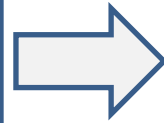
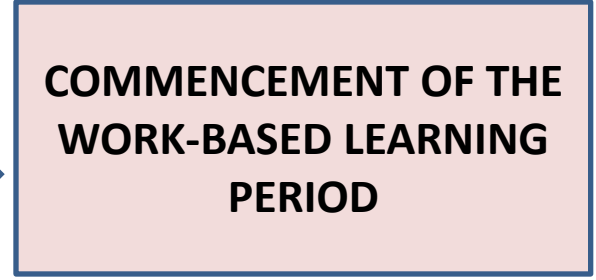
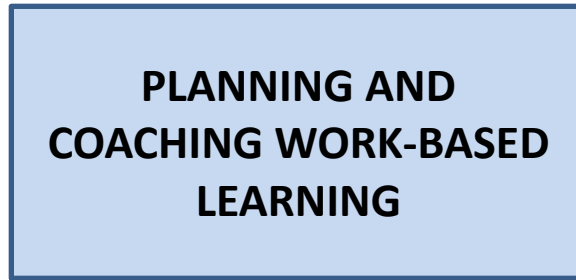


Adapted OER by Margarita Teresevičienė and Egidijus Jaras

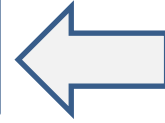
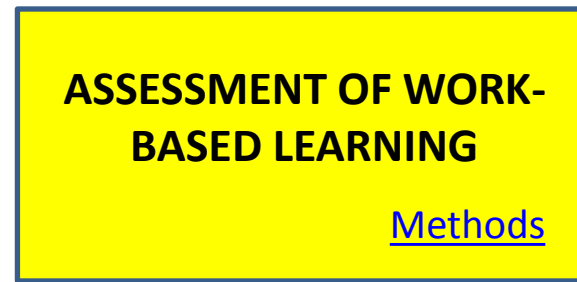
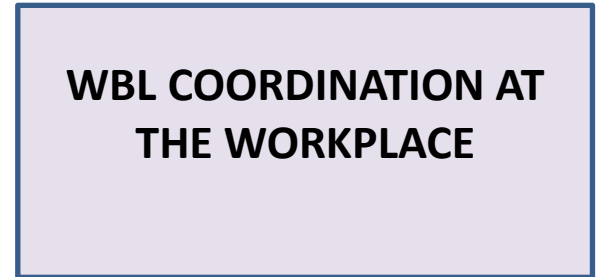


Coordination of goal-based learning



Learning assignments

Cooperation with the workplace instructor



## Workplace analysis

- concepts of work-based learning
- a suitable workplace for the objectives of the curriculum
- a suitable person as a workplace instructor

## Workplace database

- all workplaces are to be fully documented

## Framework agreement

- an agreement with the business/workplace on the training organised in connection with practical work assignments and arrangements for student evaluation in the end of the WBL period

## Workplace instructor training/information

- Ekami has a proprietary model for the training of workplace instructors
- a trained workplace instructor/ a workplace instructor who is familiar with the pedagogical model
- organised/ based on the individual needs of businesses
- realised in a multi-format mode
- multidisciplinary/sector-specific
- the teacher / international project coordinator systematically promotes the training programme
- the teacher / international project coordinator trains workplace instructors / informs the workplace instructor about the pedagogical model

## Personalisation plan

- work-based learning as part of the personal learning plan
- the objective is to obtain the required vocational competence
- the learning plan outlines what will be studied at the educational institution, at the workplace and possible other places in order to obtain the required vocational competence

## The teacher's / international project coordinator's tasks

- identify appropriate places for work-based learning and build personal contacts
- inform the workplace instructor on the WBL
- prepare the student with regard to the work-based learning period by providing occupational safety in general
- inform on the student evaluation process and methods
- guide the student in choosing a place for the work-based learning period
- oversee the student's WBL agreement
- compose a summary for the workplace instructor (aims, schedule, student's work tasks)

## The tasks of the workplace instructor

- familiarise yourself with the objectives and assessment of the WBL period
- explain what a workplace demonstration is, and what the objectives, assessment, legislation and statutes are
- explain the specific safety regulations
- inform the workplace personnel about the WBL period
- update your workplace instructor competencies

## The student's tasks

- familiarise yourself with the objectives and assessment of the WBL period
- find a WBL placement with your supervising teacher/international project coordinator
- draw up preliminary objectives for the WBL period

## Pedagogical solutions

### The workplace instructor and the teacher / international project coordinator as the student's coordinators

- clarify the aim and the evaluation criteria for the period
- draft a plan for the work-based learning period
- draw up a preliminary plan detailing the student's work assignments and the demonstration of vocational competence
- organise the necessary facilities, equipment and licences for the student

### The teacher/international project coordinator as a mentor for the workplace instructor

- familiarise yourself with the stages of the instruction process model on the website of the educational institution
- review and analyse the vocational competence requirements with the workplace instructor

## The teacher's / international project coordinator's tasks

- familiarise the workplace instructor with the WBL
- inform student on the objectives (development discussion)
- draw up a plan for the evaluation
- maintain active contact with the workplace and the student

## The tasks of the workplace instructor

- provide induction to the student with regard to the workplace and occupational safety: staff, facilities, work assignments, functions, practices
- encourage the student's self-initiativeness
- take part in the development discussion and in the planning of the student evaluation

## The student's tasks

- clarify your objectives
- take part in the development discussion and in the planning of the evaluation

## Pedagogical solutions

### The workplace instructor and the teacher / international project coordinator as the student's coordinators

- break down the induction programme into sections based on the student's needs
- agree on the rules for the work-based learning period with the student
- agree and make a record of when and how you will carry out instruction and learning assessments
- find out what skills and knowledge the student already has and, based on the objectives, what level of competence he or she is hoping to obtain
- guide the student in carrying out multi-faceted work assignments

### The teacher / international project coordinator as a mentor for the workplace instructor

- review and analyse the instruction process model
- review and analyse the vocational competence requirements with the workplace instructor
- support the workplace instructor during the instruction and feedback process
- create learning situations, for example, by giving assignments with the workplace instructor

**The teacher's / international project coordinator's tasks**

- maintain contact with the student
- guide and support the student
- support the workplace instructor
- clarify the learning objectives
- clarify the assessment criteria
- design the work-based learning period and the student evaluation
- give the student guidelines and feedback of the learning process

**The tasks of the workplace instructor**

- maintain contact with the educational institution
- review the progress of the student's learning plan
- teach the student work assignments
- guide the learning process and provide feedback
- design the work-based learning period and the student evaluation
- set a good professional example
- let the student attend to the meetings on the workplace

**The student's tasks**

- carry out the work assignments to support your learning
- contribute to the objectives
- maintain contact with the supervising teacher / international project coordinator
- take part in the planning and implementation of the work-based learning period
- keep a WBL diary
- actively gather information by asking questions, be self-initiative
- integrate with other employees, maintain contact with the workplace instructor and other employees

**Pedagogical solutions**

**The workplace instructor and the teacher / international project coordinator as the student's coordinators**

- provide instruction based on the student's needs (teach skills to the student)
- use different styles and methods of instruction
- support and develop the student's self-assessment skills
- organise guidance discussions and give feedback regularly

**The workplace instructor and the teacher / international project coordinator as assessors of learning**

- evaluate learning based on the objectives identified for the WBL period
- encourage and support
- provide feedback on the skills and knowledge the student has already obtained
- provide feedback on what student still needs to learn

**The teacher / international project coordinator as a mentor for the workplace instructor**

- review and analyse the assessment items and criteria with the workplace instructor
- support the workplace instructor during the instruction and feedback process
- agree on the interim assessment/remind the workplace instructor of the interim assessment

## The teacher's / international project coordinator's tasks

- evaluate the work-based learning process in cooperation with the workplace instructor
- evaluate the demonstration of vocational competence
- lead the performance review
- evaluate the suitability of the workplace as a WBL placement for vocational qualifications

## The tasks of the workplace instructor

- evaluate the work-based learning process
- assess the demonstration of vocational competence
- provide feedback to the educational institution

## The student's tasks

- participate in the performance review
- organise practical matters (return keys, etc.)
- in case of problems with the evaluation contact the teacher/ international coordinator

## Pedagogical solutions

### The workplace instructor and the teacher / international project coordinator as assessors of competence

- evaluate competence based on the predetermined evaluation items and criteria
- conduct a performance review and document and record the results
- highlight the individual's strengths and development needs

### The teacher / international project coordinator as a mentor for the workplace instructor

- review and analyse the assessment items and criteria with the workplace instructor
- ask clarifying questions, request examples
- support the workplace instructor during the assessment process

<http://www.iseproject.org/>

## Collection and analysis of feedback as well as development needs

- collect feedback from the student and the workplace instructor during the performance review
- the coordinating teacher / international project coordinator draws up a summary report on the feedback received
- the feedback is analysed by the department/faculty
- the WBL team coordinates the collection of feedback and development needs analysis

## Documentation

- feedback forms are filed and stored by the department/faculty

## Group feedback and the sharing of experiences

- the coordinating teacher / international project coordinator(s) organises a group-specific feedback discussion with the aim of sharing experiences about the work-based learning programme

## Communication

- feedback reports are submitted to workplaces and the management of the educational institution for information

Adapted OER by Margarita Teresevičienė and Egidijus Jaras