

Training Program

“Individual Learning Plan (ILP) for Work-based Learning (WBL)”

Introduction

1.1 Aims of the training programme:

- Preparing VET tutors and workplace tutors understanding the individual learning plan as a base for planning and performing WBL: training agreement / apprenticeships;
- Improving cooperation and communication between VET teachers and enterprise/organization tutors in assessment and validation of WBL: training agreement / apprenticeships;
- Improving pedagogical skills and understanding the themes of multiculturalism and special support of WBL tutors in supporting VET trainees during WBL: training agreement / apprenticeships.

1.2 Target groups:

- VET tutors organizing, assessing and supervising WBL: training agreements / apprenticeships;
- Workplace tutors supervising/supporting WBL: training agreements / apprenticeships;
- Coordinators of WBL: training agreements, apprenticeships at VET schools, workplaces;
- Trainers of WBL tutors.

1.3 Training methodology:

- Training program requires the format of a **practical interactive workshop and lectures**;
- Training should be led by a tandem of 2-3 trainers to ensure dynamic process with immediate feedback;
- **Participation of both sides: VET tutors and workplace tutors** involved in organization of mobilities so that it is possible to establish VET-enterprise pairs for discussion and pair work;
- Pairs of VET and workplace tutors work together in many tasks to establish the tradition of cooperation;
- Much reliance on **peer learning**: participants sharing experiences about the approaches and models used in their countries and organizations;
- **Practical tasks** involve real or fictitious WBL cases which have to be prepared by participants in pair/tandem work (VET school +enterprise); The main focus of tandem work is to agree on learning outcomes between school and workplace and to agree on assessment approaches and criteria.
- The issue of assessment and validation is discussed in the broader context of acts of vocational education and implementation of WBL.
- **Training methods** include brief presentations, discussions, brainstorming, group work, pair/tandem work, independent and individual work, case studies, simulations, demonstration, observation.
- Training program may cover **between 15 and 20 hours**.

1.4 Learning outcomes to be achieved:

Knowledge

- Understanding the concept and principles of individual learning plan, agreements, national requirements and VET;
- Awareness of the main steps in organization and implementation of WBL, apprenticeships, training agreement and especially – in organizing assessment and validation at the companies / workplaces.
- Awareness and understanding of the roles and tasks of each actor involved (VET education provider and VET teacher, enterprise/organization and workplace tutor, VET student);
- Awareness of the importance of cooperation and communication of VET education provider and enterprise in designing learning plan for WBL, as well as in assessment of competences of VET trainees;
- Awareness of multicultural and special support themes in WBL
- Awareness of approaches and models used in assessment and validation by other organizations and other countries

Skills

- Skills of preparing and filling documentation related to WBL;
- Skills in explaining and presenting assessment criteria and approaches;
- Cooperation skills to negotiate between VET education provider and enterprise / organization in designing learning agreement, assessment approaches and criteria, follow-up, assessment and validation of learning outcomes (competences);
- Communication skills and common vocabulary to maintain cooperation throughout all stages of WBL process;
- Pedagogical skills to provide support and feedback for VET trainee throughout WBL process.