

# TRAINING PROGRAMME "Individual Approach and Individual Learning Plan in WBL"



<b>Day 1 Theme: Individual Learning Plan and Learning Pathways</b>			
<i>Appr. time frame</i>	<i>Topics</i>	<i>Learning outcomes</i>	<i>Methods, materials, notes, link to OER</i>
1 h	<b>Welcome and Objectives</b> 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 h	<b>Getting to know each other:</b> participants and trainers Ice-breaking: Bingo  Finding my pair/partner (VET+enterprise who are partners in pair-works)	Awareness of everyone's background and experience; Seeing potential for peer learning	Bingo for all the participants
1 h	<b>Education System and Vocational Education and Training</b> Finding out where VET stands in the Education System What are the key elements on VET? (pair-work)	Understanding the concept of education systems and vocational education in it	<a href="https://www.oph.fi/en/education-system/finnish-vocational-education-and-training">https://www.oph.fi/en/education-system/finnish-vocational-education-and-training</a>  Finnish Education System.pdf
2,5 h	<b>Planning and implementation of work-based learning</b> Why and what is Individual Learning Plan? Personal paths and personal competence development plan (PCDP), roles of the VET participants (teachers, student, workplace), RPL What kind of benefits are in WBL and RPL (recognition of prior learning)?	Understanding the concept and principles of individual learning plan; 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)	Vocabulary-cards (Winnova) Work-based learning (training and apprentice).pdf VET – teachers – ILP – RPL – Learning at Work.pdf
1 h	<b>Jigsaw: WBL in your country</b> Each country makes list of their WBL: Concepts of WBL and apprenticeship; differences Then sharing the knowledge through jigsaw method	Awareness of approaches and models used in assessment and validation by other organizations and other countries	Jigsaw How is WBL in your country.pdf

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<b>Day 2 Theme: Individual guidance in workplace learning</b>			
<b>Appr. time frame</b>	<b>Topics</b>	<b>Learning Outcomes</b>	<b>Methods, materials, notes, link to OER</b>
1,5 h	<b>Guidance skills</b> The need for special support: when to give support, what is special support, how special support can be given at workplace - Lecture, gaming	Awareness of special support themes in WBL	Special Education in VET.pdf Kahoot-game online
1,5 h	<b>Guidance skills</b> multicultural guidance: How to discuss cultural differences at workplace? When to react? What has to take care if willing to support multicultural environment? - Discussion and group work	Awareness of multicultural themes in WBL	Multiculturalism.pdf  <a href="https://www.thinking.com/scene/1114513768672395266">https://www.thinking.com/scene/1114513768672395266</a>  Tools: language-aware_teaching_teachers.pdf, language-aware_instruction_wp.pdf
2 h	<b>Guidance in the workplace</b> What are the roles of WBL tutor and teacher? Who does and what? When? Student's role? What should be taken care when establishing the agreement? - pair-work: getting to know the tools	Awareness of the importance of cooperation and communication of VET education provider and enterprise in designing learning plan for WBL; 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);	<b>Tools:</b> teacher's checklist for first workplace visit, WBL check lists for teachers, workplaces, task of the workplace tutor (picture and thinglink: <a href="https://bit.ly/tasks_of_wp_tutor">https://bit.ly/tasks_of_wp_tutor</a> )  ILP4WBL Guidance in the workplace.pdf
1, 5 h	<b>Official paperwork on WBL</b> Training agreement vs. apprenticeship – what's the difference? - introduction and discussion - comparing the official papers in pairs	Awareness of the main steps in organization and implementation of WBL, apprenticeships, training agreement	<b>Material:</b> apprenticeship agreement.pdf, training agreement.pdf



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<b>Day 3 Theme: Individual assessment and Implementation of ILP for WBL</b>			
<b>Appr. time frame</b>	<b>Topics</b>	<b>Learning Outcomes</b>	<b>Methods, materials, notes, link to OER</b>
3 h	<p><b>Assessment</b></p> <p>What is competence demonstration? Who does the assessment? How should it be done? When it's possible to use RPL?</p> <ul style="list-style-type: none"> <li>- pair work: what are important parts of assessing certain study unit/module? what we are looking for when student is demonstrating one's assessment?</li> </ul>	<p>Awareness of the importance of cooperation and communication of VET education provider and enterprise in assessment of competences of VET trainees;</p> <p>Awareness of approaches and models used in assessment and validation by other organizations and other countries</p>	<p>tools: assessment guides for teachers, workplaces and students</p> <p>competence_assessment_09102019.pdf</p> <p>if possible, joining a competence demonstration and assessment (for example tourism, practical nurse...)</p>
1,5 h	<p><b>Iteration of ILP for WBL:</b></p> <p>Reviewing basics: national requirements, agreements and plans, individual paths and financing of VET</p> <ul style="list-style-type: none"> <li>- Discussion + Q &amp; A</li> </ul>	<p>Understanding the concept and principles of individual learning plan, agreements, national requirements and VET;</p>	<p>Concrete ILP, personal paths and national qualification requirements.pdf</p>
2 h	<p><b>Integration and localisation</b> of the learned matters to the partner organisations/regions/countries</p> <ul style="list-style-type: none"> <li>- Implementation of each pair or organisation – what we learned and what we take with us from here</li> <li>- group/pair work: working and presenting plans for developing the theme in own work</li> </ul>	<p>All the knowledge will be used</p>	<p>Workshop 10.10.2019.pdf</p> <p>workshop-taulukko.pdf</p>
0,5 h	<p><b>Summing up the training:</b></p> <p>Feedback: both online and spoken</p> <p>Participant certificates</p>		<p>Questionnaire online</p>

