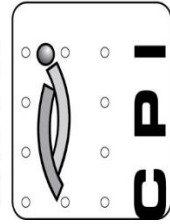




**Center Republike Slovenije  
za poklicno izobraževanje**  
Kajuhova 32 U, SI-1000 Ljubljana  
tel.: **01/5864 200**  
faks: **01/5422 045**  
e-pošta: [info@cpi.si](mailto:info@cpi.si)  
[www.cpi.si](http://www.cpi.si)



# THE PROGRAMME OF PREPARATION OF STUDENTS FOR WORK BASED LEARNING

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**Institute of the Republic of Slovenia for VET**

## **SPLOŠNI PODATKI**

### **1. PROGRAM USPOSABLJANJA**

PROGRAM PRIPRAVE DIJAKOV NA PRAKTIČNO USPOSABLJANJE Z DELOM

### **2. KRATKA UTEMELJITEV PREDLOGA**

Pomembna sestavina izobraževalnih programov nižjega poklicnega, srednjega poklicnega, srednjega strokovnega in poklicno-tehniškega izobraževanja je praktično usposabljanje z delom (v nadaljevanju PUD), v višjem strokovnem izobraževanju pa praktično izobraževanje pri delodajalcih (v nadaljevanju PRI). Za uspešno in kakovostno izvedbo tega dela izobraževanja je dijake/študente potrebno za odgovorno sodelovanje z delodajalci ustrezno pripraviti.

Program priprave dijakov je pripravljen z namenom, da omogoči mladim, ki v večini še nimajo tovrstnih izkušenj, da pridobijo temeljne informacije, znanja, spretnosti in pomembne kompetence za odgovorno sodelovanje pri aktivnem vključevanju z drugimi deležniki v načrtovanje, izvajanje, vrednotenje in evalviranje PUD.

#### **Program vključuje seznanitev dijakov**

- z namenom, cilji in organizacijo PUD ter vsebinsko pripravo dijakov na PUD,
- z mrežo verificiranih podjetij ter predstavitev na spletnih straneh,
- s ključnimi in poklicnimi kompetencami poklica za katerega se izobražujejo po poklicnem standardu,
- s programom PUD ozir. področji dela oziroma delovnimi sklopi v posameznih letnikih,
- s pričakovanji šole in delodajalcev do dijaka/študenta na PUD,
- s pomenom prizadevnega sodelovanja z mentorjem in samoiniciativnega vključevanja v timsko delo in delovni proces,
- s pravnimi podlagami (učna pogodba, zdravstveno zavarovanje, sistematski pregledi, varnost in zdravje pri delu...),
- s pravicami in dolžnostmi vsakega od deležnikov,
- z nalogami in odgovornostmi dijaka v vsaki fazi kakovostno izvedenega PUD,
- z vlogo in pomenom spremljajoče administrativno tehnične dokumentacije,

- s pomenom kakovostnega izpolnjevanja dokumentacije,
- s pogoji za varno in zdravo delo ter možnimi posledicami ob njihovem neupoštevanju.

## **A. GENERAL PART OF THE PROGRAMME**

### **1. NAME OF THE PROGRAMME**

THE PROGRAMME OF PREPARATION OF STUDENTS FOR WORK BASED LEARNING (WBL)

### **2. AIMS OF THE PROGRAMME**

**Before the start of the programme the students are informed of**

- purpose, aims and organisation of WBL
- the network of verified and non-verified companies, as well as of the option of viewing their presentations online
- key and professional competences in the vocational standard according to which they learn
- the work programme or work units for WBL in individual school years
- the school's and employer's expectations of the student on WBL
- the importance of good cooperation with the mentor and self-initiative for participating in the teamwork and work process
- legal bases (learning contract, health insurance, general health checks, health and safety at work...)
- tasks and duties of all parties involved in the implementation of WBL
- tasks and responsibilities of the students in each phase of WBL
- rights and duties of the students on WBL (the importance of following the rules of the employer, school guidelines)
- measures and consequences of not following the rules and not fulfilling obligations
- role and the importance of administrative technical documentation
- the importance of correct filling in the documentation
- the conditions for health and safety at work and consequences of not following them

### **3. DURATION OF THE TRAINING PROGRAMME**

The programme of preparation of students for WBL lasts 18 contact hours and 10 hours of independent work – 18 hours altogether of the candidate's work

#### **4. METHODS AND APPROACHES TO THE IMPLEMENTATION OF THE PROGRAMME OF STUDENTS**

**Preparation of students for WBL encompasses the following content units (CU):**

- CU1: Tasks and responsibilities of students and other parties during the preparation phase of WBL
- CU2: Tasks and responsibilities of students and other parties during the implementation phase of WBL
- CU3: Tasks and responsibilities of students and other parties during assessment and evaluation phase of WBL
- CU4: Preparation for safety and health at work (includes written exam)

The school includes the programme of preparation of students for WBL in their Annual work programme. Implementation is planned in the implementation curricula although it can be also made part of the open curricula or extracurricular activities...

The programme is implemented for each group in the first year before the start of the WBL. In the following years the contents of the programme is adjusted to the experience and the knowledge the student acquired in the previous years. The programme can be implemented in individual content units or by pairs of units. 16 students per realisation is recommended.

#### **5. FINISHING THE PREPARATION PROGRAMME**

After successfully completing the preparation programme and the written exam on health and safety at work, the students receive a Certificate of successfully completing preparation for WBL, which includes a written exam on health and safety at work in the field, at an employer.

## B. SPECIAL PART OF THE PROGRAMME

### 1. SYLLABUS LIST

#### SYLLABUS LIST FOR THE PREPARATION OF STUDENTS FOR WBL

|              | Name of the content unit                                                                               | CODE | Number of contact hours for |          | Total contact hours | Candidate's independent work | Total hours |
|--------------|--------------------------------------------------------------------------------------------------------|------|-----------------------------|----------|---------------------|------------------------------|-------------|
|              |                                                                                                        |      | lectures                    | practice |                     |                              |             |
| CU1          | Tasks and responsibilities of students and other parties during the preparation phase of WBL           | PREP | 5                           | 2        | 7                   | 4                            | 11          |
| CU2          | Tasks and responsibilities of students and other parties during the implementation phase of WBL        | IMPL | 2                           | 2        | 4                   | 2                            | 6           |
| CU3          | Tasks and responsibilities of students and other parties during assessment and evaluation phase of WBL | EVL  | 1                           | 1        | 2                   | 2                            | 4           |
| CU4          | Preparation for safety and health at work (includes written exam)                                      | HSW  | 4                           | 1        | 5                   | 2                            | 7           |
| <b>TOTAL</b> |                                                                                                        |      | <b>12</b>                   | <b>6</b> | <b>18</b>           | <b>10</b>                    | <b>28</b>   |

## 2. CATALOGUES OF CONTENTS AND AIMS BY CONTENT UNIT

Catalogues of content and aims for the following content units have been prepared:

| Code | Name of the content unit                                                                               |
|------|--------------------------------------------------------------------------------------------------------|
| PREP | Tasks and responsibilities of students and other parties during the preparation phase of WBL           |
| IMPL | Tasks and responsibilities of students and other parties during the implementation phase of WBL        |
| EVL  | Tasks and responsibilities of students and other parties during assessment and evaluation phase of WBL |
| HSW  | Preparation for health and safety at work (includes written exam)                                      |

Catalogues of contents and aims can be found in the Annex

## 3. PROVIDERS OF THE PROGRAMME OF PREPARATION OF STUDENTS FOR WBL

- WBL organiser
- teacher of practical lessons
- school counselling services
- teacher of Slovene language
- school management

### Comment:

We recommend that a representative of the employers and, depending on the field, a safety engineer should be invited to the implementation of a part of the programme.

All providers of the program are required to have university education or the highest level of education that can be attained in a particular field, pedagogical/andragogical education or at least pedagogical andragogical knowledge, work experience in a company, as well as visible achievements in the professional field.

## 3. MATERIAL FOR IMPLEMENTATION

- global goals of the programme
- vocational standards for the profession
- documentation for planning and implementation of WBL
- learning agreement (collective and individual)
- forms for an application with an employer (M1, M4)
- programmes of contents units for WBL for each school year – Certificate on WBL containing various data

- instructions for keeping the diary of student on WBL, Report on WBL
- written and other material for offering first aid
- written test for safety and health at work

### **3. AUTHORS OF THE PROGRAMME**

Anica Justinek, Institute of the Republic of Slovenia for VET

Other authors:

- Helena Žnidarič, Institute of the Republic of Slovenia for VET
- Elido Bandelj, Institute of the Republic of Slovenia for VET, director.
- Miloš Frelih, School centre Kranj, and
- Other WBL organisers in the scope of the study groups

### ANNEX

Catalogue of content and aims



## 1. CATALOGUE OF CONTENT AND AIMS

### 1. NAME OF THE CONTENT UNIT

Tasks and responsibilities of students and other parties involved in the preparation phase of WBL

| Number of contact hours |          | Total number of contact hours | Candidates independent work | Total number of hours |
|-------------------------|----------|-------------------------------|-----------------------------|-----------------------|
| lectures                | practice |                               |                             |                       |
| 5                       | 2        | 7                             | 4                           | 11                    |

### 2. CONTENT AND AIM OF THE CONTENT UNIT

- informing of the aims of WBL and expectations of the school towards students on WBL
- time framework of beginning and duration of WBL in the individual school years
- getting familiar with the professional competences (according to individual school years) reflection on what students should learn or want to learn in the individual school years
- getting familiar with the network of suitable companies (verified and non-verified) providing WBL
- informing on various companies and learning opportunities they enable
- possibility of doing WBL abroad individually or in the scope of an EU project
- understanding the two types of learning agreements, as well as the pros and cons of both.
- procedures of how to find a suitable employer and how to conclude a suitable type of learning agreement
- formal administrative – technical and content wise preparation for cooperation with companies
- how and when to arrange formal conditions (insurance, health checks) before the start of the WBL.
- business communication and communication with employers for good relations and building the professional career.
- presenting competences and indicating interest in the employer's profession
- understanding rights, duties and responsibilities of the student on WBL (the importance of complying with the rules at the employer, following the mentor's instructions, school's guidelines)
- knowing the measures, consequences and solutions to not following the rules and fulfilling the obligations regarding WBL
- possibilities of harmonizing the expectations of the students with the demands of the learning place and employer

## 2. CATALOGUE OF CONTENT AND AIMS OF THE CONTENT UNIT

### 1. NAME OF THE CONTENT UNIT

Tasks and responsibilities of students and other parties involved in the preparation phase of WBL

| Number of contact hours |          | Total number of contact hours | Candidate's independent work | Total number of hours |
|-------------------------|----------|-------------------------------|------------------------------|-----------------------|
| lectures                | practice |                               |                              |                       |
| 2                       | 2        | 4                             | 2                            | 6                     |

### 2. CONTENT AND AIM OF THE CONTENT UNIT

- Getting to know the rights and responsibilities according to the learning agreement.
- Complying with the learning agreement.
- Coherency between the aims of the WBL program and opportunities for their achievement in learning
- The importance of following instructions of the WBL mentor
- The importance of active and independent or self-initiated initiative for inclusion in the work process.
- The importance of consistency in the implementation of tasks on WBL.
- The importance of giving feedback to the employer and the school.
- The importance of carrying out the tasks of daily progress of a pupil on WBL
- Support and advice of the school to students for the implementation of WBL
- mestu
- How to receive feedback from the mentor and the others in the work process.
- Who, when and how the monitors students on WBL

### 3. CATALOGUE OF CONTENT AND AIMS OF THE CONTENT UNIT

#### 1. NAME OF THE CONTENT UNIT

#### **Tasks and responsibilities of students and other parties during assessment and evaluation phase of WBL**

| Number of contact hours |          | Total number of contact hours | Candidate's independent work | Total number of hours |
|-------------------------|----------|-------------------------------|------------------------------|-----------------------|
| lectures                | practice |                               |                              |                       |
| 1                       | 1        | 2                             | 2                            | 4                     |

#### 2. CONTENT AND AIM OF THE CONTENT UNIT:

- The responsibility of the student to acquire key and professional competences and ability to demonstrate all planned learning achievements acquired during WBL and at the school.
- Getting to know the instructions for keeping the WBL diary or rather work report (daily learning / work performed)
- How to monitor, evaluate and self-evaluate quality of (your) duties in the process of WBL.
- How to respond to reviews and opinions of the employer / mentor on student's performance.
- The student's obligation to provide feedback and cooperate with the school and with the employer.
- Meeting the deadlines for the submission of written reports, other documentation and other obligations.
- How to thank your employer and arrange for the possibility of further cooperation.
- How to prepare a presentation of work, what was learned on WBL in the school for the peers, schoolchildren, teachers, parents, other employers, etc.

## 4. CATALOGUE OF CONTENT AND AIMS OF THE CONTENT UNIT

### 1. NAME OF THE CONTENT UNIT

Preparation for health and safety at work (includes written exam)

| Number of contact hours |          | Total number of contact hours | Candidate's independent work | Total number of hours |
|-------------------------|----------|-------------------------------|------------------------------|-----------------------|
| lectures                | practice |                               |                              |                       |
| 4                       | 1        | <b>5</b>                      | 2                            | 7                     |

### 2. CONTENT AND AIM OF THE CONTENT UNIT:

- Implementation of the program for health and safety at work in the particular field. Protection: the importance of appropriate work clothes and footwear as well as other protective gear. Compliance with hygiene regulations, concern for own health (posture, carrying loads) and the health of others ... Key risk points in the school, workshop and Intercompany training centres, the most common injuries in the field.
- Fire safety, use of fire extinguishers, main valves, how to react to danger and in case of an accident, safe exist routes.
- Concern for environmental protection (sewage, waste separation, hazardous waste management, the specifics of an individual work environment ...)
- Transportation and other safe and hygienic approaches according to profession
- Use of the basic program of first aid (first aid cabinet, first aid procedures for different types of possible injuries, the handling of the defibrillator, etc. ...).
- Undertaking a written test at the school level for health and safety at work.