

**Example of a Training Program, Latvia. Workshop for WBL tutors (VET tutors and workplace tutors). 2-3 days**

<b>Time</b>	<b>Topic</b>	<b>Elaborated content</b>	<b>Learning outcomes</b>	<b>Methods</b>
Day 1	1. Getting to know each other 14.00-15.00	1.1. Welcome. Aims of the workshop. 1.2. Getting to know each other 1.3. Tandem Training approach. Basic Vocabulary	Understanding the background Learning about other participants	Working in pairs
	2. Introduction to WBL, legislation, requirements, quality of WBL and apprenticeships  15.00 -18.00 16.30-16.45 coffee break	2.1. VET system in Latvia and WBL model. WBL role in development of HR at a company. 2.2 Laws and regulations for WBL tutors. Quality of VET and quality of WBL. 2.3. Benefits of WBL 2.4. Eligibility of an enterprise, matchmaking. 2.5. Roles of workplace tutor and VET tutor in WBL, required competences. 2.6. Occupational standart, WBL curriculum, Individual learning plan 2.7 Competence-based approach	Understands concept of WBL; Is familiar with legal provisions, regulations related to WBL; Able to identify benefits of WBL system; Able to analyze the readiness of company for WBL. Understands the role and required competences of the VET and workplace tutor.	Presentations Working with legal docs; Individual work; SWOT Brainstorming Case study Discussion
	3. Stages of WBL or apprenticeship; Three main actors (key players)	3.1. Three key actors; their roles in 3 stages of WBL; Benefits of each party. 3.2. Communication among/between 3 key players 3.3 Cooperation between VET school and enterprise 3.4. The goals of the WBL/apprenticeship; Motivation of the apprentice 3.5. Individualized approach 3.6. Planning WBL content, Competence based approach, Individual plan 3.7. Documentation of WBL	Understands the roles of VET school, workplace and apprentices, the need for cooperation during each of the 3 stages of WBL. Understands the role of motivation, the need for individual approach, understands how individual approach can be implemented. Is familiar with the WBL documentation	Working in groups Brainstorming Presentation Discussion Case study
Day 2	<b>4. Stage 1 Before WBL, before apprenticeship:</b>	4.1. Involving the enterprise, reaching agreement 4.2. Working with WBL documentation during preparation	Is familiar with the qualification framework, occupational standart and is able to link it with the curriculum and learning outcomes;	Individual work Discussion Presentation Role play or

	<b>planning and preparation</b>	4.3 Trilateral cooperation and communication before the apprenticeship VET school – Apprentice VET school – Enterprise Apprentice - Enterprise	Is able to plan the prep stage and other stages; is able to plan WBL at the enterprise; Knows which decisions have to be made jointly. Is able to guide preparations of the apprentice and agree on an individual learning plan. Is able to use adequate communication strategies in cooperation with other actors.	Simulation Working in groups Demonstration Case study
	<b>5. Stage 2: Implementation of WBL or Apprenticeship</b>	5.1. Functions, tasks of WBL tutor at enterprise 5.2. Management styles 5.3. Learning styles, memory types 5.4. Practical training methods 5.5. What kind of assignments? 5.6. Coaching principles, guidance through dialogue	Understands the WBL process at enterprise Is familiar with practical training methods; Is able to use different types of assignments and use individual approach; Understands what competences can/should be acquired.	Individual work Discussion Presentations Role play or simulation Working in groups Working in pairs Demonstration
Day 3	<b>6. Stage 2: Implementation</b>	6.1. Trilateral communication between the involved actors VET school - Apprentice VET school - Enterprise Enterprise – Apprentice 6.2. Motivation techniques, focus on learning goals 6.3. The importance of Feedback 6.4. Resolving problems and conflict situations 6.5 Millenials and Generation Z	Knows which issues have to be communicated with other actors; is able to use adequate communication strategies and motivation techniques; is able to provide feedback; Is able to use individual approach Knows how to act in conflict situations and is able to resolve problems.	Individual work Discussion Presentations Role play Working in groups Demonstration Case study

	<b>7. Stage 3: Assessment of Apprentice Evaluation of WBL</b>	7.1. Results/outcomes of WBL: assessment and validation of apprentice 7.2. Documentation 7.3. Communication at evaluation stage 7.4. Evaluation of WBL quality and evaluation of cooperation between VET school and enterprise 7.5. Experience of other countries  Evaluation of workshop	Is able to assess the achievements/learning of the apprentice and recognize the outcomes at personal and professional level. Is able to carry out evaluation of WBL process and communicate with other actors	Individual work Discussion Presentations Role play or simulation Working in groups Case study
	8.Test	1. Written test 2. Presentation or a simulation of a situation in WBL		

The concept and methodology of this training program has evolved on the basis of EU projects “Baltic Training Programme”, “HansaVET”, “Q-Placements”, “ECVET-Enterprise” and approaches in WBL tutor training in Germany and Finland, program development work of Baltic Bright (Latvia) and German-Baltic Chamber of Commerce.

24 h + 4h independent work or  
16 h + 4 h independent work

