



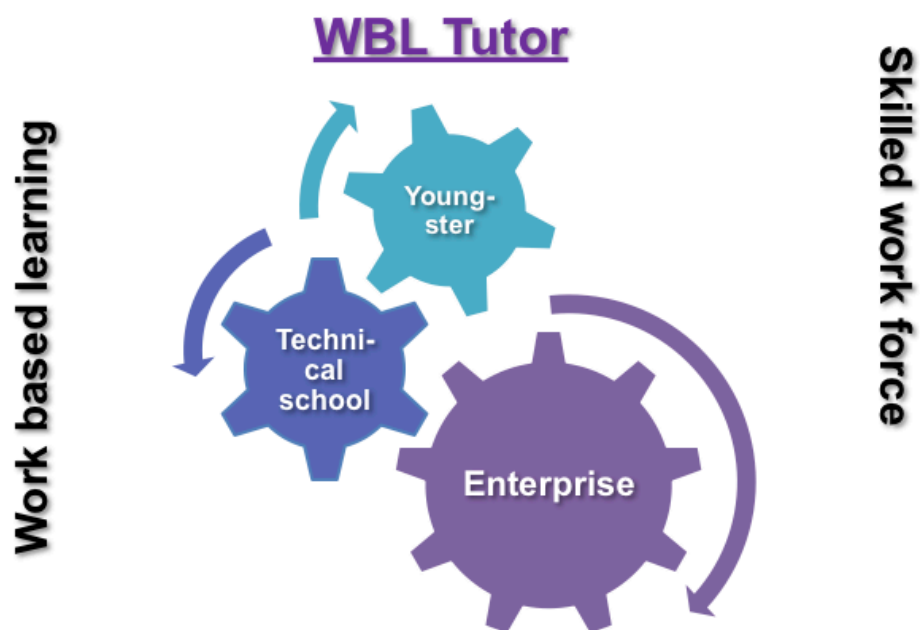
Funded by the
Erasmus+ Programme
of the European Union



**TTT4WBL Project: Testing New Approaches to
Training VET and Workplace Tutors for WBL**

Tandem Training of WBL Tutors Training Material

**Vita Žunda, Diāna Krastiņa (Latvia)
Train-the-Trainer Workshop
October 2017**



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1. **Getting to know each other: Who I am and what do I want to get to know?**



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Getting know each other

Tell other participants about your neighbor!

What is her/his name? What does she/he do?

What is her/his experience with worked-based-learning and trainees?

What are her/his expectations of this seminar?

What could be her/his performance and input to have successful seminar?

Getting to know each other

Answer 3 questions:

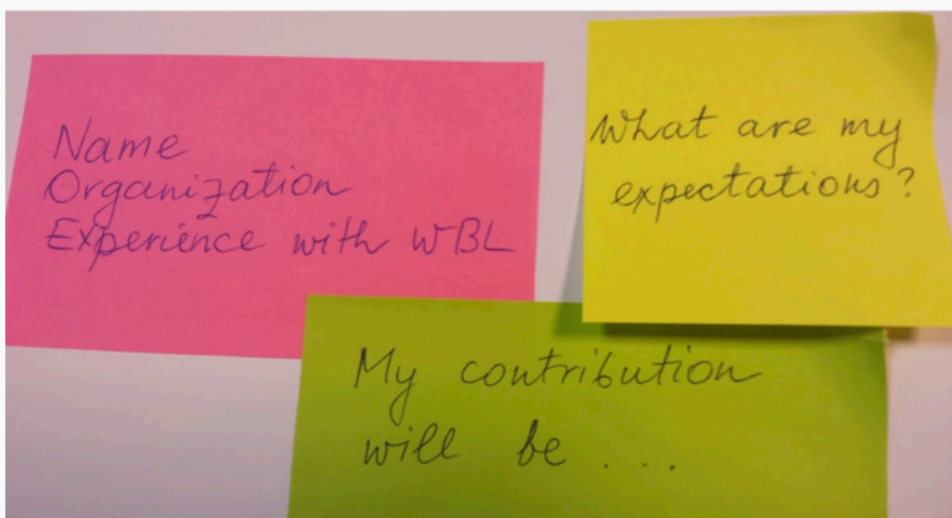
- Name, background
- What I expect from this workshop (post-it yellow)
- What I will contribute to success of this workshop (post-it green)

When in pairs:

Find out answers from your partner and tell about her/him! We can use a template for answers or colourful post-its
Trainers, organizers introduce themselves

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Getting to know each other



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Target groups

Those who organize and supervise WBL:

- Workplace (company) tutors
- VET tutors



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Why is training necessary?

Why is training necessary for WBL tutors?

Brainstorm in groups (3 min.)

Present arguments

1 group/1 person writes down arguments on flipchart

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Why Tandem Training

Survey of VET schools and host enterprises in 4 countries about quality of apprenticeships and WBL:

Schools believe that the quality of WBL or apprenticeships depends on companies. They expect more interested involvement and more ability to provide pedagogical support.

Companies believe that schools do not show enough interest about what is going on during WBL, do not provide enough support.

www.qualityplacements.eu

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Why Tandem Training?

«Paper Plane» activity

Šarūna



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Why Tandem Training

Double results:

- 1) Skills
- 2) Cooperation and communication

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Aims of this Tandem Workshop

- S and C can communicate their expectations;
- Personal contacts, dialogue between S and C about
 - curriculum, required skills
 - how to support and guide VET trainee
 - how to handle problems
- Become a team in WBL
- Learn from each other
- Develop communication and pedagogical skills

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«No learning without reflection»

Do you remember your own traineeships or internships in VET or HE?

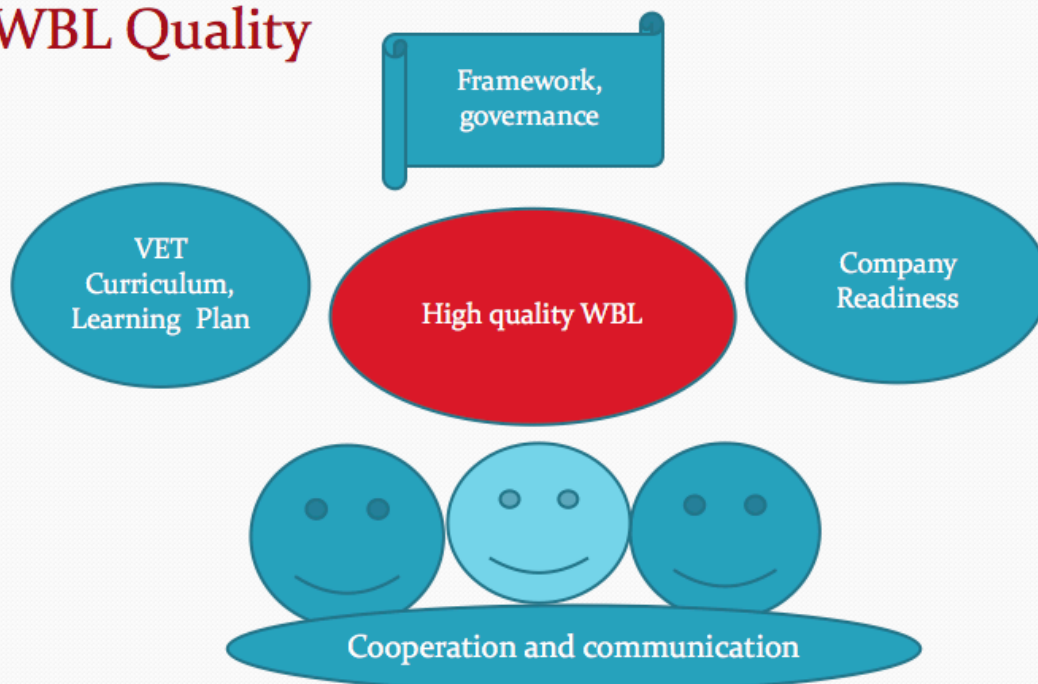
- Good examples?
- Bad examples?

Your current WBL experience? What is worth sharing?

What makes WBL good or «not so good»?

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WBL Quality



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2. Work based learning in Latvia

**What does that mean?
The responsible parties?**

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**What is work based
learning?**

**What is your contact with
work based learning?
With youngsters in the
company?**



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How has it developed in Latvia?

- Pilot projects in Latvia
- Legislation for WBL



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Cabinet of Ministers Regulations 785

Cabinet of Ministers Regulations 484

WBL Training Guidelines

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Task with Cabinet of Ministers Regulations 484:

Find the paragraphs relating to the responsible parties! Mark and read them.

Who are the responsible parties?

What the company have to fulfil?

Write down on the sheets of paper

Presentation

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Insight into regulations

Law, Regulations of the Cabinet of Ministers	Contribution
Education Law	Determines the nature of vocational education, defines it, as well as vocational orientation education and professional qualifications. Determines the types of education, describe the introduction structure of qualifications, and describes the place of vocational education in it. Describes and determines the competencies of educational organizations, the Cabinet of Ministers, the Ministry of Education and Science, other ministries and local governments. Describes the conditions and procedures applicable to teachers, as well as the procedure for the establishment of educational institutions. Describes financial and material resources.
Vocational Education Law	<p>Determines the operation, management, development of the vocational education system as well as the procedure for the acquisition of professional qualifications and the procedure for the implementation of vocational education programs. Describes the levels of professional education, professional qualification levels, as well as the necessary education for obtaining them. Determines professional competence. Provides comparability of vocational education and qualifications.</p> <p>Work based learning is defined as one of the forms of vocational education. Defines the convention and its tasks. Defines sectoral expert councils and their tasks.</p>
Labour Law	In the case of the employment of children and adolescents, significant points are set: working hours, rest periods, holidays, night work ban, pay.
Law on the Protection of the Children's Rights	<p>The rights, freedom and protection of children (under 18 years of age). The rights, duties and responsibility of parents, other legal and natural persons, state and local governments, in the provision of children's rights.</p> <p>The need for specialist knowledge in the field of the protection of children's rights.</p>
IZM Internal Regulations No.22 dated 11.10.2010	Determines the procedure for developing a vocational education program.
Cabinet Regulation No. 785 dated 20.11.2012	Procedure of arrangement of internships and Student Insurance Schemes.
Cabinet Regulation No. 484 on Work Based Learning	<p>Procedure for organizing and implementing work based learning</p> <p>Entered into force on 1 September 2016</p>

What is WBL system in my country?

- In Tandem groups prepare and briefly tell about
 - WBL procedures
 - Information sources (how and where can one find out?)
 - Legal framework, regulations
 - What are differences between «old» practical training and the new system?

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What is WBL in Latvia

- Theory and practical part: more integrated; workplace sharing responsibility
-
- Flexibility: periods at workplace and at school
guidelines for lengths
1 or 12 trainees (individual learning plan)
- Overall – much longer period at workplace
- We, WBL tutors, VET and workplaces are shaping the system

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Legal Framework

- Framework regulations – hand-outs

MK noteikumi Nr. 484 no 15.07.2016 : new WBL

MK noteikumi Nr. 785 no 20.11.2012: old WBL

Roles of VET, Enterprise, sectoral representatives
Requirements for workplace tutors (training)

Guidelines:

Roles

Financial benefits for companies

Provisions for insurance

Documentation, templates

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Benefits of WBL

Brainstorm in groups:

What are the benefits/gains from WBL for:

- Enterprise
- VET school
- VET student/trainee
- Country, society

Hand-outs:

EU WBL sheet

Guidelines, financial benefits (LV)

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Work-based learning in Europe Practices and Policy Pointers. Eu 2013

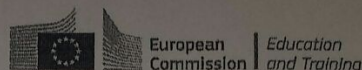
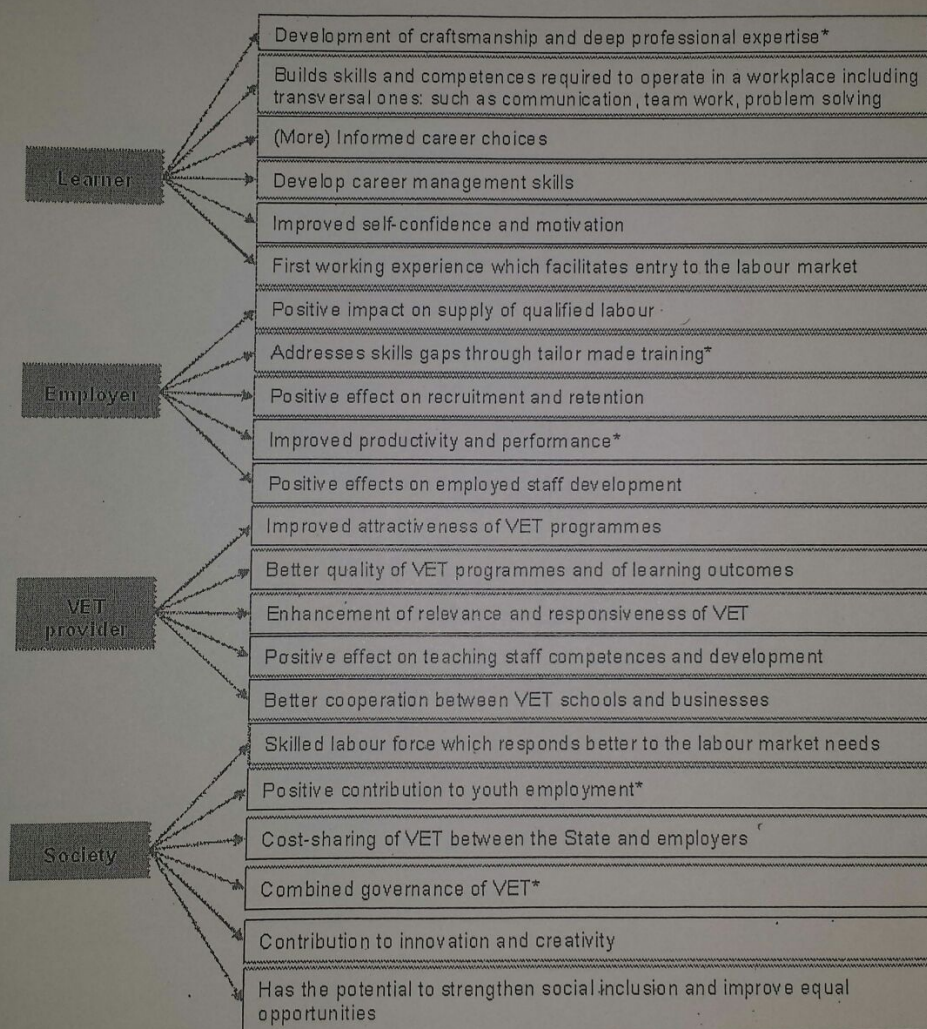


Figure 2: Benefits of workplace / in-company learning



* These benefits are in particular attributed to work-based learning approaches where the period of time spent on the workplace is substantial, such as apprenticeships.

* Source: own representation

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- AE -



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What does that mean?

- Educating new professionals
- Organized cooperation between employers and educational institutions
- Prestige promotion
- Immediate integration into the labour market
- Improving the quality of vocational education

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WBL student

Comprehensive vocational training
Comprehensive capacity to independently act professionally in accordance with the profession standard and working environment
All the knowledge and skills to work in a professional capacity
At least 50% of the time spend and study in the company
Determined by individual training plan; the content is defined and well-planned

Intern

Internship as a supplement to a training program or a curriculum vitae
Short term practical experience
A small part of the required knowledge and skills
Short time period
Often individually coordinated or poorly planned

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How to get involved in WBL

If your Enterprise wishes to be involved in WBL – what will you do?

- VET School (how do you know which?)
- Trainee
- Social partners

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In other EU countries

- Dual systems; in some countries trainee applies to the company
- Social partners (chambers, sectoral associations) prepare lists of enterprises
- Internet platforms for finding enterprises by sector
- Accreditation of enterprises: requirements!

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... the teaching of practical skills to the young, qualified professionals that meet the needs of the labour market would take place in the actual work-based environment – not just during the apprenticeship at the end of their studies, but rather in a systematic way over the whole study year the students of vocational schools should spend a part of their study process in enterprises at the machines and with the technologies actually used there and participate in the routine processes of the work environment.

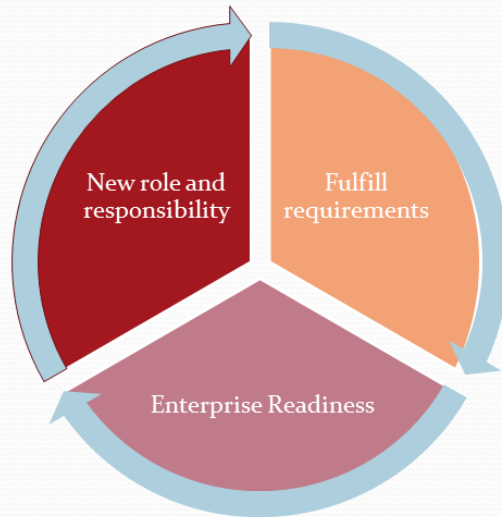
(Līga Meņģelsone, LDDK)

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Requirements for the Enterprise



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Company's suitability, readiness for WBL

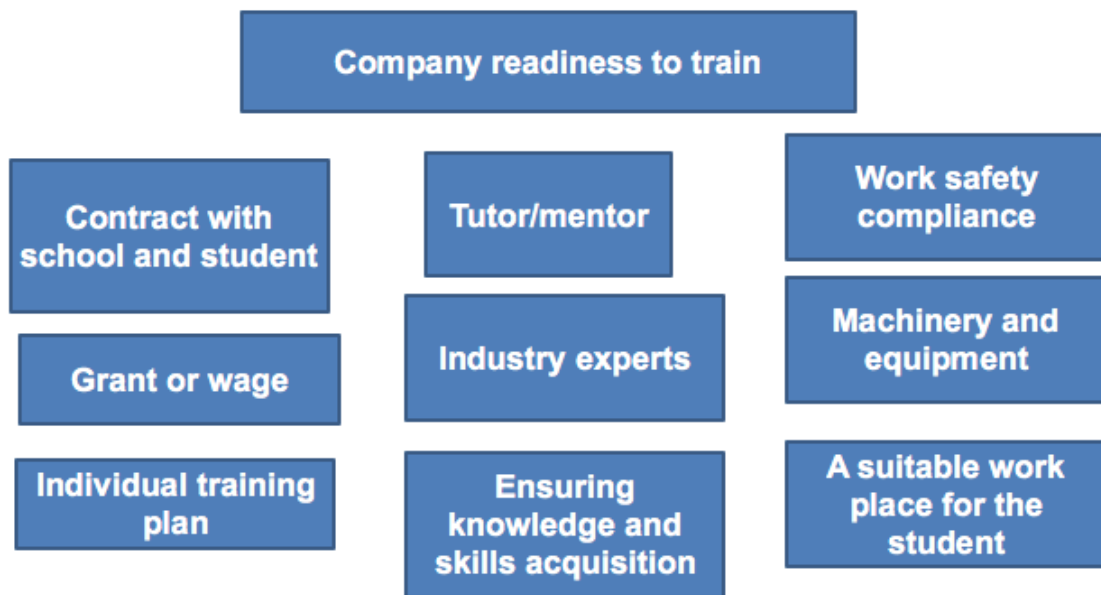
Brainstorm criteria/requirements

-
-
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At what kind of company would you like your children to have their traineeships?

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Company suitability

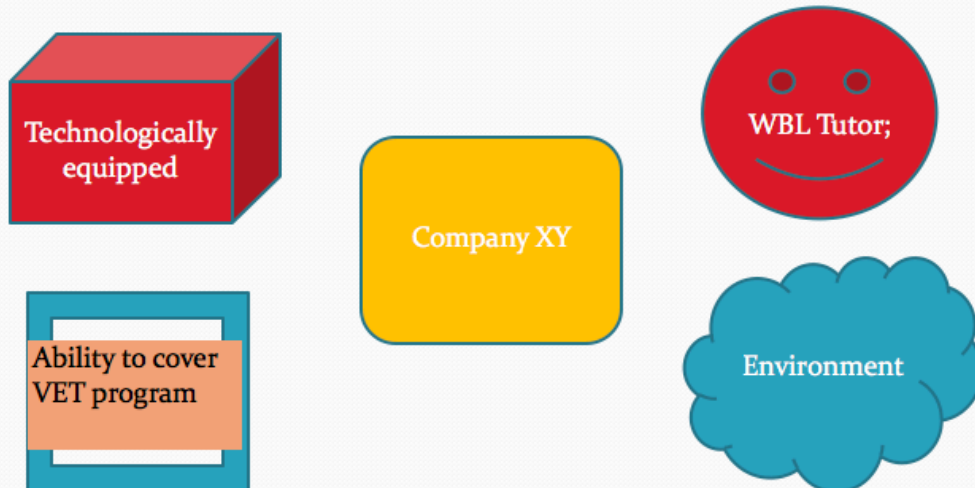


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Suitability of the WBL enterprise

Opportunities of work based learning enterprises in line with the learning program	The enterprise should be able to teach all the knowledge, skills and abilities defined in the work based learning curriculum.
Material provision of work based learning enterprise	The enterprise should have facilities, equipment and devices that enable the training in accordance with the curriculum. Compliance with the safety at work.
Number of work based learning places	According to the number of students, the company should have relevant places where students can work: a separate work place, training rooms or workshops, study rooms and they should meet the learning objectives.
Number of professionals	According to the number of professionals, students should also be enrolled for training. It would be advisable to have for 1-2 professionals > 1 student; for 3-5 professionals > 2 students; for 6-8 professionals > 3 students; for every further three professionals > plus 1 student.
Number of workplace tutors, their suitability	It would be advisable for one workplace tutor to have no more than 3 students. If the workplace tutor works only as a tutor, then no more than 16 students. The workplace tutor should be “suitable” for training.

Enterprise readiness: main criteria



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A good match?

There is an employer, a comparatively large organization (100 employees) which offers apprenticeship places for 1-2 students each year: office administration. Usually they are from 1 VET school.

This organization could be an ideal partner for apprenticeships: possibilities to answer phone calls, prepare different documents, be involved in organizing different events, communicate with other representatives of the sector.

However, as soon as the apprentice arrives, she is sent to the archive in the basement of the building. Her task for 6 months is to file documents and to arrange files, etc.

Will she cover her curriculum? How will she be assessed?

What is the problem, how can it be solved?

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Environment, organization culture

Brainstorm elements of work environment important for WBL

-
-
-
-

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Company's readiness for WBL

SWOT analysis of your company's (partner company's) readiness for WBL

Company XY			
Strong points	Weaknesses	Opportunities	Threats/risks

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Task:

Workplace Tutors: Please analyse your company in WBL context

VET Tutors: Please analyse one of your partner enterprises.

<p><i>Strong points:</i></p> <p><i>E.g.:</i> <i>Enterprise has latest technologies</i></p>	<p><i>Weak points:</i></p> <p><i>E.g.:</i> <i>Employees are not motivated to support trainees</i></p>
<p><i>Opportunities:</i></p>	<p><i>Threats/risks:</i></p>

Workplace tutors: Present your analysis to school partners

VET tutors: consider what questions you would like to ask

Both: offer ideas/solutions how to overcome weaknesses

My company is ready for WBL

- Simulation task in groups or in pairs:

Your company wishes to get involved in WBL.

Meet VET school and reach agreement

Company: what you need to find out
what are your selling points;
what is your offer

School: what you need to find out
what can you offer
what are your interests

Preparation: 10 minutes;

Conversation: 6 minutes



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Match-making

Simulation task in pairs or groups

Calling a company to arrange an apprenticeship place for the student.

Role 1: VET representative

Role 2: Company representative

Preparation:

VET thinks about

how to get company interested
will company be good for apprenticeship/learning

Company thinks about

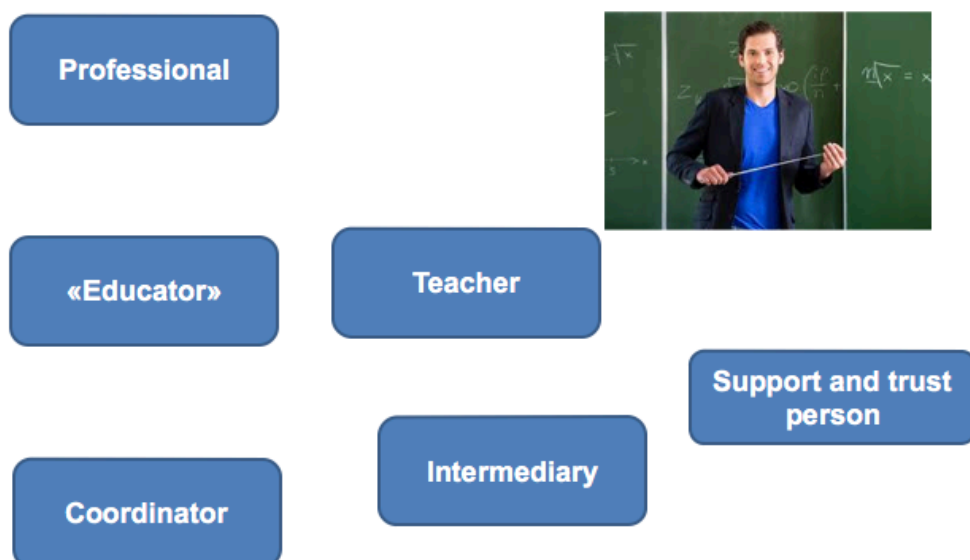
why company wants to take the student, what it can offer
what will be the requirements/demands

Both think: what they need to agree on.

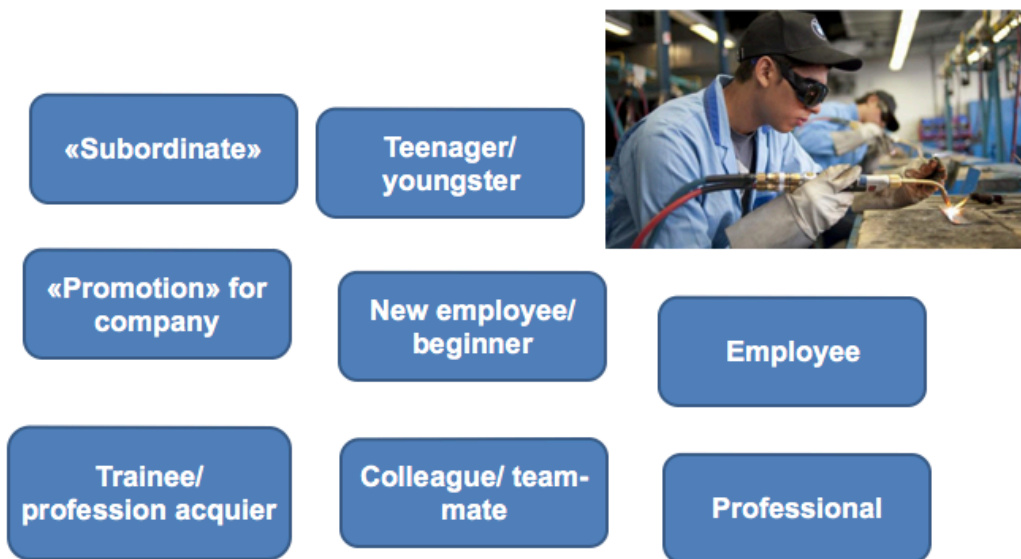
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Working in groups

Write at least 5 tasks that in your opinion would be most important to each party involved!

Use the worksheet

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Tasks of the parties involved

Task

Working in groups

Write down at least 5 tasks that you think would be most important to each party involved!

Learning Enterprise/ WBL tutor	Trainee	VET school tutor

Occupational standard

- Sectoral qualifications(EQF/NQF):

Occupational standard – what is it?

<http://visc.gov.lv/profizglitiba/standarti.shtml>

- Task in groups:

Compare 2 qualification standards.

What is common?

Who develops qualification standards?

- Structure:

Occupational standard

Profession basis

Knowledge, skills, competences

Work with the occupational standard

Worksheet

Task with Occupational standard

In the working groups, choose one of the occupational standards that you brought with you and answer questions together!

1. Of how many parts the occupational standard consists and what each of them represents?
2. What is the name of the profession?
3. Who develops the occupational standard?
4. Write down three main tasks that are usually performed by a representative of this profession?
5. Choose one professional competence, one required skill and one point from the required knowledge, and compare these three points. What are the differences?
6. What do you think, which part of the occupational standard reflects the practical training in a company and which one the theoretical in a vocational education institution?



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Ability to act professionally

Example: hairdresser

Worksheet

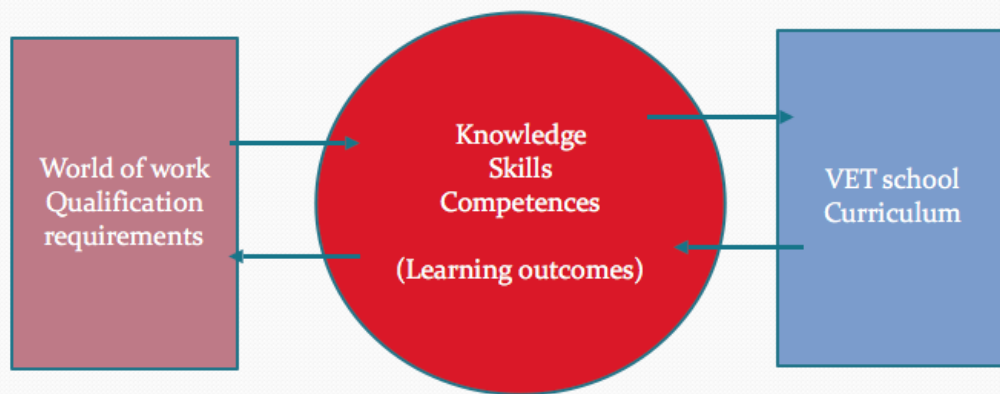
**Write one professional, one methodological,
one social and one personal competence
that would apply to your profession!**

Ability to take professional action

Hairdresser

Core competencies	Professional competence	Methodological competence	Social competence	Personal competence
Cutting hair				
Parting foils				
Make a decision				
Appearance				
Politeness				
Patience to do all the work				
Body Language				
Organize individual working steps				
Interpret the professional literature				
Listen to the client's wishes				
Competences connected to your profession?				

Common language



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VET curriculum

- Knowledge, skills, competences

<http://visc.gov.lv/profizglitiba/programmas.shtml>

- VET school provides VET curriculum/VET training
- VET together with the Enterprise develops:
 - WBL Plan
 - Individual Learning Plan (requirement in LV)

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Learning outcomes / results to be achieved

- ✓ Learning outcomes are statements of what students will learn during WBL modul.
- ✓ Focused on what students will be able to do based on the modul.
- ✓ Tutors should be able to fix LO, to give adequate tasks and asses the results.
- ✓ LO – using action verbs to describe activity
- ✓ LO should be measurable outcome

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Blum's Taxonomy

- Synthesis/Creating**: construct, design, formulate, organize, synthesize
- Evaluation/Evaluating**: assess, critique, evaluate, rank, rate
- Analysis/Analyzing**: analyze, categorize, compare, differentiate
- Application/Applying**: choose, demonstrate, implement, perform
- Comprehension/Understanding**: characterize, describe, explain, identify, locate, recognize, sort
- Knowledge/Remembering**: define, list, recognize

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The results to be achieved: Learning outcomes

What are the achievable and learning results? This is what the student knows and cans, as well as what tasks he/she is able to accomplish by completing the module. Learning objectives can be written down, but learning results should be measurable, demonstrable and specific. The results to be achieved are formulated as follows: student XXX is capable of HOW and IN WHAT WAY (independently, in a group, under the supervision of a workplace tutor) to DO WHAT (to show that you understand, give examples, analyze, make, arrange, solder this and that...).

Useful is here Taxonomy (by Bloom)

1. **Knowledge** (recognize, find, define, identify, describe, label, list, number, memorise, arrange, name, outline, remember, recall, present document)
2. **Comprehension** (interpret, predict, negotiate, summarise, translate, calculate, classify, differentiate, explain, test, generalise, report, approximately eliminate)
3. **Application** (use, exploit, solve, calculate, predict, test, improve, change, modify, explain, operate with, arrange, produce, work with, skilfully handle)
4. **Analysis** (analyze, distinguish, attribute, adjust, separate, select, compare, explain, classify, track origin, split into components, discuss, experiment with, study, attribute, brake down, verify)
5. **Synthesis** (integrate, combine, unite, derive, design, discuss, argue, categorize, formulate, invent, design, plan, modify, make, manufacture, restructure, modify, improve,)
6. **Evaluation** (contrast, evaluate, justify, question, criticize, compare, decide, defend, valuate, choose, interpret, judge, foresee, range, mark, rank, solve problems)

Examples of results to be achieved:

A standard part of the profession to be acquired in the work environment	Results to be achieved
Logistics processes; quality assurance measures	<ul style="list-style-type: none"> a) Is able to distinguish goods by their nature and purpose and is able to handle them b) Take account of the standards, sizes, units of quantities and weight c) When storing goods according to their specifics, take account of the laws and regulations and the procedures laid down by the company d) In the process of packaging and transporting goods, take account of the laws and regulations and procedures laid down by the company e) Able to provide information and material circulation as part of the logistics process f) Can participate in the planning and organization processes g)

Assessment

Aim: not to capture working output and connected behavior but Training and Learning behavior during WBL

To prove achieved learning outcomes

To see progress and to give feedback

Transparent and objective criteria

Individual Learning Plan

What should be included?

- Professional/vocational competences
- Specific learning goals of the individual student
- Knowledge/skills specifically offered by the company

How do we arrive at it?

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Individual Learning Plan

What should be included?

Social competences, key competences:

- Communication, languages, intercultural competences
- Entrepreneurship
- Learning to learn

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Individual Approach

Brainstorming in groups (big sheets)

How to implement individual approach?

Presenting group work

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Key competences: (Inter)cultural

How can we take into account intercultural differences?

Examples? Funny stories?

Our countries of Baltic Sea region?

What do we need to know about each other?

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Key competences: Entrepreneurship

When a VET student goes on apprenticeship to a company, he/she may be interested in learning something about entrepreneurship (how to start and run a company).

How can we find out about it?

Shall we support it?

How?

Shall we be able to assess and validate?

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Key competences: Learning to learn

- Case Study «Flower girls», story of Heidi and Sofia;
- Discuss in pairs – how can you recognize and promote «learning to learn» skills in a regular working situation at your company
- Each pair, please share 1 example

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Task: “Individual Learning Plan of a VET Trainee”

School Tutor and Workplace Tutor work in tandem.

Please agree on a learning plan for WBL period of 1 month using this template.

Profesionālās izglītības programmas nosaukums:

Piešķiramā kvalifikācija

Kurss Semestris, mācību periods

Izglītojamais (vārds, uzvārds)

Profesionālās izglītības iestādes prakses vadītājs:

DVBM vadītājs uzņēmumā

Mērķis: Nodrošināt iespēju apgūt

.....

Uzdevumi (Sasniedzamie rezultāti)

1.

2.

3.

DVBM individuālā plāna saturs

N. p. k	Māc.priekšmeti./moduļi/ tēmas	Māc.pl. st.skaitis semestrī	T.sk. DVBM	Vērtējums ballēs	Datums	DVBM vad.uzņ. paraksts
1.	Māc.priekšmets Temats Apakštemats					
2.	Māc.priekšm. Temats Apakštemats					
3.					

Case 1. Florist's Workshop. Part 1

Heidi (Estonia) and Sofia (Sweden) are learning to become florists. Their apprenticeship was in a regional town in Latvia at the Florist's workshop.

About the workplace tutor.

The florist Agrita owns this workshop and works mostly for corporate customers: they prepare flower arrangements and decorations for municipalities, education institutions, big events, etc. She also makes home interior objects using plants and nature materials. Agrita is the master of crafts in Latvian Chamber of crafts. She organizes trainings for would-be florist masters. She follows the newest trends in floristics and tries to use them in her work. She has her own big garden where she grows flowers and other plants for her workshop. On daily basis, she works together with one more employee.

WBL

After the 2nd day of WBL the school tutor received an e-mail from Heidi and Sofia. They were complaining that learning in the florist's shop is not possible, because Agrita's English is poor. The other florist does not speak English at all.

They feel isolated in the small town because people do not speak English here, it not possible to communicate in shops and cafes.

What VET Tutor learns from WorkplaceTutor

School tutor immediately got in touch with Agrita. Agrita did not suspect any problems. She was satisfied with trainees. The girls are involved in making flower arrangements, they are working hard, they do a good job. They even have their own ideas and suggestions for better solutions.

Yes, it is not easy to talk, her English is not very good, but Agrita tries to demonstrate everything, uses body language and Google translate.

The girls are offered additional possibilities: to visit florist's garden, to visit other florists' shops in Riga, to attend the trainings organized by Agrita for Chamber of crafts, flexible working hours on some days, etc.

What is the problem, or, many problems?

Responsibility for learning?

What should be the next step of VET tutor?

Case 1. Florist's Shop. Part 2.

School Tutor's Reaction

Dear Heidi and Sofia,

Thank you for informing us about your learning problems. I would like to help you. So, I plan to visit after a few days. Meanwhile, here are some tasks for you.

Please provide information about the learning approaches which you were able to use:

1. Learning through Observation:

- List and describe the routines, processes and techniques regarding the work with plants/ flowers (your professional area);
- Compare these routines with your current knowledge;
- List and describe the routines, processes and techniques of the business of management used by the company:
(For instance, relations between the staff and management, logistics, marketing);
- Visual material which you have prepared about the work and the company

2. Learning by doing; Participation, Involvement

- Please list tasks which you performed at the company;
- In which cases did you offer help? Were you offered help?
- What skills did you use?
- Did you improve any skills?

3. Learning through communication with the manager and the staff

- I have tried to ask the following questions to the company manager/staff, but did not receive an answer:
 - 1)
 - 2)
 - 3)

- After observing the work of the company for several days, I would like to ask the following questions to the company manager (business owner) – at least 3 questions:
 - 1)
 - 2)
 - 3)

4. *Cultural knowledge and experience:*

- What did you learn about the town?
- What are the cultural differences and similarities?
- What visual material did you prepare?

Work-based Learning in Europe Practices and Policy Pointers. EU 2013

Personalised learning plans

In WBL, an effective personalised learning plan is at the heart of a quality learning experience and is used as a planning tool that sets out the overall learning goals, learning outcomes and concrete learning objectives of a programme that learner will follow. The learning plan should clearly state how the learning objectives will be achieved, whilst recognising that objectives may need to be modified as the learning plan unfolds.

The personalised learning plan should not be considered as additional paperwork duplicating information that exists elsewhere but instead should be used as an active tool that makes clear to the learner and the employer the nature of the learning proposed and undertaken. Personalised learning plans could be used as part of a learners progress review for example, reflecting the growing capability of the learner, though any changes made should be agreed with the learner and where appropriate the employer and education provider.

Personalised learning plans should be owned and used by the learner as a record of learning goals, achievements and enabling learners to make the links between different components of learning for example. In addition, learners can use their learning plans to reflect on their experience and/or to make tentative plans to improve their own knowledge and experiences in the future. Often, a personalised learning plan will be drawn up to specify details of where and how the learning will take place together with details of the appropriate learning outcomes against which the learner must collect evidence of achievement over a period of time. The format and content of the personalised learning plan should typically include as a minimum details of:

- Skills, knowledge and competences required and the timescale over which the learner will have achieved this;
- Training the learner is to receive, where it is delivered and how it is scheduled, who is delivering it and what support is being provided;
- Methods that will be used to deliver training (including on- and off-the-job training);
- How on- and off-the-job training will be co-ordinated;
- The learner's assessment and review arrangements.

To support schools in drawing up personalised learning plans standardised templates, guidance as well as completed examples can be made available.

Visiting learners in the workplace

As part of the quality assurance process, visiting the learner in the workplace is a way of integrating the school-based component of the learning programme with the company-based component. Visits are important to learners and provide opportunities for learners to discuss progress, present their own work and raise any issues concerning the placement. Regular contact with teaching staff from the school/college provides learners with a sense of support and contact and presents opportunities to discuss the integration of theory and practice. Visits can also be structured in a way that provides important opportunities for employers to discuss the learner's progress, the learning content and integration of different components of the programme.

In addition, briefing and de-briefing sessions are also an important aspect of the learning process and allows learners to reflect on their learning experience and verify new knowledge.

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40

3. Stages of work based learning

3.1 Before: Planning of WBL

3.2 During: Implementation of WBL

3.3 After: Conclusion of WBL

Planning of work based learning

- required stuff planning (demand, supply objective, benefits)
- choice of the required profession
- enterprise suitability
- cooperation between all parties involved
- choice of cooperation partners
- setting up criteria and process for the admission of young people to training
- contract
- establishing individual learning plan – learning outcomes
- transparent and clear assessment

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Implementation of work based learning

- ensuring the process in the enterprise
- motivating students
- development of various learning and work tasks
- choice of appropriate methods and means
- solutions to situations of particular pressure
- student achievements, evaluation and feedback talks
- competence-based approach

Conclusion of work based learning

- practical exams
- characteristics
- opportunities for further education
- evaluation of work based learning

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Cooperation, Communication,

3 key actors:

- VET tutor
- VET trainee
- Workplace tutor



3 stages:

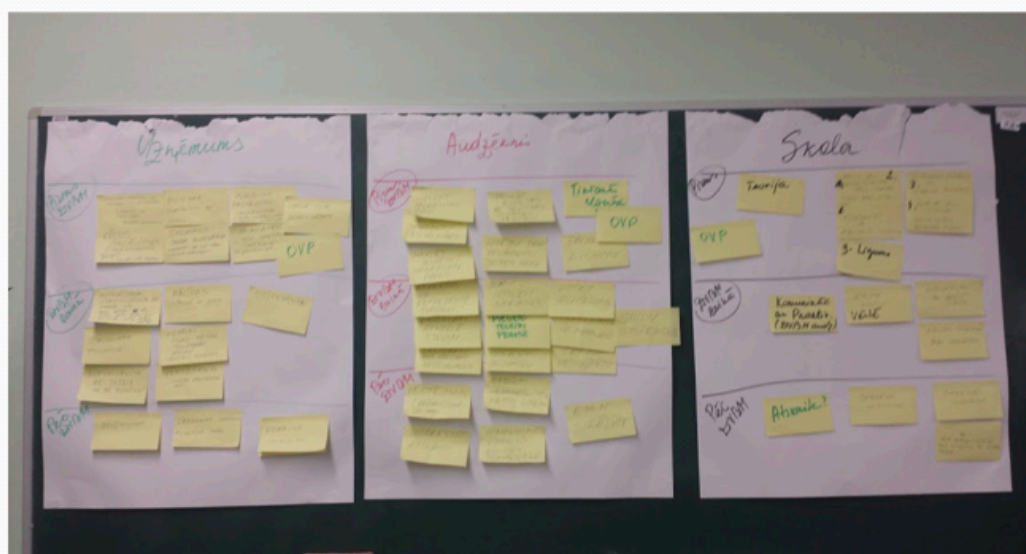
- Before
- During
- After

3 stages, 3 key actors

	VET Tutor	VET Trainee	Workplace Tutor
Before WBL			
During WBL			
After WBL			

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3 pušu uzdevumi 3 posmos



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Table 3x3. Planning WBL. Tasks and possible actions of 3 key actors

	<i>VET School (S) WBL Tutor at School</i>	<i>Trainee (T)</i>	<i>Company/ Workplace (C) WBL Tutor at the Company/ workplace</i>
Before WBL	<ul style="list-style-type: none"> • Finding companies for cooperation in WBL; • Planning WBL with enterprises • Consulting companies about WBL; • Recommends specific companies for trainees (matching); • Assessing suitability of enterprises; • Meeting with C and T; • Agreement with C and T about individual learning plans, • Preparing the process and documentation, explaining to T, explaining assessment, reporting, safety rules, etc.; • Agree about communication during WBL • Trilateral agreement 	<ul style="list-style-type: none"> • Seeking and/or choosing workplace for WBL • Finding information about C <p>Meeting/interview – a possibility</p> <ul style="list-style-type: none"> • Reviewing the individual learning plan, considering one's own goals, getting familiar with requirements and safety rules • Health check, if necessary • Meeting and conversation with WBL Tutor from S to prepare for WBL • Trilateral agreement 	<ul style="list-style-type: none"> • Analyzing C readiness for WBL; • Agreement with S on implementation of WBL; • Planning specific WBL periods at C; • Appointing WBL tutors; • Meeting with S; • Selecting potential trainees, interviews with trainees; • Agreement about individual learning plans, documentation, communication; • Trilateral agreement; • Decisions on paying a grant or wage; • Preparing work places; • Preparing safety instructions, uniforms, etc.; • Informing other employees, managers

During WBL	<ul style="list-style-type: none"> • Consulting C, if necessary • Pedagogical/ methodological support for WBL tutor from C • Communication with T about implementation of learning plan; • Regular communication with C about implementation of learning plan • Helps resolve problems, conflicts • Supports C in assessment of T performance 	<ul style="list-style-type: none"> • Implementing individual learning plan; • Performing tasks assigned by WBL tutor; • Initiative in learning; • Comply with internal regulations and safety rules, • Regular communication with WBL tutor at S 	<ul style="list-style-type: none"> • Ensuring workplace, tools, etc. • Introducing T to workplace, C; • Monitoring compliance with safety rules; • Guiding T through learning process: demonstrations, explanations, feedback; • Assessment of learning and of competences, motivating; • Regular communication with WBL tutor from S about learning progress; • Help resolving problems, integration in workplace
After WBL	<ul style="list-style-type: none"> • Meeting, interview with T about WBL results; • Final WBL assessment; • Accept/approve of WBL reports; • Communication with C about WBL results 	<ul style="list-style-type: none"> • Meet and discuss WBL results with S: implementation of learning plan and assessment • Self-assessment; • Ask C to provide a reference; • WBL report or presentation; 	<ul style="list-style-type: none"> • Prepare T assessment on individual learning plan, explain; • Prepare a letter of reference for T; • Communication with S about WBL results; • Consider a job offer to T? • Assess cooperation with S? • Assess WBL process inside C; • May assess WBL tutor's work

Make checklists

- Table 3x3:
Job descriptions for
VET tutor
Workplace tutor
- We can make check-lists, to-do-lists
 - What has to be done before WBL
 - What has to be done during WBL
 - What has to be done after WBL

Hand-outs: QP Guidelines

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VET Tutor's Tasks in WBL Workplace Tutor's tasks in WBL

Before WBL	During WBL	After WBL

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Before WBL

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Make a checklist

What is to be done:

- between VET school and Enterprise
- Between VET school and VET Trainee
- Between Enterprise and VET Trainee

Check in QP Guidelines

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Between VET school and work place:

- Overall cooperation plan
- Learning Plan (Individual learning plan) based on VET Curriculum: learning outcomes to be achieved
- Main principles and criteria for assessment
 - Who will assess, when, in what way
 - Criteria
- Communication and Cooperation throughout the process:
 - before, during, after
 - Agree on cooperation - communication procedures in advance!

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To-do-list at a company

- Assess enterprise readiness (SWOT)
- WBL planning together with VET school
- Agreement with VET School on cooperation
- Documentation, criteria for assessment
- Planning for specific trainees
- E.g., there will be 6 trainees – prepare for each
- Instructions, safety rules, etc.
- Which staff will be involved, when, how
- Meeting/interview before WBL, references?
- Legal aspects, e.g., employment contract or not, etc.

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Individual Learning Plan

- Goals
- Motivation
 - Link learning goals with personal goals!
- Personalized learning plan

Hand-outs: EU WBL, Personalized learning plan

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Motivation

- Mention examples from daily life: how do you motivate people?
- What motivates you?

- How can you motivate a VET trainee?

Understanding what motivates him/her?

Understanding what is important for him/her?

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Goals and Motivation

- What are the goals of this WBL
What are personal goals of the trainee?
How can they be linked with WBL learning goals?



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How to plan the work based learning in a company?

What does it mean to teach and learn in a company?

What does it mean to be a workplace tutor? How do I understand myself as a workplace tutor?

What young person is suitable for my company?

What makes the basis for a work based learning in a company?

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Planning work based learning

- WBL coordinator
- Workplace tutor
- Workplace tutor assistant
- Cooperation with school
- Learning plan
- List of knowledge and skills
- Time period
- Individual plan for a student
- Assessment
- Oriented to processes in a company
- Changes are possible
- Transparency

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Before: VET Tutor – VET Trainee Meeting

- What are goals of this meeting?
- What result do we expect?
- What practical issues should be resolved?
- What is the difference: to interview, to instruct, to talk
- How to build the conversation?

Task:

Prepare a plan for the dialogue with VET Trainee before WBL

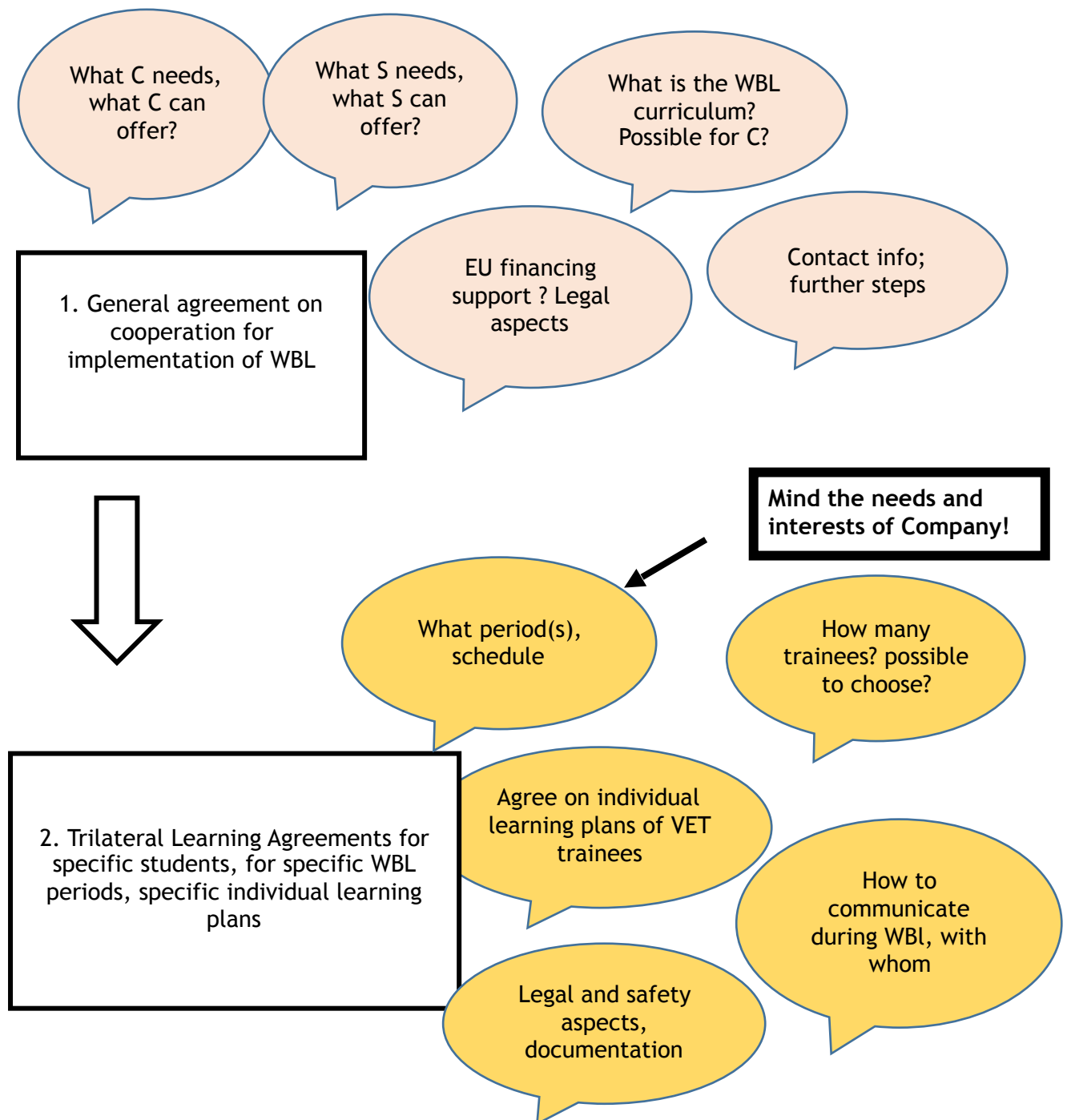
Ask, listen, build trust

Understand goals and motivation of this person

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Before WBL. Starting cooperation

Workplace/Company (C) – VET School (S)



Possible topics

- Goals of WBL period, trainee's goals and motivation
- Individual learning plan, other requirements
- How to prepare before going to the enterprise
- How to present oneself
- What will be assessment approaches, criteria;
- What could be possible action scenarios in problem situations
- Communication during WBL

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Before: VET Tutor – VET Trainee Meeting

Simulation task

VET Tutor has a conversation with VET trainee to prepare the trainee for WBL period at the enterprise

Roles:

- 1) VET Tutor
- 2) VET Trainee

Preparation 10 minutes

Conversation 10 minutes

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What is the perfect workplace tutor?

Working in groups
Presentation



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What young person is suitable for my
company?

Profiling

- Education
- Abilities, character traits
- Equality!

Interview sample

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Student's suitability to the enterprise and the profession

1. Take a look at the example! What do you think is important and what is not so important?
2. With what questions would you complement this example?
3. What questions would you ask about your company?

Training interview

Motivation (work, profession)	Why you are interested in this profession?	
	How did you choose this profession?	
	What makes you more suitable for this profession compared to other candidates?	
Integration in the environment	Who brings you together with your friends?	
	What are your qualities your friends assessed the most and which the least?	
Teamwork	How do you define the teamwork and what do you think is important when working in a team?	
	How would the team benefit if you are in a team?	
Readiness for performance	What motivates you? And how do you motivate yourself?	
	...	
	...	
Hobbies	What are your hobbies?	
About enterprise x	...	
	...	
	...	

Before: Enterprise-VET Trainee Meeting

Simulation task

Decide on the sector/type of enterprise

VET Trainee applies for a job, 1st meeting at the enterprise

What info enterprise will provide, what do they want to find out?

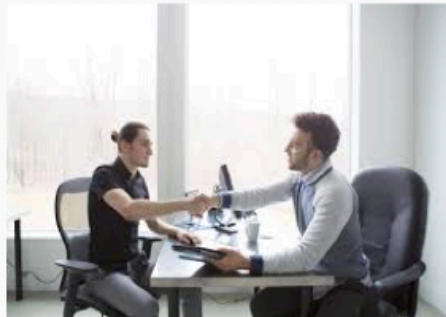
What does Trainee wish to find out?

Roles:

- A. Enterprise representative
- B. Potential Trainee

Preparation – 10 min

Meeting – 6 min



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Olga, Hairdresser, Part 1

May hairdresser is telling me news: we have 4 apprentices at our shop/salon

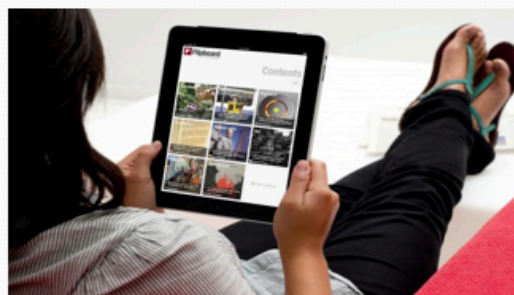
Vita: How are they doing?

Hairdresser: Well, quite all right. They have just arrived. But you know – there is this one girl.... She comes in the morning, sits down on the sofa, opens her i-pad, and spends the whole day!

Vita: well, but her tutor?

Hairdresser: well, probably she will write something nasty at the end.

Vita: ... but it will be too late! The time here will be wasted!



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WBL Documentation

- Framework agreement between VET school and Enterprise
- Trilateral Agreement VET-ENT-TRAINEE
incl. Individual learning plan and Evaluation sheet
incl. Attendance sheet

School responsibility: inform, explain

Hand-out: EU WBL, Tools for effective WBL

During WBL

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Make a checklist

Before WBL	During WBL	After WBL
	<ul style="list-style-type: none">••	

3.2 Implementation of work based learning

Management styles

Learning styles

How do we learn?

How do we remember what we've learned?

Biorhythms and youngster's development

Practical methods

Learning tasks

Objectives / results to be achieved

How to ask questions?

Assessment mistakes

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Management styles

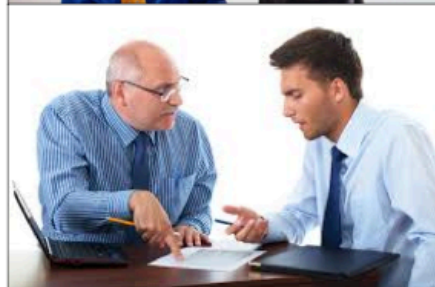
Authoritative

Collegial

Liberal



Worksheet
task



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Management styles

The authoritative and collegial management styles, as well as so-called "Laissez-faire" or the liberal style of non-interference (by K. Lewin) are considered to be classical management styles.

Task 1

What are consequences of these management styles relating to the following aspects:

Management styles	Control	Action in case of mistakes	Attitude towards staff
<u>Authoritative</u>			
<u>Collegial</u>			
<u>Liberal</u>			

Task 2

Arrange the indicated features according to the management styles by ticking the box under the corresponding number.

1. = authoritative style, 2 = collegial style, 3 = liberal style

WBL tutor	1	2	3
a) names the learning objectives and discusses them with the learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) continuously controls students during work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) names the learning objective only after the inquiries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) does not react to a student who is repeatedly damaging some teaching tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) openly admits own mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) displays video without discussing it afterwards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) the training process is organized according to the principles "self-sufficiency and accountability"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) often says "Ah! You would not understand it anyway"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task 3

Give examples when collegial leadership style is no longer appropriate.

The consequences of an authoritative management style - students are more likely to adapt and are passively. There is no creativity. If the tutor does not control the good results will gradually disappear.

The consequences of a collegial management style - the tutor is an example and is aware of this task. His management style is characterized by mutual respect. Students can express their opinions and come up with new ideas, creativity is welcomed. Students are also encouraged to carry out self-monitoring. There is discretion for collegially-made decisions.

The consequences of a liberal management style - the students quickly "switch off" and do not develop their own initiative, since they still receive no feedback from the tutor. In this situation, resignation and ill-considered behaviour are more likely to occur.

However, the behaviour of a success manager also depends on the personality, the situation and the tasks. It is typical here that these management styles are not always in a pure form, but rather a mixture of these styles, one or another style prevailing. Also, there is a huge difference between what kind of management style is seen by others (for example, students) and what kind of management style is perceived by the tutor himself. In order to teach students to be responsible and competent in their actions, the tutor will organize their management style more collegially, knowing well that in some situations, however, the authoritarian style (in a threat situation) may be appropriate. So the tutor will shape his own personal style of management depending on the situation. Each of these styles has its own place. The decision in favour of one or another style depends on the mentor's personality, the student himself and / or the situation in question.

Management depending on the situation

Of course, a tutor in a variety of situations must be able to be flexible. If the student is in a dangerous situation, or if the fundamental learning objective threatens to fail, it is virtually impossible to spend time in collegiate decision-making processes.

The variable "in a situation-dependent style of management" is primarily a student. Here the focus is on how big the student's will and ability is. Depending on the student's level of development, motivation and talent the tutor may

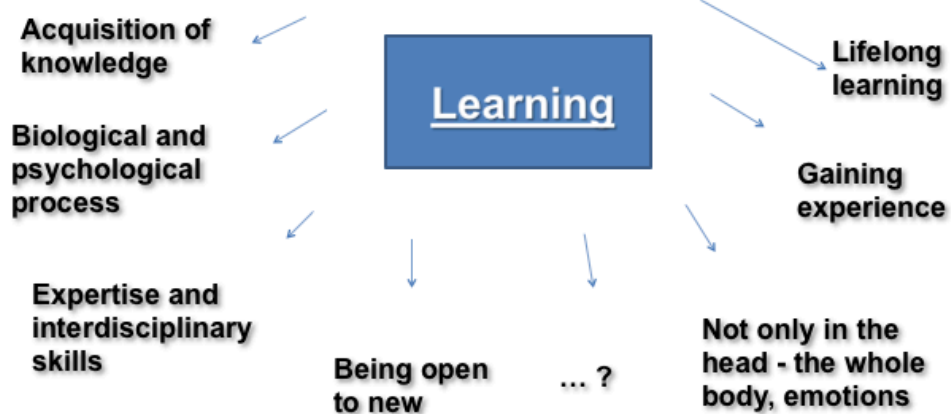
- a. give instructions;
- b. present arguments;
- c. allow the student to take part in decision-making processes or
- d. delegate a broad decision-making power to the student, thus ensuring that he/she can independently act within the limits of a given scope of action.

Such actions shall aim is to increase the student's self-sufficiency.

Learning process. Can not refuse to learn.



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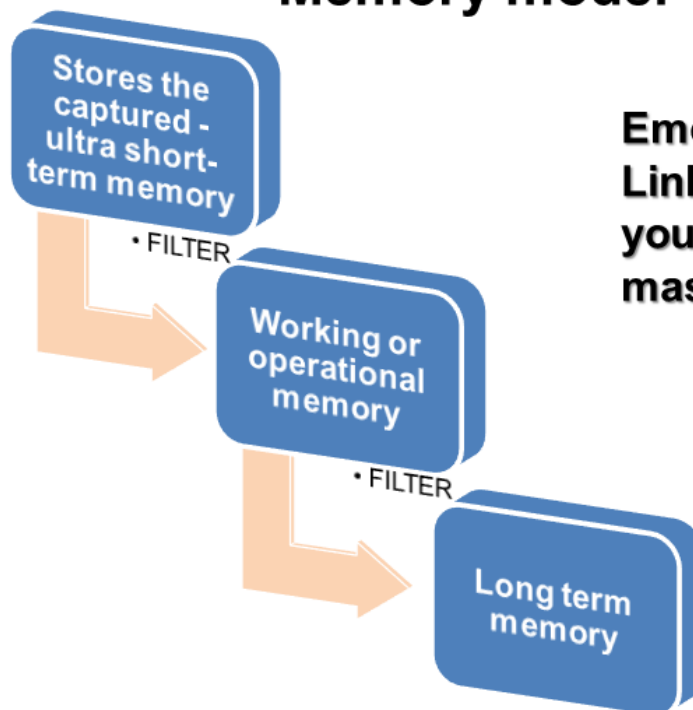
Why certain things from your childhood have been preserved in your memory until now?

When and how did you study particularly willingly?

How do you yourself have learned something the most successfully?

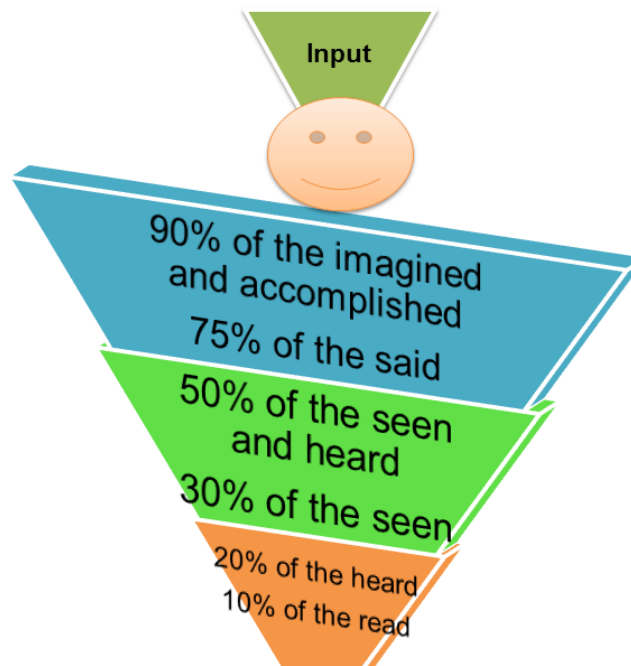
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Memory model



Emotions !!!
Link to the stuff
you've already
mastered

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Audible

Visual

Communicative

Kinetic

How can different sensory organs be used in the learning process?

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LEARN

- ✓ by imitating
- ✓ by trying and making mistakes
- ✓ by gaining an insight
- ✓ by solving problems
- ✓ by comparing with previous topics
- ✓ by recognising relationships (Eureka! Effect)
- ✓ by involving into the context

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Methods

Lecture / short presentation, presentation

- long lectures - boring.
- it is not possible to completely abandon them
- suitable for giving insight into the new task and thus addressing understanding and feelings
- Good lectures can motivate, bad - demotivate.
- the tutor should think of a good visualisation of the presentation.

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Four-step method

a simple form of practical introduction of a student at the workplace.

Methodologically it happens according to the principle that an activity along with explanations is demonstrated to a student, then allowing to imitate. The student observes how the tutor explains and performs the activity and then exercises by imitating it. The tutor is in control of the activity, gives instructions to make improvements.

Four-step method has become a classic form of training organization of work based learning.

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Training order

The tutor can to teach the content: giving the student a work order in the form of **a training order**.

In the training order, the company everyday activities or orders are transformed into training modules. They are designed so that learning can be combined with work. Already from this basic idea it becomes apparent that this method is not suitable for acquiring basic skills, but for promoting student's competence to act independently.

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Learning discussions

What is learning discussion? In a learning discussion, the workplace tutor first sets the objective and content of the discussion, with the help of purposeful questions, to stimulate student thinking and cognitive processes. Thus, the content (as if) is developed jointly. Learning discussions can be carried out either with one student or with a group of students.

- Where are the gaps in knowledge?
- What are the key points?

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Simulated game

Simulated games imitate decision-making processes. It combines a number of separate activities that have a common purpose (for example, launching a new product). The simulated game allows to use and try conduct / behavioural patterns without risk. The tutor is a consultant. In a simulated game, students can get an experience that is close to the real work environment.

Role play/dialogue

The tutor describes a situation and asks students to improvise. The tutor communicates the rules of the game, they relate to the role-play phase and the phase-after role-play. When discussing the way of mutual behaviour, students are given the opportunity to reduce possible fears and concerns and create a free and relaxed atmosphere.

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Group work

Ability to work in a team has become one of the most important **key competencies**. It can be developed only when working in a team. Learning group work is not confined to a group of students. While on the workplace, the student is mostly studying and working as a team member of the company's staff.

Moderation

Moderation is a group management method that is significantly different from the traditional understanding of management. **The moderator** plans and accompanies the processes in the group. He is an expert on the path on which the group is heading towards their learning and work objective and (not necessarily) expert in terms of content.

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Text method with questions

Students are instructed or guided with the help of a text. In this method, the main objective is to guide learners to independent work within the framework of the comprehensive model of behaviour.

Questions that can be derived from work assignments, learning assignments or professional activities play the central role in this method.

Questions encourage the student out of the available sources of information to independently develop the knowledge that is a prerequisite for the implementation of the activities.

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Project method

The project is a work assignment, in which students independently examine a company's issue or develop / manufacture a new, later, usable product. The product can be either a service or an object. The project method is mainly aimed at achieving the following objectives:

- to promote independent planning, implementation and control competence;
- to promote methodological and social competence;
- to combine theoretical knowledge with practical work;
- to promote motivation (with the help of a result to be used in actual life and a creative manifestation).

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Project method phases

Preparatory phase:

Target groups, partnerships and contacts should be established. Also learning opportunities and costs should be assessed.

Planning phase:

This phase is intended to form groups, set goals and plan. Also - to share basic information and practice the skills that will be needed during the project implementation.

Interaction phase:

In the course of interaction phase, the project is implemented in practice. Students acquire information and competences, work with the society and prepare project documentation

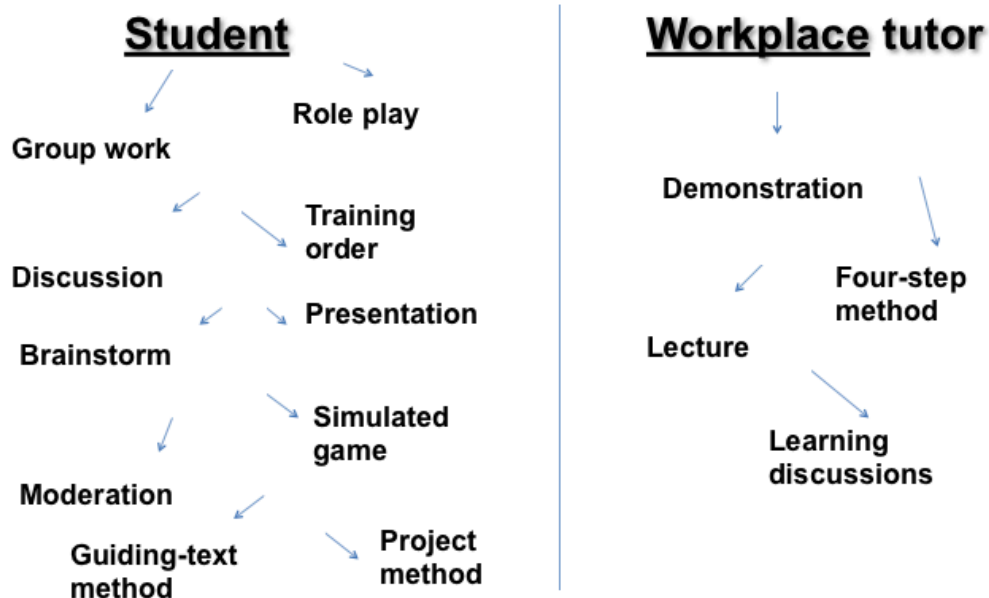
Evaluation phase:

In this phase learning achievements and the impact on the practical scope are assessed, the difficulties are analyzed and examined whether the experience gained can be generalized.

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Four-step method	Role play	Demonstration
Group work	In which methods is the student the main player and in which the tutor?	Training order
Learning discussions		Project method
Discussion		Moderation
Brainstorm		Simulated game
	Lecture	Guiding-text method
	Presentation	

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Objective:

**Learn and work
independently**

- ✓ Planning
- ✓ Implementation
- ✓ Control

From familiar to unfamiliar
From easy to difficult
From simple to complex
From specific to abstract
From general to specific

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Learning in the work environment

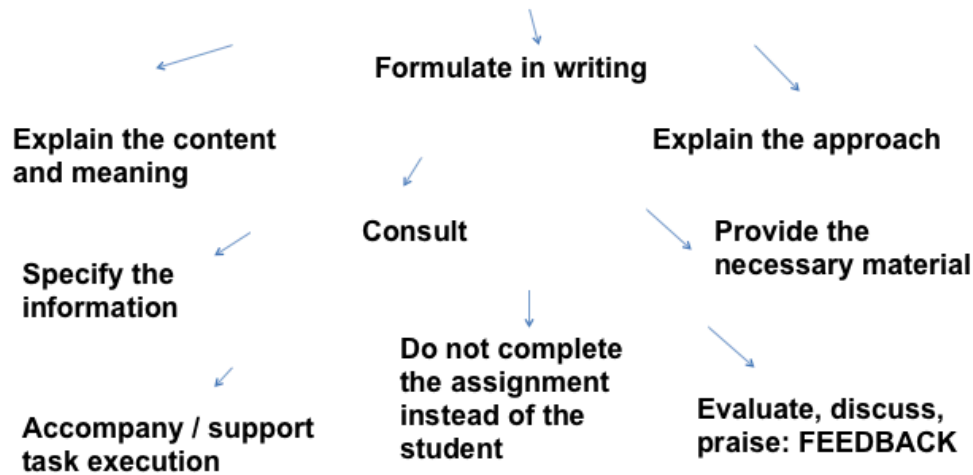
**Objective, result
Knowledge, skills,
competence**

How to learn it?

**Split into separate
actions, «steps»**

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Learning task



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General recommendations

- Cheer the student if he/she has made mistake! To err is human!
- Let the student know that he/she is responsible for his/her tasks!
- Make sure the student understands the content and meaning of his/her tasks!
- If there is a problem, look for a solution together with the student how to prevent them!
- Do not set too low requirements, but also do not overload your student!
- Together with the student, set learning objectives/outcomes that are simultaneously challenging but at the same time feasible/realistic.
- Do not forget to show your appreciation and prise for success, even small! This is the best motivation.
- Support the student to recognize his/her strengths, this will strengthen his/her self-confidence.

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Student instruction

Task:

Worksheet and simulation

Working in groups: Role plays



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Role play: Instruct a student

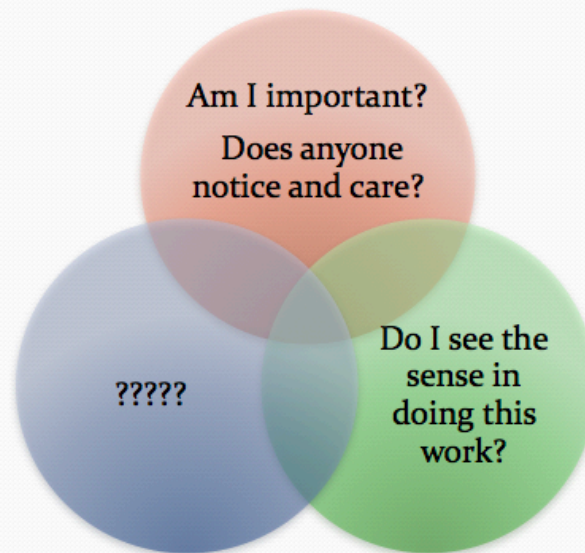
Description of the situation: You are a workplace tutor at – _____. Your student is 17 years old, who has been in the learning enterprise for two weeks. You've come to the learning content of _____.
You want to train a student

Result to be reached: Student can within two minutes independently and professionally to

In the working groups, decide what steps you will take, which methods use and how you will test the learning results/outcomes. Play the situation. Let the observer comment on the situation.

Learning Situation Steps	Method	Aids	Comments
1. Opening: Greeting, ...	For example, brainstorming or training discussions	Sheet of paper, pencil	?
2. The processing of relevant topics			
3. Checking the results achieved			

Motivation



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Providing feedback

How can it be done?

Short way?

Verbal: demonstrate examples, encourage

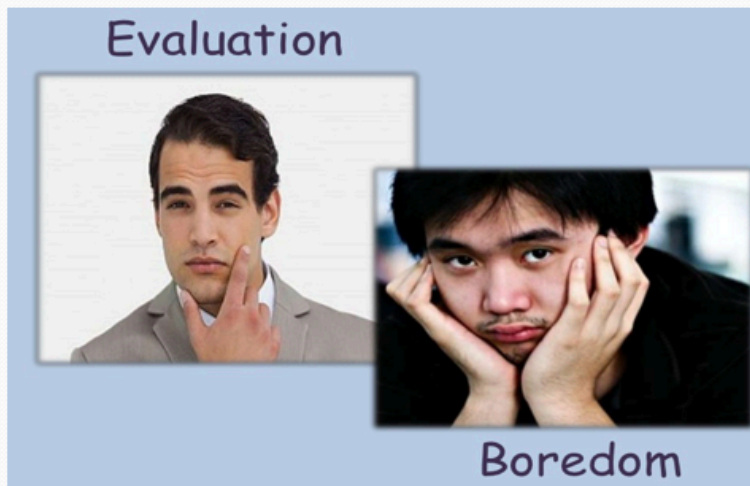
Non-verbal

Long way?

Conversation, dialogue, coaching

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Body language!



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Conversation, dialogue

Role of Workplace tutor: mentor, coach, colleague, career guide

Conversation

To help reach awareness of one's own goals, of one's potential

Asking – a tool of leading conversation

The trainee has to come up with his/her own answers.

And he/she can say only what is inside him

«

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Talking to the Trainee



If we dream about something, it means we have all the necessary resources to fulfill these dreams

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Conversation, Dialogue



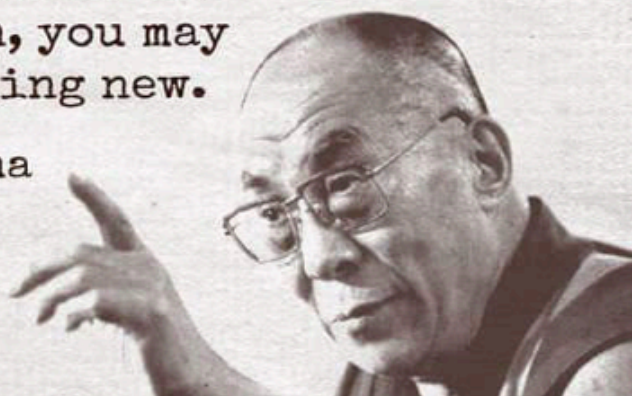
- Goal
Have it in mind, or formulate together
- Strong (relevant) questions
Open and closed questions
- Active listening
Show interest, pick up key points, check interpretation
- Regular feedback
Encourage, support, summarize
- Focus on goal: action plan
What will be the next step, shall we try out

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Why ask questions

When you talk, you are
only repeating what
you already know. But
if you listen, you may
learn something new.

– Dalai Lama



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Questions as a discussion tool

Question Functions (Examples)

- Identification of preliminary knowledge, expectations, attitude
- Focusing attention
- Encouragement to observe and think
- Promotion of logical thinking (analysis, comparison, explanation)
- Facilitating decision-making
- Receiving feedback
- Implementation of the learning process control

Types of questions (examples)

- **Open questions** – a wide range of possible answers
What did you like about this training?
- **Closed questions** – short, clear answer with yes / no
Did you like the training?
- **Alternative questions** – different answer options
Did you like the first or the second day of this training better?
- **Suggestive questions** – implies certain answer
You definitely preferred the training of the first day?
- **Rhetorical questions** do not require an answer – the purpose – to focus attention
... and thus the question arises: do you really want to do this?
- **Chain questions** interconnect a number of questions, which it would better to ask one by one
Why do you want to do this, did you also check the possibilities of another solution, rethinking what consequences your decision might have?



Listening is far more important than talking – so humans have two ears (and only one mouth).

Everything is based on one of the core competences "**communication skill.**"

It is important for both the workplace tutor and the student.

Allow to say
listen to and
treat with respect.



Planning conversation (feedback)

- How to begin?
- Main points/questions
- Possible scenarios/actions
- Agreement on a plan/
further action



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Olga, Hairdresser, part 2.

3rd week of WBL

At my next meeting with my hairdresser I enquire about Olga. It turns out that during the 1st week of apprenticeship Olga's tutor was not at work, she was away on a trip.

Later everybody learned that Olga is an excellent student at school, has very good marks (scores) She believes that she has practiced enough, and practicing more during WBL is not so important.

When she was given a customer, and had to cut his hair, other hairdressers felt they should interfere and help.

Here, at the hairdresser's shop, she performed what she was assigned, but without too much enthusiasm. Olga says that in the future she will not serve customers. She wants to set up her own hairdresser's shop, and she will be the owner of the hairdresser company.

Your comments? As a workplace tutor, how would you handle the situation?

Do you see several options/strategies?

How could school tutor be involved?

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Handle the situation with Olga

Task: Simulation of a dialogue

Role 1 Workplace tutor

Role 2 School tutor (optional)

Role 3 VET Trainee Olga

There is a problem (attitude, learning problem, performance?).

Workplace and school wish to help.

Please meet with Olga
and try to motivate her

Preparation : 10 min.

Conversation: 5-8 min.

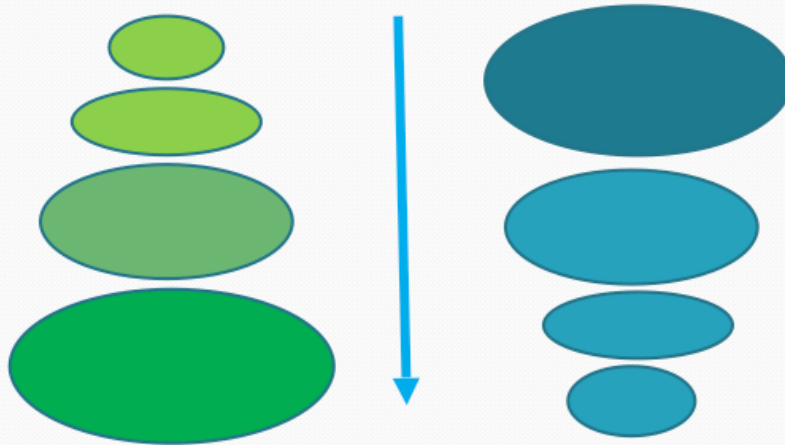


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Guidance, support, not judgement

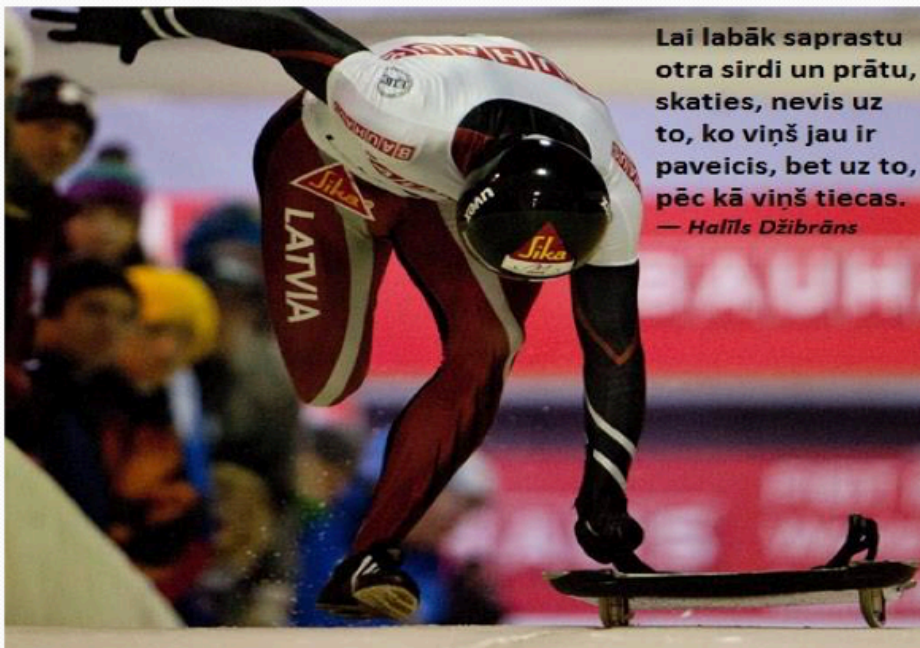
Trainee

Workplace tutor



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How many time should he try to perform well?



Lai labāk saprastu
otra sirdi un prātu,
skaties, nevis uz
to, ko viņš jau ir
paveicis, bet uz to,
pēc kā viņš tiecas.
— Halīls Džibrāns

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Case 2. Welder's placement

After the first week of his placement the student reported that the objectives of his placement are not being met. On the contrary, he is asked to do only simple tasks: moving some construction components, removing rust, digging the trenches etc.

The school tutor talked to the company tutor and understood that currently the student's welding skills are not seen as good enough. The student complained that he was not given enough time and possibility to demonstrate his skills. On the first day he was given a welding machine which he was not familiar with and only one test sample demonstrate his skills. In this situation the student felt he was under stress and he could not do a good job with an unfamiliar welding machine. This one test sample determined the evaluation and he was not given a second chance.

Knowing that the student's performance during studies was good, the school tutor talked with the tutor at the company and they reached a compromise that during the next week the student will be given time to practice with the particular welding machine and only then weld the sample for evaluation. The school tutor expressed the wish to take part in the evaluation. He suggested: if the test sample would not be good enough for the company, the school will arrange placement for this student somewhere else.

Towards the end of next week, as agreed, the school tutor came to the company to evaluate the student's work. It was good to see that the student had welded the sample very well. Of course, if paying attention to the tiniest detail, one could find some minor imperfections, but in general it was done in compliance with the highest requirements of the standard ISO 5817 Type B.

When the company saw the student's determination and good results, from that moment onwards, the student was given welding tasks corresponding with to his placement program. He was allowed and was able even to work on export products. After graduation from VET school the student continued to work in the same company already as a qualified welder.

Prepared by Atvars Ansabergs, Riga Vocational School No.3

Overview:

Skills, competences, methods, management styles, question types.....

A youngster enters the company:

How to deal with him/her? How to motivate them?

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Internal motivation: personal satisfaction to do something

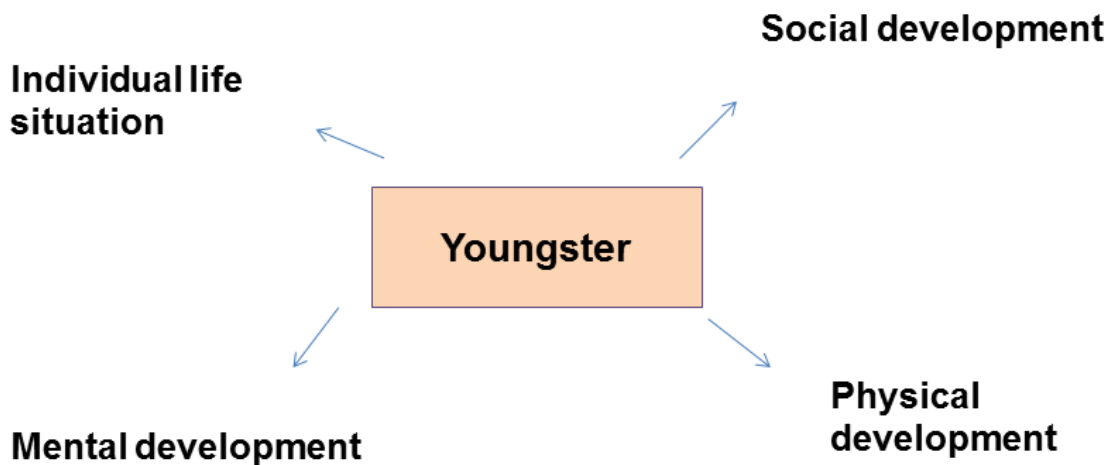
External motivation: money, praise...

- Rest, tiredness
- Tension
- Attention increase and decrease: to get, to understand and to use new information
- Ergonomics: to sit, to stand, noise, dust



**How to
promote
student
motivation?**

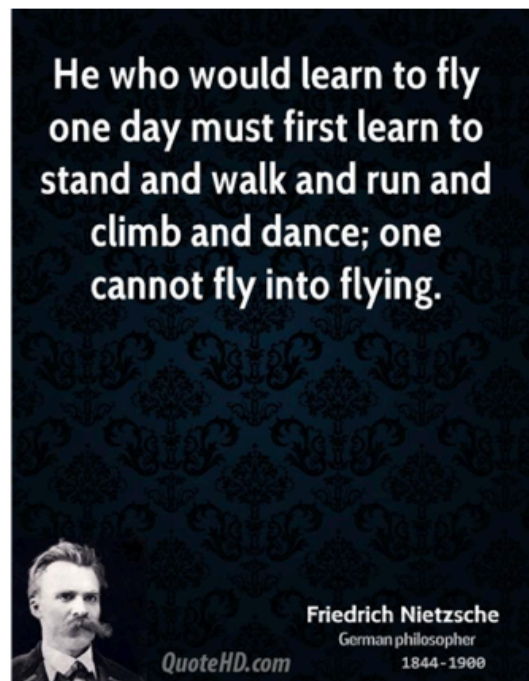
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- ✓ Help the student to orientate and adapt
- ✓ Show a positive attitude
- ✓ Physical congestion should be taken into account
- ✓ The workplace must be designed ergonomically
- ✓ The curve of biological work productivity (max / min productivity) must be taken into account.
- ✓ The WBL tutor should lead by example
- ✓ Ensure the reliable working atmosphere
- ✓ Show understanding, but at the same time it is necessary to set boundaries
- ✓ Breaks are needed
- ✓ Plan active and passive learning phases
- ✓ Merging the usage of the acquired with new learning

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Feedback

- ✓ Specific, not general
- ✓ Applicable - not attributable to facts, which can not
- ✓ Timely expressed
- ✓ Constructive and
- ✓ clearly worded
- ✓ Unpressing



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Solving problems

Learning difficulties and behavioral disorder (lying, laziness, sexuality, alcohol and drugs, anorexia)
Environmental influence (company, family, friends)

Support, individual approach, identifying conflict, resolving conflict

Some cases – Help from professionals!

Millenials

- Born between 1980 and 2000
- grew up in an electronics-filled, online and socially-networked world
- Not able to work in routine and are superficial
- BUT follow their dreams – self realization
- International experience – brave
- Don't like hierarchy
- Needs more feedback



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Generation Y

Why?
First DIGITAL
NATIVES

...

...

...

...

Generation Z

Digital environment
Self realization
Feedback

...

...

...

...

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Problem situations

What kinds of problem situations can you mention?



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Problem situations

- Mention examples from your own experience; How did you handle them?
- List problems you saw in the cases we discussed
- What is the main tool for resolving the problems?
- When can you handle the problems by yourself, when do you involve others?
- Communication and cooperation!
Case study, Atvars Ansabergs

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After WBL

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Assessment and validation

Assessment of the Trainee's performance

Assessment tools

Assessment of learning during WBL

Final assessment – by whom, where

What else can be assessed?



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Assessment and validation

Assessment of the Trainee

What is assessed?

- Completion of the individual learning plan;
- Other achievements
- Job offer?

Not only for school

Reference, recommendation, list of achievements – for potential employer

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Assessment of WBL quality

How can we assess WBL quality?

Who will provide feedbacks? To whom?

Results – to improve the next round of WBL

Who is the “client” of WBL ?

Task in groups:

- 1) Develop a template/feedback form VET-ENT
- 2) Develop a feedback form Trainee-ENT

Achievement assessment

Work based learning diary

Regular alignment with the curriculum and the skills to be acquired, an example

Progress assessment

Regular evaluation in the company

Regular conversations (e.g., every month)

Regular feedback, transparent assessment

Assessment Questionnaire

Enterprise X	Student Assessment Questionnaire	Logo X
1. Workplace tutor fills out the questionnaire.		
Student: Jean Sunny	Enterprise Department:	
Workplace tutor: Peter Wulf		

Performance Requirements	The requirement is not fulfilled -	The requirement is fulfilled Ø	The requirement is well fulfilled +	The requirement is very well fulfilled ++
<u>The ability to perceive</u>				
- perceives and processes information quickly, thoroughly and correctly				
- recognizes and understands relationships				
- knows how to use the knowledge in the similar problem situations				
<u>Persistence</u>				
- fulfils tasks and learning objectives independently				
- more difficult and more durable tasks are performed disciplined				
- is capable with the load				
<u>Quality</u>				
- performs tasks carefully				
- tasks are carried out in a structured and planned manner				
<u>Initiative</u>				
- actively willing to participate (asks for tasks)				
- is ready to take responsibility				
- performs tasks independently				
- proposes ideas				
<u>Cooperation</u>				
- is open				
- works in a team, able to cooperate with colleagues				

- solves problems constructively				
Please use the other side for other references and comments!				
Assessment interview took place _____ (date)				
2. The tutor prints out the questionnaire. The tutor and student sign it.				
<div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"> <div style="width: 45%;"> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="border-top: 1px solid black; width: 100%;"></div> <div style="text-align: center;">(workplace tutor)</div> </div> <div style="width: 45%;"> <div style="border-top: 1px solid black; width: 100%;"></div> <div style="text-align: center;">(student)</div> </div> </div>				
3. Assessment questionnaire shall be submitted to the HR Manager.				

Work based learning diary

Example

Name: James Dean

WBL Department: IE

From 05.05 – 09.05.2017

No. 34

Business activity
Assessment of approach at the branches of the company - Supply of goods on public holidays Create a concept on the topic - Programming implementation of the supply of goods on holidays Preparing a presentation – Discussions on the supply of goods on holidays.
Instruction, learning interviews, company training, other training
Instruction of the CAS program start-up An Introduction to Management File Functions and Structure
Vocational Education Institution
Module 1: Open Trade Company Module 2: Test question discussion Module 3: Test Module 6: Cycle programming Module 9: Presentation on Bluetooth Module 5 / English: Problem solving Module 4: Discussions on the test.

Training coordinator signature Date	Workplace tutor signature Date	Student signature Date
--	-----------------------------------	---------------------------

Assessment mistakes

Halo effect/Aureola effect: The judgment of the qualities or set of abilities is influenced by the presence of one quality or ability.

Positioning effect: The first or last impression affects the judgment. All other information is applied to this judgment.

Sequence effect: Student performance is assessed on the basis of previous student performance.

Mitigating effect: Desirable qualities, abilities or correct answers are highly appreciated, but undesirable qualities, mistakes and drawbacks are not taken into account. The reverse version is observed in the Strictness effect.

Centring tendency: The assessment focuses on the average achievements, the high and low scores are not used.

Contrast error: The WBL tutor particularly positively or negatively assesses the student's abilities and qualities that the tutor himself does not have.

Similarity effect: The tutor particularly positively (less likely negatively) assesses the student's abilities and qualities that the tutor himself has.

3.3 Conclusion of work based learning

Responsibility for the ability to act professionally, practical exam: What is required in the exam?

Engagement in examination commissions

Cooperation with schools



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First practical experience: Characteristics portfolio

To promote career and future development

Evaluation of work based learning for the next steps

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Example

Characteristics of the work based learning student

Olga M., born on 11.11.19XX in Vilnius, on 1 September 20XX started work based learning in our company in the profession "Office Communications Manager". O.M. trained in the following departments of the company:

- Procurement Department;
- Goods Acceptance Department / Warehouse;
- Accounting / Management Accounting;;
- Sales Department;
- Central Administration;
- Reception Desk / Telephone Exchange;
- Human Resources Department.

O.M. was introduced to all the professional activities required in the profession of Office Communications Manager in accordance with the profession standard. She acquired theoretical knowledge at vocational education institution and at regular training sessions carried out in the company.

In May 20XX O.M. passed a qualification examination, receiving an assessment "good". O.M. on a voluntary basis left work in our company starting from 1 June 20XX.

We wish O.M. good luck in the future.

Berlin, 13 June 20XX.

[signature]

Example

Extended Characteristics of the work based learning student

Olga M., born on 11.11.19XX in Vilnius, on 1 September 20XX started work based learning in our company in the profession "Office Communications Manager". O.M. trained in the following departments of the company:

- Procurement Department;
- Goods Acceptance Department / Warehouse;
- Accounting / Management Accounting;;
- Sales Department;
- Central Administration;
- Reception Desk / Telephone Exchange;
- Human Resources Department.

O.M. was introduced to all the professional activities required in the profession of Office Communications Manager in accordance with the profession standard. She acquired theoretical knowledge at vocational education institution and at regular training sessions carried out in the company. O.M. was able to use the opportunities offered and thus got very good knowledge.

O.M. has shown initiative and great interest in all business areas. Her performance was always convincing. O.M. worked diligently; she could be entrusted with various tasks. O.M. was a helpful and courteous student. Her attitude to higher-ranking employees was always perfect.

In May 20XX O.M. passed a qualification examination, receiving an assessment "good". O.M. on a voluntary basis left work in our company starting from 1 June 20XX.

We wish O.M. good luck in the future.

Riga, 13 June 20XX.

[signature]

Case 3. Car Mechanics in Germany

Two would-be car mechanics from the same school went to do the placement in the same company in Bremen, Germany with a year's difference. When back in Latvia, they participated in valorization seminar where they were asked to reflect about the placement.

Guntis: I was not allowed to do anything. Only the auxiliary works such as – clean the floor, give some tool ...it was so boring that I could not wait for the placement to end. Everybody were so unfriendly, did not trust me any work. I would never go to another country for the placement.

Kārlis, a year later: Wow...what a placement I had. Imagine, I was changing a car turbine! Really not just touching it, but I changed it myself! I doubt that in Latvia I could have even seen such car, not to imagine to change the turbine. I also had a test ride with it afterwards! Alone! And my tutor showed me various tips and tricks! What a fellow! We even had a beer together!

Task:

Please read the two feedbacks and **mention all possible reasons** why there is such a difference in feedbacks about the same workplace/company.

Competence Mapping of WBL Tutor

- Tasks and responsibilities

What are the competences needed?

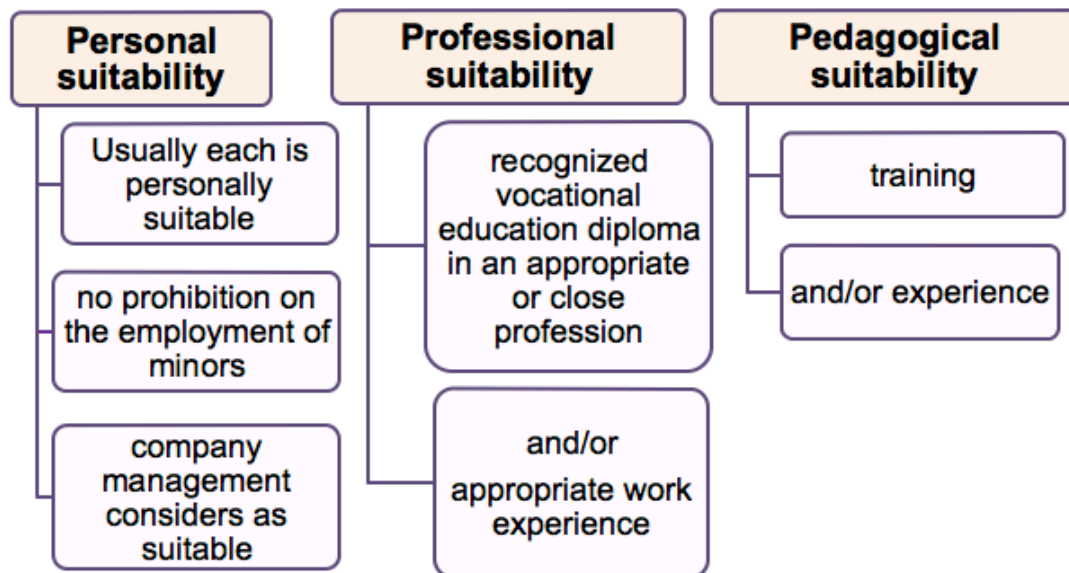
- Write competences/skills/etc. on post-it slips
- Paste them on board/flipchart
- Let us classify them

We get some “qualification requirements” of WBL tutor

Back to perfect WBL tutor

The ideal WBL tutor you described yesterday, is he today the same? What would you like to add or to remove?





Who is responsible for what?

What are the rights and obligations of the participants?

Challenges

What is the role of the workplace tutor?

What should a young person learn?
How to teach it to a youngster?

How to address and employ a youngster?

How to motivate and support a youngster?

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«Thinking about educating workplace tutors is the most serious and most progressive way of thinking about vocational education in general.»

A significant and central role

Professional, expert, teacher, training consultant, example and also employee

To turn from the manager to *the accompanying person* and *supporters* process

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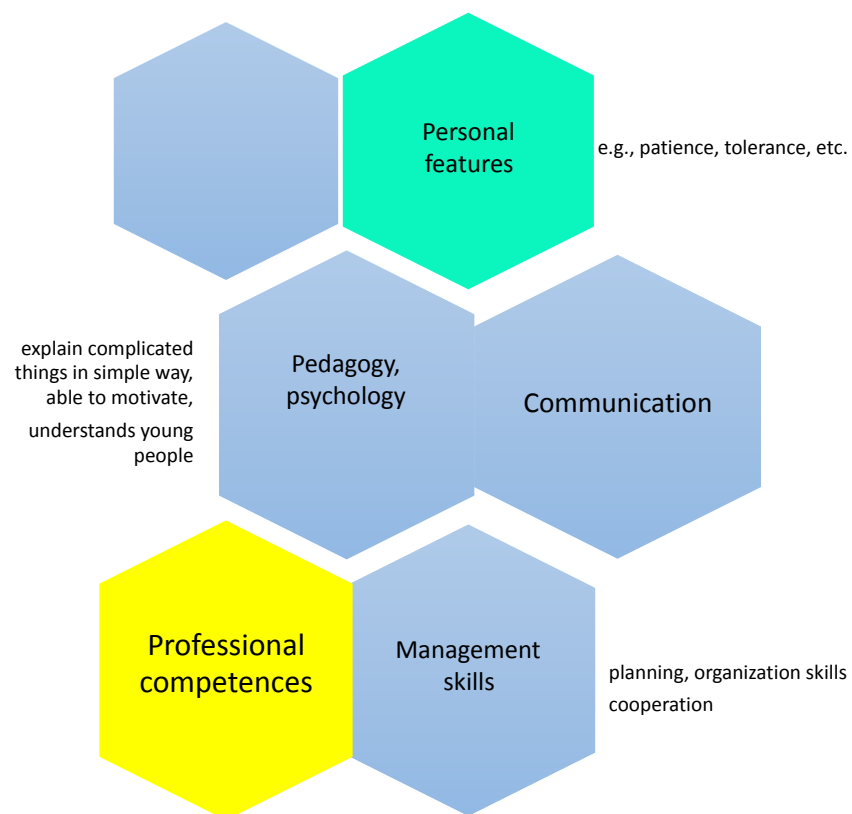
Summary of Skills and Competences from TTT4WBL Needs Analysis

<i>Listed skills, knowledge competences</i>	
<p>LV+EE+LT</p> <ol style="list-style-type: none"> 1. Understands (is aware of) WBL as part of VET system, is familiar with laws and regulations related to WBL; 2. Knows how to plan and implement WBL at his/her workplace; 3. Is able to use different training methods; 4. Knows how/is able to use individual approach with relation to trainee; 5. Cooperation skills (for collaboration between School and Company)); 6. Is able to assess WBL performance; 7. Is familiar with the basic principles of pedagogy, psychological features of young people; 8. Knows/is able to provide feedback in learning/training process; 9. Is able to resolve problems and conflict situations; 10. Prot motivēt audzēkņus; 11. Is aware of cultural features and differences; 12. Is capable of providing career guidance; <p>+</p> <ol style="list-style-type: none"> 13. LT: Awareness of skills and competences necessary for his/her own job and workplace; <p>Ability to link curriculum with skills in the workplace; Awareness of the sector and sectoral developments; ability to develop this awareness in young people; Is familiar with the qualification system</p> <p>EE: masters in their sector/job;</p> <ol style="list-style-type: none"> 14. LT: is familiar and able to work with WBL documentation; 15. LT: oriented towards professional development in one's job and personal growth; <p>EE: a life-long learner</p> <ol style="list-style-type: none"> 16. EE, LT: Communication skills + EE: good listening skills; 17. EE: good IT skills; 	<p>Would like to structure them: Knowledge Skills Competences</p> <p>“Communication skills”, “ability to provide career guidance”, “familiar with basic pedagogical principles” etc., require elaboration</p>

Researcher's questionnaires – listed skills on the basis “Before-During-After”

WBL Tutors' Competence mapping in WNL Tutor training groups

We get 4-5 groups of competences



Why WBL Tutors are so important?

Labour market, economy

Qualified
labour
force

Economic
growth

Education system

Quality of
VET

Quality of
WBL

WBL tutors

Awareness and
commitment

Pedagogical skills
Cooperation skills

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Hairdresser Olga, Part 3

After some time I decide to visit Olga's tutor at VET school and find out about Olga's background.

Olga comes from a well-to-do family, owners of some small business. Olga's parents have tried to persuade Olga that she should go to hairdresser's school, and after she graduates they plan to buy a hairdressers' shop for her.

Olga was not very enthusiastic, she had thought – Ok, she will obey her mother, spend 1-2 years at this hairdresser's school, because she does not have her own plans, but then she will do something else.

Olga's VET school tutor did not let her leave after the 1st and 2nd year. She kept persuading Olga that she should finish hairdresser's school.

I asked: why do you press her?

She said: At the very beginning I noticed that Olga is very good with her hands, she can develop into a very good hairdresser. She would be the right person for hairdresser's work.

Partners in WBL: How company “IMiga” started cooperation with Aizkraule VET school.

Company director and school WBL coordinator are proud of their WBL program.

Ātrās ēdināšanas uzņēmums SIA IMiga, (Aizkrauklē 2 struktūrvienības) dibināts 2009.gadā.

Pirmajos darbības gados neņēmām praktikantus, tas bija saistīts ar nezināšanu, sava veida bailēm par atbildību, turklāt nebija piemērota un profesionāla darbu vadītāja.

Uzņēmumam attīstoties, saskārāmies ar profesionāli izglītotu darbinieku trūkumu. Šis laiks sakrita ar laiku, kad mūs ļoti konkrēti un pārliecinoši uzrunāja Aizkraukles Profesionālā vidusskola. Mūsu uzņēmuma tālākā attīstība ievirzījās uz sadarbību ar šo skolu, kur skolojas jaunie pavāri, ēdināšanas speciālisti un klientu apkalpošanas speciālisti. Šos audzēkņus uzņemam savā uzņēmumā, lai realizētu prakses programmas. Skolojam jaunos darbiniekus gan sev, gan kopumā ēdināšanas nozarei.

Tīri praktiski: Ar Veltu Narkevicu telefoniski vienojāmies par tikšanos mūsu uzņēmumā. Sarunas ievads no skolas puses- cik ļoti nepieciešama laba prakses vieta audzēkņiem, lai spētu pilnvērtīgi apgūt izvēlēto profesiju. Tālākais solis: skolas pārstāvi iepazīstinu ar mūsu virtuvi - aprīkojumu, darba organizāciju, ražošanas procesiem. Izrunājam, kā mūsu uzņēmuma ražošanas procesos varam integrēt praktikantus un ko šie izglītojamie pie mums var apgūt! Un kā mēģināsim viņus motivēt aktīvi darboties prakses vietā.

Lai prakses kļūtu vēl pilnvērtīgākas un kvalitatīvākas, uzņēmums noslēdza trīspusējo sadarbības līgumu ar LDDK un Aizkraukles Profesionālo vidusskolu. Gribru piebilst, ka šī bija skolas iniciatīva, kuru mēs atbalstījām.

Aizkraukles profesionālā vsk. paveic visus sagatavošanas darbus (dokumentāciju u.c.) Pie mums atnāk praktikanti ar gatavu dokumentāciju un trīspusējiem līgumiem, kurus noslēdzam pirms audzēknis uzsāk darbu pie mums. Ir izstrādāti individuālie darba plāni, bet dialoga rezultātā, tos labojam un pielāgojam mūsu uzņēmuma iespējām.

Labas sadarbības rezultātā esmu uzaicināta darboties Aizkraukles profesionālās vidusskolas konventa padomē, kura tiek sasaukta vairākas reizes gadā, lai kopīgi ar skolu, uzņēmējiem un pašvaldību risinātu skolai aktuālos jautājumus.

Aicinu uzņēmējus, kuru uzņēmumi atbilst programmas īstenošanai, būt atsaucīgākiem un sociāli atbildīgākiem pret mūsu skolām, jauniešiem un sabiedrību kopumā, lai kopīgi veidotu mūsu valsts nākotni!

SIA IMiga valdes priekšsēdētāja Ingūna Grandāne (pa labi) un Aizkraukles profesionālās vsk. direktora vietniece Velta Narkevica

4. Conclusion 30 min

1. Introduction and getting to know each other
2. Work based learning, legislation, the suitability of enterprise and the roles and tasks of the parties involved
3. Stages of work based learning
 - 3.1 Planning of work based learning
 - 3.2 Implementation of work based learning
 - 3.3 Conclusion of work based learning
4. Conclusion of workshop

What were my expectations? What did I get?

Thank you!

Contact:
Vita.Zunda@balticbright.lv



Fakts, ka es varu iesēt sēklu un tā kļūst par ziedu, mazliet padalīties ar zināšanām un tās kļūst par citu zināšanām, uzsmaidīt kādam un saņemt smaidu atpakaļ, tas man nozīmē nepārtrauktu garīgu vingrināšanos.

— Leo Baskalia

Vita Žunda. WBL Tutor Training

**Thank each of you for your performance
during the workshop!**

Good luck to you!

**Diāna Krastiņa
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dianakrastina@yahoo.de**

