



Lifelong  
Learning  
Programme



## BESTVET – Total Development System

### Process Map and Guide



#### Project Partners:

Engineers Ireland

Louth Meath Education Training Board

Inovinter

CECE

Euroform RFS

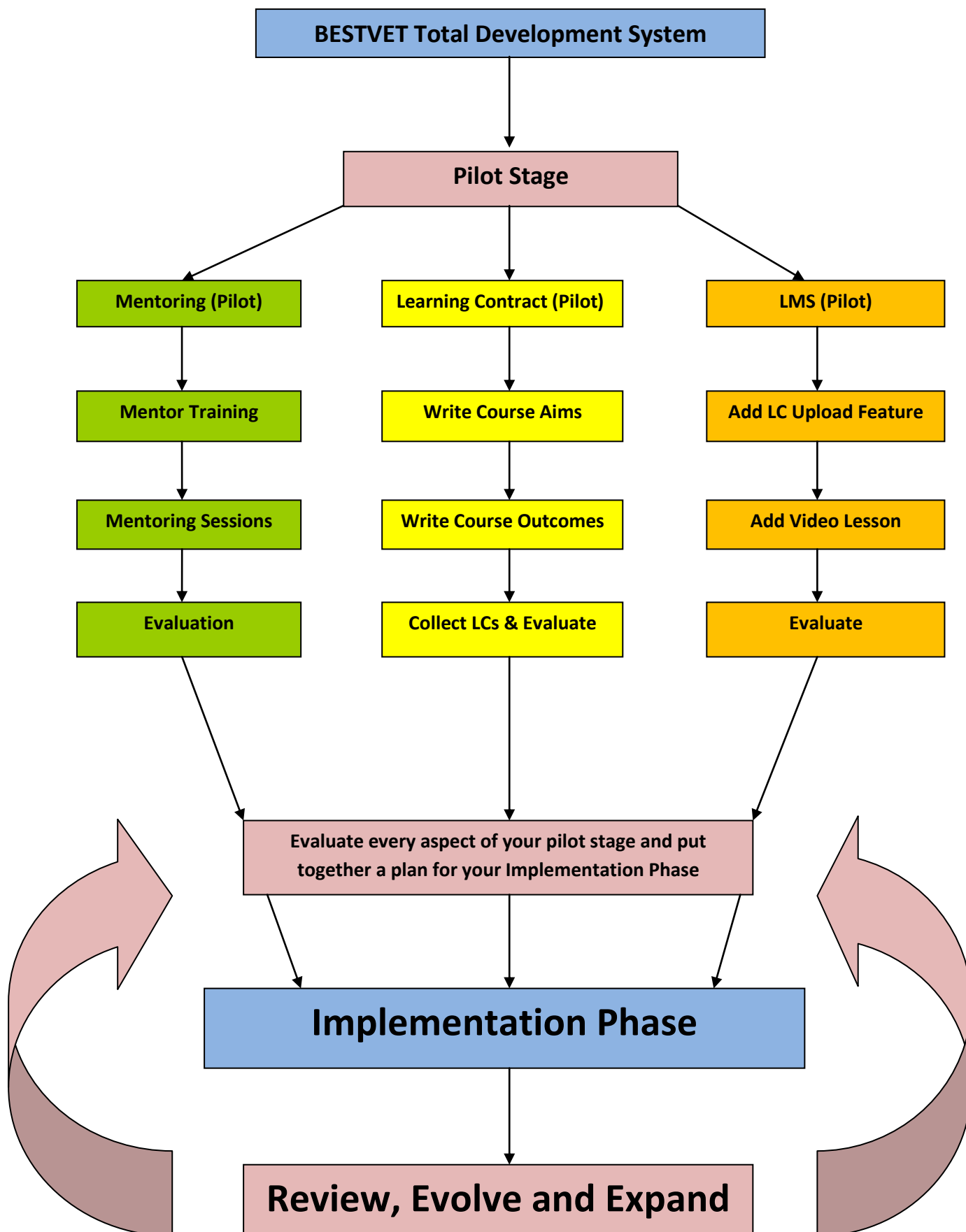
Norton Radstock College

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[www.bestvet.eu](http://www.bestvet.eu)

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**NOTE:** LCs = Learning Contracts; LMS = Learning Management System

## **About the Project**

In October 2012, Engineers Ireland, in partnership with leading VET Training centres from around Europe, undertook a two year project to implement a workable guide for the transfer of quality development systems from the higher education sector to VET centres and staff across Europe.

Funding for the project was provided as part of the European Commission's Lifelong Learning Programme 2007-2013, under the Leonardo da Vinci scheme which focuses on education and training.

Alongside Engineers Ireland, partnering in the best-practice sharing project were the Louth and Meath Educational Training Board (Ireland), INOVINTER – Vocational Training and Technological Innovation Centre (Portugal), the Spanish Confederation of Training Centres (Spain), Euroform RFS (Italy) and Norton Radstock College (UK).

The project, which commenced in October 2012 and ended in September 2014, looked to implement a set of development best-practices in each partner organisation, enabling them in turn, to document and report on the effectiveness of this transformation.

By the end of the project each project partner was equipped for the implementation of a mentoring system, a system of learning contracts and an on-line learning management system in their respective institutions. However, how could we ensure that this knowledge could be transferred to other VET institutions looking to implement the BESTVET Total Development System into their institution?

The answer to this question lay in the creation of this 'Process Map and Guide'. This document, used in-tandem, with the documentation available on the project website ([www.bestvet.eu](http://www.bestvet.eu)) has been designed to act as a guide for VET institutions looking to implement these three best practices into their institutions.

### **Structure of Project:**

The structure of this project is broken down into three separate short pilot phases, of 2 months each, based on the three facets of; Mentoring, Learning Contracts and Online Learning Management Systems.

The purpose of these pilot phases is to test, evaluate and evolve each subject to suit the needs of your institution. Throughout the BESTVET project we discovered that each intuition tailored each of the three facets of the project to suit the needs of their institution. Bearing this in mind, conducting three pilot phases and tailoring the three facets to your intuition's needs is vital for successful implementation.

We suggest also completing weekly [learning diaries](#) during the pilot phases. The learning diaries are a good way to keep track of elements of the process that are working and those that are causing problems. When it comes to evaluating your pilot phases, the learning diaries will be a big help which will highlight the areas which need to be changed to suit your institution. The learning diaries are also a great tool for documenting the impact of learning on your colleagues and institution to senior management.

The three pilot phases are followed by a 6 month Implementation phase whereby you will run the three facets of the project side by side to full effect in your institution. Prior to the start of your implementation phase we would suggest evaluating all 3 pilot phases and producing a plan with simple metrics so that you can effectively evaluate your implementation phase against your chosen metrics after the 6 month Implementation phase.

This whole process of implementing Mentoring, Learning Contracts and Online Learning Management Systems into your institution is cyclical so we would suggest that at the end of the implementation phase you should evaluate the whole process and see what elements can be changed to fit your institutions needs better.

The following sections will bring you through the process of the pilot and implementation phases in more detail.

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## **Section 1: Mentoring Pilot Stage**

### **1.1 Mentoring Theory**

Mentoring for professional development has been proven to have numerous benefits to an organisation. The most common benefits can be listed as:

- Facilitating better communication throughout organisations,
- Improves staff retention & acquisition
- Cheap and effective way of sharing knowledge & culture of institution across all staff members.

There is a wealth of literature available on the theory of mentoring. Here a number of interesting articles and papers relating to mentoring its applications in the workplace.

- [Bond, Austin 1999, 'Promoting high achievement and low attrition in education and training', NCVET, Australia](#)
- [Eleyan, Dr. Derar & Eleyan, Amna, 'Coaching, Tutoring and Mentoring in the Higher Education as a solution to retain students in their major and help them achieve success', Faculty of Information Technology, BirZeit University, Palestine](#)
- [Harney, Aidan 'Successful Mentoring – four key factors', Engineers Ireland Journal, January/February 2012](#)
- [Rabatin et al, 'A Year of Mentoring in Academic Medicine'](#)

Reading these articles and papers will give you an in-depth knowledge of the benefits and the application of mentoring across various different sectors. Without delving too deep into this wealth of mentoring papers and articles, mentoring can be essentially defined as a unique tool for optimising **knowledge-exchange** and **behaviour-change** between employees.

One of the most important stages of this whole process is the training and selecting of your of your mentors. We have compiled an array of excellent mentoring models and role-play exercises to train your chosen mentors.

### **1.2 Mentoring Models**

The following models will help to optimise, structure and highlight the importance of your mentoring sessions.

#### **Learning Styles**

To define your mentee's and your own learning style you can take this [learning styles questionnaire](#) and see where you fit on the graph.

Now that you know your mentee's learning style this document will help you use knowledge of ['learning styles'](#) to optimise mentoring. Different people learn differently. This article will help define how your mentee learns and the best ways to help them learn.

### The 4 'O' Model

The [4 'O' Model](#) helps you organise and structure your mentoring sessions. It is important for the Mentor and Mentee to read through the '**Code of Practice for the Mentoring Relationship**' on page 3 of this document to establish the boundaries and objective of the mentoring sessions. This workbook will be based around 4 stages that you should reference at every mentoring session. It essentially gives a structure for every Mentoring session:

- Define the **OBJECTIVE**
- Analyse **OPTIONS**
- **OPTIMAL** Solutions
- Review **OUTCOMES** emerging from the discussion

Sticking to these four stages helps to structure your session and ultimately will give better results for the mentee and mentor. At the next mentoring session you can review the 4 O's from the previous meeting and use that as a starting point to talk about progress, issues etc.

### Personal transition Curve

This helpful video highlights the importance of a mentor for a mentee looking to increase their competence in a chosen subject: [The Personal Transition Curve - the Importance of Mentoring](#)

### Core Competencies of a Mentor:

1. [Active Listening](#) - it is the ability to actively listen that separates a good communicator from a poor communicator.
2. [Questioning skills](#) – Ask open questions as they are ideal for exploring, getting info, helping people OPEN UP  
  
“Tell me a bit more about?” “How do you know...?” – Fully examine and expose assumptions.  
  
Use an active verb: explore, explain, expand etc
3. [Giving praise and feedback](#) – Give meaningful feedback. Be candid and give your own personal feedback as this will build trust between mentor/mentee.

### 1.3 Mentoring Practical Exercises

#### Exercise 1: [Martin Scorsese Mentoring Story](#)

Read article and write down “What do you think are the most important qualities, skills, abilities and aptitudes of a Mentor?”

Compare your thoughts with rest of the group. This exercise should take 5- 10 minutes.

These three competencies are the highest rated of a mentor. (maybe these competencies were mentioned by someone in your group)

**NOTE:** Mentoring is never, ever counselling on non-professional subjects: girlfriend/boyfriend, gambling, alcohol addiction/family problems etc...Have a clear contract – **MENTORING for PROFESSIONAL DEVELOPMENT**

**Exercise 2:** Split your training group into groups of 2 people and practice this role play mentoring [scenario](#). One person will act as the mentee and one person will act as the mentor. (10 minutes)

***Tips for the Mentor:** Remember to actively listen, let the mentee speak about his/her problem fully and be careful not to interrupt during the first 5 minutes. After the first 5 minutes probe deeper with open ended questions to get the mentee to open up more about their problem and finally give some praise (thank you for seeking help etc) and feedback on how the mentee could progress (suggested readings/courses).*

**Exercise 3:** When everyone has finished this exercise, switch mentee/mentor so that everyone gets a chance to be a mentor and complete [exercise 3](#).

Compare the thoughts and feelings of the group after both scenarios have taken place.

There is only so much theory, models, videos and exercises we can give to you. The best piece of advice we can give you is to practice the 3 core competencies of a mentor (active listening, open ended questions and feedback). The pilot phase for mentoring is just a pilot phase so mistakes will be made, remember to record these mistakes in your learning diary to aid with the evaluation of the pilot phase.

## 1.4 Planning your Mentoring Pilot Stage

The key to a successful mentoring pilot stage is planning. This [document](#) will help you plan your pilot stage with ten steps for implementing a successful mentoring programme.

### **To complete the Mentoring Pilot stage you must:**

- Complete the ten step [project plan](#) for implementing a successful mentoring programme.
- Select two mentees and two mentors from your organisation
- Train your mentors using the material above
- Each mentor must then arrange a minimum of three mentoring meetings with a duration of 1 hour minimum per meeting
- The three meetings must be completed within 6 weeks of the start date of the pilot
- Maintain 'Learning Diary': minimum weekly entry

## 1.5 Evaluation

Report 'Lessons Learned' on pilot from evaluation of learning diaries and group discussion. This evaluation will help you to figure out what elements of the process will need to be changed in order for the implementation phase to become a success.

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## **Section 2: Learning Contracts Pilot Stage**

### **2.1 Learning Outcomes Theory**

The introduction of learning outcome statement and learning contracts into your institution can have numerous benefits to your organisation:

- Learning objectives set out before each course
- Excellent way for students to apply their learnt knowledge to real life situations
- Great tool for evaluating learning from courses

As with Mentoring there is an abundance of literature on the topic of learning contracts and learning outcomes. Here are a couple of papers/articles to increase your knowledge in this area:

- [Anderson et al, 1998, 'Qualities of Learning Contracts', The Higher Education Academy, London](#)
- [Garavan, Thomas N, & Sweeney, Patrick 1994, 'Supervisory Training and Development – The Use of Learning Contracts', MCB University, Arizona](#)

In this section we will give you tips on the process of identifying course aims and writing learning outcomes to match the design of your learning contract for each of your courses.

### **2.2 Identify Course Aims/Objectives**

Think about course/teaching purpose

- Knowledge acquisition
- Knowledge retention and understanding
- Attitudinal change
- Problem-solving skill development
- Inter-personal skill development
- other transferable skills development
- Acquisition of behaviours/approaches

Describe your 'graduate' at the end of the course. Why is this course important for their destination – progression, workplace, lifeskills?

1. What will they KNOW
2. What will they be able to DO?
3. How will they BEHAVE?

**Course Aim Example:** The overall aim of an International Cultural Awareness certificate might be '*to provide specialist insights and behaviour modelling workshops for students wishing to undertake a business career abroad, particularly in developing countries.*'

Once you have identified your course aim(s), writing your learning outcomes will become easier.

## 2.3 Writing Learning Outcomes

All courses have a syllabus in which the general objectives of the course are described. Learning Outcomes, however, go further in that they explicitly state what the instructor wants students to know and be able to do upon completion of the course (or upon completion of a unit within that course).

To be meaningful, a Learning Outcome needs to be built around a [verb](#) that is sufficiently precise that it can result in a **measurable** deliverable.

A Learning Outcome statement should cover:

- WHO?
- WHEN?
- WILL BE ABLE TO?
- HOW?

*Think S.M.A.R.T. (Specific, Measurable, Achievable, Relevant and Time-Bound)*

### Examples

- Students will be able to execute, with 70% accuracy, a timed word processing task (70% becomes acceptable assessment criteria for a passing grade)
- Students will be able to apply the principles of direct marketing to a real-world case-study...
- Students will evaluate the use of.....

## 2.4 Assessment of Learning Outcomes

We recommend that each student should complete a learning contract at the end of each course as evidence that they have fulfilled their learning objective/aim of the course. Your pre-defined learning outcomes will make it easier to judge if a student has gained the required learning. A test or exam can be run in tandem to judge assessment of learning.

There is a direct link between the Learning Outcome statement and the Learning Contract. In a learning contract a student will be able to confirm if they have fulfilled their learning objective.

There are many different learning contract templates. Each partner in the project used Engineers Ireland's template as a starting point and evolved this template to suit the needs of their institution.

[Engineers Ireland Learning Contract Template](#)

[Sample Completed Learning Contract](#)

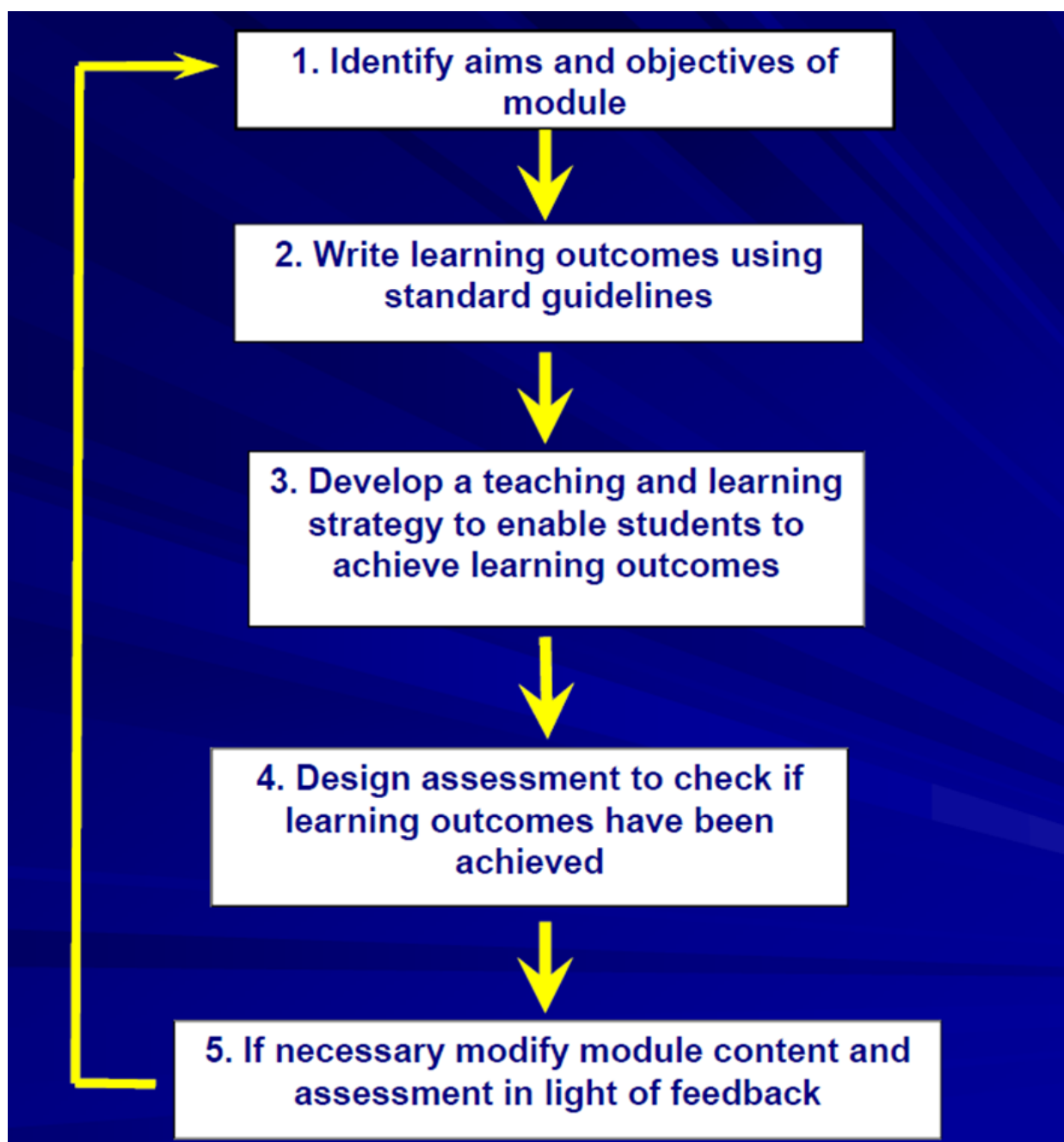
[Tips on how to complete a Learning Contract \(student\)](#)

## BESTVET Partner Templates

- Inovinter – [Learning Contract](#)
- LMETB – [Learning Contract](#)
- CECE – Learning Contract
- Euroform RFS – [Learning Contract](#)
- Norton Radstock College – Learning Contract

**NOTE:** The Engineers Ireland learning contract was originally designed for level 9 students so please feel free to alter and change to suit the level of your courses.

**The process for writing best practice learning outcomes:**



## 2.5 Planning your Learning Contract Pilot Stage

### **To complete the Learning Contract Pilot stage you must:**

- Select a minimum of 5 students to trial using learning contracts within a six week period.
- Select a training programme/course and:
  - Write Learning Aim/Objective for chosen programme/course
  - Write Learning Outcome statements for chosen programme/course
  - Each student on the chosen training programme/course must complete a learning contract to include:
    - a. Student Reflection & Insights
    - b. Learning Application and
    - c. Evaluation of Competence assessment
- Report 'Lessons Learned' on pilot
- Teacher/Programme Owner or Designer must maintain a 'Learning Diary' on a weekly basis to record any lessons learned, positives, negatives issues etc

## 2.6 Evaluation

Report 'Lessons Learned' on pilot from evaluation of learning diaries, group discussion and student feedback. This evaluation will help you to figure out what elements of the process will need to be changed in order for the implementation phase to become a success.

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## **Section 3: Learning Management Systems Pilot Stage**

### **3.1 Learning Management Systems (LMS)**

Learning Management Systems (LMS), also known as Virtual Learning Environments (VLE), such as Moodle, Litmos or Blackboard are widely used by the vast majority of learning institutions in Europe at present. Each LMS has their own specific benefits but essentially the benefits of a LMS are:

- Efficient way of storing and distributing learning material to students
- Excellent way to distribute and collect learning contracts from students
- Helps to make courses more interactive as extra elements

Most courses will forever need an element of classroom teaching but it can be useful and rewarding to supplement classroom learning with e-learning that can be done by the student in their own time.

With this mind we will focus this section on ways to incorporate mentoring and learning contracts into your LMS and how to improve the interactivity of your LMS to blend in with your classroom teaching.

### **3.2 Incorporating Mentoring and Learning Contracts into your LMS**

Once you have selected your mentors from within your organisation we would recommend to create a section of your LMS dedicated solely to mentoring reading material and videos. This section should only be made available to your mentors and should be regularly updated with new material for your mentors to read. A good idea would be to make your mentors upload their learning diaries via the LMS on a weekly basis. This will keep your mentors engaged with this section of the LMS on a regular basis.

Select a programme/course that currently has its course material available on your LMS. Make each student upload their learning contract to the LMS at the end of the course. This incorporates the LMS learning contracts into one. You could also have helpful material uploaded on your LMS on how to complete a sample learning contract.

The benefit of having your students upload their learning contracts is that you will have a record of all their learning contracts in helpful place as opposed to hard copy paper which can be lost.

### **3.3 MyBrainshark & TED- ED Video Lessons**

During our Project we used two pieces of online technology to make our courses more dynamic and interactive via our LMS: myBrainshark and Ted-Ed video technology.

myBrainshark technology lets you add audio and questions to your PowerPoint Slides. Essentially if a student cannot make the classroom this would be a handy substitute to a one dimensional set of notes. Classroom lessons transformed into myBrainshark video lessons would also be a great help to students looking to revise subjects later in the year. In essence a teacher/tutor could create a revision lesson made completely on myBrainshark to help their students revise. This video shows how to use [myBrainshark](#) to make your PowerPoint presentation more dynamic and interactive.

By now most educators will be aware of TED-Ed video lessons and their benefits. However, another resource of this website is that it lets you select any current YouTube video and edit the video to make it into a video lesson. This video explains the benefits of [TED-Ed videos](#).

This [video](#) shows a step-by-step process of how to edit a YouTube video using the TED-Ed website.

The biggest benefit of this process is that there is currently a never ending source of video lessons on any given subject available on YouTube. The teacher needs to simply select the most relevant lessons and tailor it to suit the learning objectives of their course. Alternatively, a teacher could video their own lesson, upload it to YouTube and add interactive questions and discussion topics to the video via the TED-Ed website.

Both myBrainshark and TED-Ed video lessons can help make course notes and slides much more engaging for the student which will increase learning from the student's perspective and will make the task of imparting knowledge from a teacher/tutor to student more effective.

### **3.4 Planning your LMS Pilot Stage**

#### **To complete the LMS Pilot stage you must:**

- Create a mentoring section of your LMS that can only be accessed by your mentors. Upload mentoring training content for mentors to read before their mentoring sessions.
- Select a programme/course that currently has its course material available on your LMS.
- Make each student on the course upload their learning contract to the LMS
- Create one video lesson each using myBrainshark and Ted-Ed video lesson technology and upload these to the course page on the LMS
- This process should not take more than 6 weeks.
- Gain student feedback on the elements of the pilot that were most useful to them.
- Teachers and course/lesson designers must keep a weekly learning diary throughout the six week process.

### **3.5 Evaluation**

Report 'Lessons Learned' on pilot from evaluation of learning diaries, group discussion and student feedback. This evaluation will help you to figure out what elements of the process will need to be changed in order for the implementation phase to become a success.

## **Section 4: The Implementation Phase**

Now that you have completed all three pilot stages the time is right for you to bring all the ‘lessons learned’ from each pilot stage and produce a project plan document for your Implementation phase.

### **4.1 Planning for the Implementation Phase**

The best way to plan your implementation phase is to complete this [document](#) by answering questions from 1.1 to 3.9. Remember to keep your goals S.M.A.R.T so that you can evaluate your implementation phase effectively. It is a good idea to involve all stakeholders in completing this plan so as to cover every angle of the plan. This plan will help you keep a structure and timeline in which to achieve your goals. It is a good idea to appoint a project manager or a project team which will ensure the project is moving in the right direction and on schedule.

### **4.2 Evaluation of the Implementation Phase**

The best way to evaluate your Implementation phase is to review your project plan and see how you performed against each point in your plan from 1.1 to 3.9. If you have given S.M.A.R.T goals in your original plan, this procedure will become a lot easier.

In addition to reviewing this document we would suggest to continue with mentors/tutors completing weekly or monthly learning diaries. This will aid with the evaluation of the Implementation phase and help to evolve and expand these concepts in your institution.

### **4.3 Review, Evolve and Expand**

Congratulations! You have completed the BESTVET – Total Development System project plan but do not stop here with your learning. Identify which elements of the BESTVET Total Development System work best in your institution. Much like the cyclical, perpetual nature of education this is a continual process. Feed your ‘lessons learned’ and experiences from this project into a plan to evolve and expand these concepts into other areas of your institution.

Further information and contact information can be found at [www.bestvet.eu](http://www.bestvet.eu)

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## Section 5: Reference of Supporting Material

**NOTE:** All supporting documentation can be found via the BESTVET Project website: [www.bestvet.eu](http://www.bestvet.eu)

### Section 1: Mentoring Pilot Stage

- [Learning Diary Template](#)

#### 1.1 Mentoring Theory - Page 6

- 1.1(a) [Bond, Austin 1999, 'Promoting high achievement and low attrition in education and training', NCVET, Australia](#)
- 1.1(b) [Eleyan, Dr. Derar & Eleyan, Amna, 'Coaching, Tutoring and Mentoring in the Higher Education as a solution to retain students in their major and help them achieve success', Faculty of Information Technology, BirZeit University, Palestine](#)
- 1.1(c) [Harney, Aidan 'Successful Mentoring – four key factors', Engineers Ireland Journal, January/February 2012](#)
- 1.1(d) [Rabatin et al, 'A Year of Mentoring in Academic Medicine'](#)

#### 1.2 Mentoring Models - Page 6

- 1.2(a) [Learning Styles Questionnaire](#)
- 1.2(b) [Using knowledge of 'Learning Styles' to optimise Mentoring](#)
- 1.2(c) [4 'O' Model](#)
- 1.2(d) [The Personal Transition Curve - the Importance of Mentoring](#)

#### Mentoring: 3 Core competencies - Page 7

- 1.2(e) [Active Listening](#)
- 1.2(f) [Questioning skills](#)
- 1.2(g) [Giving praise and feedback](#)

#### 1.3 Mentoring Exercises – Page 8

- 1.3(a): [Martin Scorsese Mentoring Story](#)
- 1.3(b): [Mentoring Scenario 1](#)
- 1.3(c): [Mentoring Scenario 2](#)

#### 1.4 Planning your Mentoring Pilot Stage - Page 9

- 1.4(a) [Mentoring Pilot Stage Plan](#)

## **Section 2: Learning Contracts Pilot Stage**

### **2.1 Learning Outcomes Theory – Page 10**

- 2.1 (a) [Anderson et al, 1998, 'Qualities of Learning Contracts', The Higher Education Academy, London](#)
- 2.1(b) [Garavan, Thomas N, & Sweeney, Patrick 1994, 'Supervisory Training and Development – The Use of Learning Contracts', MCB University, Arizona](#)

### **2.3 Writing Learning Outcomes – Page 11**

- 2.3(a) [Blooms Taxonomy with Action Verbs](#)

### **2.4 Learning Contract Templates – Page 11**

- 2.4(a) [Engineers Ireland Learning Contract Template](#)
- 2.4(b) [Sample Completed Learning Contract](#)
- 2.4(c) [Tips on how to complete a Learning Contract \(student\)](#)
- 2.4(d) Inovinter – [Learning Contract](#)
- 2.4(e) LMETB – [Learning Contract](#)
- 2.4(f) CECE – Learning Contract
- 2.4(g) Euroform RFS – [Learning Contract](#)
- 2.4(h) Norton Radstock College – Learning Contract

## **Section 3: Learning Management Systems Pilot Stage**

### **3.3 MyBrainshark & TED- ED Video Lessons**

- 3.3(a) [MyBrainshark Tutorial](#): Page 14
- 3.3(b) [TED-ED Videos](#) - Page 14
- 3.3(c) [MyBrainshark/TED-ED Crossover](#) – Page 15

## **Section 4: The Implementation Phase**

### **4.1 Planning for the Implementation Phase– Page 16**

- 4.1(a) [Planning Document](#)

**Project Website - [www.bestvet.eu](http://www.bestvet.eu)**