework

Introduction to the European Competence framework

Based on findings of the Erasmus+ project (FOLLOW APP), by tracking graduates, VET providers get relevant information about apprentices' transitions, either to the labour market or to further education. This provides information on the skills demand and supply which can help to align VET provision to the needs of the labour market.

This European Competence Framework has a primary objective of establishing and evaluating a graduate tracking method within the framework of Dual Vocational Education and Training (DUAL VET). This involves utilizing digital tools to monitor the employment and career progression of apprentices. Moreover, the adaptability of this approach to different educational contexts, including Higher Education, Adult Education, and Youth programs, positions it as a valuable contribution to the broader landscape of education and career development.

The current document is a European Competence framework for VET trainers or VET authorities, counsellors (IAG trainers) and in company trainers aligned **to EQF level 6**.

The specific Framework is structured in **five Competence Areas**. Each competence area is further divided in relevant **Units** that comprise of Learning Outcomes. These are expressed in three categories: Knowledge, Skills and Responsibility and Autonomy (KSC) adapting Blooms Taxonomy.

Given the differences of educational systems and economic and social background between participants of the consortium, it is understandable that there are alternative approaches to the role of VET trainers, counsellors and in company trainers per country. The following European Framework respects those differences and attempts to formulate an innovative European Competence framework that can embrace and furthermore enhance those alterations. The following competence areas have been identified:

1. **Management & Tracking of apprentices**
2. **Data Analysis & Usage**
3. **Engagement with Stakeholders**
4. **Curriculum Alignment**
5. **Mentorship and Guidance**

Each of the above-mentioned competence areas is split into units of work and within each unit we have the respective learning outcomes of the unit.

Last but not least, the specific framework is aimed at serving as a common basis for elaboration of syllabuses, curriculum guidelines, examinations, textbooks across Europe. It describes in a comprehensive way what trainers must learn and what knowledge and skills they must develop so as to be able to act affectively in graduate tracking of apprentices in DUAL VET.

How will this European competence framework be used?

The current document lists **knowledge, skills, responsibility and autonomy aspects that VET Trainers and authorities, IAG counsellors and in company trainers** should have to contribute effectively in DUAL VET Sector across Europe. The utilization of this framework is expected to have a multifaceted impact. Firstly, it will enhance the effectiveness of tracking apprentices' journeys, providing valuable insights into their professional development and the effectiveness of the DUAL VET program. Secondly, the framework can serve as a model for other vocational education programs within Europe, offering a standardized approach to graduate tracking that can be adapted and implemented across different regions and contexts. Moreover, the digital tools integrated into this framework can streamline the tracking process, making it more efficient and accessible for educational institutions, employers, and policymakers. Ultimately, the aim is not only to benefit apprentices in their career paths but also to contribute to the broader enhancement of vocational education and training systems across Europe.

As noted this is a **level 6 qualification framework in EQF**.

Level 6 qualification framework in EQF

The European Qualification Framework (EQF) is a common European reference framework whose purpose is to make qualifications more readable and understandable across different countries and systems. Covering qualifications at all levels and in all sub-systems of education and training, the EQF provides a comprehensive overview over qualifications in the 39

European countries currently involved in its implementation. In close cooperation with the European Commission, Cedefop provides analytical and coordination support for the implementation of the EQF and carries out a number of comparative studies and analysis on issues related to the implementation of the framework at EU, national and sectoral level.

Level 6 is expressed, in terms of knowledge, skills, responsibility and autonomy: to CEDEFOP as follows:

• **Knowledge**: Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles

• **Skills**: Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study

• **Responsibility and autonomy**: Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

---

Competence Areas

1: Management & Tracking of apprentices

The main scope of this competence area is to be gained from trainers a comprehensive understanding of various aspects related to apprenticeship management and tracking. This module covers essential topics, including the design of Digital Apprenticeship Tracking Systems, the utilization of Apprenticeship Management Software, and the intricacies of tracking workflow. Participants will acquire the knowledge, skills, the responsibility and autonomy required to create efficient and effective systems for monitoring apprenticeship programs, ensuring that learning outcomes are met, and managing apprentices' progress effectively. Moreover, equips individuals with valuable tools to enhance the overall success and productivity of apprenticeship initiatives within organizations.

Units

Unit 1.1 Digital Apprenticeship Tracking Systems Design

Unit 1.2 Apprenticeship Management Software Utilization

Unit 1.3 Compliance with data security standards and intricacies of tracking workflow

---

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

8 | Page

Unit 1.1 Digital Apprenticeship Tracking Systems Design

Knowledge	Skills	Responsibility and autonomy
Trainers will know how to: ● **Understand what is the concept of digital tracking process in VET:** Trainers will comprehend the concept of digital tracking in the context of apprenticeship programs, recognizing its significance for apprentices' career development and program improvement. ● **Become proficient in software Navigation & Utilization** : Trainers will become proficient in navigating, developing and using specific apprenticeship management software, including understanding its user interface, menus, and features.	Trainers will be able to: ● **Develop or select Apprenticeship Tracking Systems**: Enable trainers to design and set up effective digital systems for tracking apprenticeship data, ensuring they can create a structured and organized database	● **Flexibility in adopting technology to improve digital tracking processes in VET** according to the principles, concepts, and architectures of digital apprenticeship tracking systems. This attitude reflects a willingness and enthusiasm to incorporate technology into educational practices, recognizing its potential to enhance learning experiences. It involves an open-minded approach to using digital tools, platforms, and data-driven solutions to improve the quality and effectiveness of apprenticeship programs, fostering innovation and adaptability.

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

9 | Page

Unit 1.2 Apprenticeship Management Software Utilization

Knowledge	Skills	Responsibility and autonomy
Trainers will know how to: ● **Explain the use of Apprenticeship Management Software**: Familiarize trainers with the use of various software and tools designed for apprenticeship management, emphasizing their benefits in terms of efficiency and data tracking. **Software Features:** Understanding the various features and capabilities of the apprenticeship management software, including its role in streamlining program administration. ● **Explain the tracking Workflow**: Understanding how the software supports the workflow of apprenticeship programs, from onboarding to assessment and certification . Teach trainers how to develop structured apprenticeship plans using digital tools, ensuring clear objectives, timelines, and learning outcomes.	Trainers will be able to: ● **Utilize Data Entry and Management**: They will learn how to enter apprentice information, program details, and milestones into the software accurately and efficiently. ● **Organise & Monitor the tracking progress**: They will be able to monitor and organise apprentices' progress within the software, including tracking completed tasks, assessments, and skills acquired.	● **Adaptive Progress in Apprentices Managing Software**: A commitment to collect accurate and up-to-date apprentice records and program documentation in a digital environment**.**

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

10 | Page

Understanding the basic operations related to the tracking workflow and management cycle.		

Unit 1.3 Compliance with data security standards and intricacies of tracking workflow

Knowledge	Skills	Responsibility and autonomy
Trainers will know how to: ● **Undestand and classify data security and privacy regulations:** This knowledge encompasses an understanding of the regulatory framework and best practices related to safeguarding the confidentiality and integrity of apprentice-related data. It involves being aware of the legal and ethical standards, such as data protection laws and industry-specific privacy regulations, that govern the collection, storage, and transmission of sensitive apprentice information. Professionals possessing this knowledge are equipped to ensure compliance with data security and privacy	Trainers will be able to: ● **Comply with legal and ethical standards:** They will apply and ensure that data collection, storage, and transmission adhere to relevant regulations, safeguarding apprentice confidentiality and maintaining data integrity.	● **Defending the commitment to data integrity:** strong willingness to preserving accurate and secure apprentice data. Trainers pledge to maintain data accuracy, safeguard integrity, and uphold privacy standards, fostering a culture of excellence and trust in the apprenticeship program.

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

11 | Page

regulations, protecting both apprentices' personal data and the organization from potential legal and ethical risks.		

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

12 | Page

2: Data Analysis & Usage

The main scope of this competence area is to be developed from trainers a strong foundation in the field of data analysis and its applications within the context of Dual Vocational Education and Training (DUAL VET). This area also covers a range of essential topics, including data analysis techniques, data visualization, and data interpretation. Participants will acquire the knowledge, skills, the responsibility and autonomy needed to collect, clean, and analyze data effectively, allowing them to derive valuable insights from educational and vocational datasets. Additionally, they will learn how to visually represent data to make it more accessible and understandable for decision-makers. The module's focus on data interpretation ensures that trainers can draw meaningful conclusions and make informed decisions based on their data analysis findings, enhancing the overall effectiveness and efficiency of DUAL VET programs.

Units

Unit 2.1 Data Analysis Techniques

Unit 2.2 Data Visualization

Unit 2.3 Data Interpretation and Decision-Making

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

13 | Page

Unit 2.1 Data Analysis Techniques

Knowledge	Skills	Responsibility and autonomy
Trainers will know how to: ● **Understand data analysis in DUAL VET:** Understand where and how to access relevant data sources related to apprenticeship programs, including apprentices' performance and progress data. ● **Apply data analysis to educational and vocational data related with apprentices:** Learn how to use data related to apprenticeship program improvements, resource allocation, and performance enhancement.	Trainers will be able to: ● **Select and examine Data Analysis Techniques:** Gain proficiency in various data analysis techniques, such as descriptive statistics, regression analysis, and data visualization. Gain proficiency in using statistical software and tools for educational data analysis	● **Leveraging Data Analysis Techniques for Apprentices Progress:** Develop an eye for detail to ensure accuracy in data collection and analysis.

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

14 | Page

Unit 2.2 Data Visualization

Knowledge	Skills	Responsibility and autonomy
Trainers will know how to: ● **Illustrate data analysis in DUAL VET:** Understand where and how to access relevant data sources related to apprenticeship programs, including apprentices' performance and progress data. ● **Understand different communication styles**: The ability to adapt communication style and methods to suit the preferences and requirements of different stakeholders.	Trainers will be able to: ● **Make use of Data Visualization:** Learn how to create clear and informative data visualizations, such as charts and graphs, to convey insights effectively.	● **Utilizing Data Visualization for Apprentices Progress:** derive valuable insights from educational and vocational datasets and adapt them to the need of different stakeholders.

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

15 | Page

Unit 2.3 Data Interpretation and Decision-Making

Knowledge	Skills	Responsibility and autonomy
Trainers will know how to: ● **Interpret data for informed decision-making:** Interpret data to make informed decisions within DUAL VET. Trainers will gain the ability to derive valuable insights from data analysis, recognize trends, and draw meaningful conclusions.	Trainers will be able to: ● **Make use of the data obtained**: Develop the ability to interpret data findings and draw meaningful conclusions to inform decision-making.	**Nurturing Data-Driven Decision-Makers:** the ongoing developement in data interpretation and decision-making

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

16 | Page

3: Engagement with Stakeholders

The main scope of this competence area is to be developed from trainers a comprehensive skill set for effective engagement with various stakeholders in the context of Dual Vocational Education and Training (DUAL VET). This module encompasses critical units, including negotiation and conflict resolution, stakeholder engagement strategies, and the respect of privacy and GDPR issues. Participants will develop the ability to navigate negotiations and resolve conflicts amicably, crucial skills for managing relationships with diverse stakeholders. They will also learn strategies to engage stakeholders effectively, ensuring collaboration and support for DUAL VET programs. Additionally, the module addresses the importance of respecting privacy and understanding GDPR (General Data Protection Regulation) issues, ensuring that trainers can handle sensitive information and data in compliance with legal and ethical standards. Overall, this module equips individuals with the knowledge, skills, the responsibility and autonomy needed to foster positive relationships with stakeholders and uphold legal and ethical standards in their engagement efforts.

Units

Unit 3.1: Negotiation and Conflict Resolution

Unit 3.2: Stakeholder Engagement Strategies complying with GDPS issues

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

17 | Page

Unit 3.1 Negotiation and Conflict Resolution in the context of DUAL VET

Knowledge	Skills	Responsibility and autonomy
Trainers will know how to: ● **Explain the importance of negotiation and conflict resolution techniques in the context of DUAL VET :** Learn techniques for resolving conflicts and disagreements among stakeholders in DUAL VET, fostering a harmonious learning environment. Referring to negotiation activities used from the Stakeholders of the DUAL VET (VET Managers, Companies Trainers, Curricula Development Experts etc)	Trainers will be able to: ● **Make Use of conflict resolution techniques :** Learn how to negotiate with stakeholders and resolve conflicts that may arise during the course of DUAL VET programs. ● **Make Use of negotiation techniques:** Acquire negotiation skills to address and balance the expectations and interests of different stakeholder groups in the DUAL VET. How to fill a Negotiation plan skills (BATNA)	● **Cultivating Negotiation and Conflict Resolution Skills:** Commitment to constructive and amicable conflict resolution. Proactive approach to fostering collaboration and support**.**

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

18 | Page

Unit 3.2 Stakeholder Engagement Strategies complying with GDPR issues

Knowledge	Skills	Responsibility and autonomy
Trainers will know how to: ● **Outline Networking strategies:** Learn how to build and maintain professional relationships with stakeholders to foster collaboration and support. ● **Understand and Respect of privacy and GDPR issues for stakeholders engagement:** trainers can handle basic sensitive information and data in compliance with legal and ethical standards related to stakeholders engagement in the context DUAL VET	Trainers will be able to: ● **Select & evaluate Stakeholder engagement strategies**: Develop strategies to engage stakeholders of DUAL VET actively in the decision-making process and program improvement initiatives.	● **Attitude of responsibility and ethics** in handling sensitive information and data, ensuring legal compliance.

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

19 | Page

4: Curriculum Alignment

The main scope of this competence area is to be developed from trainers a comprehensive understanding of the critical process of aligning vocational education and training programs with educational standards and the specific needs of the labour market. This module covers key units, including alignment with educational standards and labour market requirements, instructional material selection, and the creation of alignment documentation. Participants will learn how to evaluate and adjust curriculum content to meet the rigorous standards set by educational authorities while ensuring that the training materials are relevant and responsive to the evolving demands of the workforce. Moreover, they will develop expertise in the selection of appropriate instructional materials that enhance the overall learning experience. The module also emphasizes the importance of documenting alignment efforts, allowing trainers to effectively communicate and demonstrate the relevance and quality of their vocational training programs. Ultimately, this module equips individuals with the knowledge, skills, the responsibility and autonomy needed to create and maintain highly effective, industry-responsive, and well-documented vocational training curricula.

Units

Unit 4.1: Alignment with Educational Standards and Labour Market Requirements

Unit 4.2: Instructional Material Selection

Unit 4.3: Creation of Alignment Documentation

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

20 | Page

Unit 4.1 Alignment with Educational Standards and Labour Market Requirements

Knowledge	Skills	Responsibility and autonomy
Trainers will know how to: ● **Stay informed** about current industry trends, technological advancements, and changes in labour market demands and identify opportunities to integrate this knowledge into training programs. ● **Understand and align with educational policies in different countries**: The ability to align curriculum components with relevant educational policies in DUAL VET programs.	Trainers will be able to: ● **Analyse skill gaps** in the workforce and tailor training programs to meet educational standards and labour market demands ● **Evaluate and assess educational** standards & curriculum.	● **Commitment to excellence** in aligning vocational education and training programs with the highest standards and industry requirements.

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

21 | Page

Unit 4.2 Instructional Material Selection

Knowledge	Skills	Responsibility and autonomy
Trainers will know how to: ● **Examine the existing Instructional material**: The ability to define the gaps between curricula and labour needs / organization needs. The knowledge to select appropriate the tools to highlight the gaps.	Trainers will be able to: ● **Select appropriate instructional** materials to enhance the learning experience according to the existed needs (e.g., textbooks, resources, technology)	● **A proactive approach to enhancing** the quality and relevance of training materials, ensuring they meet evolving workforce needs

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

22 | Page

Unit 4.3 Creation of Alignment Documentation

Knowledge	Skills	Responsibility and autonomy
Trainers will know how to ● **Define alignment methods or techniques:** The knowledge to document the alignment process, making it transparent to educators, administrators, and stakeholders.	Trainers will be able to: ● **Evaluate and adjust curriculum content** to meet the rigorous standards set by educational authorities while ensuring that the training materials are relevant and responsive to the evolving demands of the workforce.	● **Creating Alignment Documentation for Apprenticeship Success in DUAL VET:** The process of developing comprehensive documents that outline and align the learning objectives, expectations, and milestones of DUAL VET curricula.

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

23 | Page

5: Mentorship and Guidance

The main scope of this competence area is to be developed from trainers a comprehensive skill set for effectively mentoring and guiding apprentices in the context of Dual Vocational Education and Training (DUAL VET). This module encompasses key units, including understanding the role of the mentor, honing problem-solving and guidance skills, and tailoring support to the specific needs of apprentices. Participants will gain a deep understanding of the responsibilities and expectations of a mentor in the educational and professional development of apprentices. They will develop problem-solving skills that are crucial for addressing challenges that apprentices may encounter during their training. Furthermore, the module emphasizes the importance of tailoring support to each apprentice's unique learning style and needs, fostering a personalized and effective learning experience. Ultimately, this module equips individuals with the knowledge, skills, the responsibility and autonomy needed to be effective mentors and guides, playing a vital role in the success of apprentices in DUAL VET programs.

Units

Unit 5.1: Understanding the Role of the Mentor

Unit 5.2: Problem-Solving and Guidance Skills

Unit 5.3: Tailoring Support to Specific Needs of Apprentices

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

24 | Page

Unit 5.1 Understanding the Role of the Mentor

Knowledge	Skills	Responsibility and autonomy
The trainer will: ● **Understand the role of the mentor and tutor in IAG services**: It can cover the roles and responsibilities of mentors within the Dual VET system. This includes helping trainers understand their role in providing guidance, support, and advice to apprentices in DUAL VET.	The trainer will be able to: ● **Combine guidance and mentorship skill set:** The skill of combining guidance and mentorship, offering clear direction and support that goes beyond immediate tasks, emphasizing long-term development of the apprentices guidance	The trainer: ● **Shaping Effective Mentorship for Apprentice Development** apprentices overcome challenges, fostering supportiveness.

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

25 | Page

Unit 5.2 Problem-Solving and Guidance Skills

Knowledge	Skills	Responsibility and autonomy
The trainer will: ● **Explain problem-solving and guidance techniques**: Trainers can be trained to help navigate challenges and solve problems that arise during their vocational training. This might include addressing workplace issues or academic difficulties.	The trainer will be able to: ● **Formulate and provide career guidance and counselling** to apprentices by helping them identify opportunities for career advancement. ● **Build & Gain problem-solving and guidance skills,** essential for addressing apprentices' training and working challenges.	● **An attitude of adaptability and empathy** in providing individualized support, ensuring a personalized and effective learning experience.

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

26 | Page

Unit 5.3 Tailoring Support to Specific Needs of Apprentices

Knowledge	Skills	Responsibility and autonomy
The trainer will: ● **Demonstrate what is Tailor support to apprentices' needs**: tailor their support to the individual needs of apprentice. This includes recognizing different learning styles and adapting mentoring approaches accordingly.	The trainer will be able to: ● **Develop and Personalize** support and guidance to the unique learning styles and needs of each apprentice enhancing social inclusion	● **Appraising, Valuing and respecting the diverse backgrounds, perspectives, and experiences of apprentices,** creating an inclusive and welcoming learning environment.

European Competence Framework for digital supported tracking of employment and career progression of apprentices in DUAL VET

27 | Page

Conclusion

In conclusion, the development and implementation of the European Competence Framework for digital-supported tracking of employment and career progression within the context of Dual Vocational Education and Training (DUAL VET) represent a significant leap forward in shaping the future of apprenticeships. This framework embraces the transformative power of digital tools to enhance the monitoring and assessment of apprentices, ensuring a more responsive and adaptable approach to skill development. By fostering a harmonized system across Europe, this framework not only standardizes the tracking process but also encourages cross-border collaboration, enriching the learning experiences of apprentices and promoting the exchange of best practices.

Looking ahead, sustained commitment to refining and updating this framework will be essential to keep pace with technological advancements and evolving industry demands. Continuous engagement with stakeholders, including educational institutions, employers, and policymakers, will be crucial to ensure the relevance and effectiveness of the framework in an ever-changing landscape. Ultimately, this initiative signals a collective effort to empower the next generation of professionals, equipping them with the digital skills and competencies needed for successful and dynamic careers in the European workforce.

Digital supported tracking of employment
and career progression of apprentices for
Quality Assurance in VET

28