“Learning Outcomes Based Approach in Assessment and Validation of WBL and Apprenticeships”

Workshop

16.05.2017.-20.05.2017.

Riga, Latvia
Implementation of mobility

- Working in groups – each country is represented in each group
- Collecting experience and presenting
- Bringing the results in one structure

Which steps are necessary to implement a mobility – to send and to receive a trainee or apprentice to or from another country?

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Diana Krastina, AHK Baltic States
WBL and apprenticeship

• Real life work experience
• Skilled employees for the industry
• Coordination between school-based activities and work-based activities: to show WHY they are learning
• Reaching competences

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Diana Krastina, AHK Baltic States
Cooperation between school and company
Duration?
Paid or unpaid?
Training agreement (two sided, tripartite)
Trial period?
Training programm
Diary
Employer evaluation
Students Self-evaluation
Feedback conversation

Diana Krastina, AHK Baltic States
ECVET - Enterprise

Teacher

Coordinator, time manager

«Educator»

Specialist

Person of trust and support

Evaluator

Mediator

Promoter

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Diana Krastina, AHK Baltic States
Contact person between all sides

Specialist

Colleague

«Boss»

Evaluator

Role model

Representing the interests of apprentice

Educator

Person of trust

Coordinator of Learning process

Teacher, mentor

Diana Krastina, AHK Baltic States

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Criteria for companies

- Willingness to train
- Providing all training content regarding to training program
- Work safety
- Suitable equipment/Working place for the apprentice
- Individual plan with Learning tasks and outcomes
- Mentor/tutor Available and qualified staff to assist the trainee
- Familiar with the philosophy of workplace training for trainees

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Company Tutor

• Professional in the speciality in which the student is to do workplace training
• Available for monitoring and advising the trainee
• Pedagogical skills (guidance, assessment, feedback)
• Familiar with the tasks of the student
• Motivated to host student

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Mobility implementation:
Common goals, principles and technical components
Quality assurance
Recognition of learning outcomes and achievements
Before

Formalise a partnership

Memorandum of Understanding

Define the conditions for the mobility for each individual learner

Learning Agreement
During

Demostration of targeted LO’s

Through several methods

Collecting assessment sheets

Self-assessment, feedback meeting/discussions, written feedback sheets, skills demonstrations, presentations... ?

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• Validation: Sending institution considers documentation relating to the assessment of LO’s, compares this to Learning Agreement
• Recognition: process of attesting officially achieved LO’s

Evaluation of mobility: feedback from all partners
Memorandum of Understanding

- Voluntary agreement between competent institutions from two or more countries
- Confirming cooperation tasks
- Details of organisations signing the MoU
- Available qualifications and units of learning outcomes
- Assessment, documentation, validation, recognition (shared, discussed, agreed)
Learning Agreement

• Information about participants
• Duration of mobility
• Trainees qualification, information on trainees progress
• Description of learning outcomes
• Fixed documents for assessment
• Information about validation and recognition
• Signature – Home and host organisation and Learner
Units of Learning Outcomes

• Learning outcomes – statements of what trainee knows, understands and is able to do during/after the mobility
• Knowledge, skills and competences
• Methods, criteria and instruments to assess achieved LO (who, how, when)
**ECVET – Enterprise**

<table>
<thead>
<tr>
<th>Name of the Unit:</th>
<th>Entrepreneurship</th>
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</thead>
<tbody>
<tr>
<td>Reference to the qualification:</td>
<td>Complementary to training in the field of carpenter</td>
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<table>
<thead>
<tr>
<th>Area of work tasks:</th>
<th>EQF-level: 3 and 4</th>
<th>National level: 3 and 4</th>
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<tbody>
<tr>
<td>Information and research before, due and after cross-border exchange</td>
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**Description of the Unit:** Principles of entrepreneurship that are practicable in a three weeks work placement

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Competence</th>
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</thead>
<tbody>
<tr>
<td>He/she is knows:</td>
<td>He/she is able to:</td>
<td>He/she is able to:</td>
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<tr>
<td>- a definition of innovation</td>
<td>- describe the current situation in the host company</td>
<td>- create a business idea independently and responsibly</td>
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<td>- a definition of entrepreneurial drive</td>
<td>- take notes of a challenge/ an idea compatible to the needs and structures of the host company</td>
<td>- define his/ her business idea considering the main elements of a business plan independently and responsibly</td>
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<td>- a definition of entrepreneurship</td>
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<tr>
<td>- the main elements of a business plan</td>
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Europass Mobility

? Experience?
Benefits?

Finnish Example
Recognition and Validation

• Process of validation?
• Institution of recognition?
• Experience, challenges?
Open Education Resources and Platform

• General information about Learning outcomes based approach (links to the chosen ECVET materials/websites)
• Before/during/after – examples of Training, units of LO’s
• Additional examples from Partner countries
• Vocabulary – in all partner languages
• Movies, Story ?