

5-Day Training Program “Learning Outcomes Based Approach in Assessment and Validation of WBL and Apprenticeships”

<i>Time frame</i>	<i>Topics</i>	<i>Learning Outcomes</i>	<i>Moderator trainer</i>	<i>Methods, materials, notes</i>
Day 1				
14.00 – 14.30	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	Organizer or host 2 trainers	
14.30 – 15.15	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	Trainer 1 Trainer 2	PPT slide: 3 questions Pairs
<i>15.15 – 15.30</i>	<i>Coffee break</i>			
15.30 – 16.30	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 formulating LOs	National ECVET expert	Presentation, Discussion
16.30 – 17.30	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	National ECVET expert or trainers	Hand-outs: LO worksheet Post-it; flipchart Group work, brainstorming, discussion
Day 2				
9.00 – 10.30	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	Trainer 1 Trainer 2	Group work, brainstorming and presenting Sharing individual and organization experiences, peer learning

<i>10.30 – 10.45</i>	<i>Coffee break</i>			
10.45 – 13.00	<p>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</p> <p>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.</p> <p>2.5 Match-making, establishing partnerships; which company is adequate; Simulation task (VET school – enterprise); Communication between VET school and enterprise;</p>	<p>Awareness of different models and differences within and among EU countries</p> <p>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</p> <p>Communication skills: skills for negotiating between VET and enterprise</p>	Trainer 1, Trainer 2	<p>PPT 1-2 slides; Brainstorming and sharing experience Peer learning</p> <p>PPT, 1-2 slides; Example; Empty template 3x3, group work to fill in template PPT slides Simulation: 2 or 3 in groups; Feedback, discussion</p>
<i>13.00 – 14.00</i>	<i>Lunch</i>			
14.15 – 15.30	<p>2.6 Assessment and validation process: 3 stages Tasks related to validation and assessment: VET tutor, workplace tutor;</p> <p>2.7 WBL curriculum. Individual approach. Individual learning plan; Professional competences; social competences Case study 1.</p>	<p>Awareness of the tasks related to assessment;</p> <p>Understanding the need for individual approach and individual plan in WBL; Distinguishing between different types of competences</p>	Trainer 1 Trainer 2	<p>PPT 1 slide Examples, Empty template: 3 stages</p> <p>Brainstorm in groups, PPT 1-2 slides Case 1 descript. (Florists)</p>
<i>15.30 – 15.45</i>	<i>Coffee break</i>			
From 15.45	<p>2.8 Documentation for mobilities and WBL: overview. Experience of partner countries, EU examples, best practices.</p>	<p>Knowledge of types of documents to be used for defining of LO and assessment approaches</p>	Trainer 1 or 2	<p>Templates and examples prepared by the trainer Examples of participants, Peer learning</p>
Day 3				
9.30 – 11.30	<p>Stage 1. Before the apprenticeship: planning and preparation 3.1 What are tasks of 3 actors in preparation and planning?</p>	<p>Awareness of the tasks and steps in preparation stage; ability to prepare checklists;</p>		<p>PPT slides, Template 3 actors; brainstorming Agree on a list (3 actors) Working in pairs,</p>

	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)	Cooperation skills Communication skills, interviewing skills to support aims of WBL		Q&A, feedbacks; Brief presentations, feedbacks Simulation/role play
<i>11.30 – 11.45</i>	<i>Coffee break</i>			
11.45 – 13.00	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 1 or 2	Trainer: Examples of documents Participants: info about the students to be involved; the curricula for specific WBL periods
<i>13.00 -14.00</i>	<i>Lunch</i>			
14.00 – 16.00	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	Trainer 1 Trainer 2	Templates, examples of documents; Participants sharing examples of LO; Discussion Simulation/role play
18.00	Social evening.			Venue: ...
Day 4				
9.45 – 10.45	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	Trainer 1, Trainer 2	PPT, Case 2 description, discussion
10.45 – 11.00	<i>Coffee break</i>			
11.00 – 12.00	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;	Trainer 1/2	PPT, brainstorming, discussion; Simulation/role play
11.30 -12.30	Stage 3. After WBL/Apprenticeship	Awareness of the tasks of	Trainer 1	PPT 2 slides

	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)	each actor after WBL; Awareness of the practices used in other countries	Trainer 2	Discussion Pairs of participants work on their cases; Case 3 description
12.30 – 13.00	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	Trainer 1 Trainer 2	Working in pairs Templates, examples of documents Simulation/role play
13.00 – 14.00	<i>Lunch</i>			
14.00 – 16.00	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	Trainer 1 Trainer 2	Independent work in pairs
Day 5				
9.00 – 11.30	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	Trainer 1 Trainer 2	15 minutes per pair (10 minutes presentation; 5 minutes feedbacks; Discussion
11.30 – 12.00	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.	Knowledge of terminology used in WBL and mobilities; Ability to communicate with international partners	Participants	Print-outs of glossary; Finalizing glossary, clarifying some words/terms used during the workshop
	<i>Coffee break (in between presentations)</i>			
11.20 – 12.00	5.3 Mapping competences of workplace tutor What learning, what support is needed 5.4 Open education resources; What is available and what should be provided; Participants advice on O1, O3; Questionnaire about O1	Awareness of available resources and tools to support organization and assessment of WBL	Trainer 1/2	Internet sites, links, tools; Printed examples; Discussion
12.30 – 13.00	5.5 Finalizing the workshop: Evaluation of workshop. Awarding certificates.		Host, organizer	Evaluation sheets; Certificates
13.00 – 14.00	<i>Lunch</i>			