



Funded by  
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## Work place - based Supervisors Professional Training – Pedagogical and Digital Tools (WB Supervisors)

### Introduction

The COVID-19 pandemic has not only limited the way people can relate to each other and perform their most basic everyday-tasks but has also had a significant impact on the regular delivery of education and training. At such a critical time for societies, access to education is proving, more than ever, to be essential to ensuring a swift recovery, while promoting equal opportunities among people of all backgrounds. Apprenticeship / work based learning is important and popular form of learning. But its value has often been assessed on the viewpoint of students or employers. However, work-based supervisors play as important role as the others. The survey implemented in Tallinn Health Care College, Estonia revealed that work-based supervisors/ mentors/ tutors at workplace/ organizations are competent practitioners but their pedagogical competencies are rather modest. It means that they need additional support to develop their digital and methodological knowledge and skills. The same problems arose also in other partner states as well. In apprenticeship training the supervisor is appointed by employee. Sometimes due to the hierarchical relationship the supervisor who is appointed by the employer and is not at all interested in this additional task, but is afraid to reject the task. It means that the conflict is there from the beginning. Mainly the reason is inadequate pedagogical preparation of the supervisor. Moreover, there has been a long gap between their own learning period, and they are not used to innovative digital solutions. They lack skills in using new teaching technologies, their competences in this field are rather modest and employers have no understanding what are the requirements for supervisors. So by this project all six partner states prepare and compile blended learning training programme which covers topics of digital ethics, assessment process, motivation procedures, tandem supervision and others connected with pedagogical and digital issues. The training programme gives an opportunity to choose individual time for learning but it also gives opportunities to get direct on-site instructions and feedback. The prepared profile of supervisors will facilitate employers work to appoint suitable supervisors and also avoids conflict for appointing a person who has no wish and characteristics to become a supervisor.

### Project aim

The main aim of the project is that non pedagogical staff (work-based placed supervisors) in all partner states who have been appointed by employees following the suggested criteria for selection have improved competences for supervising supervisees at work. We can say that with our project we aim at equipping education and training systems to face the challenges presented by the recent sudden shift to online and distance learning, including supporting work-based supervisors to develop digital competences and other pedagogical skills. The focus will be on building capacity to implement

online, blended and distance teaching and learning. Which means that we aim to develop digital pedagogical competencies of supervisors, enabling them to deliver high quality inclusive digital education; and to develop and/or use high quality digital content such as innovative online resources and tools. Particular attention will be given to promote innovative methods and tools for teaching, training, learning and assessment as drivers of improvements in lifelong learning. And the target group will meet the criteria suitable for motivated and competent supervisors. By this project we try to achieve that WB supervisors are satisfied due to the right selection process in all partner states have better digital and pedagogical competencies that will help them to supervise their supervisees with more competence having the ability to give constructive feedback, motivate them and use digital tools by improving time management and supervision process.

### **Project partners**

Tallinn Healthcare College, Estonia

Technical University of Madrid, Spain

Stichting Chr onderwijsgroep Valleij en Gelderland-Midden, Netherlands

Social- og Sundhedsskolen Syd, Denmark

Oberstufenzentrum Elbe-Elster, Germany

Utena University of Applied Sciences, Lithuania

### **Project results**

The main result of this project is that after passing the course the supervisor communicates by using alternative web based Technologies and understands the teaching and learning process. He/she knows to motivate supervisees and is able to give constructive feedback. Expected wider results of the project would be a subject programme for e-learning course in English that includes study materials and science-based recommendations for the criteria of the selection of supervisors.

Other outcomes would be a self-assessment test (tool for the employer and supervisor to assess her/his suitability for supervising) - interactive format of an overview about WBL in partner states. Additional outcome of this project would be extended and improved digital competences of supervisors plus improved professional English language skills of participants through expanded lifelong learning opportunities and internationalisation of education.

### **Project duration**

The WB Supervisors project starts **01-11-2021** and finishes **01-11-2023**.