

Learning Outcomes Based Approach in Assessment and Validation of WBL and Apprenticeships

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1. 1 Aims of Workshop

- Prepare for Mobilities of VET students to companies
- Cooperation and communication between VET schools and companies

How companies and schools agree on assessment? Common understanding of the whole process; agreement on assessment and validation

- This training program, or some parts together with materials can be used by schools and companies when they prepare to send or receive students on apprenticeships/WBL/on-the-job learning/internships.



1.2 Target groups

Those who prepare and supervise WBL from both sides:

- Workplace (company) tutors
- VET tutors



1. Important words

VET tutors

Workplace tutors

Apprenticeship, work-based learning (WBL), internship,
On-the-job learning

Assessment, evaluation

Validation

1.3 Summarize the day

At the end of each training day:

- What did I learn?
- What did I like?
- What shall I be able to use in my work?

- What seemed too difficult to understand, too long, or unnecessary?



2. Getting to know each other

1. Who I am, what I do

2. My experience with WBL/apprenticeships/on-the-job training

3. Pairs (VET school tutor and enterprise tutor): find your pair/partner



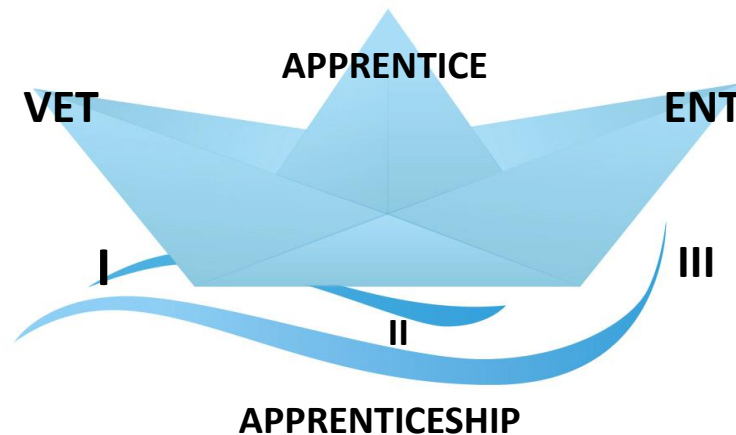
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4. Cooperation, Communication, for Quality of Guidance

3 key actors:

- VET tutor
- Apprentice
- Workplace tutor



3 stages:

- Before
- During
- After



3 stages, 3 actors

	VET Tutor	Workplace tutor	Apprentice (VET student)
Before apprenticeship			
During apprenticeship			
After apprenticeship			



5. A good match?

There is an employer, a comparatively large organization (100 employees) which offers apprenticeship places for 1-2 students each year: office administration. Usually they are from 1 VET school.

This organization could be an ideal partner for apprenticeships: possibilities to answer phone calls, prepare different documents, be involved in organizing different events, communicate with other representatives of the sector.

However, as soon as the apprentice arrives, she is sent to the archive in the basement of the building. Her task for 6 months is to file documents and to arrange files, etc.

Will she cover her curriculum? How will she be assessed?

What is the problem, how can it be solved?



5. Match-making

Simulation task in pairs or groups

Calling a company to arrange an apprenticeship place for the student.

Role 1: VET representative

Role 2: Company representative

Preparation:

VET thinks about

- how to get company interested

- will company be good for apprenticeship/learning

Company thinks about

- why company wants to take the student, what it can offer

- what will be the requirements/demands

Both think: what they need to agree on.

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Agreement between VET school and work place:

- Overall cooperation plan
- Learning Plan (Individual learning plan) based on VET Curriculum: learning outcomes to be achieved
- Main principles and criteria for assessment
Who will assess, when, in what way
Criteria
- Communication and Cooperation throughout the process:
before, during, after
Agree on cooperation - communication procedures in advance!

6. Assessment and validation process

What do we do specifically for assessment and validation at each stage (before, during, after):

- 1) Brainstorming **Empty template of 3 stages**; - 1 for all
Write on small post-its (different colors)
- 2) Compare your lists; Anything missing?

Agreement between VET and Employer: Main points



7 Individual Approach

Brainstorming in groups (big sheets)

How to implement individual approach?

Presenting group work



7. Individual Learning Plan

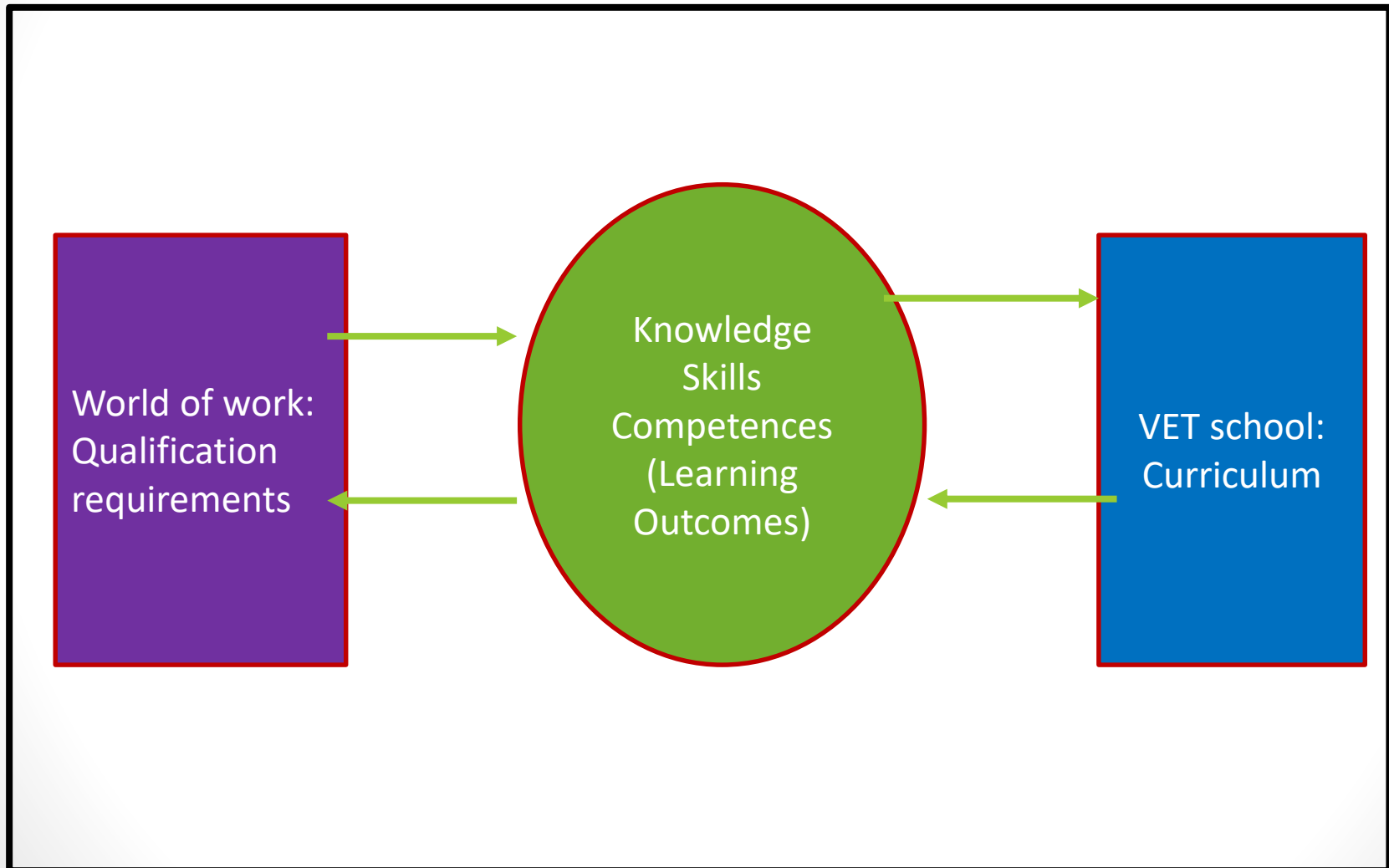
What can be included?

- Professional competences
- Social/personal competences, key competences
-
-
- Specific learning goals of the individual student
- Knowledge/skills specifically offered by the company

How do we arrive at it?



Learning outcomes: Common language



Key competences: (Inter)cultural

How can we take into account intercultural differences?

Examples? Funny stories?

Our countries of Baltic Sea region?

What do we need to know about each other?





Key competences: Entrepreneurship

When a VET student goes on apprenticeship to a company, he/she may be **interested in learning something about entrepreneurship (how to start and run a company)**.

How can we find out about it?

Shall we support it?

How?

Shall we be able to assess and validate?



Key competences: Learning to learn

- Case Study «Flower girls», story of Heidi and Sofia;
- Discuss in pairs – how can you recognize and promote «learning to learn» skills in a regular working situation at your company
- Each pair, please share 1 example



Assessment

Read the following example;
What makes assessment difficult?

3. Situation at a seminar in Latvia

At the workshop there were tutors from 2 VET schools and 3 companies. We started talking about assessment of students in apprenticeships. One very experienced workplace tutor exploded.

Company tutor:

- Now this is something I don't understand! How can we know at the company when to give student «7» or «10»?

School representative:

- How can you not understand?! It is a very simple system: a scale of 10 points: it is very nuanced!

Company tutor continues:

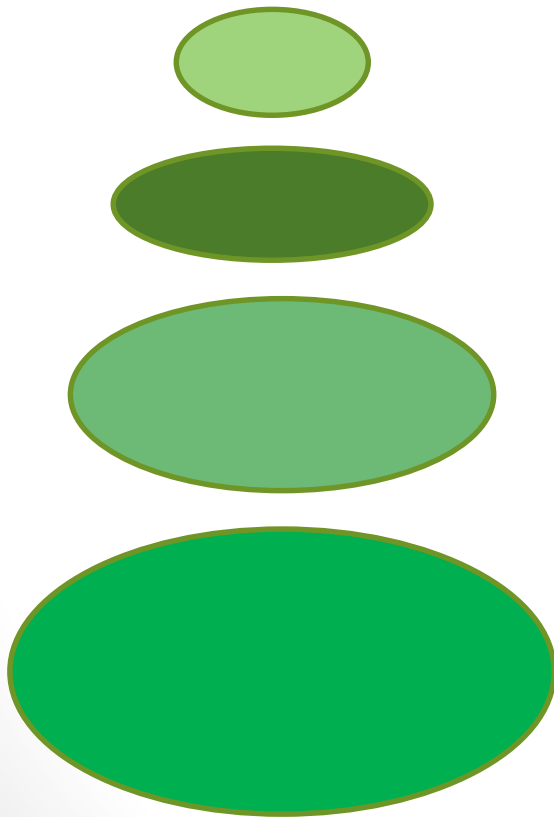
- And the students come begging to me: please give at least at «8» otherwise I don't get the «stipend»! And I feel sorry for them, so give them «8».

What is the problem here? What is the solution?

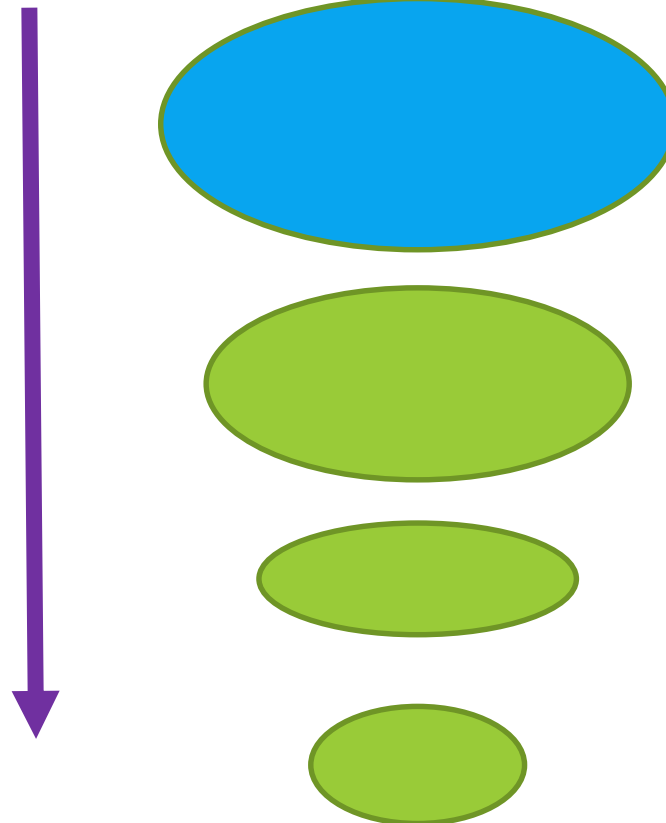


Assessment, not judgement

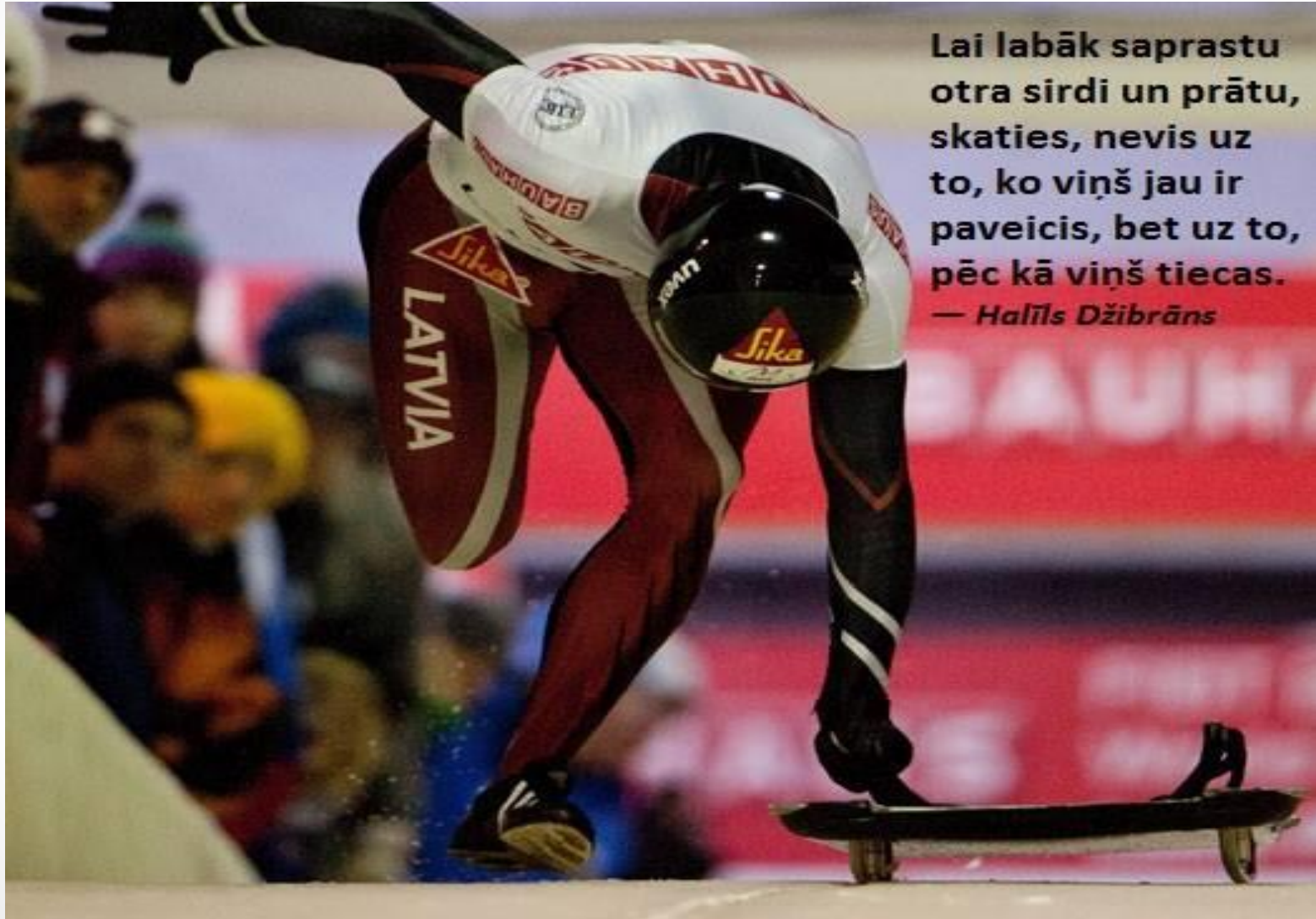
- Apprentice's ability responsibility



Tutor's guidance, responsibility



To understand the heart and mind of another person, do not look only at what he/she has achieved, but look at what this person is aspiring at.



Lai labāk saprastu
otra sirdi un prātu,
skaties, nevis uz
to, ko viņš jau ir
paveicis, bet uz to,
pēc kā viņš tiecas.
— Halīls Džibrāns

3. Competences for assessment

Brainstorm in groups:

What competences for assessment of a student/learner are needed?

- Workplace tutor
- VET school tutor



Competences for Assessment

List of competences (brainstorm)

What is the difference:

- Assessment of learning
- Assessment of competences

Training of workplace tutors + experience

Providing feedback

How can it be done?

Short way?

Verbal: demonstrate examples, encourage

Non-verbal

Long way?

Conversation, dialogue, coaching

Conversation, Dialogue



- **Goal**

Have it in mind, or formulate together

- **Strong (relevant, important) questions**

Open and closed questions

- **Active listening**

Show interest, pick up key points, check interpretation

- **Regular feedback**

Encourage, support, summarize

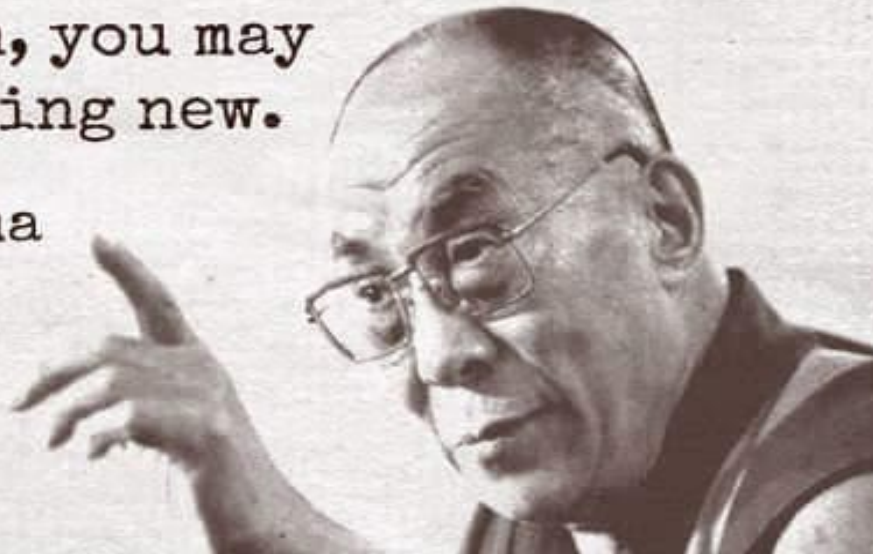
- **Focus on goal: action plan**

What will be the next step, shall we try out

Why ask questions

When you talk, you are only repeating what you already know. But if you listen, you may learn something new.

- Dalai Lama



Body language!

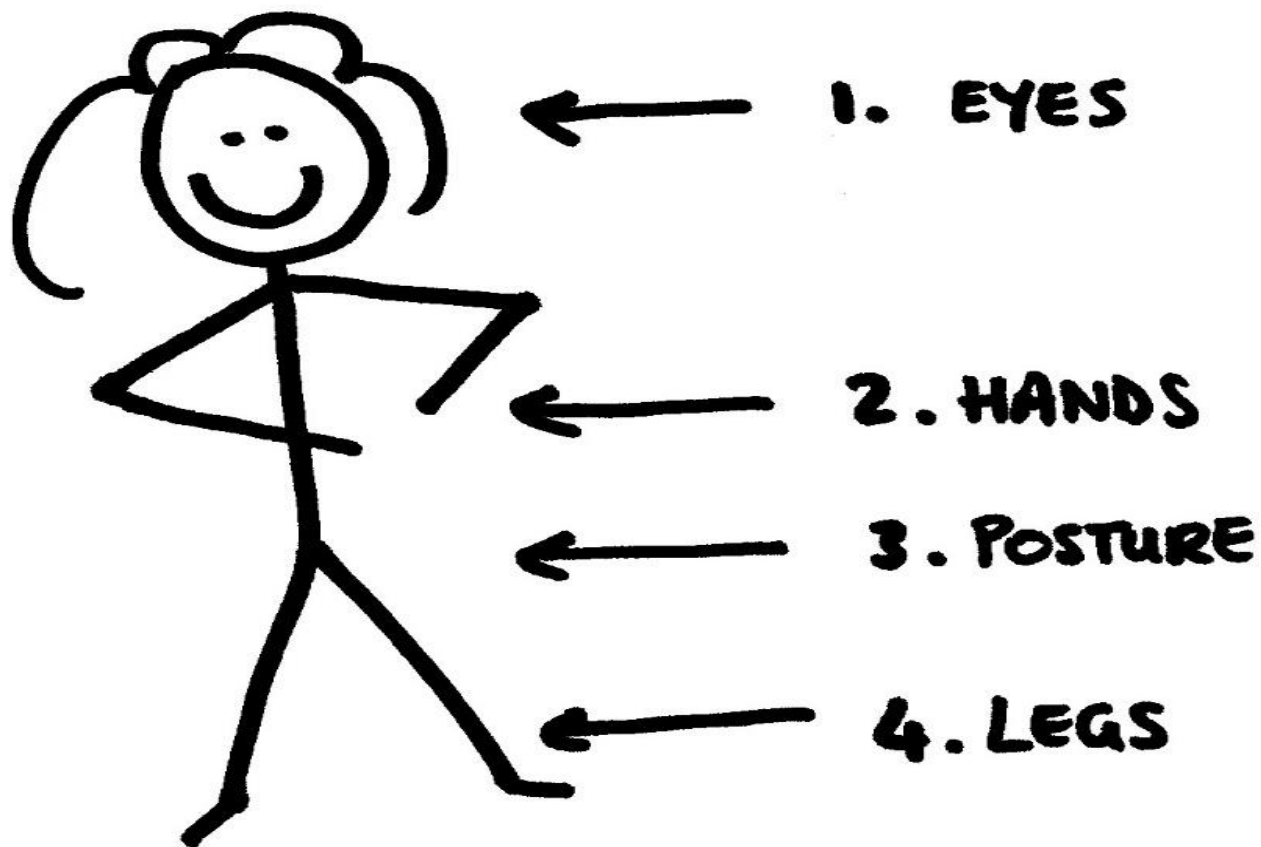
Evaluation



Boredom



Body language



4.5 Feedback during apprenticeship

Task: Simulation of a dialogue

Role 1 Workplace tutor

Role 2 Apprentice (VET student)

There is a problem (attitude, learning problem, performance). Workplace wishes to help.

Preparation : 10 min.

Conversation: 5-8 min.

Comments: 10 min.



4.5 Planning conversation (feedback)

- How to begin?
- Main points/questions
- Possible scenarios/actions
- Agreement on a plan/further action

Olga, Hairdresser, Part 1

May hairdresser is telling me news: we have 4 apprentices at our shop/salon

Vita: *How are they doing?*

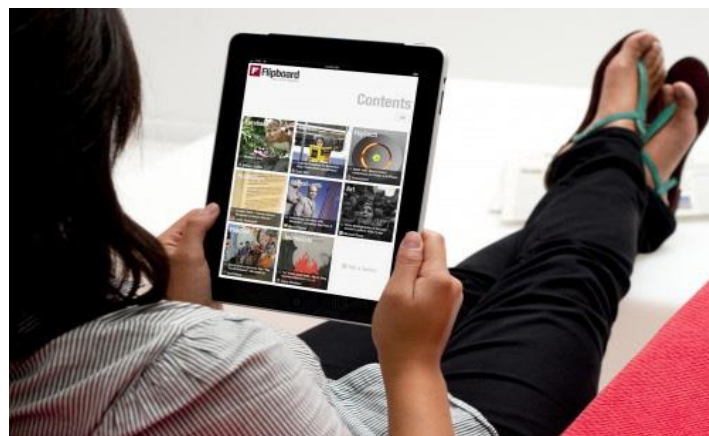
Hairdresser: *Well, quite all right. They have just arrived. But you know – there is this one girl.... She comes in the morning, sits down on the sofa, opens her i-pad, and spends the whole day!*

Vita: *well, but her tutor?*

Hairdresser: *well, probably she will write something nasty at the end.*

Vita: *... but it will be too late! The time here will be wasted!*

Your comments?



4.4 Olga, Hairdresser, part 2.

3rd week of apprenticeship

At my next meeting with my hairdresser I enquire about Olga. It turns out that during the 1st week of apprenticeship Olga's tutor was not at work, she was away on a trip.

Later everybody learned that Olga is an excellent student at school, has very good marks (scores) She herself believes that she has practiced enough, and practicing more during apprenticeship is not so important.

When she was assigned a customer, and had to cut his hair, other hairdressers felt they should interfere and help.

Here, at the hairdresser's shop, she performed what she was assigned, but without too much enthusiasm. Olga says that in the future she will not serve customers. She wants to set up her own hairdresser's shop, and she will be the owner of the hairdresser company

Your comments?

What kind of guidance is necessary? What should workplace tutor do?

Hairdresser Olga, Part 3

After some time I decide to visit Olga's tutor at VET school and find out about Olga's background.

Olga comes from a well-to-do family, owners of some small business. Olga's parents have tried to persuade Olga that she should go to hairdresser's school, and after she graduates they plan to buy a hairdressers' shop for her.

Olga was not very enthusiastic, she had thought – Ok, she will obey her mother, spend 1-2 years at this hairdresser's school, because she does not have her own plans, but then she will do something else.

Olga's VET school tutor did not let her leave after the 1st and 2nd year. She kept persuading Olga that she should finish hairdresser's school.

I asked: why do you press her?

She said: At the very beginning I noticed that Olga is very good with her hands, she can develop into a very good hairdresser. She would be the right person for hairdresser's work.

Thank you!



Fakts, ka es varu iesēt sēklu un tā kļūst par ziedu, mazliet padalīties ar zināšanās un tās kļūst par citu zināšanām, uzsmaidīt kādam un saņemt smaidu atpakaļ, tas man nozīmē nepārtrauktu garīgu vingrināšanos.

— Leo Baskalia