

Guidebook

TEACHER



English

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1

The tasks of the teacher

Before the student's working period the teacher will provide information as follows:

- makes efforts to find a placement for the student
- pays extra attention to the contents of the current study module to find the most appropriate placement
- gives the student information about work-based learning and vocational skills demonstration
- informs the student about the contents of the study module in question and gives written material of it
- gives the workplace information about work-based learning and vocational skills demonstration (general information as well as detailed information)
- takes part in the planning of the working period and the vocational skills demonstration
- gives the student written instructions for reporting and keeping of the daily/weekly diary
- gives the student learning tasks for the period
- makes sure, that the student knows his or hers responsibilities during the work-based learning period
- makes sure, that the student has the possibility to give the vocational skills demonstration
- prepares the student's Europass Mobility document
- fills in the student's diploma with the necessary prior information

During the student's working period the teacher will take part in the guidance of the student according to the agreement between the employer/company and the school/institute in the following ways:

- contacts the job instructor at least at the beginning and at the end of the working period
- supports the instructor at the workplace both mentally and practically
- visits the workplace during the work-based learning period if possible
- makes sure that the student and the instructor at the workplace has the possibility to contact the teacher during the period
- gives the evaluation forms and criteria to the instructor and to the student explains the contents of the forms
- let the workplace know and get familiar with the targets and the criteria for evaluation
- collects the evaluation material and takes part in the evaluation discussion
- gives the final grade (1 Satisfactory, 2 Good, 3 Excellent) for either the work-based learning or vocational skills demonstration

After the student's working period – student is back at home

- collects feedback from the period: learning results, working placement, work, accommodation etc.
- makes sure that the students is writing/has written the travel report

- makes sure that the student has filled in all necessary documents (for instance the self-assessment form)

2

Evaluation

2.1 Evaluation of work-based learning

The teacher, job instructor and student shall participate in the evaluation. There is a separate form for job instructor evaluation and student self-evaluation. The evaluation will pay attention to the following things:

- working process in accordance with the given instructions
- working methods as many-sided as possible (carefulness and reliability)
- observance of the schedules and working hours
- doing and returning of the learning tasks
- co-operation and communication skills
preparing and participating in the evaluation and feedback discussions and filling the evaluation form

In the assessment form there are following targets to be evaluated:

- Interest, initiative and activity
- Responsibility, reliability and observance of rules
- Cooperation and communication skills
- Working skills
- Problem solving and self-assessment skills

The evaluation is three-levelled: **1 Fair, 2 Good, 3 Excellent.**

2.2 Evaluation of vocational skills demonstration (FI)

The student presents the basic skills in a vocational skills demonstration. He or she is supervised and motivated and he has to get feedback about his work and about his proceeding. The evaluation of the student's skills is fulfilled by filling the assessment form.

The demonstration is a work situation or a work process that the representatives of the education provider and the working life plan, organize and evaluate together.

The aim of skills demonstration is to give the student an opportunity to show ones skills and competencies at real work situations during the work-based learning period. It is about core competencies in one vocational study module.

The student gives a demonstration from each study module and he or she takes part in the evaluation discussion together with the teacher and the job instructor.

The evaluation is three-levelled: **1 Satisfactory, 2 Good, 3 Excellent** and the evaluation targets are the following four:

1. Work process

- planning of one's own work
- finalizing one's work
- following the schedules
- evaluation of work
- development of one's own work

2. Working methods, work tools and materials

3. Theoretical knowledge, basis for the work

4. Key skills of lifelong learning

- Learning- and problem-solving skills
- Interaction and communication skills
- Co-operative skills
- Entrepreneurship
- Occupational safety
- Professional ethics
- Sustainable development
- Technology and information technology
- Mathematics and science
- Active citizenship and different cultures

The one who is responsible of the evaluation can collect information on the student's skills

- following the working process and making observations according to the evaluation targets
- evaluating the final result of the work
- by interviewing the student after the finish of the work
- using the feed-back from customers and other workers

Evaluation criteria

The vocational skills demonstration is evaluated **from 1 to 3**. The marks are formed according to the following principles:

Excellent, 3

- the student has a wide vocational knowledge
- the student shows creativity and initiative in the way of working
- the working methods have been evaluated and developed
- the information has been gathered independently

- the unessential information has been separated from the essential one
- some conclusions has been made and the knowledge and skills have been well shown in new situations
- independent problem solving skills have been shown
- the communication in different situations and with different interest groups has been interactive
- in the results there is nothing to be criticized or to be bettered

Good, 2

- the information needed has been gathered quite independently
- the information has been in some amount processed to be more useful
- some conclusions has been made and the knowledge and skills have been applied in a proper way in new situations
- in different situations and teams the student has been able to act in an interactive way
- in the results there is not much to be criticized

Satisfactory, 1

- the information needed has been hard to find
- the student has needed extra advice and help
- the tasks have been finished, but the success has required supervision in a noticeable degree
- in the achievements there are lacks and mistakes

3

Some tips

In this chapter there are some useful tips for the teacher preparing the student for the trip abroad. As part of both the practical and the mental preparation

- Point out to the student that he or she is really working for the company and should be committed to the work and try to do the best.
- Let the student know that he or she has to be goal-oriented, because there are specific goals given to the work-based learning period
- Remind the student that he or she is meant to work under the control of the company/job instructor following both the written and unwritten rules of the company.
- Let the student know that the way of communicating may vary between countries from a formal to an informal way
- There might be company rules of the outward man: clothing, makeup, piercings etc
- Inform the student that it is not allowed to criticize the company, the job instructor or the co-workers either face-to-face or in the social media
- Point out that that the period abroad is a challenge but also a possibility

- Encourage the student to test one's abilities of access for foreign people and feel free to use a foreign language
- Let the student know that you are available in case something unexpectedly happens, you are in the role of a trustee
- Inform about that mood swings are perfectly normal - especially during the first part of the stay.
- Use other students who have been abroad to talk about how they got over the homesickness.
- Establish a network between participants who are away at the same time (a list of telephone numbers and email addresses), and encourage them to contact each other if they feel unwell.
- Invite the participants to get started with the creation of networks in the host country, for example through their hobbies or sports activities.
- Tell them to eat healthily and exercise regularly when they feel depressed.
- Combine the mental preparation with the cultural preparation and work with the concept of culture shock.

"Culture shock" is actually a pretty poor term. It is not about a sudden shock, but rather a feeling that slowly accumulates as the sum of a lot of small and major events that occur as a result of cultural differences between host and home country.

At some point the participant will come to a point where he or she will react with sadness or anger (or both). Most people who are exchange students or who do internship abroad experience a "culture shock". For some to the extent that they choose to cancel the stay and go home early. Very severe homesickness is a sign of culture shock.

4.1 Selection talk notes

This form is used in the discussions between the coordinator/teacher and the student.

4.2 Agreement and plan for the work-based learning

This form is used as an agreement between student, school and workplace.

4.3 Student assessment (short) – Work-Based Learning

This is a form used when the work of the student is evaluated (as a joint assessment done by the workplace instructor, the teacher and the student himself).

4.4 Student assessment (long) – Work-Based Learning

This is a form used when the work of the student is evaluated (as a joint assessment done by the workplace instructor, the teacher and the student himself).

4.5 Skills assessment

This form is used to vocational skills demonstration.

4.6 Diploma

This form is used to give the student a diploma from the working period.

4.7 Certificate

This form is given to the student in case there's no evaluating needed.

4.1 Selection talk notes

STUDENT

Name	Student group
------	---------------

Target of mobility	
Motivation	
Studies and training	
Work experiences	
Actual status/situation	
Hobbies	
Expectations	
Languages	Language of the host country: Speaking: - □□□□□ + Understanding: - □□□□□ +
	English: Speaking: - □□□□□ + Understanding: - □□□□□ +
	Others: _____ Speaking: - □□□□□ + Understanding: - □□□□□ +
Other comments	

Signatures

Date and place	Student	Teacher
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4.2 Agreement and plan for the work-based learning

1. PARTIES - The agreement has been made between the following parties:

STUDENT

Name	Date of birth	Age	Mobile phone +	E-mail
Home address	Zip code	City	Country	
Near relative	Contact information			
Degree / period of studies				

SENDING INSTITUTE

Name			
Street address	Zip code	City	Country
Teacher responsible for the WBL period	Phone / Fax + +	Mobile phone	E-mail

EMPLOYER

Name			
Street address	Zip code	City	Country
Contact person	Phone / Fax + +	Mobile phone +	E-mail
Instructor at the working place	Phone / Fax + +	Mobile phone +	E-mail
Working period Starting Ending	Working hours weekly / daily		

HOSTING ORGANISATION, eg. SCHOOL

Name			
Street address	Zip code	City	Country
Teacher responsible for the WBL period	Phone / Fax + +	Mobile phone +	E-mail

2. ARRANGEMENTS FOR THE PERIOD

Work-based learning takes place <input type="checkbox"/> without employment <input type="checkbox"/> with employment	Insurance <input type="checkbox"/> Student falls within the sphere of an employer’s liability insurance (damage caused to others) during their period of Work-Based Learning /Act of Torts 412/1979). Our students perform their work under the supervision and guidance of the employer’s representative. <input type="checkbox"/> Student falls within the sphere of the educational establishments accident insurance during the on-the-job-learning period related to their studies. Name of the insurance company Insurance number <input type="checkbox"/> Student has E111 social security sheet with him/her
Meals <input type="checkbox"/> Employer provides meals <input type="checkbox"/> Student pays for meals him/herself	
Travel	
Work clothing <input type="checkbox"/> Employer provides work clothing <input type="checkbox"/> Student has his/her own work clothing	

3. OCCUPATIONAL SAFETY

The following should be specially taken into consideration concerning the occupational safety

4. OBJECTIVES OF THE WORK-BASED LEARNING PERIOD

Period of the placement	From: To:	Credit units (study weeks)
Parts of the curriculum to which the work-based learning period is connected		
The goals and tasks		
Personal objectives		

Central duties agreed with the job instructor
Vocational Skills Demonstration at the work place
Other

5. DUTIES AND RESPONSIBILITIES OF THE PARTIES

The student is aware of the contract between the educational establishment and the employer and he or she shall observe the principles as detailed in that contract and as agreed in this plan.

The student writes a learning diary about her/his experiences and duties. ***The instructor at the workplace, the student and the teacher*** will participate in the evaluation of the work-based learning period.

The student shall participate in an evaluation discussion and shall write a report of his or her on-the-job-learning period. The evaluation will pay attention specially to student's self-evaluation and the following things:

- working methods as many-sided as possible (carefulness and reliability)
- making notes while the work is proceeding (according to the instructions)
- following the schedules and working hours
- doing and returning of the learning tasks
- co-operation skills
- preparing and participating in the evaluation and feedback discussions and filling the evaluation form

The **job instructor** shall be responsible for student guidance and evaluation in the contract between the employer and the educational establishment as well as in the agreed manner in this plan.

The job instructor shall provide constructive feedback to the student. In addition, he or she shall confirm with his or her own signature the performance of working days, hours, and duties as detailed in a diary.

The instructor at the workplace is responsible for the guidance and the evaluation of the student in the way as it is agreed.

The instructor at the workplace

- guides and advises the student on labour protection and work safety
- teaches the student the modes of operation in the workplace
- discusses with the student and helps her/him with the learning tasks if needed
- follows the student's work during the period
- contacts the teacher when it is needed
- gives a testimonial to the student after the period
- gives feedback on the period to the institute and fills the evaluation forms
- arranges e-mail use by the student if possible

The teacher will take part in the guidance of the student during work-based learning periods according to the agreement between the employer and the institute in the following ways:

- the teacher gives the student written instructions for reporting and keeping of the diary
- the teacher gives the student learning tasks for the period
- the teacher supports the instructor at the workplace, too
- the teacher visits the workplace during work-based learning period if possible
- it has to be possible for the student and the instructor at the workplace to contact the teacher during the period
- the teacher gives the evaluation forms and criterions to the instructor and to the student
- the teacher will collect the evaluation material and will give the final grade based on these facts

The **teacher** shall participate in guiding and evaluating of the student in accordance with this contract between the employer and the educational establishment and according to this plan in the following manner:

The duty of the teacher providing guidance is to support the success, for example, remaining in contact with the job instructor. The teacher shall be in contact with the job instructor at least at the beginning and at the end of the period of work-based learning.

Evaluation

The job instructor, student, and teacher shall participate in evaluation. There is a separate form for job instructor evaluation and student self-evaluation.

6. SIGNATURES OF THE PARTIES

There are three identical copies, one for each party:

Place and date		
Student	The instructor at the workplace	The teacher

4.3 Student assessment (short) – Work-Based Learning

Sending school		
Field		
Name of the student		
Study module		
Name and address of the employer		
Job description		
Period of the placement	From: To:	Credit units (study weeks)

The student evaluates him/herself first and after that job instructor evaluates the student. Markings: Student's self-assessment: O Job instructor's assessment: X			
	Excellent	Good	Fair
	3	2	1
Interest, initiative and activity			
Responsibility, reliability and observance of rules			
Cooperation and communication skills			
Working skills			
Problem solving and self-assessment skills			
Summary of the assessment	Summary [3 – 1]		

Further comments

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Place and date		
Signature	Signature	Signature
Student	The instructor at the workplace	The teacher

4.4 Student assessment (long) – Work-Based Learning

School		
Field		
Name of the student		
Study module		
Name of the employer		
Job description		
Period of the placement	From: To:	Credit units (study weeks)

The student evaluates him/herself first and after that job instructor evaluates the student. Markings: Student's self-assessment: O Job instructor's assessment: X			
	Excellent [3]	Good [2]	Fair [1]
A: Professional / technical knowledge, quality and safety at work	3 Understands the involved contexts very well and works independently	2 Mostly understands the involved contexts and acts independently	1 Understands the most common contexts involved but needs still tutoring
	3 The quality of work is always high and trustful	2 The quality of work is mostly good and trustful	1 The quality of work is still irregular
	3 Works safely, correctly and independently	2 Works safely and correctly with guidance	1 Works safely but fails sometimes observe safety regulations
B: Planning, evaluation and development of student's own work; innovation and creativity	3 Operations are methodical, participatory and objectively creative	2 Operations are methodical and participatory	1 Operates only in a routine manner without special interest
	3 Works in a systematic way and can make plans	2 Usually works in a systematic way	1 Work is still un-systematic way
	3 Can and will diversely evaluate his/her own work and its results	2 Can and will evaluate his/her own work and its results.	1 Can evaluate his/her own work with guidance
	3 Wants feedback and is able to adapt working methods according to received feedback	2 The student wants feedback	1 The student accepts feedback
C: Workplace regulations, cooperation and manner	3 Observes working hours, workplace regulations and other agreements	2 Observes working hours and workplace regulations	1 Occasionally fails to observe working hours
	3 Cooperative, polite and participatory. Can act as a team member	2 Behaviour is open, polite and cooperative	1 Behaviour is usually polite, needs tutoring for cooperation

After individual evaluation the job instructor, student and teacher discuss the assessment.				
Summary of the evaluation: 3-2-1 (not mathematical)	Student	Job instructor	Teacher	Summary of the assessment
A: Professional/technical knowledge, quality and safety at work				
B: Planning, evaluation and development of student's own work; innovation and creativity				
C: Workplace regulations, cooperation and manner				

Further comments:

Place and date		
Signature	Signature	Signature
Student	The instructor at the workplace	The teacher

4.5 Skills assessment form

Vocational skills demonstration

Student	
Study module	
Place of demonstration	Date of demonstration
Workplace instructor	Teacher

Vocational skills demonstration task

The vocational skills demonstration is evaluated **from 1 to 3** so that **1 is satisfactory, 2 is good** and **3 is excellent**.

TARGETS OF ASSESSMENT

	Student			Workplace instructor			Teacher			Summary
	1	2	3	1	2	3	1	2	3	
Work process	<input type="checkbox"/>									
Working methods, usage of work tools and materials	<input type="checkbox"/>									
Theoretical knowledge, basis for the work	<input type="checkbox"/>									
Key skills of lifelong learning	<input type="checkbox"/>									

- Learning and problem-solving skills
- Interaction and communication skills
- Co-operative skills
- Entrepreneurship
- Occupational safety
- Professional ethics
- Sustainable development
- Technology and information technology
- Mathematics and science
- Active citizenship and different cultures

ASSESSMENT	Student	Workplace instructor	Teacher
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GRADE

Place and date _____

Signatures _____

DIPLOMA

Student

has completed on-the-job learning in

Employer's name

From: _____ to: _____ study weeks
Period

tasks during the period:

Student evaluation

Place and date

Employer's signature

Name and position

4.7 Certificate

Certificate

Date

This is to certify that

Name of the student

from **Name of the school** has been working for

Company name

from _____ to _____

The following activities were carried out during the working period

Name of the company

Signature and title



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