VET4ALL
Professional Development of VET Tutors and Trainers to enhance Social Inclusion in Work-based Learning
No. 2018-1-BG01-KA202-047863

VET4ALL
IN-COMPANY MENTORS
VADEMECUM
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IN-COMPANY MENTORS VADEMECUM

Data provided by:
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INTRODUCTION

The VET4ALL In-Company Mentors Vademecum is aimed at providing a very practical tool for in-company trainers/mentors when dealing with students with disabilities/special needs during WBL experiences, both at national and European level. The Vademecum is an innovative tool as it aims to effectively and proactively support trainers/mentors during the overall WBL process of students with disabilities/special needs; how WBL learning processes have to be organised and quality assured in the enterprise context and it also provides examples of resource materials and sources available to the target group for the good WBL governance in the workplace context. The Vademecum, being a flexible model, it is transferable to other organisations/social partners/enterprises in Europe, all suffering from the same problem: the lack of practical tools and approaches for in-company mentors/staff when dealing with WBL paths of students with disabilities/special needs. This finally will lead to act really planning, motivating and supporting the envisaged target group. As the European Commission defined workplace based learning as the most promising approach for the inclusion of disadvantaged learners in VET, this IO3 will be able to reach a considerable impact on a different set of target groups and participants, organisations and stakeholders. The output will impact, first of all, on the direct target group of in-company trainers/mentors providing them a set of concrete competences to deal with and manage WBL paths involving students with disabilities/special needs and also impact on indirect and final target groups (VET students with disabilities/special needs) as it is able to motivate the target group which cannot be encouraged by school pedagogical approaches that often do not consider the realities and the problems of students with disabilities/special needs.

The Vademecum has been developed according to a clear and logical structure and it is organised in the following 6 chapters and thematic areas:

1) Selection and proper matching procedures of the learner with the workplace;
2) Occupational health and safety requirements for the learner in the workplace;
3) Preparation of the learner before the starting of the WBL path in cooperation with the school teacher/trainer and the involvement of the learner’s parents;
4) Designing, in cooperation with the school teacher/trainer, of the student’s Personal Learning Plan (LOs-oriented);
5) Debriefing tools and procedures to be used with learners during WBL in the workplace to help them to reflect on what they have learned;
6) Ongoing and final evaluation of the learner and transfer of competences achieved.

The VET4ALL In-company Mentors Vademecum is freely accessible and downloadable via the VET4ALL project website http://vet4all.org
CHAPTER 1
SELECTION AND PROPER MATCHING PROCEDURES OF THE LEARNER WITH THE WORKPLACE
CHAPTER 1

SELECTION AND PROPER MATCHING PROCEDURES OF THE LEARNER WITH THE WORKPLACE

“Abled does not mean enabled. Disabled does not mean less abled”

(Khang Kijarro Nguyen)

Contents

This Chapter aims to support Mentors to define a specific and practical SET OF TOOLS to know the procedures before the WBL and to identify the achieved learners’ competences (LOs) at school-based learning. This Chapter defines, in particular, the procedures addressed to mentors to know how to apply/participate in WBL for students with disabilities/special needs, and how to select the learners. The selection process and the information exchanged before the WBL within the VET provider and learner is essential to create a shared WBL plan that can bring the most benefits for the employer:

• Increase productivity of learners in the workplace;
• Increase employee leadership skills;
• Increase opportunities for focused involvement in young people’s learning.

Aims

• Create VET-business cooperation: 1) the VET process (Curriculum development, VET delivery, feedback loop ); 2) the topics of cooperation Matching, supply, and demand, Work-based learning, Digital skills, Innovation – including digitalisation aspects not related to skills development, Entrepreneurial skills, Mobility, Social inclusion, Raising awareness;
• Contribute for the success of WBL for students with disabilities/special needs – for VET providers which can benefit from a good match for the attractiveness of their education; for VET students, as a good match increases their job opportunities on the labour market;
• Assure that mentors know the necessary policies, procedures and documents related to the preparation stage;
• Create tools for mentors to understand the WBL programme and expected outcomes via effective communication with VET representatives;
• Create a practical guide for mentors to understand how to match skills and jobs and the importance of feedback mechanisms between initial VET and labour market.

Methodology

The Methodology proposed answers to the following questions: What involves participating in WBL with students with disabilities/ special needs? What are my responsibilities? How I can select the proper candidates? How to do the skills match?

Contact with the school/VET provider via email, phone or in person to prepare and receive information on:

• Toolkit about the responsibilities and arrangements to be done to receive the students;
• Arrange with the learner a curriculum/motivation letter/e-mail from him/her and/or a Skype meeting before his/her arrival. This allows you to receive detailed information about the candidate’s profile;
• In addition, ask the school/VET provider the learners’ application questionnaires with detailed information on the learners’ skills, job preferences, EQF level, previous experience, motivations and recommendations;
• Know the Learning Outcomes to be achieved by the learner;
• Prepare your company profile – it is necessary that you inform the school/VET provider about the sector, main activities, and type of positions you are able to offer to students. It has to be clear which is your offer and specific learners’ requirements;
• Before starting, be aware of the monitoring and evaluation activities the company must contribute to and then do it in due time.
Resource materials and tools

Tool 1 – Implement a Company application form

COMPANY PROFILE QUESTIONNAIRE
(to be filled in by applicant companies, with the assistance of the school/VET provider)

Information about the company

• Name of the company

• Address / zip code / city / country

• Sector of the company

• Which are the main products or services offered by your company?

• Who are your main customers or target groups? When was the company founded? Point your main values

• How many employees does your enterprise have?

• What are the main occupations / professions of your labor force?

• Please, specify if you have an HR department and a training department or which department / office follows these aspects

• Is your hosting learners now or did it in the past? If yes, how many learners and from which countries?

• Why would like to host a learner? Please sum up your motivations

• Why a learner can do valuable experience in your company? Have you already decided who will be the company mentor?

Information about the learner to be hosted

• Specific knowledge and skills
Tool 2- Implement a Learners Profile application

**Learner profile questionnaire**
*(to be filled in by applicant learner with the assistance of the school/VET provider)*

Surname________________________  name______________________

address______________________________ telephone/e-mail, contacts__________________________

Gender _____________ Age _____________

School Programme________________________________________

Mother tongue______________________________________________

Need for Support for any disability. Please specify

- Soft skills highly valued

- Country of residence (if relevant)

- Required language and level of confidence

- Possible training objectives (what can learnt by the learner)

- Possible assigned tasks (job description)

- Please sum up what you/your company expect from this experience

- The potential period of the internship: duration ____________
and proposed timing (from/until)_____________________________
Pending education years for diploma/degree

Home qualification level expected to achieve

Period of internship/traineeship (how long?)

Equivalent EQF level 1 2 3 4 5 6 7 8

Specific knowledge already acquired

Specific knowledge you expect to acquire through the WBL experience

Skills already achieved

Skills you expect to achieve through the WBL experience

Specific activities you expect to perform through the WBL

Work experience already done
(if any – please specify type of work and contract)

Certifications (if any)

Company’s sectors of interest

Languages (Levels of the Framework of Reference for Languages)

Why would like to make a WBL experience? (please sum up the 3 main motivations)

Which are your 3 main strengths points you can bring to the experience?

Which is the added value you can bring to the hosting company

Note: in addition to the learner’s profile you can ask the VET tutor to prepare an internal questionnaire adding notes about the motivation, specific requirements, and learner’s skills in more details.
Minimum quality standards to be considered

To guarantee a minimum quality standard to the WBL path it is necessary to apply the main principles during the preparation phase:

• Curriculum development is crucial to make the provision of VET efficient in terms of matching supply and demand;
• Career Guidance and counselling at school;
• VET tutors need to assist the learners in the implementation of curriculum, motivation letter and learners application;
• VET tutor needs to know the learner’s specific recommendations to adapt it to the learning outcomes and transfer to the work environment;
• Establishment of a work based learning plan with defined learning outcomes and, if possible, revised by the company mentors.

Company mentors:

• Know the related regulation;
• Choose the training and knowledge fields of the learner;
• Establish a relationship and keep in contact with the school/VET centre;
• Find and contribute to matching the right learner;
• Formalize contracts and agreements (as appropriate) between your company and the learner and the school/VET centre;
• Plan the reception of the learner in the company;
• Inform and support the learner about logistics (accessibility to your company by public transports, means of communication (phone, emails, etc.), specific protection equipment or safety regulations inside the company, benefits (lunch, insurance, etc.);
• Be ready to face critical issues and to find solutions during the work placement, in cooperation with the learner and the school/VET centre.

Recommendations

• Before the work placement starts, ensure you are aware of your responsibilities;
• Staff members should be aware that no discrimination is accepted in the workplace;
• Consider any difficulties with transport to and from the work placement with the learners;
• Discuss well in advance, with the learner’s consent, any specific difficulties the learner may face and how liaison with other staff at the work placement may be necessary to prepare them for working with the learner;
• Make time to discuss, again well in advance, with the VET staff, which reasonable adjustments may need to be in place to facilitate the learning experience and offer support to the learner in making these adjustments;
• Spend time with the learner in the workplace, both prior to the work placement and again in the early stages, to be able to fully assess any areas of potential difficulty, and to enable the learners to voice any concerns they may have;
• Be confident that you can contact the VET provider in case a particular difficulty arises so that it can be resolved as soon as possible;
• Keep regular contact with the VET provider to check on progress and to give the learners an opportunity to state any concerns they may have.
Case Studies

A WBL experience for a student with speech difficulties
Justin is applying for a work-based learning programme in Business Administration. He would like to work in a small office. VET Staff say that his general work, especially when using the computer, is good. However, Justin has a quite marked speech difficulty and staff in the office are concerned that they will not understand what he is saying. As a result, the company is worried that he will not perform certain office skills and they are also realising that he can be isolated from the staff group.

Discuss by email, in person or by phone with the VET Tutor how best to deal with aspects of the work which may require the learner speaking to other people. What are some of the things you could try to ensure that Justin is involved with the spoken as well as the other elements of the work? How might you try to facilitate his participation in the staff group? Ensure that staff in the workplace are aware of ways in which to respond to someone who has a speech difficulty and do not just isolate him from conversations.

A WBL experience for a student with Medical conditions—epilepsy
Fatima is on a motor vehicle skills course. She tells you she has epilepsy but her condition is controlled by medication. In the past three years, she has only had four seizures during the day and they were linked to specific circumstances. She also says that she always gets clear warning signs before having a seizure. She is very keen to do this course and is happy to work with you to ensure that this can happen. She understands your anxiety but points out that, if she was never to do anything dangerous because there was a tiny chance that she might have a seizure, she would end up never going outside her door.

Discuss with the learner and VET Tutor what information might need to be shared (for example if there is a health and safety risk which needs to be looked into or if certain environmental conditions can exacerbate a condition) and what does not need to be. What decisions might you come to with Fatima? Would you need to carry out a risk assessment, and if so what is it likely to entail? Would you need to inform other members of staff? What would you do when preparing for Fatima’s work placement?

Links/bibliography

https://www.vantagemobility.com/blog/incredibly-inspiring-quotes-for-people-with-disabilities


https://books.google.com.mt/books?id=BXnbCQAQBAJ&pg=PA112&lpg=PA112&dq=match%20in%20wbl&source=bl&ots=fZ_RsFDs-Sm&sig=ACfU3U3NonBK7f2zyQswb_yR38v9u65Dw&hl=en&sa=X&ved=2ahUKEwiDysfU7M3iAhUEaVAKHUBRDHAG6AEwDXoE-CAcQAQ#v=onepage&q=match%20in%20wbl&f=false

https://dera.ioe.ac.uk/12062/7/including-disabled-learners-in-work-based-learning_Redacted.pdf

Glossary

**Speech difficulties**: can have a range of causes. Some people who have a neurological disability such as Cerebral Palsy or Multiple Sclerosis or people who have had a stroke can have difficulty with speaking clearly. People who have been born deaf or with partial hearing may have never been able to hear words in a way which has allowed them to learn to speak clearly. There are also people who have no other disability but who find speech difficult or who stammer.

**Epilepsy**: is a neurological condition defined as a tendency to have recurrent seizures (the term “seizures” is preferable to fits). Seizures are a symptom of the condition, not the cause. Most people can use drugs to control their condition effectively. In some cases, epilepsy is affected by stress.
CHAPTER 2

OCCUPATIONAL HEALTH AND SAFETY REQUIREMENTS FOR THE LEARNER IN THE WORKPLACE
CHAPTER 2

OCCUPATIONAL HEALTH AND SAFETY REQUIREMENTS FOR THE LEARNER IN THE WORKPLACE

“Each student with disability has the right to adequate respect for his/her physical and mental integrity, on an equal basis with all others during the practical training.

Contents

This chapter aims to help mentors to:

• Develop a methodology for providing health and safety regulations at the workplace for students with disabilities, taking into account their individual peculiarities and abilities during practical training;
• Define the conditions, principles and standards during practical training;
• Know case studies to be taken into consideration.

The topic is developed with the expertise of practical training specialists in line with the European legislation.

Aims

1. Ensure that students with disabilities are able to conduct their practical training in health and safety conditions that are appropriate for their health without worsening it.
2. Set out common prevention principles and measures to encourage improvements in health and safety of students taking practical classes for:
   • Prevention of occupational risks;
   • Protection of health and safety, taking into account the individual health status of the trainee;
   • Elimination or limitation of the risks and causes of occupational traumatism and occupational health hazards;
   • Informing, consulting, training.
3. Define the need for school authorities or managers at the enterprises to identify workplaces where adaptations for disabled students should be made.
4. Create health and safety conditions for practical training while abiding to the principles of respect for personal dignity, non-discrimination, effective participation, gender equality, respect for differences and the acceptance of disabled students while preserving their identity and developing their abilities.

Methodology

The methodology includes a number of measures and definite steps to meet the objectives:

• Undersigning of a contract with a host structure for conducting learning practice / internship;
• Training of mentor for practical training of students with SEN;
• Going through the medical expertise of each student, assessing his/her abilities, recommendations, contraindications;
• Choosing of the workplaces and work operations to be carried out, individually for each student;
• Carrying out a “risk assessment” of workplaces by a specialist in occupational medicine;
• Applying measures to prevent harmful production factors at each workplace defined by a “risk assessment”;
• Adaptation of the workplace, if necessary, providing personal protective equipment;
• Labelling the workplace with understandable information, warning or forbidding signs;
• Developing instructions for each workplace and for each work operation;
• In each method unit, before starting work, the teacher/mentor instructs the student in his/her workplace on the safety and health technique individually, indicating what hazards exist and how to avoid them. Verifies that the student is competently acquainted and then initiates his/her work. A record of the instruction and a working card reflecting the compliance with the health and safety regulations are completed;
• Monitoring of the measures taken to provide health and safety at the workplace, assessing their effectiveness, and making additions or corrections, if necessary;
• In determining and preparing the workplace for the trainee, to monitor his/her current state of health and abilities.

Resource materials and tools

Learning Agreement between School, Company, Student and Parents

This document is normally signed by school, company, student and parents. The Learning Agreement is the document by which all involved parties agree to comply with certain obligations, e.g.:
• respect for persons and goods;
• adopt language and clothing appropriate to the environment;
• compliance the industry norm of times;
• follow health and safety prescriptions specified by the company;
• confidentiality regarding data acquired during the stay, etc.:
• inform the mentor of any health-related issue that may affect his/her work performance.

This document is important to let the student:
• achieve the skills in response to the path;
• carry out the activities according to the objectives;
• strictly follow the timetable and manner provided, following the directions of the internal tutor and the company mentor and referring to them for any requirement or eventuality.

Note that the student has to be identified by all the information, at least name, surname, date of birth, social security number, school class etc.). Parental consent is binding in case of underage student. In particular, the “parental consent” has to be indicated on the insurance position covering the risks of third-party liability and accidents, for each type of accident that could happen during the student internship. Insurance obligations are in charge and carried out by the school.

In this Learning Agreement the schools focus their attention on the purposes of training, in particular on the activities to be held during work experience, the standards and the safety rules to be observed, the obligations of insurance and the compliance with the legislation on privacy.
Moreover, the Learning Agreement presents, usually at the bottom-end of the document or in a specific annex a model of atte-
station concerning the legislation on safety in the workplace and related obligations, such as:

- evaluation of professional risks during the internship;
- implementation of training procedures and student information;
- preventive medical examination in case the student is involved in situations or activities considered at medium-high risk, etc.

There must also be explicit references to the gratuity of the internship and the designation of two tutors, a tutor appointed by the school and a mentor indicated by the company, who will follow the trend of the alternation path synergistically.

**Risk assessment for the activity in company**

The document of risk assessment is under the responsibility of the company and is normally completed with a section reserved for the student (assigned tasks, equipment and protection devices provided, etc.). In it the company is committed to ensuring, through the company mentor, the assistance and the training required, the compliance and safety of equipment and environments, to document specific risks and in case of changes in security conditions, to promptly notify that to the school.

**Phase of stay in the company: the “Log Book” and the “Attendance Sheet”**

During the internship many schools equip the students with a descriptive tool, called “log book” and a recording “Attendance Sheet”. The first is useful to describe the daily work done, the materials used, the list of main terms learned in the company and part of the vocabulary in technical and professional use: the requests may include information about the activities in which he participated directly, the staff involved in them, the places of execution and any critical issues encountered. This is not often obligatory. The second is used to monitor the actual presence of the student in the company. This is always obligatory.

Aims: both track daily activity and commitment played in two different ways (even in terms of recording of incoming and outgoing from the workplace), stimulate the trainee to rethink the value of experience that he is leading, and help him/her to better understand the links between practice and theory and to understand the value of the teachings of some disciplines. It also helps to interpret the business environment as a whole, to take into account not only the technical know-how but also the company organization, of what is learned by watching and listening, etc.

Description: the log book shows the data of the school of the student, his/her personal data, his/her school curriculum, the general contents of the work and the rethinking of everyday actions performed in the company. The attendance sheet simply records the student engagement in terms of hours worked in the company.

Methodology: the tool is customised by the individual institutions; therefore, each has its own elements.
Some examples of documentation:

**Learning Agreement**

**BETWEEN**

(Name of school and full address)
represented by (Director/Headmaster)

(Name of company and full address)
represented by (Director/Manager)

(Name of student)

birthdate

school class and insurance details

(Names of parents)

Considering that
- In accordance with (fill with references of law concerning this) the school-work alternation is an embodiment of the courses in the system of vocational and education and training, to ensure that young people acquire skills they can use in the job market;
- In accordance with (fill with references of law concerning this) school-work paths are organically inserted into the plan of the training of the school as integral part of education pathways;
- With references of law relevant to school-work alternation (if exist);

It is hereby agreed as follows

Art. 1

The [Name of company] receives students in a school-work alternation pathway based on a proposal by [Name of school]

Art. 2.

1. The acceptance of the student during the school-work alternation in the workplace does not constitute an employment relationship.
2. As envisaged by (fill with references of law concerning this) the student during school-work alternation is equivalent to the employee.
3. The training and orientation during school-work alternation is jointly designed and verified by an internal tutor, designated by the school, and a training tutor of the company.
4. Each student inserted into the host structure on the basis of this agreement a Personal Learning Plan that is an integral part of this Agreement has been prepared.

The PLP is consistent with the educational, cultural and professional path of studies.

Art. 3.

1. The tutor designed by the school has to:
   a) develop, together with the company tutor, the personalized training signed by the parties involved (school, company, student, parents);
   b) support and guide the student during school-work alternation and cheek, together with the company mentor, the achieved progress;
   c) handle relationships with the company, through the company mentor;
   d) supervise the activities and respond to any problems that may arise from these;
   e) evaluate and highlight the competences and skills progressively developed by the student;
   f) promote the activity of assessing the effectiveness and the coherence of the school-work alternation path;
   g) inform the relevant educational officers (Director/Headmaster, Departments, Scientific Committee) and the progress of the routes, also in view of the realignment of the class;
   h) assist the director/headmaster in drafting the evaluation report on the structures with which the agreement have been agreed for the activities of alternation, highlighting the educational potential and any difficulties encountered in the partnership.
2. The company tutor has to:
   a) cooperate with the school tutor to design, organize and evaluate the experienc-
co of school-work alternation;
b) promote the inclusion of the student in the operational context, supporting and assisting him/her during all the alternation period;
c) provide information and training to the student on the specific company risks, in compliance with internal procedures;
d) plan and organize the activities safety according to the training project;
e) involve the student in evaluation of the experience;
f) provide to the school tutor the agreed elements to assess the student’s activities and the effectiveness of the training process.

3. The school tutor and the company mentor cooperate to:
a) prepare the personalized training, including the regulation of safety and health in the workplace. In particular, the school tutor will have to cooperate with the company mentor to identify the activities required and preventive measures necessary to protect the student;
b) monitor the attendance and the implementation of Personal Learning Plan;
c) verify the correspondence between the learning experiences in the classroom the work environment;
d) draft a report on the experience carried out, which contributes to the evaluation and certification of skills by the school;
e) verify that the student respects the duties of (fill with references of law concerning this). The student’s violation of obligations will be reported by the company mentor to the school tutor in order to activate the necessary actions.

4. During the school-work alternation the student is obliged to:
a) perform the activities foreseen in the Personal Learning Plan;
b) respect hygiene, safety and health rules in the workplace, as well as all the provisions, instructions, regulations, rules of procedure, provided for this purpose;
c) maintain the necessary confidentiality regarding data, information or knowledge about the production processes and products acquired during the school-work alternation period in the work context;
d) follow instructions given by tutors and refer to them for any need;
e) to tell the mentor of any health-related issue that may affect his/her work performance.

5. The school ensures the student against accidents at work and civil liability. In case of an accident during school-work alternation period the company agrees to report the event to the school, within the time required by law. For the purposes of the Prevention Act and risks in the workplace, the school shall assume responsibility for the following obligations:
· take into account the capability and conditions of the host company, in relation to the health and safety of students involved in the internship activities;
· inform the student about rules on hygiene, safety and health in the workplace;
· appoint a company mentor competent and adequately trained in safety and health in the workplace.

6. The host company undertakes to:
a) ensure to the student, through the company mentor assistance and training necessary to the success of the activity, and the declaration of the skills acquired in the work context;
b) to respect all the safety and hygiene regulations on the work context;
c) allow the school tutor to contact the student and the company mentor to monitor the progress of the training, to coordinate the activities and the drafting of the final report;
d) inform the school of any accident happened to the student.

This Agreement shall run from (start date) to (end date)

Parties can terminate this Agreement in case of violation of the obligations regarding health and safety in the workplace or the non-implementation of PLP.

Place and date

1. Name of school Signature____________
2. Name of company Signature____________
3. Name of student Signature____________
4. Names of parents Signature____________
### Risk Assessment for Internship Activities

<table>
<thead>
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<th>Field</th>
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<tbody>
<tr>
<td>Nome</td>
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<td>Contact person</td>
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<td>• machinery</td>
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<td>• equipments</td>
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<td>substances (please specify)</td>
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<tr>
<td>Is a preliminary visit by a school tutor allowed?</td>
<td>Yes</td>
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<tr>
<td>Has the company mentor been trained in Work Health and Safety regulations?</td>
<td>Yes</td>
</tr>
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<td>Does the “risk assessment report” take into account the risks charged to students during the internships?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is a medical surveillance on the task assigned to the student expected?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is any personal protective equipment provided to the student?</td>
<td>Yes</td>
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</tbody>
</table>
Minimum quality standards to be considered

At implementation practical training in real work processes to ensure health and safety at work, the mentor is asked:

- to assess the risks to the safety and health of students by covering the choice of work equipment, the use of chemicals and preparations and the organization of workplaces;
- in conformity with the risk assessment and, if necessary, plan and implement preventive measures and methods of work and production that:
  a. provide improvement of the level of protection of workers;
  b. are integrated into all activities and structural units.

The mentor is asked:

- to assign tasks to students in accordance with their competencies, experience and capabilities, as well as their suitability for safety and health at work;
- to identify hazards and risk factors of specific hazards for students in need of special protection, including those with limited capacity to work;
- to foresee appropriate facilities for SEN students’ work performance at the workplaces;
- to adapt work to the possibilities of the student, taking into account his/her physical and mental health;
- to organize the monitoring and control of the implementation of the planned measures;
- to ensure effective control to perform the work safely and without risk to health;
- to not accept students with SEN who are not properly trained, instructed and equipped to places where there is a serious or specific danger to health and life;
- in fulfilling its obligations under the Health and Safety Equipment Regulations, the mentor must ensure healthy and safe working conditions and the same degree of protection against manufacturing risks of all practicing students, regardless of the duration of the agreement and the duration of the internship/working time.

- the mentor provides the learners with the necessary information on the risks to their health and safety as well as on the measures taken to eliminate, reduce or control those risks;
- measures and rules for first aid, fire and emergency medical assistance in the case of an accident at host company, as well as responsible persons for the training of interns is done by employees appointed by order of a director / manager.

Occupational safety and work organization measures at the workplace and the workplace itself can be changed in accordance with the current health state of the student with disabilities.

- Please ensure that a risk assessment is made at the place where the student is going to be trained. The result and preventative measures taken must not endanger the health or condition of the student.
- Check the state of the art and safety at the workplace.
- Do not allow work with harmful materials.
- Daily instruction should be clear and should not include terminology unknown to the student. Document it.

Recommendations
• Check the student’s professional competencies before starting work / if working with equipment he / she must be able to work with it safely, be familiar with the switching, adjustment and to know the mechanisms for switching, adjusting and braking including emergency. The student should be aware of the hazards, understand the importance of the personal protective equipment used and always use it.
• Please make sure that the student can perform the assignment safely.

**CASE STUDY 1**
Ivan has impaired motor activity as a result of a car crash. He can only be driven by a wheelchair selected according to his individual needs. In any other respect, Ivan is without deviations. He is not in constant dependence on other persons. He does not have mental disorders, he can serve both hands well, he is skillful and well educated. Because of these qualities, he can handle the duties that require the position he is assigned to – a hotel receptionist. He has good computer literacy, speaks fluent English and Russian and can handle the documentation safely. Prior to starting work, additional training is not required, besides the necessary, as well as mandatory instruction. To ensure Ivan’s easy access to the hotel, a ramp is built. He is also provided with a parking space. Appropriate adaptation has also been made to the workplace and the service spaces. The student has no mental disturbance. The mentor determines the working place-reception of the hotel. A ramp for moving to the workplace is provided, a well-adapted sanitary room is provided and the student has a mandatory Health and Safety instructions.

**CASE STUDY 2**
Daniela is 19 and has Down Syndrome. She has to work at a hotel. She hardly writes and keeps her attention, and has disturbed sight and hearing. She works best when performing monotonous manipulations and is complete throughout the working day. If training by the mentor is appropriate, if the instructions are accurate and concise, Daniela is able to perform activities related to cleaning the rooms, the hotel, laundry work related to ironing and folding the linen. It is necessary for the mentor to be patient and not to set more than one task, illustrating the activities that Daniela should do. Due to sensor-integrative dysfunction/imbalance between external stimuli and reaction, Daniela is aware of the Health and Safety at work through an audiovisual way adapted for people with impaired vision and hearing. The mentor helps Daniela orient herself in the space of her workplace, emphasizing the tactile skills that are most preserved from the entire sensory spectrum. The Health and Safety at work guidance is repeatedly verbalized and illustrated.

**Links/bibliography**
https://osha.europa.eu/bg/legislation/directives/2
Glossary

Health and safety at work: are such working conditions that do not lead to occupational illnesses and accidents at work and create a prerequisite for the full physical, mental and social well-being of the workers.

Prevention: means all measures taken or planned at all stages of work at the school/enterprise to prevent, limit and/or remove professional risks.

Harmful health and safety factors: are physical (including mechanical, acoustic, electrical, optical, radiation, ionizing, vibratory, etc.), chemical, biological, psychological, organizational and other impacts that adversely affect or threaten the health and safety of workers.

Occupational risk: is the likelihood of adverse effects on the health and safety of workers with a particular impact of harmful factors at work and the degree of consequences.

Health risk: is the likelihood of adverse health effects resulting from a specific effect of health-enhancing factors and the extent of these changes.

Collective Protective Equipment: means a design, construction, technological, organizational or other technical solution that isolates or saves the space where the workers or other persons are.

Personal protective equipment: means any device, equipment designed to be worn or used by the worker to protect him against one or more possible dangers endangering his health and safety at work as well as any accessories or special work wear, designed for the same purpose.

Protective device (component, equipment, protective device): is a constituent part of the working equipment that performs a protective function when used, as well as in case of damage, denial or malfunction which poses a threat to the health, safety or life of persons who may be injured. This can also be a separately produced equipment that is designed to perform the same tasks.

Minimum requirements for the provision of health and safety at work: are the smallest permissible requirements for the protection of workers’ health and the safety of their work. The employer can realize higher requirements to achieve a better level of protection for workers, but not lower than the minimum requirements.

Down syndrome: is a chromosomal condition that occurs when an error in cell division results in an extra chromosome 21. Down syndrome can affect a person’s cognitive ability and physical growth, cause mild to moderate developmental issues, and present a higher risk of some health problems. People who have Down syndrome usually have cognitive development profiles that suggest mild to moderate intellectual disability.
CHAPTER 3
CHAPTER 3

Support students to find both their strengths and their weaknesses. Familiarizing students with work environment adapted to their needs.

Contents
This chapter aims to support Mentors to define a specific and practical procedure that would guide the preparation of the student with disabilities/special needs for the WBL programme.

The preparation would consist primarily of a workplace orientation session that includes a company tour, a discussion on the key aspects to consider in order to make the most out of the learning experience and an initiation of the student into the workplace culture.

In order to properly prepare the learner for the WBL programme, the in-company mentor needs to acknowledge and understand the student’s particularities in terms of his/her disability so that any communication barriers are reduced or eliminated (e.g. a student with dyslexia should have access to information in alternative ways that do not require reading print).

Aims
1. Identify the key aspects that ensure student readiness for the WBL programme;
2. Create a practical tool for guiding the preparation of the learner phase. This aims to identify the key aspects to be discussed with the learner prior to the WBL experience in order to ensure the fact that the learning experience is maximised;
3. Support mentor in order to understand certain educational requirements of the students enrolled in the programme.

Methodology
The need for a preparation phase derives from at least two reasons:
• to ensure that the students are ready to take advantage of the learning opportunities at the workplace;
• to make sure that the students know enough about the organization to be able to participate constructively in workplace practices and adhere to workplace norms.

Ideally, students would demonstrate readiness for the WBL programme in several ways:
• They show that they are sufficiently aware of their own skills to be able to set realistic goals for learning;
• They demonstrate sufficient knowledge about the industry and workplace to be able to navigate and build on what they have learned: they understand the industry context;
• They have had prior experiences that validate their interest in the new experience and enable them to identify specific and realistic learning objectives.
This is why, prior to actually beginning the WBL programme students should go through a preparation phase. The first step in the preparation phase should aim at increasing the awareness of student’s own skills (see the tool).

Also, during this phase, students should get familiar to:

- The WBL standards;
- The Personalized Learning Plan and all required paperwork;
- Workplace expectations specific to the industry and/or site, including rules of conduct and the definition of “professionalism”;
- Transportation issues;
- Hours, attendance issues, and keeping timesheets;
- Reflections and journal-keeping (if this is to be a requirement);
- Technical information specific to the industry or site;
- Assignments and projects expected to be completed in the classroom or at the worksite to receive course credit;
- Safety issues, including sexual harassment;
- Supervision;
- Assessment and portfolio development.

Upon introduction to the workplace, the mentor should follow these steps:

- Welcoming the student;
- Workplace orientation session;
- Providing an informational package;
- Making sure that the student has all the equipment and materials he/she needs (e.g. access password or badge).
Resource materials and tools

A tool that can be used for increasing the awareness of their own skills so that they are able to set realistic goals and make a contribution to the workplace where the WBL takes place is presented below.

Student self-assessment

INSTRUCTIONS: for each behavior listed below, indicate what you believe your own skill level is currently in that skill area (how well do you do it?).

Frequency
1 = never
2 = occasionally
3 = often
4 = very often

Employability Skills
Behaviors that demonstrate Employability Skills

Navigating the Workplace & Careers
Learning rules and performing procedures safely and effectively.

1 2 3 4

Learning from professionals about the certificates or degrees required to succeed in various jobs or for getting a first job.

1 2 3 4

Creativity & Innovation
Coming up with new ideas, methods, or products.

1 2 3 4

Building on others’ ideas to improve something

1 2 3 4

Critical Thinking and Problem Solving
Solving problems by identifying what you already know, what you need to know, and how and where to find new information.

1 2 3 4

Making a strong argument for a position you hold or finding weaknesses in the argument someone else makes for a position they hold.

1 2 3 4

Speaking & Listening
Explaining information to another person so they understand you, or repeating back to another person what you heard them say to see if you understand them.

1 2 3 4
Making a formal presentation of your work on a project to industry professionals or community members.

1 2 3 4

**Collaboration**
As part of a group project, deciding who will do different things by considering each person’s knowledge, past experience, or other strengths.

1 2 3 4

As part of a group project, making sure everyone gets to express their thoughts and feelings when there is a disagreement.

1 2 3 4

**Information Literacy**
Looking for information sources for a project, figuring out what all the technical language means, and figuring out which sources are most trustworthy.

1 2 3 4

**Technology Literacy**
Making a decision about which technology is best for some purpose (for example, deciding when email or texting is better, and when talking by phone or video-conferencing is better).

1 2 3 4

**Initiative and Self-Direction**
Thinking about the goal of a task and offering suggestions about how to proceed rather than just waiting for someone else to tell you what to do.

1 2 3 4

Working independently on an assigned task, but asking for help when you need it, and keeping your supervisor informed of your progress.

1 2 3 4

**Professionalism and Ethics**
Learning to think and act like a professional.

1 2 3 4

Deciding what the right thing to do is, and doing it.

1 2 3 4

**Cultural/Global Competence**
Taking differences like age and background into account in interacting with people.

1 2 3 4
Learning how global issues (like economic and political conditions in different parts of the world) affect the work of the organization.

1 2 3 4

Adaptability and Flexibility
Learning a new skill required to complete a task or project.

1 2 3 4

Agreeing to change tasks when working on a group project to make sure the project got completed.

1 2 3 4

Productivity and Accountability
Completing assigned tasks on time and checking your work to make sure it is accurate and presentable.

1 2 3 4

Asking your co-workers and supervisor for suggestions on how you could improve your work.

1 2 3 4
The Mentor can use an Orientation Checklist in order to ensure that the main aspects of the WBL have been communicated to the learner.

**Orientation Checklist**

Student: _________________________________________________________

Date: _________________________________________________________

Mentor or supervisor: ___________________________________________

WBL coordinator: ______________________________________________

Directions: Be sure that your student employee obtains information about the following factors. Check the information on each item as it is completed.

**I. Welcome and Introduction**
- What it means to work at this company

**II. Workplace Tour**
- Overall tour of facility
- Tour of work area
- Fire extinguishers, fire escapes, exits, evacuation routes
- Introduction to staff

**III. Tour of Facilities**
- Rest Rooms
- Parking
- Lunch Rooms
- Telephones
- Storage for personal belongings

**IV. About The Company**
- Discussion of company structure
- Key people in the company
- Type of business, products, services
- Who our customers are
- Other branches or divisions

**V. Department Specifics**
- Telephone Number and address
- Explanation of work schedule
- Location of time clock/sign-in
- Attendance requirements
- Working with other departments /employees
- Hours
- Break times
- Lunch time
VI. Job Specific Issues
Location of necessary supplies
How to use phone/office equipment
Job description
Training plan
Evaluation procedures

VII. Safety Training
Stairwell/fire exits
Fire extinguishers
Special hazards
Accident prevention
Safety Training Log, updated as needed

VIII. Supervisor’s Expectations
Dress code (hair, clothing, jewelry, etc.)
Performance expectations
Company culture (teamwork, service, values, etc.)

IX. Materials
Personnel handbook
Organization chart
Telephone directory
Security procedures

Required Documentation (The student’s Personalized Learning Plan contains documentation required by child labor laws etc.).
Minimum quality standards to be considered

The quality of something depends on a set of inherent characteristics and a set of requirements and how well the former complies with the latter. If those inherent characteristics meet all requirements, high or excellent quality is achieved.

A successful activity depends largely on a timely, thorough and complete preparatory process, in which all major aspects of the activity are considered. Experience shows that cuts on the preparation time often have negative consequences on the results of the activity.

To guarantee a minimum quality standard to the WBL preparation phase it is necessary that:

The workplace mentor gathers information about the students involved in the WBL prior to the orientation session, so that he/she can adapt the information – and the way that the information is delivered – to their needs.

The content and language used during the workplace orientation session is as clear and simple as possible, meaning that the workplace mentor should:

• avoid too complex or too official terminology as well as "industry jargon";
• use short phrases and repeat important information; in some cases the mentor should also adapt his/her volume and speed of speech (to allow students to hear or lip-read comfortably);
• make sure that the message is adequately understood by taking breaks during the presentation to address questions to the WBL participants about the information being presented;
• give many examples;
• invite questions from participants and even anticipate and answer the questions that might arise;
• provide assistive technology or other means of support where necessary (i.e. Braille or large script descriptions for students with visual impairments).

Recommendations

• We recommend you to take into account the particularities of the development of each student in part when you organized and adapted the activities;
• The information transmitted to the students must be clearly formulated on the subject;
• Please make sure that the students understood the instructions;
• We recommend you to use social reward often ("Congratulations!", "Very well!" etc.);
• At the end of the activities, carry out an analysis of them; in this way the students will see both their strengths (increasing their self-esteem) and their weaknesses (wishing to improve them).

Case Studies

CASE STUDY 1

A. M. comes from a legally constituted family, is 19 years old and is affected by severe disability, being diagnosed with the Asperger syndrome, social anxiety and schizophrenia. He presents emotional instability, obsessions/fixations, motor stereotypes, extrinsic motivation, has extraordinary memory and he likes German (he has a certificate of linguistic competence – level C1).

A.M. finds it very difficult to integrate into a group, he avoids new people and reacts inadequately to social situations. However, he is eager to learn as much as possible and to gather a lot of information from various fields. A.M. will be part of a two-week WBL programme with the possi-
bility of extension at a translation services agency. Before starting
the internship, the mentor came several times to the school where
A.M. is currently studying, in order for them to get to know each
other and for A.M. to feel comfortable in his presence. The mentor
shows him where he will work, how many employees he has and
what his work will be. Then, the mentor, along with the teacher and
A.M., highlighted some working strategies, namely included in the
Personalized Learning Plan:
• for the start, the mentor must stay in the same room with A.M., to
make him feel safe and less anxious;
• they must establish a clear set of rules;
• the work schedule must be the same every day (routine);
• the working hours and workload must be clearly set;
• the mentor must prepare all the materials that are necessary for
accomplishing the task;
• A.M. must be rewarded immediately after completing the task.
Following the mentor and teacher collaboration, the work environ-
ment will be adapted and organized according to A.M.’s require-
ments. As a direct result, A.M. will can reach his full potential, his
level of anxiety will be reduced, his social skills well be improved
and there will be an increase in his self-esteem.

CASE STUDY 2
C.B. comes from a foster care center, she is 20 years old, and she
is diagnosed with emotional disturbances, learning difficulties, and
borderline intellectual functioning. After being diagnosed with ca-
taract, her vision became very weak, and now she is able to read
regular size fonts only from a very short distance.
Although C.B. has an increased intrinsic motivation for work, is very so-
ciable, communicative and very affectionate, she has very low self-e-
steem, always looking for praise and affection from others. She really
likes to grow plants and care for them, being passionate about floral
design. She will be part of a three-week WBL program at a flower shop.
Prior to the start of the program:
• the teacher suggests to the mentor that C.B. needs support in car-
rying out tasks (caring for the plants, making flower arrangements
or bouquets, organizing workplace materials, etc.), structuring them
and adapting instructions or written materials (enhancing and thi-
ckening the fonts - black font on white or yellow background).
• the mentor points out some aspects of what it means, namely:
  - what the company (flower shop) does and its building plan
    (where is the toilet, the access ways etc.);
  - the work schedule;
  - the rules to be observed during working hours;
  - the safety rules;
  - the proper attire, etc.
For all of the points mentioned above, the mentor also uses enhanced visual
support (pictures with the building, appropriate outfits, safety rules, etc.).
As a result, the mentor tells C.B. that will write the instructions and
the steps that she has to go through in order to accomplish the va-
rious tasks (C.B. also faces difficulties in organizing and synthesizing
the information). The mentor also will print enlarged, high-contrast
images that represent the bouquets she has to do (because C.B. di-
splays poorly developed imagination and creativity). In this way, she will clearly see which flowers and what type of packaging she has to use, etc., thus managing to properly structure the information in order to produce a finished product that is to be appreciated. Based on the Student self-assessment, C.B. will be able to see her strengths and the areas that still require improvement.

**Links/bibliography**

APA Diagnostic Classification DSM-IV TR: https://behavenet.com/apa-diagnostic-classification-dsm-iv-tr

Types of learning disabilities: https://ldaamerica.org/types-of-learning-disabilities/

Adapting Activities & Materials for Young Children with Disabilities: http://www.ecle.org/media/84761/adaptingactivitiesand_materialsec-1.pdf


**Glossary**

**Asperger syndrome:** developmental disorder characterized by significant difficulties in social interaction and nonverbal communication, along with restricted and repetitive patterns of behaviour and interests; normal language and intelligence.

**Schizophrenia:** mental disorder characterized by abnormal behaviour, strange speech, and a decreased ability to understand reality. Other symptoms may include false beliefs, unclear or confused thinking, reduced social engagement and emotional expression, and lack of motivation.

**Cataract:** clouding of the lens in the eye which leads to a decrease in vision. Symptoms may include faded colours, blurry or double vision, halos around light, trouble with bright lights, and trouble seeing at night.

**Industry jargon:** “the technical terminology or characteristic idiom of a special activity or group”. Most jargon is technical terminology (technical terms), involving terms of art or industry terms, with particular meaning within a specific industry.

**Lip-reading:** a technique of understanding speech by visually interpreting the movements of the lips, face and tongue when normal sound is not available, ostensibly used by deaf and hard-of-hearing people. It relies also on information provided by the context, knowledge of the language, and any residual hearing.

**Braille:** is a tactile writing system used by people who are visually impaired.
CHAPTER 4

DESIGNING, IN COOPERATION WITH THE SCHOOL TEACHER/TRAINER, OF THE STUDENT’S PERSONAL LEARNING PLAN (LOs-ORIENTED)
CHAPTER 4
DESIGNING, IN COOPERATION WITH THE SCHOOL TEACHER/TRAINER, OF THE STUDENT’S PERSONAL LEARNING PLAN (LOs-ORIENTED)

A good personal learning plan will take into consideration the abilities of the students, how they need to be challenged and make good use of the opportunities provided within the work placement.

Contents
This chapter aims to make in-company mentors familiar on how to design, in cooperation with the school teacher/trainer, a personal learning plan per each student.

Aims
Mentors will be able to:
• Design a Personal Learning Plan for each student;
• Involve the learner in creating a Personal Learning Plan;
• Get information on how to create a Personal Learning Plan;
• Create the template of a Personal Learning Plan.
Methodology

The trainers and company mentors have to take into account that, when designing a personal learning plan for each student, they make sure that the learning plan is individualised and that the learning outcomes are both realistic and challenging for the particular student. Furthermore, they have to make sure that the student is clear about what is required of him/her before starting the work placement and who to ask for help in the work placement if they are having difficulty.

The mentor is asked to design a simple template that may help him/her to draw up a learning plan.

Instructions: describe an imaginary student to your colleagues and ask them to comment on the suitability of the template.

Possible Template for a personal learning plan:

**INDIVIDUAL LEARNING PLAN**

Name: _____________________________________________________

Placement: __________________________________________________

Initial Interview information – including support needs

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Short term goals

---

Long term goals

---

Learning record

Work done   How it went
Giving young people the opportunity to steer their own educational pathway through the development of individual learning and career plans and clearly setting-out learning objectives is a way of increasing their engagement and motivation. It also helps them to feel a sense of ownership over their future plans and to feel in control of their own situation. Furthermore, if they are actively involved in developing the individual plan, this will give them skills to continue to plan and manage their careers in the future.

Ensuring provision is needs-based and addresses the additional support needs of the young person can break down barriers to learning. This is likely to contribute to increased motivation, attendance and ultimately success rates.

This chapter is structured around the following tips. All of them are given as advice to mentors and trainers involved in the design of the individual learning plans.

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- Giving young people the opportunity to steer their own educational pathway through the development of individual learning and career plans and clearly setting-out learning objectives is a way of increasing their engagement and motivation.
- It also helps them to feel a sense of ownership over their future plans and to feel in control of their own situation.
- Furthermore, if they are actively involved in developing the individual plan, this will give them skills to continue to plan and manage their careers in the future.
- Ensuring provision is needs-based and addresses the additional support needs of the young person can break down barriers to learning.
- This is likely to contribute to increased motivation, attendance and ultimately success rates.
- This chapter is structured around the following tips. All of them are given as advice to mentors and trainers involved in the design of the individual learning plans.
Tip 1: Develop an individual learning or career plan
Establishing an individual learning plan which outlines personalised learning objectives, means that young people can be given a tailored learning experience. The learning objectives should be clear, realistic and measurable, so that the learner understands what is required to achieve them and can measure his/her achievements against them.

A learning plan should meet the needs of the individual in terms of both content and learning styles. It could cover for example: learning outcomes to be acquire as part of a learning programme; support to be provided; long-term goals for the student. Similarly, a career plan is a way of identifying learning and development that needs to be undertaken in the transition towards or through working life. It may set out a career objective as well as short-term career goals, and identify potential barriers to progression.

An individual learning plan or career plan is formulated together with the teacher/trainer or other support staff. It is important that the staff involved in preparing these plans have been given training in how to develop them. Sometimes the young person’s parents may be involved.

Tip 2: Assess the individual’s existing skills and knowledge base
An individual learning or career plan should be formulated based on an initial assessment of the young person’s profile and existing skills, and should build on these. This assessment might look at, for example, the level of basic skills of the learner, prior learning and work experience, as well as motivation. It should also identify an individual’s needs, for example in terms of learning support. A self-assessment by the learner might form part of this process.

Taking this kind of holistic approach to the development of the plan and basing it on an in-depth individual assessment, rather than providing ‘directional’ guidance (offering a number of options and asking the young person to choose one) is more likely to have success with this target group.

Undertaking this kind of initial assessment can help to ensure that the learning programme offered (in terms of level and content) is suited to the young person. It also means that the learner’s pathway within that programme can be tailored to their needs.

Tip 3: Tailor the plan to the young person
A learning/career plan should take account of the young person’s individual circumstances as well as his/her existing talents, competences and skills, strengths and weaknesses. It is important for example to take account of any basic skills that are lacking and ensure that these are tackled in the early stages of the learning pathway. It should set out realistic learning objectives and clear goals and should also cover how the individual’s support needs will be addressed. For instance, for young people with a high record of absence, the individual plan could address how the lost learning time will be made up.

Tip 4: Utilise the process to empower the young person
It is important that any individual plan is developed in conjunction with the student. There should be some freedom for the young person to decide what and how they will learn, for example opportunities to choose work-based options.
The initial assessment can be an empowering process for the young person. Helping them to identify existing skills and competences, and possibly how these pertain to the curriculum, can help to boost their self-awareness, confidence and self-esteem. This is particularly important for young people who have never achieved a formal qualification, or who have been led to see themselves as a ‘failure’ in a formal educational context.

**Tip 5: Conduct regular reviews of progress against the plan**

Once the plan has been agreed, ongoing support should then be provided by a mentor/trainer, mentor, careers adviser, counsellor or other support person. This ongoing support means that the learning objectives can be regularly reviewed to assess progress. There should be periodic opportunities to provide one-to-one feedback on progress in relation to the plan, and if necessary to revise the plan in line with this progress.

**Tip 6: Ensure the young person is committed to the plan**

For any individual plan to succeed, it is important that the young person is committed to achieving the targets and goals set out. This commitment can be achieved in a number of ways, including through a positive relationship with the staff member responsible for reviewing the plan, as well as regular opportunities to hear feedback on their progress.

Contracts can also be used as a way of setting out an individualised learning pathway and support plan, which formalises the commitment from the young person. A contract might include, for example, objectives for the young person together with details of the help and support he/she is entitled to receive.

It may also refer to financial support the young person will receive whilst participating in the contract. Signing the contract can be a commitment from the young person to meeting his/her obligations as set out in the contract, e.g. regular attendance, timely completion of assignments, etc.

Having the contract in place sets out a two-way agreement, outlining the expectations of the young person and the organisation supporting him/her and can help to secure the young person’s buy-in to fulfilling these expectations.

**Tip 7: Address other learning support needs**

It is important to ensure that any learning support needs are addressed in order to enable a young person to achieve the objectives set out in his/her learning plan. Learners who are often absent need support to develop a plan to make up the lost learning time. It is also important to foresee alternatives to suspension or expulsion, including onsite supports with multidisciplinary teams.

For young people facing complex barriers to learning, an individual health or well-being plan, or an integrated education and health plan may be required. Similarly, to learning and career plans, a health plan should be based on an initial assessment and should take account of the physiological needs (e.g. sleep, hunger) of the student, as well as his/her social and psychological needs. It should aim to achieve the best possible health for the young person, whilst at the same time maximising engagement in learning provision. A health plan should be regularly monitored.
These will be the key steps to develop this chapter:

**Step 1. Create a plan for adapting materials**
Effective adaptations require sustained development and support. They must be made within the framework of a larger plan that includes consideration of (a) basic and strategic skills instruction and (b) the roles of people involved in the adaptation process.
In some cases, it is important to involve your administrator and curriculum or programme coordinator from the beginning, and identify exactly who will be responsible for making, implementing, supporting and evaluating the adaptation over the course of the year. As much as possible, involve students, parents, professionals, and others. Adaptations that can benefit an entire class or several classes are more likely to be supported and maintained.

**Step 2. Identify and evaluate the demands that students are not meeting**
The purpose of this step is to define the problem to be addressed by the adaptation. Observe students’ performance when they use typical instructional materials. They may have difficulty acquiring or getting the important information from written materials, storing or remembering the information presented in the materials, or expressing the information or demonstrating competence. If students have difficulty with a given task, different solutions may be required depending on the level of difficulty and the student’s individual needs.

**Step 3. Develop goals for teaching strategies and making adaptations**
Some problems can be solved by adaptations; other problems may signal the need for intensive instruction in skills or strategies. Often, mentors/tutors may need to provide adaptations while simultaneously teaching the student the learning strategies he or she needs in order to perform the work. All adaptations lead students to become dependent on the person who makes them. Before an adaptation is made for an individual student, educators must carefully consider the best approach to addressing the student’s difficulty and promoting success. Adaptations should be approached as short-term solutions within a long-term plan for teaching skills and strategies that will promote the student’s independence as a learner and ultimately reduce the need for adaptations.

**Step 4. Determine whether content or format adaptations are needed**
Content adaptations may be made only when the student’s Individualized Educational Programme (IEP) notes that the general curriculum is inappropriate for this student. Content adaptations must also meet local and state education standards. In some cases, the IEP may address the degree to which the requirements associated with meeting state standards and taking assessments may be modified. The mentors/tutors must decide which parts of the curriculum the student will be required to learn and will constitute mastery of the course content. When the curriculum is considered appropriate for the student, adaptations may focus on format rather than content. Again, the mentors/tutors must identify the critical elements of course content that students must learn: first, identify the critical course ideas or concepts. Then identify the information that must be mastered in each unit to ensure that the critical course ideas are mastered. Finally, determine how students will demonstrate their mastery at the end of the course.
Step 5. Identify the tasks that need to be adapted
The design of tasks can present many different types of problems for students who struggle. Mentors/tutors adapting tasks should examine each one for features that might cause a learning problem. For example, the task may be too complex, or poorly organized. Further, it may call for skills or strategies or background information that the student does not possess. It may present activities that do not lead to mastery.

Step 6. Determine the type of adaptation that will enable the student to meet the demand
Once the materials have been evaluated and possible problems are identified, the type of format adaptation must be selected. Format adaptations can be made by:
- Altering existing materials: rewrite, reorganize, add to, or recast the information so that the student can access the regular curriculum material independently, e.g., prepare a study guide and audiotape;
- Mediating existing materials: provide additional instructional support guidance, and direction to the student in the use of the materials. Alter your instruction to mediate the barriers presented by the materials so that you directly lead the student to interact with the materials in different ways;
- Selecting alternate Materials: Select new materials that are more sensitive to the needs of students with disabilities or special needs or are inherently designed to compensate for learning problems.

Step 7. Inform students and parents about the adaptation
Adaptations are more successful when they are offered and introduced to students at the beginning of the year. Parents should also be informed about them at the beginning of the year. Students should be taught explicit strategies to use any adaptation effectively and how to process the information received through the adaptation. As students’ progress, they should be taught how to recognize the need for and request materials adaptations.

Step 8. Implement, evaluate and adjust the adaptation
As the adaptation is implemented, the tutor should evaluate its effects to determine whether the desired outcomes are being achieved. If not, adjustments will need to be made either in the adaptation or the instructions to the student in its use. Adaptations should significantly reduce failure and learning difficulties.

Step 9. Fade the adaptation when possible
Adaptations usually are short-term solutions to allow learning and participation until the needed skills and strategies can be taught. Once the adaptation is in place, the tutor should begin to plan with other tutors how to teach the needed skills and strategies. Once the student has learned the necessary skills and strategies, the adaptation should be faded. The adaptation should not be removed until the student possesses the skills and strategies to learn and complete tasks independently. For some students, an adaptation may be required for several months, while for others, it may be maintained for years.
Minimum quality standards to be considered

To guarantee a minimum quality standard to the WBL path it is necessary to apply the main principles during the design phase of the assessment, i.e.:

- Design a curriculum structure with clearly defined LOs, which reflects the academic, professional and employment demands;
- Design the assessment that:
  - is explicitly aligned with the students’ learning;
  - is clear and equitable;
  - enables students to demonstrate the achievement of the LOs.

Furthermore:

- **The students should be taken seriously**: they should be motivated to participate and share their opinion. They should receive clear feedback on their opinions and ideas, to avoid false expectations.
- **Both parties should share responsibility**: students should be given a fair share of the responsibility. This will give them a sense of ownership for the internship. Mentor should not leave the students on their own devices. They are still responsible for the students they are working with, for the process and product of the project. This implies that the Mentor has to foresee appropriate training and coaching for the students involved in the internship.
- **Internship should be evaluated and the results effectively used**: each activity and all those involved should be evaluated. This includes students, teacher and parents involved in the WBL paths. Suggestions for improvement should be taken into consideration and used for future WBL paths.

Recommendations

How can a tailored approach be achieved?

An individualised approach can be achieved through:

- Establishing individual learning or career plans;
- Ensuring needs-based learning support is provided;
- Establishing individual health or well-being plans;
- Implementing a case management approach to support students’ non-educational needs;
- Mentoring / Coaching.

An individualised approach also relies on flexible learning pathways, in order to tailor learning provision.

Case Studies

**A WBL experience for a student with trouble with fine motor control and handwriting**

Learning Problem: students have difficulty keeping track of their assignments.

A student has trouble keeping track of his/her assignments.

Questions:

- Does the student have a short attention span?
- Is the student frequently off-task?
- Does the student frequently lose assignments and belongings (see appropriate area)?
- Is the student’s desk frequently disorganized?

Accommodations:

- Provide a specific, consistent location for each subject’s assignments.
• Use predictable, consistent routines for assignment submission and return in the company.
• Use color-coding to help the student identify different kinds of tasks or materials in the laboral environment.
• Let the student use a special folder or binder to keep subjects organized and use a different color for each task that he/she has to do.
• Break a long assignment into parts. Set a separate due date for each part.
• Reduce or eliminate redundant work.
• Have the student mark assignments in an assignment notebook or personal planner.
• Reduce the total amount of work. Be sure to select the tasks or items that are needed to accomplish all of the working objectives.
• Give partial credit for late assignments or incomplete work until students are able to complete work on time.
• Allow for extra time.

Suggestions for instruction:
• Provide time each week for students to organize his/her work area and materials.
• Teach students organizational skills.
• Teach students to monitor their behavior in the company.
• Teach self-regulation strategies in the laboral market.
• Use flexible grouping strategies so that students can work on key skills with the workmates.

Links/bibliography

Glossary
Interdisciplinary learning: an approach of multiple core subjects being taught in an integrated way, often on a subject or theme and often around a project.

Intervention: most often a specialist who joins a general education classroom to assist student(s) in need of assistance rather than “pulling them out” for that assistance.

Project-based learning: this learning modality meets curriculum content goals by asking students to address deep, open-ended situations, such as solving problems or inventing things. It is naturally inclined to interdisciplinary learning and student collaboration, both highly valued 21st Century learning skills.
CHAPTER 5

DEBRIEFING TOOLS AND PROCEDURES TO BE USED WITH LEARNERS DURING WBL IN THE WORKPLACE TO HELP THEM TO REFLECT ON WHAT THEY HAVE LEARNED
CHAPTER 5
DEBRIEFING TOOLS AND PROCEDURES TO BE USED WITH LEARNERS DURING WBL IN THE WORKPLACE TO HELP THEM TO REFLECT ON WHAT THEY HAVE LEARNED

From school to work to successful future for youth with special needs.

Contents
This chapter aims to support Mentors to define a specific and practical SET OF TOOLS to be used in the de-briefing phase of the WBL experience of learners with disabilities or special needs.

This process, realized in a one-on-one session of the mentor and student, or in a group session-mentor-students (from the same team), can be considered as a skill-reinforcement tool by which the learner(s) reflect on their experience (thus, think critically) and build confidence both in relation to their career development (school–work transition) and other transversal competencies needed in everyday life – e.g. resolving a conflict, communicating better with others or building trust – and successful future.

Aims
1. Create a “Functional De-briefing Process” through which Mentors and learners reflect regularly on the learners experience and determine the level of achievement of specific learning objectives and activities of the WBL programme. This aims to re-enforce the student’s specific skills in relation to the tasks carried out during WBL activities and make them aware of any other/transversal skills obtained and to be used outside the learning environment;

2. Create practical instruments/tools for identifying and addressing any problems, monitoring student’s progress during WBL programme and present/ praise their achievements. Similar to the assessment, this aims to detect critical issues that may lead to the failure of the achievement of the LOs and provide indications to better adapt the learning plan to student’s needs;

3. Apply the de-briefing tools for the final appraisal and self-assessment by the student at the end of WBL programme and to re-enforce self-confidence and encourage the future transition process to job placement and independent living after graduating from the school/college.

Methodology
Examples of work-based learning include: a planned program of job training and work experiences such as job shadowing, informational interviews, and workplace tours; workplace mentoring; and work experience including apprenticeships, volunteer work, service learning, school-based enterprises, on-the-job training, and paid employment.

In Experiential Learning, processing and debriefing is a semi-structured process by a facilitator (the mentor in this case) to help participants/learners make connections between their experiences and real life and future learning. During the debriefing phase, the mentor starts with providing a general review of how the student(s) performed by revisiting the instructions from the briefing phase. Then highlights aspects of the experience related to the learning objectives of the WBL programme. In this way, the initial plan is revisited in
retrospect. According to Suchman (2007), revisiting the plan filters out precisely the particularity of situated actions and favours those aspects that can be seen to accord to the plan. Although this part of debriefing is similar to the briefing phase, there are some essential differences. In the prospective phase, students listen to instructions in order to know “how to go on” (cf. Shotter, 1996). After the experience is made, the instructor’s talk is about their prior actions. This helps learners realise that they can apply the lessons they learn and skills they use in a “contrived environment” such as a classroom, boardroom or challenge course to real life issues such as resolving a conflict, communicating better with others or building trust. Processing helps create purpose, meaning and focus of an activity. It helps learners take advantage of teachable moments and ultimately have an easier transition to post-school life and a successful future.
Debriefing Template

I. Review results versus expectations

A. What were the expectations on this?

B. To what extent were those expectations met?

C. Were there any equity implications (positive or negative) from how we approached this?

II. Evaluation and learning

A. What were the biggest factors in achieving/not achieving the results you got?

B. What went well? Why? What led to that success?

C. What would it take to replicate or build on that success next time?

D. What didn’t go well? What needs to improve next time? Why?

E. What would it take to prevent or anticipate that issue next time?

F. What else can we learn from this (about the work, staff, your skill, our partners, etc.)?

G. Did we adequately meet the needs of everyone we were hoping to serve, without gaps or disparities? (bring an equity lens)
III. Next steps and recommendations for next time
A. What solutions will you/we try next time?

B. What questions need answering before next time?

C. What kind of support do you need next time?

Additional Sample Debrief Questions

• What recommendations do you have for our team based on this process/these results?

• We had discussed making sure ___, but I noticed ___. What happened there?

• What was the best decision you made during this process? What can you learn from that? How can we build on that next time?

• What worked best about how we worked together on this? What didn’t work well?

• What feedback do you have for me on this process?

• What was most motivating about this project? Least motivating?

• What did you learn about your own skills through this project?

• Where did you grow in your own skill or confidence?

• What skills do you want to build on or develop?

SALTO Resources when planning a work/project involving young people with (and without) a disability.
https://www.salto-youth.net/rc/inclusion/archive/archive-resources/inclusiongroups/inclusiondisability/
Minimum quality standards to be considered

To improve the quality of WBL working with enterprises to strengthen their capacity to provide and take part in work-based learning programmes and practical tools for enterprises and students need to be provided/developed.

Debriefing students after their work placements to see what they have learned, and to check whether there have been any problems is one of the outcomes of the specific national/regional Regulations that require practical examinations at the end of the WBL period. Personal learning plans should be developed for those taking part in work-based learning. These set out what the learner is expected to learn in the workplace, and can also show roughly when things are to be learned, who is to do the teaching, and how learning is going to be assessed. They can act as a checklist so that learners can assess their progress.

Students can be asked to keep diaries of what they have learned, and to record their experiences and reactions. This may be particularly useful in the de-briefing phase when students are asked to reflect on their experience.

PLP timetables need to allow for debriefing sessions.

Recommendations

Personalise your approach, in accordance to each learner’s needs:

- **Positive Attitude**: encourage the student to examine beliefs and ideals in an effort to establish personal values and goals.
- **Open-mindedness**: encourage the student to keep an open mind to different ideas.
- **Interrelations**: the interactions between mentor and the student should be situations of sharing, caring, and empathizing.
- **Effective Communications**: encourage the student to be an attentive listener and an assertive inquirer.
- **Discovery**: encourage the student to be an independent thinker.
- **Strengths and Uniqueness**: encourage the student to recognize her/his individual strengths and uniqueness.

When debriefing-Listen and Praise:

- **Avoid being judgmental**: concentrate on the message and not on the person.
- **Do not be insincere in your listening**: if you fake attention, it will be evident.
- **Listen for ideas and not just facts**: look for the big meaning in what is said.
- **Avoid communication killers**: analyze your questions and be sure to avoid action words that will cut off communication. Ask open-ended questions such as, “What has been most challenging to you this past week?”
- **Put what you are hearing into words**: after you have listened closely, try to put what the other person is saying and feeling into words and see how they react.
- **Be sincere**: if you cannot be sincere, say nothing.
- **Be specific**: concentrate specifically on what was done, not on generalities.
- **Show the benefit**: ask yourself, “How does this effort help the student?”
- **State your own reaction**: people want to know how you really feel.
- **Praise in public**: correct in private. This will encourage a repeat of good behavior.
Using models and explicitly demonstrating successful pieces of work (or learning behaviours) also provides students with a point of comparison. For example, modelling a group collaborating effectively and explicitly identifying what that looks like will enable students to evaluate their own level of collaboration and identify specific aspects that they do well and/or need to improve upon. It is crucial that students provide evidence for their judgements; students can utilise their process journals, drafts and prototypes, final products, audience feedback, and all other evidence of learning. Students should make reasonable judgements about their level of achievement while giving reasons as to why they believe they performed or achieved at that level. Further, the use of artefacts and feedback provides a foundation for powerful discussions between students and mentors as they justify their reflections.

There are a number of ways in which you can organise a de-briefing session. You may choose to provide students with some sort of recording strategy and questions to answer in drawings or writing, depending on their age and ability. Providing students with some individual reflection time and then time to discuss their thoughts with their peers is another strategy for engaging students in a rich reflection session.

**Debrief at the end of the WBL**

It provides an opportunity for students to reflect on their learning, evaluate the processes they used and identify what they might do differently in future projects.

De-brief might relate to the specific content they were learning, or it may be about the more general skills that they will apply to projects in different subjects and situations. Using the co-created success criteria and rubrics from the project will provide a reference point for the debrief process.

Students, particularly those new to WBL, may need support from the teacher in order to use the debrief session effectively. Providing them with open-ended questions is a good scaffold for discussing the learning process and helps them to explore particular aspects of the project in depth rather than just saying what they liked or did not like.

**The Mentor’s questions might include:**

- What was the most interesting part of the project for you? Why?
- How effectively did you collaborate with your group? How do you know? Would you do anything different next time?
- What were the one/two/three most important or interesting things you learned?
- What was the most effective way you learned during the project? How do you know?
- How will you use what you have learned?
- What was the most challenging part of the project? Why? What might you do differently next time?
- What do you wish you had thought about at the start of the project?
- How effectively did you present your product (and/or information) to your audience? What would you do differently if given the opportunity?
- How well does your product demonstrate what you learned?
- What is one thing you think you did really well?
- What did you enjoy about this experience? Why?
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Roles and responsibilities of business mentors: http://www.ncpublicschools.org/cte/work-based/roles/business/


The Management Centre, Debriefing Template: http://www.managementcenter.org/resources/debriefing-template/

Wabisabi Learning, 15 of the best reflective questions your learners can use for debriefing learning: https://www.wabisabilearning.com/blog/reflective-questions-debriefing-learning

Glossary

This glossary of common work-based learning terms draws on:

ETF publication on work-based learning

**Work-based learning:** Learning that takes place within the workplace using tasks or jobs for instruction and practical purposes. It may be formal and structured using instructional plans, or informal, occurring incidentally, in the process of normal daily work, for example, through experience, practice, mentoring or demonstration.

**Structured work-based learning:** Formal learning which occurs in the workplace using an instructional plan, skill list or competence list to organise the knowledge and skills that need to be learned. Normally contrasted to experiential learning or informal learning.

**Experiential learning:** Learning through the experience of doing something, rather than being told about it or reading about it.
CHAPTER 6
ONGOING AND FINAL EVALUATION OF THE LEARNER AND TRANSFER OF COMPETENCES ACHIEVED

“I always do what I cannot do, to learn how to do it”
(Vincent Van Gogh)

“Disability does not mean inability. It simply means adaptability”
(Chris Bradford)

Contents
This chapter aims to support Mentors to define a specific and practical SET OF TOOLS to evaluate the competences achieved (LOs) by the student with disabilities/special needs at different stages (ongoing and final) of their WBL programme.
This evaluation process, realized in cooperation with the teacher and parents of the student, can be considered as a skill-building tool by which the learner can obtain the critical career development and decision-making competencies needed to compete in an increasingly competitive job market.

Aims
1. Create a “Functional Evaluation Process” through which Mentors can determine specific learning objectives and activities of the WBL programme and review it regularly. This aims to facilitate the student’s learning process in relation to the procedures and tasks to be carried out during WBL activities;

2. Create practical instruments/tools for addressing problems and monitoring students progress during WBL paths. This aims to detect critical issues that may lead to the failure of the achievement of the LOs and provide indications to improve the learning plan in case the ongoing evaluation stresses that some LOs will not be achieved by the learner;

3. Apply the tools for the final evaluation in accordance with the rules of recognition, validation and certification of competences, achieved by the student at the end of WBL programme, and encourage the future process of job placement.

Methodology
The following methodology includes multiple measures that can be used to achieve the aims listed above. Methodology answers the following questions:
What we are trying to do? How well are we doing it? And how can we improve what we are doing?
For the first and second aims (ongoing evaluation) it is important to identify what is working and what needs to be improved while the internship is still in progress:
- E-mails, direct observations in the workplace or conversations with students, informally monitor progress and resolve issues as they arise. Asking such questions based on informal conversations with students, can also reinforce the message that the mentor is listening to students and take input from them seriously. Informal
responses from individual students can serve as the basis for next in-depth questionnaires and in-depth interviews;
- Regular questionnaires with students and in-depth interviews (teacher vs. mentor) to receive feedback on intern performance and the quality of the internship.

Ongoing evaluation should address: LOs expected by the mentor were met and evidence of student learning achievement has been produced; LOs that were not realized; the nature of and possible reasons for discrepancies between the mentor’s original intentions and actual outcomes; how the mentor might modify the WBL programme to achieve more of the intended LOs.

Final evaluation carried out by the Mentor and teacher through Selected Appropriate Evaluation Methods (Grading Rubric, Practice Test, check lists, evaluation questionnaires, etc.) used to determine the extent to which the stated LOs are achieved.

Final Self-evaluation of the learner to determine whether internship meet its expectations.
## Resource materials and tools

### Ongoing Evaluation

**TOOLS**: track for the in-depth interview to the mentor carried out by the teacher

### 1) Formal aspects
- Punctuality

- Attendance/Calendar

### 2) Teaching objectives compared to the training objectives of the internship

Strengths; Points of weakness; Examples

### 3) Personal commitment and professionalism
- Ability to complete the work consistent with the objectives set

- Relations with the company staff

- Level of autonomy and professionalism achieved

- Strengths, Points of weakness, Examples

### 4) Overall opinion on this intermediate stage of the internship
- Fully satisfactory

- Satisfactory

- Not very satisfactory

- Completely unsatisfactory
TOOLS: student questionnaire (if necessary, to be filled out with the supervision of the teacher)

1) During the internship I am supported
- from the company holder □
- from a person with a managerial role □
- from an employee □
- from an experienced worker □
- from anyone □

2) Difficulties encountered
Yes □ No □
If yes:
- on the technical level ____________________________
- on the organizational level ____________________________
- on the relationship level ____________________________

3) I am doing it
- Very simple tasks □
- Simple tasks at the beginning and then increasingly complex □
- Complex tasks from the beginning □
- Other ____________________________

4) You believe that thanks to the internship, your technical / operational skills are:
- Improving □
- Improving little □
- Remaining the same □

5) Do you think you have acquired awareness of your strengths and weaknesses?
- Very □
- Quite □
- Little □

Final Evaluation
TOOLS: Grading Rubric

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Grading Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect of the working hours</td>
<td>#1 #2 #3 #4 #5</td>
</tr>
<tr>
<td>#6 #7 #8 #9 #10</td>
<td>Average</td>
</tr>
</tbody>
</table>

Continuous presence at the scheduled meetings

Presence: to attend in discussions in a relevant way and respecting the turn of speech

Develop patterns or organization for ideas

Summarize the main idea(s) clearly
Use correct reference forms

Make a contribution to reflection and group activities

Willingness to work with the staff, listening and respect of different points of view

**Examples of criteria for success:** student will score an average of #8.00. Of the ten grading criteria none will score less than #7.50

**TOOLS: Practice Test (must be adapted to the sector in which the hosting company operates)**
The mentor, in collaboration with the teacher, proposes the completion of a task/practical activity (stimulus) and student responds (reacts) with a performance (to develop or perform the assigned activity).

**TOOLS: Student Final Evaluation (if necessary, to be filled out with the supervision of the teacher)** Criteria:

**MY HOST COMPANY**
____maintained an organizational culture that fostered learning
____maintained a friendly and cooperative work environment
____established and communicated clear goals and expectations

**MY ON-SITE MENTOR**
____provided levels of responsibility consistent with my ability
____provided challenging work assignments
____offered regular, constructive feedback on my performance and progress
____attempted to make my internship an educationally meaningful experience

**MY INTERNSHIP**
provided ample opportunity to...
____use knowledge/skills gained through my school programme
____develop my human relations skills
____develop my communication skills
____develop my creativity
____develop my critical thinking/problem-solving skills
____meet/network with other professionals in the field
To guarantee a minimum quality standard to the WBL path it is necessary to **apply the main principles during the design phase of the assessment**, i.e.:  
- Design a curriculum structure with clearly defined LOs, which reflects the academic, professional and employment demands;  
- Design the assessment that:  
  • is explicitly aligned with the students’ learning;  
  • is clear and equitable;  
  • enables students to demonstrate the achievement of the LOs.  

Furthermore:  
**The students should be taken seriously:** they should be motivated to participate and share their opinion. They should receive clear feedback on their opinions and ideas, to avoid false expectations.  
**Both parties should share responsibility:** students should be given a fair share of the responsibility. This will give them a sense of ownership for the internship. Mentor should not leave the students on their own devices. They are still responsible for the students they are working with, for the process and product of the project. This implies that the Mentor has to foresee appropriate training and coaching for the students involved in the internship.  
**Internship should be evaluated and the results effectively used:** each activity and all those involved should be evaluated. This includes students, teacher and parents involved in the WBL paths. Suggestions for improvement should be taken into consideration and used for future WBL paths.  

**Recommendations**  
- Remember to produce a realistic assessment timeline, especially if the activity involves students with disabilities;  
- It is advisable to have a separate assessment of knowledge, skills and competences;  
- Please be as precise as possible, do not use technical or too much difficult terms to be understood;  
- Please use different ways and different settings to make your activity known and adapted to the target;  
- Please adapt the activity to the skills of the student;  
- Please connect the activity to the interests of the student;  
- Please involve the student in the development and implementation of the entire activity;  
- Please make sure it is clear for the student what he/she can expect, what he/she will have to do and in which way he/she will have to do it.

**Case Studies**  
**A WBL experience for a student with speech and language difficulties due to dyslexia**  
Amy is a 17 years old student with diagnosis of dyslexia. She enjoys creative writing, fashion and art. She is placed in a 4-week WBL programme in a cultural organisation. She is extremely bright and has a strong memory, but, at the same time, she needs to benefit from rule-based instructions. If you tell her a rule once, she will be able to recite it to you the next time you see her.  
Amy’s creative stories often jump around without any cohesion or plot. Therefore the teacher suggests the mentor that Amy works on her stories on a daily basis and with a regular support.  
By consequence, the mentor (in collaboration with the teacher) decides to support Amy expanding and revising her story using a multi-sensory tool. Thanks to this tool she is able to revise her own story, by adding the components of a good plot (characters, setting, initiating event, internal response, plan and resolution). Direct observations in the setting and daily conversations with Amy helps the mentor to informally monitor her progress and resolve ongoing issues.
At the end of the WBL path a task/practical activity (Practice Test) conducted by the mentor, in collaboration with the teacher, allows both to properly evaluate Amy’s LOs and state that she produced a well-developed story and colorful illustration that is framed and displayed. The combination of using Amy’s interests, learning style, and a powerful reinforcement (framing and displaying the finished product) leads Amy to become proficient in telling creative stories.

**A WBL experience for a student with Autism Spectrum Disorder (ASD)**
Jonathan is a 18 years old student, diagnosed with ASD. He recently started a 3-week WBL experience in an ICT company. He has difficulty with reading and writing and has trouble organizing his thoughts for writing. He does best when using a computer-based graphic organizer and teacher-created templates delineating the amount of information he needs to perform his duties. Jonathan’s typing is slow. He is able to dictate his thoughts to an adult and with appropriate training he is able to benefit from the use of voice recognition. On the work-based context he benefits from the use of visuals, generally word-based tools, especially for new activities and routines as well as from the use of a text reader to proof his work progress.
Jonathan also has difficulty in social situations so the mentor, within his hosting company, is using self-monitoring as well as role-playing activities. Both of these strategies assist the student to improve his social and self-advocacy skills and allow the mentor to ongoing evaluate Jonathan’s LOs.

Regular questionnaires with the student and in-depth interviews (teacher vs. mentor) allow to receive feedback on Jonathan’s performance and the quality of his internship.
At the end a Grading Rubric is used to determine the extent to which the stated LOs are achieved by Jonathan and a final Self-evaluation is used to determine whether internship meet his expectations.

**Links/bibliography**
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T-Kit on Social Inclusion: https://www.salto-youth.net/rc/inclusion/archive/archive-publications/inclusionforall/tkitinclusion/

**Glossary**
**Grading Rubric**: scoring guide used to evaluate the quality of students’ constructed responses;

**Dyslexia**: also known as reading disorder, it is characterized by trouble with reading despite normal intelligence;

**Autism Spectrum Disorder (ASD)**: developmental disorder that affects communication and behaviour.
PGT D-r V. Beron (Bulgaria)  
(project coordinator)  
www.vtpgt.com

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