

## **Training Program**

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

#### **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 estavlish 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;
- 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 work, independent and individual work, case studies, simulations, demonstration, observation.

##### 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.