

Work-based Learning in CVET



**How does cooperation between
companies and schools work in
practice?**



Work-based Learning in CVET



Duration of the ERASMUS+ KA2 project: 01.12.2015 – 30.11.2017

Aim of the project: Developing the complex methodology of a more effective work-based learning to be applied in CVET, which

- can be used successfully in each EU member state,
- is in accordance with EU tendencies: has been set up according to ECVET principles and quality requirements defined by EQAVET.

Consortium implementing the project:

- Coordinator: Government Office of Békés County
- An adult education provider, a VET school and workplaces from Hungary
- Training providers from Finland, Germany and Italy



Work-based Learning in CVET

<https://wbl.hu/>



The handbook contains the processes of work-based learning relevant both for VET and CVET of adults, the building blocks (EQAVET) of its quality-level implementation and different templates and sample documents.

Work-based Learning in CVET



Steps (phases) of development:

- Creating the 1st version of the Methodological Handbook (1st year)
- Testing the methodology (CVET and IVET)

	Qualification	VET provider	Workplace
CVET	Meat products producer	ALFA-KISOSZ Adult Education Ltd.	Gyulahús Ltd.
IVET	Social care taker and nurse	Gál Ferenc College Békés Vocational Training School	Hajnal István Service Centre of Békés County

- Finalising the methodology based on the experiences of piloting/testing



What motivates employers to use WBL?



- A continuous demand for training the employees, which is resulted in a well-trained labour force most appropriate to the relevant activities
- Training realised within the workplace
- An opportunity to select learners to be trained
- Individual learning paths, knowing the particular training from the very beginning -> both time and cost effectiveness will be improved
- Continuous follow-up, flexible form of training
- Social responsibility



Key components of training at the workplace



- Making a trilateral agreement
- Measuring and assessing prior experiences – interview
- Creating the individual learning plan
- Providing information for learners
- Practice – evaluation – documentation with the instructor's help (WEB, mobile app)
- Keeping contact with the mentoring teacher from the VET provider
- Closing evaluation





Preparatory actions for testing/piloting

1. Preparing professionals participating in the pilot training
2. Creating documents for WBL



Preparing professionals

- 
- Introduction to the project (background, aims for development)
 - Information on the WBL process and presenting documents to be applied – agreement, measuring and assessing prior knowledge, work diary
 - WEB applications
 - Theoretical basics on how to create documents for designing (learning outcomes, individual learning pathway, evaluation)
 - Practical tasks
- 


Creating documents for WBL




- Re-writing requirements defined by the curriculum into learning outcomes
- Providing tasks in line with the learning outcomes
- Preparing evaluation sheets



Learning outcomes



KNOWLEDGE	SKILL	ATTITUDE	AUTONOMY/RESPONSIBILITY
<p>Familiar with the effects of essential drugs (fever and painkillers, antispasmodics, anti allergy agents, sedatives, etc.), pharmaceutical forms and the ways in which they are administered.</p> <p>Familiar with the forms of medical aids and their methods of treatment.</p>	<p>Assists the specialist nurse in administering medication.</p> <p>Helps in the effective and successful application of medical aids.</p>	<p>Strives to cooperate with the specialist nurse and the physiotherapist.</p>	<p>Complies with the limits of his/her professional competence during the administering of medication and using medical devices. Cooperates with the specialist nurse and the physiotherapist.</p>
<p>Knows about the concept, purpose and tasks of care, as well as its target group. Identifies and understands the most important care roles: organisation, assistance, support, mediation role, advocacy.</p> <p>Familiar with the parts of care plan.</p>	<p>Participates in the assessment of basic care needs.</p> <p>Able to interpret and implement the care plan under control.</p> <p>Recognises and indicates to his/her superior the patient's condition changes.</p>	<p>Adopts professional ethical principles.</p> <p>During work he/she handles prejudices and works with empathy.</p> <p>Keeps in mind patients' interests, autonomy and identity.</p> <p>Taking this into account he/she solves ethical dilemmas.</p>	<p>Cooperates with his/her superior in the implementation of the care plan.</p> <p>He/she is responsible for his/her work and of the team.</p> <p>Complies with the limits of his/her professional competence. Keeps the information acquired under the terms of professional secrecy.</p>



Individual learning plan



Date	Task(s)	Related learning outcome
11.03.	Making a plan for caretaking with assistance.	2.
12.03.	Assisting the patient in using the wheelchair.	4.



Evaluation sheet



Learning outcome	Sufficient	Medium	Good	Excellent	Self-assessment	Assessment by the instructor
<p>Familiar with the effects of essential medicines, types of medicines and their regular taking, forms of medical aids.</p> <p>Gives assistance in medication, and during the use of medical aids. Keeps the rules of professional competency.</p>	<p>Does not know the effects of essential medicines. Can describe the types of medicines, partially knows medication.</p> <p>Cannot describe the forms of medical aids.</p> <p>Carries out medication and assistance in the use of medical aids only in case of warning</p> <p>Keeps the rules of professional competency.</p>	<p>Does not know the effects of essential medicines, the types of drugs and the ways in which they are administered in all cases.</p> <p>Cannot describe the forms of medical aids.</p> <p>Does not make an effort to take part in administering drugs and using the medical aids.</p> <p>Keeps the rules of his/her profession competency.</p>	<p>Knows the effects and forms of basic medicines, the modes of dosing them and the forms of medical supplies with minimal error.</p> <p>Helps in administering medicines while using medical supplies.</p> <p>Keeps the rules of his/her professional competency.</p>	<p>Perfectly knows the effects and forms of essential medicines, the modes of dosing them and the forms of medical supplies.</p> <p>Helps in administering medicines without any warning while using medical supplies.</p> <p>Keeps the rules of his/her professional competency in all cases.</p>		





Thank you very much for your
respectful attention.

vidovenyecz.eva@bekes.gov.hu

marton.kozos@t-online.hu

