

Success Criteria for the Fast Lane Model

This document provides the success criteria for the Fast Lane model. They are based on desk-research, the collection of good practices and input and experience by the partners of the Fast Lane project.

The success criteria will be used for monitoring and evaluation, development of training materials and providing guidelines for teachers and WBL-trainers for implementation .

Content of this document:

- A. Overall Success Criteria
- B. Success Criteria for Curriculum Design
- C. Success Criteria for Implementation of the Curriculum in an Off-the-Job Setting
- D. Success Criteria for Implementation of the Curriculum in an On-the-Job Setting

A. Overall Success Criteria

1. Making an early start with work orientation, activation and VET

- Work experience, level of education, attained diplomas, level of learnability and different competences are mapped at the start of the program.

2. Matching participants and employers swiftly and effectively

- The quality of the potential learning environment is checked prior to placement
- The match-up of participants and employers takes place carefully and in close consultation.
- Agreements concerning WBL between participants, employers and external supervisors are safeguarded via a contract or protocol.

3. The participant is offered an integrated programme of language, education and work

- Attention is given to the development of professional skills.
- Attention is given to the development of language skills, with a focus on work-related language.
- Attention is given to the work environment and the bigger picture with regards to the organisation.
- Attention is given to the development of work-related soft skills.
- Attention is given to the work culture in that particular sector or organisation.
- The participant is given an insight into his/her own qualities.
- Attention is given to the individual needs (opportunity for differentiation).
- Attention is given to empowerment of the participant.
- WBL takes place in an on-the-job setting or an off-the-job setting (such as an educational institution or a practice centre), preferably a combination of the two.

4. The workplace is the primary learning environment

- The work environment is suitable as a learning environment.
- The company is well-informed, as is the workplace supervisor.
- The participant is specifically prepared for learning in the workplace.
- The participant is well supervised while learning in the workplace.

B. Success Criteria for Curriculum Design

1. The curriculum is multifaceted to facilitate a sustainable work integration

- The curriculum consists of practical tasks and learning units.
 - a) Practical tasks are aimed at mapping and developing competences in a WBL setting (both on-the-job as off-the-job).
 - b) Learning units are training and/or educational materials for an off-the-job setting.
- The Tasks and Learning Units in the curriculum have one or several of the following aims:
 - a) The development of language skills necessary for work;
 - b) The orientation on work and the labour market and the search for work;
 - c) Achieving a better understanding of the participant's own qualities;
 - d) The development of work-related soft skills and employee skills;
 - e) The development of professional skills and knowledge;
 - f) Becoming acquainted with the work culture in that particular sector or organisation;
 - g) Becoming acquainted with the working environment and the bigger picture with regards to the organisation.
- The chosen subjects are connected to the needs of the participant in his/her work situation and/or course.

2. The curriculum is based on didactic principles that have been proven to be effective

- The tasks and learning units are composed according to the VUT model (preparation, implementation, reflection).
- The tasks and learning units are competence-oriented (cedefop).
- The tasks and learning units are implementation-oriented (praktijk-uitvoering).
- The tasks and learning units are in line with the zone of proximal development.

3. The curriculum contains preparatory tasks and learning units for use in an off-the-job setting

- Preparatory tasks and learning units have one or several of the following aims:
 - a) The development of language skills necessary for work;
 - b) The orientation on the labour market of the country concerned;
 - c) The orientation on the cultural aspects in relation to work;
 - d) The development of basic soft skills for a successful matching and WBL;
 - e) The development of basic professional skills;
 - f) The preparation for a (supported) job interview for matching.
- Realistic (communicative) situations necessary for work are rehearsed.

4. The curriculum contains practical tasks for an on-the-job setting

- The WBL tasks have one or several of the following aims:
 - a) The development of language skills in the workplace;
 - b) The development of the soft skills that are important for the function/work;
 - c) The development of professional skills for (future) work;
 - d) Getting acquainted with the work culture within the organisation;
 - e) Getting an insight into the bigger framework of the organisation.
- Practical WBL tasks stimulate (language) contact:
 - a) By stimulating the exchange of experiences between participants and colleagues;
 - b) Through the possibility of being carried out in twos or groups.

5. The curriculum allows the participant to direct his/her own learning process

- The learning goals are made clear per task or learning unit.
- There is a clear overview of tasks and learning units from which to choose.
- Results can be easily tracked to visualise the learning outcomes.
- There are variants of the tasks at various levels (in terms of language, complexity and approach).
- The tasks can be performed in any order.
- If desired, the tasks can be performed both individually or in small groups.
- Tasks contain a reflection component in which the learning outcomes are evaluated.

6. The implementation of the curriculum is simple for both participant and supervisor

- A general manual offering knowledge regarding the assistance of participants in the workplace is available to supervisors.
- Every task contains a short description for the supervisor with assistance tips.
- The material is built up along clear and established lines. Tasks and learning units are characterised by a uniform structure and a simple layout.
- The language level of the tasks and learning units is low, so as not to obstruct an early start.

C. Success Criteria for Implementation of the Curriculum in an Off-the-Job Setting

1. Making an early start with work orientation, activation and VET

- The profile of the participant is clear. Work experience, level of education, attained diplomas, different competencies, motivation and wishes are mapped in an early stage (by means of a quick-scan).

2. Matching participants and employers swiftly and effectively

- The quality of the potential learning environment is checked prior to placement.
- The match-up of participants and employers takes place carefully and in close consultation.
- Agreements concerning WBL between participants, employers and external supervisors are safeguarded via a contract or protocol.

3. The participant is well-prepared for work in the (future) workplace

- There is attention for the development of professional skills.
- The participant is well-prepared for a (supported) match-up job interview.
- There is attention for the development of language skills, with a focus on work related language.
- There is attention for the orientation on the labour market of the country concerned.
- There is attention for the development of basic soft skills necessary for a successful match-up and WBL.
- There is attention for the work culture within the future sector or workplace.

4. The participant is involved in his own learning process

- The participant knows what is required for successful job placement and WBL (work culture, soft skills, employee skills).
- The participant knows how to use the WBL tasks.
- The participant is aware of the purpose of the WBL tasks and their learning goals.
- The participant is aware that his/her development will be assessed at several momentsThe participant is aware that he/she is free to make his/her own choice in tasks (individual paths).

D. Success Criteria for Implementation of the Curriculum in an On-the-Job Setting

1. The company is well-informed

- The company has been informed about the requirements for a suitable learning environment.
- The company has been informed about reasonable expectations regarding the participant's performance in the workplace.
- The company has been informed about intercultural issues.
- There is clarity regarding the content, the learning goals and the guidance possibilities in the WBL process.
- Agreements concerning the WBL will be made beforehand at an organisational level.

2. The work environment is a learning environment

- Within the organisation the participant has one contact point.
- A competent assessment takes place at the beginning of the WBL (quick-scan) in order to map the participant's competences.
- There is enough time and a suitable space for completing the learning tasks with sufficient guidance.
- The participant has opportunities for language contact on a daily basis during worktime
- There is attention for cultural aspects in WBL.
- There is a plan for the guidance of the participant during the introduction in the workplace
- It is clear where information and tasks can be found.

3. There is good guidance on the work floor

- The participant has one WBL trainer assigned with the task of guiding the tasks.
- The participant has a buddy/colleague for consultation and completing tasks.
- There is one external contact point for the participant, colleague and trainer.
- The WBL trainer has time for the guidance of tasks.
- The WBL trainer knows the purpose of the tasks.
- The WBL trainer knows how to guide the tasks effectively.
- The WBL trainer is aware of intercultural differences.
- There is regular interaction between the participant and the WBL trainer.
- The participant and WBL trainer are free to make their own choice in tasks (individual paths).
- Colleagues and buddies are informed about the participant and their tasks.
- It is clear how and with whom the results of the tasks will be shared and discussed.
- Learning progressions are monitored and assessed at different times.

4. The participant is well-prepared for learning in the workplace

- The participant knows the requirements for a successful job placement and WBL.
- The roles of the different supervisors is clear for the participant.
- The participant knows how to use the WBL tasks.
- The participant knows the reasons for performing the WBL tasks and the corresponding learning goals.
- The participant knows that assessment will take place at different times.
- The participant knows that he/she is free to make his/her own choice in tasks (individual paths).