Training Program

Learning Outcomes Based Approach in Assessment and Validation of Work Based Learning (WBL) and Apprenticeshipps

INTRODUCTION

1.1 Aims of the training programme:

- Preparing VET tutors and workplace tutors for using learning-outcomes based approach in WBL, mobilities, apprenticeships;
- Improving cooperation and communication between VET tutors and enterprise tutors in assessment and validation of WBL, mobilities, apprenticeships;
- Improving pedagogical skills of WBL tutors in supporting VET trainees during WBL, mobilities, apprenticeships.

1.2 Target groups:

- VET tutors organizing and supervising WBL, mobilities, apprenticeships;
- Workplace tutors supervising/supporting WBL, mobilities, apprenticeships;
- Coordinators of WBL, mobilities, apprenticeships at VET schools, workplaces;
- Representatives of intermediary organizations.

1.2 Training methodology:

- Training program requires the format of a **practical interactive workshop**;
- Training should be lead by a tandem of 2 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;

- 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 WBL/mobility cases which have to be prepared by participants in pair/tandem work (VET school +enterprise); The main forcus 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 organization and implementation of WBL, mobilities, apprenticeships;
- **Training methods** include brief presentations, discussions, brainstorming, group work, pair/tandem work, independent and individual work, case studies, simulations, demonstration, observation. The tandems of "VET tutor + workplace tutor" were allocated time for independent work in tandem (team of 2) and were required to deliver and present results of their team-work;
- Training program may cover **between 32 and 40 hours**;
- Description of the Training program contains **links to Open Education Resources (OER)** focussed on using learning outcomes based approach and ECVET in work-based learning.

1.3 Learning outcomes to be achieved:

Knowledge

- Understanding the concept and principles of learning-outcomes based approach;
- Awareness of the main steps in organization and implementation of WBL, apprenticeships, mobilities, and especially – in organizing assessment and validation;
- Awareness and understanding of the roles and tasks of each actor involved (VET school and VET tutor, enterprise and workplace tutor, VET student);
- Awareness of the importance of cooperation and communication of VET and enterprise in designing learning plan, in assessment of competences of VET trainees;
- Awareness of approaches and models used in assessment and validation by other organizations and other countries

Skills

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

ECVET-Enterprise

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40 HOUR TRAINING PROGRAM

Approximate time frame[i]	Topics	Learning Outcomes	Methods, materials, notes, link to OER
Day 1 30 minutes	**1.1 Introduction.** Welcome. Practical information, Q&A. Agenda. Aims of the training program and workshop. Main terminology to be used.	Understanding the aims of training program and workshop	
1 hour	**1.2 Getting to know each other.** Organizations, participants and trainers. Finding my pair/partner (VET+enterprise who are partners in mobilities)	Awareness of everyone's background and experience. Seeing potential for peer learning	PPT slide: 3 questions Pairs
2 hours	**1.3 Common understanding of ECVET principles and learning outcomes based approach.** Qualification frameworks, sectoral skills needs, occupational standards; designing VET curricula. What are LO (learning outcomes). Design of LO, dividing tasks into units. Building trust	Understanding ECVET principles and LO-based approach. Knowledge and understanding of how to formulate Los	Presentation, Discussion OER: https://ec.europa.eu/ploteus/search/site?f%5B0%5D=im_field_entity_type%3A97 Introduction to ECVET and mobility http://www.ecvet-toolkit.eu/introduction/introduction-ecvet-and-mobility
1 hour 30 minutes	**1.4 Working with units of LO in mobilities (WBL, apprenticeships). Assessment of LO.** Practical task: brainstorm LO units for 1 profession/job (e.g., house-keeper).	Practical skills in formulating LOs, dividing LOs into units	Hand-outs: LO worksheet Post-it; flipchart Group work, brainstorming, discussion OER: Geographical mobility ECVET guide http://www.anpcdefp.ro/userfiles/6_ECVET_USER_GUIDE_MOBILITY.pdf

Approximate time frame[i]	Topics	Learning Outcomes	Methods, materials, notes, link to OER
Day 2 1 hour 30 minutes	**2.1 Implementation of mobility/apprenticeship.** Which steps are necessary to implement a mobility – to send and to receive a trainee or apprentice from another country? **2.2 Participants experience of working with mobilities, WBL, apprenticeships.** Experience of cooperation between VET and enterprise, experience of assessment and validation.	Knowledge of the key steps in organization of mobility. Awareness of experience in other organizations and countries	Group work, brainstorming and presenting Sharing individual and organization experiences, peer learning
2 hours 30 minutes	**2.3 National contexts of WBL and apprenticeships.** Each country gives short overview. Concepts of WBL and apprenticeship. Differences In case of national training: overview of existing WBL/apprenticeship models; models of cooperation with enterprises **2.4 Three stages of apprenticeship/WBL process.** Before, during, after; Main actors (VET student, VET tutor/school, workplace tutor) and their roles. Cooperation and communication. **2.5 Match-making, establishing partnerships.** Which company is adequate. Simulation task (VET school – enterprise). Communication between VET school and enterprise.	Awareness of different models and differences within and among EU countries Awareness of the stages in implementation of mobility and main tasks of each actor; Awareness of the main requirements for the enterprise; Ability to plan mobility/WBL tasks Communication skills: skills for negotiating between VET and enterprise	PPT 1-2 slides; Brainstorming and sharing experience. Peer learning. PPT, 1-2 slides; Example; Empty template 3x3, group work to fill in template. PPT slides. Simulation: 2 or 3 in groups; Feedback, discussion. OER: WBL in Europe http://ec.europa.eu/dgs/education_culture/repository/education/policy/vocational-policy/doc/alliance/work-based-learning-in-europe_en.pdf WBL – national contexts Latvia http://www.cedefop.europa.eu/en/news-and-press/news/latvia-establishing-legal-framework-work-based-learning

Approximate time frame[i]	Topics	Learning Outcomes	Methods, materials, notes, link to OER
			Finland http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/apprenticeship-type-schemes-and-structured-work-based-18 https://files.eric.ed.gov/fulltext/EJ808778.pdf Estonia http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/apprenticeship-type-schemes-and-structured-work-based-19 Germany http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/apprenticeship-type-schemes-and-structured-work-based-16 Preparing, building partnerships and three stages: Key action lists and chekc lists Preparing ECVET http://www.ecvet-toolkit.eu/ecvet-toolkit/preparing-ecvet Building partnerships http://www.ecvet-toolkit.eu/ecvet-toolkit/building-ecvet-mobility-partnerships

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			Before http://www.ecvet-toolkit.eu/ecvet-toolkit/mobility
			During http://www.ecvet-toolkit.eu/ecvet-toolkit/during-mobility
			After http://www.ecvet-toolkit.eu/ecvet-toolkit/after-mobility
			Match making
			Involved sides:
			Host company: Ch 5.5 http://www.q-placements.eu/pdf/results/ENGLISH/q-placements_handbook.pdf
			IVET school 5. 2 http://www.q-placements.eu/pdf/results/ENGLISH/q-placements_handbook.pdf
			Students profile 5. 1 http://www.q-placements.eu/pdf/results/ENGLISH/q-placements_handbook.pdf

Approximate time frame[i]	Topics	Learning Outcomes	Methods, materials, notes, link to OER
1 hour 30 minutes	**2.6 Assessment and validation process: 3 stages** Tasks related to validation and assessment: VET tutor, workplace tutor. **2.7 WBL curriculum. Individual approach.** Individual learning plan. Professional competences; social competences. Case study 1.	Awareness of the tasks related to assessment; Understanding the need for individual approach and individual plan in WBL; Distinguishing between different types of competences	PPT 1 slide Examples, Empty template: 3 stages Brainstorm in groups, PPT 1-2 slides Case 1 descript. (Florists) OER: http://www.ecvet-toolkit.eu/ecvet-toolkit/discuss-assessment http://www.ecvet-toolkit.eu/ecvet-toolkit/clarify-validation-and-recognition
1 hour 30 minutes	**2.8 Documentation for mobilities and WBL: overview.** Experience of partner countries, EU examples, best practices.	Knowledge of types of documents to be used for defining of LO and assessment approaches	Templates and examples prepared by the trainer Examples of participants, Peer learning OER: Documentation for mobilities MoU http://www.ecvet-toolkit.eu/ecvet-toolkit/prepare-memorandum-understanding Learning Agreement http://www.ecvet-toolkit.eu/ecvet-toolkit/sign-learning-agreement Learning outcomes http://www.ecvet-toolkit.eu/introduction/ecvet-and-learning-outcomes

Approximate time frame[i]	Topics	Learning Outcomes	Methods, materials, notes, link to OER
Day 3 2 hours	**Stage 1. Before the apprenticeship: planning and preparation** **3.1 What are tasks of 3 actors in preparation and planning?** Pairs of participants (VET and enterprise) discussing and laying out tasks for their preparation stage. **3.2 Communication among 3 actors during preparation stage.** Simulation task, preparation for WBL (VET tutor – student).	Awareness of the tasks and steps in preparation stage; ability to prepare checklists. Cooperation skills. Communication skills, interviewing skills to support aims of WBL.	PPT slides, Template 3 actors; brainstorming. Agree on a list (3 actors). Working in pairs/tandems, Q&A, feedbacks. Brief presentations, feedbacks. Simulation/role play.
2 hours 30 minutes	**3.3 Reaching agreement about the learning plan.** Pairs of VET and Enterprise working together to prepare the details of the agreement; What will be the learning plan? How will learning be organized? Preparing documentation. Learning agreement.	Cooperation and communication skills: skills of negotiating agreement between VET and enterprise; understanding structure of documentation for mobilities	Trainer: Examples of documents. Participants: info about the students to be involved; the curricula for specific WBL periods.
2 hours	**3.4. Practical tasks for preparation stage.** Pairs of WBL tutors working on units of learning outcomes. Decision-making on assessment methods, criteria, documents to be used in VET mobilities (C2) Presenting examples from related fields. Simulation task (Workplace tutor – student).	Communication skills: Skills of VET and workplace tutors in negotiating and formulating learning outcomes Cooperation skills	Templates, examples of documents; Participants sharing examples of LO; Discussion Simulation/role play
Day 4 1 hour	**Stage 2. During WBL/apprenticeship** **4.1 Roles and responsibilities of parties involved.** Providing Feedback. Communication. Case study 2 (Welder)	Communication skills, pedagogical skills in supporting and assessment of learning, skills of feedback through dialogue	PPT, Case 2 description, discussion

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1 hour	**4.2 Assessment of learning and assessment of competences.** Demonstration. **4.3 Practical tasks.** Simulation	Awareness of the required competences for WBL tutor; Feedback skills;	PPT, brainstorming, discussion. Simulation/role play.
1 hour	**Stage 3. After WBL/Apprenticeship.** **4.4 Steps to be taken.** What needs to be prepared? Checking documentation. **4.5 Communication among 3 actors for assessment and Validation/recognition.** What it will be like in EE, LV, FI? Case study 3 (Feedback Matters)	Awareness of the tasks of each actor after WBL; Awareness of the practices used in other countries	PPT 2 slides Discussion Pairs of participants work on their cases. Case 3 description.
1 hour 30 minutes	**4.6 Practical Tasks.** Pairs of participants finalizing documentation necessary for Stage 3, Assessment and Validation. Simulation task.	Skills and ability to prepare assessment and evaluation tools	Working in pairs. Templates, examples of documents Simulation/role play.
2 hours	**4.7 Consolidating the workshop results.** Pairs of participants preparing presentation of their plans covering 3 stage of apprenticeship process.	Cooperation skills: skills to jointly (VET+enterpr.) formulate mobility plans and assessment approaches	Independent work in pairs.
Day 5 3 hours	**5.1 Presentations by pairs of participants of their Mobility plans, assessment strategies and tools.** Joint presentations by VET+enterprise pairs. Agreements on learning outcomes, documentation prepared, agreements on next steps.	Cooperation skills: Ability to present joint approaches in assessment of WBL. Awareness of approaches of other participants	15 minutes per pair (10 minutes presentation; 5 minutes feedbacks. Discussion

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30 minutes	**5.2 WBL glossary developed during the workshop.** Throughout the workshop 1-2 participants have been responsible for collecting and listing the words, terms, expressions used during workshop with relation to WBL, apprenticeships, mobilities, and which were not clear to all participants. They were explained and included in the glossary. During this activity, the participants review the glossary.	Understanding terms or specific language used in WBL and mobilities; Ability to communicate with international partners about the process of mobilities and the process of assessment.	Print-outs of glossary; Finalizing glossary, clarifying some words/terms used during the workshop
1 hour	**5.3 Mapping competences of workplace tutor.** What is the ideal tutor? What learning, what support is needed **5.4 Open education resources.** OER to support WBL tutors: what is available and what should be provided.	Awareness of available resources and tools to support organization and assessment of WBL	Internet sites, links, tools. Printed examples. Discussion
30 minutes	**5.5 Finalizing the workshop.** Evaluation of workshop. Awarding certificates.		Evaluation sheets. Certificates

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[i] The timing is indicated in astronomical hours (1 hour=60 minutes). 30 astronomical hours correspond to 40 academic hours (45 minutes).