

TTT4WBL Tandem Training Program, Latvia. Workshop for VET tutors and workplace tutors implementing WBL. 2 days “Pedagogy ABC for Implementation of Work-based Learning”				
Time	Main Topics	Elaborated content	Learning outcomes	Methods
Day 1	1. Getting to know each other	1.1. Welcome. Aims of the workshop. 1.2. Getting to know each other 1.3. Tandem Training approach. Basic Vocabulary VET and WBL: what do we do right, where do we fail?	Understanding the background Learning about other participants Identifying problems in VET and WBL; Identifying potential for peer learning and cooperation	Working in pairs
	2. Introduction to WBL, legislation, requirements, quality of WBL and traineeships	2.1. VET system and WBL in Latvia. WBL role in development of HR at a company. Benefits of WBL. 2.2 Quality of WBL: What kind of enterprises can participate, matchmaking. 2.3. Roles of workplace tutor and VET tutor in WBL, required competences.	Understands concept of 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 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; 3.2. Communication among/between 3 key players; Cooperation between VET school and enterprise 3.3. The goals of the WBL, motivation of trainee, individualized approach 3.4. Competence based approach, learning plan, assessment of the trainee.	Understands the roles of VET school, workplace and trainee, the need for cooperation during each of the 3 stages of WBL. Understands the role of motivation and how individual approach can be implemented. Understands the concept of “competences”.	Working in groups Brainstorming Presentation Discussion Case study
	4. Stage 1 Before WBL, before	4.1. Planning WBL. Required documentation.	Is familiar with the qualification framework, occupational standard	Individual work Discussion

	<p>Traineeship: planning and preparation</p>	<p>4.2. Occupational standard, WBL curriculum, Individual learning plan 4.3 Trilateral cooperation and communication before the traineeship (WBL) VET school – Trainee VET school – Enterprise Trainee - Enterprise</p>	<p>and is able to link it with the curriculum and learning outcomes; 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.</p>	<p>Presentation Role play or Simulation Working in groups Demonstration Case study</p>
	<p>5. Stage 2: During Implementation of WBL or Traineeship</p>	<p>5.1. Role of WBL tutor at enterprise, management styles 5.2. Learning styles, memory types 5.3. Practical training methods, importance of feedback 5.4. Motivation techniques, coaching principles in guidance; 5.5 Trilateral cooperation and communication among key actors; 5.6 Millenials and generation Z, handling problems and conflicts</p>	<p>Understands the WBL process at enterprise Is familiar with practical training methods; Is able to use different types of assignments and use individual approach; Is able to use adequate communication strategies in cooperation with other actors</p>	<p>Individual work Discussion Presentations Role play or simulation Working in groups Working in pairs Demonstration</p>
	<p>6. Stage 3: After Assessment of Trainee. Evaluation of WBL</p>	<p>6.1. Results/outcomes of WBL: assessment and validation of the trainee. 6.2. Documentation 6.3. Communication among 3 key actors 6.4. Evaluation of WBL quality and evaluation of cooperation between VET school and enterprise.</p>	<p>Is able to assess the achievements/learning of the apprentice and recognize the outcomes at personal and professional level.</p>	<p>Individual work Discussion Presentations Role play or simulation</p>

	6.5. Experience of other countries 6.6 What makes an ideal WBL Tutor (mapping competences) Evaluation of the workshop	Is able to carry out evaluation of WBL process and communicate with other actors.	Working in groups Case study Brain-storming
Test	1. Written test or 2. Presentation or a simulation of a situation in WBL		

The concept, methodology and content of **this training program has the following sources:**

- Recommendations of working groups and social partners (Latvian Employer’s Confederation, Ministry of Education and Science, National Centre for Education, German-Baltic Chamber of Commerce) for 72 hour and 32 hour programs for workplace tutors developed and implemented with the help of ESF financing;
- EU projects “Baltic Training Programme”, “HansaVET”, “Q-Placements”, “ECVET-Enterprise” and approaches in WBL tutor training in Germany, Finland and other EU countries, with adaptation for Latvian WBL context;
- Work experience of V.Žunda and colleagues as WBL tutors/coaches of traineeships in “Baltic Training Program” and own company;
- Experience of D.Krastina having been trained as WBL tutor in Germany;
- Practical examples collected by trainers and based on interviews with trainees, workplace tutors, VET tutors and VET WBL coordinators, as well as examples from German-Baltic Chamber of Commerce experience in Latvia.

Upon completion of this program, participants receive certificates for 32 hours “Pedagogy ABC for Implementation of Work-Based Learning” (16 hours classroom sessions + 16 hours independent work).

