

## Checklist BEFORE – DURING – AFTER. Responsibilities and Possible Actions of 3 Key Actors.

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	VET School (S), WBL Tutor at School	Trainee (T)	Company/ Workplace (C)WBL Tutor at the workplace
<b>Before WBL</b>	<ul style="list-style-type: none"> <li>Find and visit suitable C-s for WBL;</li> <li>Meeting w. C-s and planning WBL</li> <li>Recommends specific Cs for trainees;</li> <li>Agreement with C and T about individual learning plans,</li> <li>Preparing the process and documentation, explaining to T, explaining assessment, reporting, safety rules, etc.;</li> <li>Agree about communication during WBL</li> <li>Trilateral agreement with T and C</li> </ul>	<ul style="list-style-type: none"> <li>Seeking/choosing WBL workplace</li> <li>Finding information about C</li> <li>Interview – a possibility</li> <li>Review individual learning plan</li> <li>Considering one’s own goals;</li> <li>Health check, if necessary</li> <li>Meeting with Tutor from S to prepare for WBL</li> <li>Trilateral agreement</li> </ul>	<ul style="list-style-type: none"> <li>Meeting, agreement w. S on implementation of WBL;</li> <li>Plan specific WBL periods at C;</li> <li>Appoint WBL tutors within C;</li> <li>Select, interview potential trainees;</li> <li>Agree about individual learning plans,</li> <li>Trilateral agreement;</li> <li>Decisions in C on paying a grant or wage;</li> <li>Preparing work places, tools;</li> <li>Preparing safety instructions, uniforms, etc.;</li> <li>Informing other employees, managers</li> </ul>
<b>During WBL</b>	<ul style="list-style-type: none"> <li>Pedagogical/methodological support for WBL tutor from C</li> <li>Communication with T about implementation of learning plan;</li> <li>Regular communication with C about implementation of learning plan</li> <li>Helps resolve problems, conflicts</li> <li>Supports C in assessment of T performance</li> </ul>	<ul style="list-style-type: none"> <li>Implementing individual learning plan and tasks assigned by WBL tutor;</li> <li>Initiative in learning;</li> <li>Comply with internal regulations and safety rules,</li> <li>Regular communication with WBL tutor at S</li> </ul>	<ul style="list-style-type: none"> <li>Introducing T to workplace and C at lasrge;</li> <li>Monitoring compliance with safety rules;</li> <li>Guiding T through learning process:</li> <li>Assessment of learning and of competences</li> <li>Regular communication with S about progress;</li> <li>Resolving problems, integration of T in workplace</li> </ul>
<b>After WBL</b>	<ul style="list-style-type: none"> <li>Meeting, interview with T about WBL results;</li> <li>Final WBL assessment;</li> <li>Accept/approve of WBL reports;</li> <li>Communication with C about WBL results</li> </ul>	<ul style="list-style-type: none"> <li>Discuss WBL results with S</li> <li>Self-assessment;</li> <li>Ask C to provide a reference;</li> <li>WBL report or presentation;</li> </ul>	<ul style="list-style-type: none"> <li>Final assessment of T, explain, job offer for T?</li> <li>Letter of reference for T;</li> <li>Feedback from T about WBL process and results</li> <li>Communication with S about WBL results;</li> <li>Assess cooperation with S?</li> <li>Assess WBL process at C and workplace tutor’s work.</li> </ul>