



Report on Needs Analysis for Accreditation Agencies of Learning Companies

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Executive summary

In workpackage 5 of the project QAFP, of which AOC Raad is the leading partner, the main task is to make a needs analysis for Accreditation Agencies of learning companies.

In this report you will find how this survey has been executed by approaching the partners in the project and their partners with a questionnaire. Also the questionnaire and the results of a survey concerning work based learning executed by EVTA are given.

The overall conclusion is that:

“All partners agree upon the fact that foreign placement in a learning company may bring personal development and development of agricultural competencies.

If the quality of a company is facing the standards of the sending partner, it is not a matter of being accredited, but being given the trust that the company, as a relation of an Agricultural College, will do its utmost best to provide a qualitative satisfactory placement”.

1. Introduction

Needs Analysis for Accreditation Agencies of learning companies



One of the tasks of the AOC Raad in the QAFP-project is to execute a needs analysis of Accreditation Agencies for learning companies (placement companies). In a number of countries in Europe the national government obliges that practical experience will be received in placement companies which have been accredited as “a learning company”. In that way there is the certainty that in the company there is the time, the mentality and the coaching skills to guide a student. Main aim of the placement in the learning company will be to gain experience, independency, self-responsibility, to develop personality and to get more communicative and technical skills. For the definition of a the coach of a learning company I may point at the qualification file and competence file of a coach of apprentices. (see annexe 5). For the whole Placement Protocol as discussed and established in the AQUAP and QAFP project see annexe 6.

The AOC Raad likes to check the need and interest to increase and maintain a high quality level of foreign placements by means of an accreditation agency for learning companies. In the region of your own school it is possible to maintain a relationship with the coaches of placements but abroad this is much more difficult. If cooperation is possible and based on mutual trust the quality check can be executed by a colleague college or institute, than the whole procedure becomes easier and we can share our experiences.

For this reason a survey has been done in the form of a questionnaire among the partners in the project, from who it was expected that they asked other stakeholders in their country to fill out the questionnaire also.

On the basis of the answers on the questionnaires conclusions have been drawn.

First a questionnaire has been established. Chosen is to make not more than 10 questions to easy the answering process. In October 2013 this questionnaire has been sent to all partners, and they were asked to send it also to stakeholders in their country.

Before the end of 2013 one was expected to send back the filled out forms. Hans Blankestijn and Harry Krul (AOC Raad) have been collecting the answers, made tables out of it and draw conclusions. They made a powerpoint presentation on these results and presented them in the QAFP-meeting in Antalya (June 2014).

In the this report you may will find:

The questionnaire (the received questionnaires are gathered in an annexe 2 of this report)

The EVTA Work Based Learning questionnaire (the results of this survey are given in annexe 3)

Conclusions of both questionnaires and an overall conclusion

Annexes with the answers on the questionnaires, the powerpoint presentation, the qualification file of the coach of apprentices and the placement protocol.

2. The questionnaire

In the QAFP questionnaire 10 questions are asked concerning a working placement in a foreign country. Below the questions of the questionnaire are shown.

Please answer the following questions.

1. Does an accreditation agency in your country exist?
2. Give a short description of how it works and who does it.
3. Which are the aspects for judging the learning company?
4. For which sectors Accreditation Agencies exist?
5. If there is no Accreditation Agency, is there another way in which learning companies are judged, by whom and in what way?
6. Does the Inspection or national/regional ministry of agriculture or national or regional ministry of education) in your country require that you send students to accredited learning companies, both national and international?
7. Will it be possible that the Inspection accepts accreditation of a foreign learning company by a foreign accreditation agency?
8. Is the period in a (foreign) learning company considered by the “inspection” as learning/study time? What percentage of the total learning/study time is organised as placement in a learning company?
9. How is the preparation of the student for a foreign placement in a learning company organised? Is a concrete description necessary of the work placement, related to the students learning programme? Does the coach undersign the trainees report for approval?
10. How are the results of the practical placement period formulated? Learning outcome based? Or in a different way?

As finishers:

- What is the main aim of workplacement in your country: personal development or vocational competencies?
- Is this the same for a workplacement abroad?
- Do you think a meaningful working placement is possible without an Accreditation Agency?

3. The EVTA Work Based Learning questionnaire

In the same period the QAFP questionnaire has been set out, also EVTA approached partners with a questionnaire, concerning Work Based Learning.

As the results of this questionnaire fit very well in the QAFP survey, they are mentioned here as well.

Work-based learning is a way for people to develop their potential. A well performing VET, which enables learning on- and off the-job, can thereby also strongly contribute to social cohesion in our societies. Workbased learning, and the role of the mentor/coach in particular, will be one of the central issues of one of the workshops during the EVTA conference/ General Assembly on the 29th and 30th of November. This questionnaire is set up to get a first insight in the EVTA members activities in this field. The outcomes will be the starting point for further debate during the workshops and further collaboration in the EVTA work programme of 2013.

*required

I represent the following EVTA member organization:*

Q1: Is workbased learning a formal part within the VET system in your country?(workbased learning: The acquisition of knowledge and skills through carrying out - and reflection on - tasks in a vocational context, either the workplace or in a VT institution. source: Cedefop)

- yes
- no

Comments



If yes, what is the average part of workbased learning within a training pathway?(in % of the total duration of the pathway)

Q2: Where does workbased learning take place?(more options possible)

- in certified work placement companies in own country
- in certified work placement companies abroad
- in work placement companies, but not certified companies
- in simulation environments within own training centre
- in other training centres
- Anders:

Q3: Who coaches the trainee during the workbased learning period?

- a mentor/ coach in the company
- a mentor/ coach from the VET centre
- Anders:

Q4: Is this person trained and/ or certified?

- yes, following a training is a prerequisite
- yes, but only on voluntary basis
- no, but we are working on it
- no

If yes, who provides this training?(a description of the type of organization)



Q5: If training of mentors/ coaches is one of your activities, what kind of services or tools do you offer for the training of the mentors/coaches?

- competence profiles
- training modules
- assesment criteria
- model for certification
- elearning tools
- Anders:

Is this information available (public)? If yes, could you please provide the url (website link)?



Q6: Are you interested in working on a training for a mentor/ coach, recognized by the EVTA network (for example an "EVTA quality label")?

1. yes
2. no
3. don't know

Q7: What would be your interest, idea or need in this field?

- a common competence profile for a mentor
- an elearning tool and training for the mentor
- a common training programme
- assessment standards

- quality criteria/ quality assurance for workbased learning
- Anders:

Q8: According to you, what could be the role of the EVTA secretariat in this field?



End of questionnaire - THANK YOU VERY MUCH!

4. Conclusions of both questionnaires

- In Europe there is no common opinion about accreditation of learning companies; some countries do have a kind of accreditation agency, other countries may leave this to the responsibility of the agricultural college with which a relation exists. In countries where an accreditation agency exists there are mostly agencies for all sectors.
- Aspects to judge a learning company are quite diverse, and the way to check them as well. Often it is more or less described in rules/laws, but in some countries the suitability of an enterprise as learning company is determined by the teachers.
- Not all countries require students to go for a working placement on an accredited company (both national and international)
- For most countries foreign placement time is considered to be study time.
- As for some countries the system of foreign placements is rather new, the procedures for students to find a foreign placement are quite variable. It varies from: the student has to arrange it all to the school makes all arrangements.
- The results of a foreign placement are used and described in many ways, depending on the sending partner. It may often be on the basis of learning outcomes, described by the student in a report. Evaluation by the host happens, but is not common.
- On the question about “what is the main aim of workplacements in your country and abroad: personal development or development of vocational competencies?” all partners mention personal development, but many give also development of skills and technical competencies as an answer. Striking is that only the Dutch mention that for a foreign placement the personal development is more important than development of technical skills.
- A meaningful foreign placement is possible without an accreditation agency is the answer of most partners. Also the term “Accreditation Agency” is mentioned to be “not appropriate”.

From the EVTA questionnaire we can learn that:

- Placements may be in certified work placement companies in own country, in certified work placement companies abroad, in work placement companies, but not certified companies, in simulation environments within own training centre, in other training centres. So for most countries companies do not necessarily need to be certified.
- All countries agree that during the workplacement the mentor/coach in the company is considered to be the supervisor. This coach may be trained, but sometimes this is on a voluntary basis, and in some countries it is obligatory. These trainings are given by special training providers, like VET centres, schools, etc.

5. Overall conclusion:

It is impossible to find a general method to consider the status of foreign working placements.

All partners agree upon the fact that foreign placement in a learning company may bring personal development and development of agricultural competencies.

If the quality of a company is facing the standards of the sending partner, is not a matter of being accredited, but being given the trust that the company, as a relation of an Agricultural College, will do its utmost best to provide a qualitative satisfactory placement.

To give the above mentioned more value:

In “QAFP – Quality Assurance in Foreign Placements” Pauline van den Bosch (EVTA) states: “Quality assurance is an essential element in international traineeships as it can stimulate mutual trust between sending and hosting organisation. Especially in the context of evaluation, and assessments by the company and the validation and recognition by the VET provider, quality assurance leads to more transparency and can contribute to trust in the evaluation and assessments carried out by the work placement company. In this way work placements can be seen and integrated as a quality training part in a formal training pathway and should not longer be seen as a “nice experience” aside the formal training programme. Therefore, Quality Assurance should not longer be perceived as an administrative burden, but as a key to systemic improvement of VET performance and attractiveness.”

Annexe 1 Answers of the different countries on the QAFP questionnaire



1A France

1. Does an accreditation agency in your country exist?

No, it does not in France

2. Give a short description of how it works and who does it.

In this questionnaire, the answers will only concern apprenticeship system.

The learning companies which host apprentices have to get an agreement.

3. Which are the aspects for judging the learning company?

(see WM2 – report of Agrosup) –

The criteria required to get an agreement are described in law (labor code).

Article R6223-1

Modifié par [Décret n°2011-1924 du 21 décembre 2011 - art. 5](#)

La déclaration de l'employeur relative à l'organisation de l'apprentissage, prévue à l'article [L. 6223-1](#), précise :

The employer has to declare :

1° Les nom et prénoms de l'employeur ou la dénomination de l'entreprise ;

Name and firstname of the employer and name of the firm

2° Le nombre de salariés de l'entreprise autres que les apprentis ;

Number of workers, beside apprentices

3° Le diplôme et le titre préparés par l'apprenti ;

Diploma prepared by the apprentice

4° Les nom et prénom du maître d'apprentissage ;

Name and firstname of the tutor

5° Le titre ou diplôme le plus élevé dont il est titulaire et la durée de son expérience professionnelle dans l'activité en relation avec la qualification recherchée par l'apprenti.

Qualifications of the tutor – duration of his professional experience in relation to the qualification required by the apprentice

Article R6223-23 [En savoir plus sur cet article...](#)

Créé par [Décret n°2008-244 du 7 mars 2008 - art. \(V\)](#)

Lorsque la fonction tutorale est partagée entre plusieurs salariés constituant une équipe tutorale, un maître d'apprentissage référent est désigné.
Il assure la coordination de l'équipe et la liaison avec le centre de formation d'apprentis.

When the coaching of the apprentice is shared by several workers, a « super tutor » must be declared (a master)

Article R6223-24 [En savoir plus sur cet article...](#)

Modifié par [Décret n°2011-1358 du 25 octobre 2011 - art. 1](#)

Sont réputées remplir la condition de compétence professionnelle exigée d'un maître d'apprentissage en application de l'article [L. 6223-1](#) :

To be considered as a competent tutor, the person must justify that :

1° Les personnes titulaires d'un diplôme ou d'un titre relevant du domaine professionnel correspondant à la finalité du diplôme ou du titre préparé par l'apprenti et d'un niveau au moins équivalent, justifiant de deux années d'exercice d'une activité professionnelle en relation avec la qualification visée par le diplôme ou le titre préparé ;

They are qualified :

- Qualification in relation with the professional sector which interests the apprentice,
- At least at the same level and in that case completed with, at least a two year experience period in relation with the specific professional sector required

2° Les personnes justifiant de trois années d'exercice d'une activité professionnelle en relation avec la qualification visée par le diplôme ou le titre préparé et d'un niveau minimal de qualification déterminé par la commission départementale de l'emploi et de l'insertion ;

Or :

- Three year experience period and a minimum qualification level, recognized and agreed by a local committee (ministry of labor)

3° Les personnes possédant une expérience professionnelle de trois ans en rapport avec le diplôme ou le titre préparé par l'apprenti après avis du recteur, du directeur régional de l'alimentation, de l'agriculture et de la forêt ou du directeur régional de la jeunesse, des sports et de la cohésion sociale. L'absence de réponse dans un délai d'un mois à compter de la saisine de l'autorité compétente vaut avis favorable.

Or

- Three year experience period and a minimum qualification level, recognized and agreed by a the regional direction of agriculture (ministry of agriculture)

4. For which sectors Accreditation Agencies exist?

The agreement procedure for learning companies and tutors of apprentices must be respected in all sectors, the regulations are the same for each sector (qualification and duration of experience) with the exception of the medical sector.

5.If there is no Accreditation Agency, is there another way in which learning companies are judged, by whom and in what way?

No, there is not.

6.Does the Inspection or national/regional ministry of agriculture or national or regional ministry of education) in your country require that you send students to accredited learning companies, both national and international?

Yes the inspection controls. It is also described in the labor code.

TITRE V : INSPECTION ET CONTRÔLE DE L'APPRENTISSAGE

- Chapitre Ier : Inspection de l'apprentissage
 - Section 1 : Organisation du service ([Articles R6251-1 à R6251-5](#))
 - Section 2 : Secret professionnel ([Article R6251-6](#))
 - Section 3 : Missions ([Articles R6251-7 à R6251-10](#))
 - Section 4 : Droit d'entrée dans les locaux et rapports annuels ([Articles R6251-11 à R6251-16](#))
 - Section 5 : Appel à des experts ([Articles R6251-17 à R6251-19](#))

- Chapitre II : Contrôle
 - Section 1 : Contrôle des centres de formation d'apprentis ([Articles R6252-1 à R6252-5](#))
 - Section 2 : Contrôle administratif et financier ([Articles R6252-6 à R6252-7](#))
 - Section 3 : Sanctions ([Article R6252-8](#))

7.Will it be possible that the Inspection accepts accreditation of a foreign learning company by a foreign accreditation agency?

No it won't for two main reasons :

- There is a lack of inspectors for economic reasons.
- They are state employees, so they have to respect a frame, registered in law.

8.Is the period in a (foreign) learning company considered by the “inspection” as learning/study time? What percentage of the total learning/study time is organised as placement in a learning company?

Yes it is considered as a learning time.

Some examples –

Diplomas prepared	Study time in the training center/per year	Learning time in the company/per year	Holiday/per year
CAPA – level 3 (EU) – two years training period See one example : multi-skilled worker making food products http://www.rncp.cncp.gouv.fr/grand-public/visualisationFiche?format=en&fiche=2339	12 weeks	35 weeks	5 weeks
BAC PRO – level 4 (EU) – three years training period See one example : Farm management, Vines and wines option http://www.rncp.cncp.gouv.fr/grand-public/visualisationFiche?format=en&fiche=1917	21 to 22 weeks	26 to 25 weeks	5 weeks
BTS – level 5 (EU) – two years training period	20 to 22 weeks	27 to 25 weeks	5 weeks

See one example : Analysis and control of farming systems http://www.rncp.cncp.gouv.fr/grand-public/visualisationFiche?format=en&fiche=344			
Licence professionnelle agricole – level 6 (EU) – one year training period See one example : advisory professions in the dairy sector <i>This is an example of a training for students, which is not really for apprentices (they are not declared as workers of a learning company)</i> http://www.rncp.cncp.gouv.fr/grand-public/visualisationFiche?format=en&fiche=5911 http://www.ut-capitole.fr/formations/nos-diplomes/licences-professionnelles/licence-professionnelle-agronomie-specialite-les-metiers-du-conseil-en-elevage-bovins-lait-bovins-viande-porcine-materiel-et-mecanisation-d-elevage-310369.kjsp	In this example : 18 weeks in the training center, 4 weeks abroad	16 weeks	

9. How is the preparation of the student for a foreign placement in a learning company organised?

It is organised and well integrated in a pedagogical project of several teachers or, in the best situation, of the school.

See some examples :

<http://www.perigord.educagri.fr/la-cooperation-internationale.html>

<http://www.epl47.educagri.fr/lycee/e-restat-sainte-livrade/section-europeenne.html>

<http://www.pau-montardon.educagri.fr/cooperation-internationale.html?L=1>

<http://www.cdfaa64.com/index.php/fr/?/Sites-formations/Pau-Montardon/Site-de-Pau.html>

<http://www.legta.chartres.educagri.fr/ouverture-internationale.html>

<http://www.cfa-bellegarde.fr/actions-bellegarde/Voyages+d+Etudes+%E0+l+%E9tranger,7-7.html>

You will see that many things are done, but the schools and the training centers, if they communicate on their international activities on their websites, which is not frequently the case, they do it in French.

Is a concrete description necessary of the work placement, related to the students learning programme?

It is necessary for several reasons :

- Financially speaking, if the student or the apprentice or the teachers wish to get subsidies from the Region or the regional direction of agriculture to finance the mobility project, they have to give informations on the learning company(ies) abroad,
- It is necessary in ECVET experimentations

Does the coach undersign the trainees report for approval?

I expect it is the case in ECVET experimentations (level 5), but I'll have to check it if you need further informations.

10. How are the results of the practical placement period formulated? Learning outcome based? Or in a different way?

- Internship report,
- Practical learning evaluations in the learning company, with the co-evaluation of the tutor our without (it depends of the frame of the exams).

As a finisher:

What is the main aim of workplacement in your country: personal development or vocational competencies?

The development of vocational competencies is more and more integrated in the referentials of the diplomas. At the same time, from a pedagogical point of view, we know that this development is based of motivations and personal wishes to learn and to justify learning outcomes.

So the trend is to evaluate capacities and to consider that personal development enhance the development of vocational competencies.

Is this the same for a workplacement abroad?

From my point of view it is the opposite : The main benefit of a workplacement abroad is presented as one of a best way to develop intercultural abilities. That is really the case, but in a long term period, the strategic aim is that students and apprentices abroad develop their informal networks which could help them further to create economic activities.

Do you think a meaningfull working placement is possible without an Accreditation Agency?

We have learnt that in France, the term “accreditation agency” is not really appropriate. It is not tolerated by the teachers, the firms and finally by the Ministry. It doesn’ mean that the idea of improving quality of the host of foreign learners is not listened. We need to imagine an other way to present the aims of QAFP’ program. It is exactly what we do now with the president of Preference Formations network (network of 104 agricultural vocational education establishments which, at least are composed for each of them with 1 school, 1 apprenticeship center and one training center for adults).



1B Germany, LWK Niedersachsen

- Frage 1 Bezogen auf Landwirtschaft und die Ausbildung zum Landwirt
Ähnliche Regelungen gelten für alle 14 grünen Berufe
- Frage 2 Anerkennung des Betriebes
Anerkennung des Ausbilders
- Frage 3 Betriebsanerkennungsverfahren
- Frage 4 Für alle 14 Grünen Berufe
Für andere Berufe zuständig die jeweiligen Handelskammern
- Frage 5 Nein keine anderen offiziellen Wege
- Frage 6 National Ja
International zur Zeit keine Vorgaben
- Frage 7 Wäre möglich bei international abgestimmten Kriterien katalogen
- Frage 8 25 % sind möglich - nicht zwingend vorgegeben – eine Kann-Bestimmung für Teilnehmer und Betriebe
- Frage 9 von bis von null Betreuung bis Komplett-Paket je nach Programm und Organisation
- Frage 10 Keine Vorgaben – abhängig vom Entsender
- Frage 11 Finisher die Weiterbildung international der Ausbildungsberater und der aufnehmenden Betriebsleiter und Ausbilder vor Ort
- Frage 12 natürlich - Transparent und vergleichbar
- Frage 13 nein – kontinuierliche und vergleichbare Bedingungen müssen dann für alle gegeben sein



1C The Netherlands

1. Does an accreditation agency in your country exist?
Yes; Aequor
2. Give a short description of how it works and who does it.
For learning companies in The Netherlands: they will be visited and checked by a member of Aequor (the Accreditation Agency)
For learning companies abroad: it is enough if they fill out a registration form on the website of Aequor
3. Which are the aspects for judging the learning company?
I have almost no experience. To my opinion it is important:
 - a. To offer a safe place where the student can learn achieve some practical experience
 - b. That the students learns to respect other circumstances, work conditions, to accept orders and to fulfil the tasks
 - c. Especially the student should experience communication, in a strange language or English, to experience the regular way of live abroad, to experience other religions or cultures.
 - d. Life abroad is different from home, there are other methods of work, other way of executing tasks, sometimes the employer can learn from the student and vice versa, there should be discussion about the execution of a job or task, etc.
 - e. The student learns to organise his job abroad and the learning company abroad can give some help to the student
4. For which sectors Accreditation Agencies exist?
In NL Agriculture and also all other sectors in VET
5. If there is no Accreditation Agency, is there another way in which learning companies are judged, by whom and in what way?
Before Aequor was established Agricultural schools have sent students abroad for a practical period of learning and growing up. It was standard 6 weeks but most students included there holiday period and stayed abroad for 12 to 14 weeks. My experience is that the students came back at school as mature adults!
The schools have had contact with these learning companies, sometimes it was a steady relation for many years. The guiding teacher and the farmer / employer were acquainted with each other. The student produced a report on his/hers period abroad and told also something about life abroad. Sometimes a company was removed from the list because of insufficient guidance or accommodation of the student.
6. Does the Inspection or national/regional ministry of agriculture or national or regional ministry of education) in your country require that you send students to accredited learning companies, both national and international?
Yes. If a student stays at a not accredited learning company, the study time is not acknowledged, the student has to do this period again and the school does not receive the subsidy for this period of education.

7. Will it be possible that the Inspection accepts accreditation of a foreign learning company by a foreign accreditation agency?

Yes, because this is the task of Aequor

8. Is the period in a (foreign) learning company considered by the “inspection” as learning/study time? What percentage of the total learning/study time is organised as placement in a learning company?

See answer 6

9. How is the preparation of the student for a foreign placement in a learning company organised? Is a concrete description necessary of the work placement, related to the students learning programme? Does the coach undersign the trainees report for approval? Schools have addresses of learning companies abroad; Aequor has a database with learning companies accredited to coach students, students have the opportunity to select themselves the suitable address, teaching staff in school coach the student, discuss with the student their learning tasks and coach the communication with the employer of the learning company.

10. How are the results of the practical placement period formulated? Learning outcome based? Or in a different way?

Before the time of Aequor the report of the student had to be sufficient (> 5 out of 10).

Reports asked by the school have to be made.

As a finisher:

What is the main aim of workplacement in your country: personal development or vocational competencies?

Up to me: personal development. I often heard employers organisations that stated ‘schools have to learn the students to be responsible and to be ‘adult’ and we will learn them their job. This is not quite right but it indicated that the personal development (social character of the young employee) is important for employers.

Is this the same for a workplacement abroad?

Even more!

Do you think a meaningfull working placement is possible without an Accreditation Agency?

Yes! There are now too many rules (I think).

1D Turkey

1. Does an accreditation agency in your country exist?

After questioning around nobody had heard of any. But I researched and then found Vocational Qualifications Authority in Turkey. I will get in touch with them. Here is more news about them <http://www.myk.gov.tr/> and in English: ec.europa.eu/.../turkey/.../tr_07_02_13_vocational_qualifications_authority_national_qualifications_system_en.pdf

2. Give a short description of how it works and who does it.

As it is a new development and I have not been in touch with them yet it is not clear. But what I assess is that they are more active on a national level with the standards and accreditations for educational institutes but not with accreditation of work placement companies.

3. Which are the aspects for judging the learning company?

The VET teachers do this but there is not really a structure for it. See also p. 5 in the EC document above. 'There is neither an examination nor a certification centre at the national level in Turkey that can accredit institutions determining occupational standards and accordingly the education standards.'

4. For which sectors Accreditation Agencies exist?

None

5. If there is no Accreditation Agency, is there another way in which learning companies are judged, by whom and in what way?

See answer 3

6. Does the Inspection or national/regional ministry of agriculture or national or regional ministry of education) in your country require that you send students to accredited learning companies, both national and international?

No

7. Will it be possible that the Inspection accepts accreditation of a foreign learning company by a foreign accreditation agency?

If we bring it in a diplomatic way I think yes, but they do not like the word accreditation as such...

8. Is the period in a (foreign) learning company considered by the "inspection" as learning/study time? What percentage of the total learning/study time is organised as placement in a learning company?

First question: yes

Second question: depends of the sector but in agriculture it is rather limited

9. How is the preparation of the student for a foreign placement in a learning company organised? Is a concrete description necessary of the work placement, related to the students learning programme? Does the coach undersign the trainees report for approval?

As the foreign placements in the agriculture sector are rather limited and difficult to realise due to legal problems with visa etc. , they are happy that students can go and therefore rather flexible.

10. How are the results of the practical placement period formulated? Learning outcome based? Or in a different way?

They get a report from their tutor at the work placement.

As a finisher:

What is the main aim of workplacement in your country: personal development or vocational competencies?

Vocational competences

Is this the same for a workplacement abroad?

Yes

Do you think a meaningfull working placement is possible without an Accreditation Agency?

No, not in Turkey.



1E Switzerland

1. Does an accreditation agency in your country exist?
Yes: ODA (organised by Farmers Association)
2. Give a short description of how it works and who does it.
Farmers are trained to become Masterfarmer. Masterfarmers are accredited to coach and guide students.
3. Which are the aspects for judging the learning company?
Department of agriculture in the canton/agricultural colleges
4. For which sectors Accreditation Agencies exist?
For all the professions
5. If there is no Accreditation Agency, is there another way in which learning companies are judged, by whom and in what way?
By the education department of the canton
6. Does the Inspection or national/regional ministry of agriculture or national or regional ministry of education) in your country require that you send students to accredited learning companies, both national and international?
Making apprenticeships with farmers with master degrees
7. Will it be possible that the Inspection accepts accreditation of a foreign learning company by a foreign accreditation agency?
No!
8. Is the period in a (foreign) learning company considered by the “inspection” as learning/study time? What percentage of the total learning/study time is organised as placement in a learning company?
I don't know
9. How is the preparation of the student for a foreign placement in a learning company organised? Is a concrete description necessary of the work placement, related to the students learning programme? Does the coach undersign the trainees report for approval?
I don't know
10. How are the results of the practical placement period formulated? Learning outcome based?
Or in a different way?
?
As a finisher:
What is the main aim of workplacement in your country: personal development or vocational competencies?
Both
Is this the same for a workplacement abroad?
yes
Do you think a meaningfull working placement is possible without an Accreditation Agency?
yes



1F United Kingdom

1. Does an accreditation agency in your country exist?
YES
2. Give a short description of how it works and who does it. There are various organisations providing accreditation in different sectors eg City & Guilds who are internationally recognised and work across a range of sectors.
3. Which are the aspects for judging the learning company? I am not an educationalist, so the following information is in outline. The department for Education is responsible and within the department is the Office of Qualification and Examinations Regulation is responsible for maintaining standards, improving confidence and distributing information about qualifications and examinations. Regulates general and vocational qualifications in England and vocational qualifications in Northern Ireland. Gives formal recognition to bodies and organisations that deliver qualifications and assessments, also accredits their awards and monitors their activities (including their fees).
4. For which sectors Accreditation Agencies exist?
All
5. If there is no Accreditation Agency, is there another way in which learning companies are judged, by whom and in what way? It is possible for organisations to be considered a Training Provider if they are delivering courses and training based on the National Occupational Standards and IEPUK falls into this category. These organisations may provide and/or deliver training which supports a qualification either through academic or vocational route (our IntSCA system provides a vocational skills progression option). It is possible for Training Provider to be accredited as a centre attached to one of the exam bodies eg City & Guilds.
6. Does the Inspection or national/regional ministry of agriculture or national or regional ministry of education) in your country require that you send students to accredited learning companies, both national and international?
No.
7. Will it be possible that the Inspection accepts accreditation of a foreign learning company by a foreign accreditation agency? Please clarify what you mean by foreign learning company. This would have to be looked into but we have done work with some partners overseas where we are heavily involved in education and closely monitored skills competence through personal development programmes (IntSCA) and this involves various government departments, from the Dept of Industry through to the relevant Sector Skills Council and the pdp supports and leads to the gaining of a vocational qualification.
8. Is the period in a (foreign) learning company considered by the “inspection” as learning/study time? What percentage of the total learning/study time is organised as placement in a learning company?
Please clarify what you mean by this.

9. How is the preparation of the student for a foreign placement in a learning company organised? Is a concrete description necessary of the work placement, related to the students learning programme? Does the coach undersign the trainees report for approval? To undertake a qualification in the UK is expensive and costs such as the training provider to become accredited as a centre plus the learner would need to pay for undertaking a course or exam. Additionally assessment/verification would all have to be undertaken by a qualified assessor/verifier. Which adds yet more costs to the programme fees.

Here in the UK IEPUK's on line programmes allow for an individual to be following a pdp which is based on the placement, the training opportunities the Host employer is able to provide, and the availability of a suitably experienced/qualified person to provide industry endorsement. This endorsement is based on 5 areas of competency:

Needs training, in training, able to undertake with supervision; Competent and Can coach others.

Before accepting a position the learner will have the opportunity to look at the placement confirmation which will confirm the placement, training to be undertaken, period of placement, salary and hours; Full details of their pdp is available on line and they are encouraged to self assess prior to coming to the UK. On arrival they will be assessed by their trainer and a long/short term pdp based upon current skills and learning objectives for the short and long term perspective, adjusted on a monthly basis. This is monitored by ourselves to ensure that training is being delivered and skills progression is achieved.

10. How are the results of the practical placement period formulated? Learning outcome based? Or in a different way? Outcome based; the individual will achieve new skills and existing skill level will be increased. The skills in which the learner is deemed to be competent by his trainer through industry endorsement will be removed from his pdp to his record of achievement and on completion of his programme the learner will receive a certificate listing those industry endorsed skills achieved. He may then continue to use the system to continue to upskill.

As a finisher:

What is the main aim of workplacement in your country: personal development or vocational competencies? A work placement for a UK national is usually provided as part of their college/school course and is therefore important for developing skills to support academic studies.

Is this the same for a workplacement abroad?

Both points are important but in my personal opinion, the opportunity for personal development is the most important. Anyone who has had the courage to go overseas to undertake a period of work experience, coped with a new culture, new life etc. will have matured and on returning home will present a potential employer with someone who has gained life skills an maturity and the extra edge over someone who has not had this international experience. The vocational competencies are an added bonus. If someone is interested in obtaining qualifications then their work placement could be tied in with a semester in University or college and indeed some of our learners.

Do you think a meaningful working placement is possible without an Accreditation Agency? Absolutely 100% yes.

Annexe 2 Answers EVTA Questionnaire 2a France 1

Organization	AFPA – Association pour la Formation Professionnelle des adultes VET provider
Country	FRANCE
Do you have a VET system based on dual learning?	Yes AFPA is delivering Professional Titles from the ministry of Labor. In France we do not practice the Informal or formal education as it occurs in other european countries. The long life learning is related to the labor market and all VET systems are formal. Even the prior learning experiences is formal. France has its own "dual" system called "contrat de professionnalisation". i.e alternate education in providing centers and within companies. Duration is 1/4 in providing center 3/4 in companies
What is the average part of workbased training in a formal learning pathway?	Duration is 1/4 in providing center 3/4 in companies
Where do the work placements take place?	<ul style="list-style-type: none"> • in work placement companies, but not certified companies, • in simulation environments within own training centre
In case of a company, is this company certified?	No, not necessarily
During the workplacement, who is supervising and coaching the student?	a mentor/ coach in the company
In case of a mentor in a company, is this person trained?	yes, but only on voluntary basis
If yes, who provides this training?	Some training providers certified by the dedicated ministries or professional branches

2B Italy

Organization	ENAIIP – VET provider
Country	ITALY
Do you have a VET system based on dual learning?	<p>Yes</p> <p>The answer concerns the IVET in the regional systems. According to the latest regulations the WBL in companies should take at least 30% of the total hours of training (about 3000 hours in three years). Within the ENAIIP regional IVET the share of WBL attains 35-40%, depending on qualifications.</p> <p>In the national IVET schoolsystem WBL is'nt regulated in the same way and usually it is much less practiced.</p>
What is the average part of workbased training in a formal learning pathway?	35%
Where do the work placements take place?	<ul style="list-style-type: none"> • In work placement companies, but not certified companies, • in simulation environments within own training centre
In case of a company, is this company certified?	Not necessarily
During the workplacement, who is supervising and coaching the student?	<ul style="list-style-type: none"> • a mentor/ coach in the company, • a mentor/ coach from the VET centre
In case of a mentor in a company, is this person trained?	yes, but only on voluntary basis
If yes, who provides this training?	The VET providers self take care of this training

2C France 2

Organization	Conseil Regional du Centre – Regional council for VET
Country	FRANCE
Do you have a VET system based on dual learning?	Yes, Basic skills training organisation held by Région centre institution involves systematically workbased learning as a formal part within the system: "entrée selon les usages" is one of the principles characterizing Libres Savoirs organization . Several tools are used to fulfil this dynamic: especially workbased learning. In some training areas like "Visa Compétences jeunes" aiming social and professional inclusion, all the learning program could be realized by this way, So, 60% to 95% of the training could be consisting on workbased learning within work placement companies. By the way, the training center coaches generally the trainee by e-learning tools, virtual classrooms and e-learning platform (see: www.libres-savoirs.regioncentre.fr)
What is the average part of workbased training in a formal learning pathway?	60-95%
Where do the work placements take place?	<ul style="list-style-type: none"> • in certified work placement companies in own country, • in certified work placement companies abroad, • in work placement companies, but not certified companies, • in simulation environments within own training centre, • in other training centres, • for the detainees anticipating their social inclusion : virtual spaces in prisons
In case of a company, is this company certified?	Not necessarily
During the workplacement, who is supervising and coaching the student?	<ul style="list-style-type: none"> • a mentor/ coach in the company, • a mentor/ coach from the VET centre, • technician in a local mission
In case of a mentor in a company, is this person trained?	yes, following a training is a prerequisite
If yes, who provides this training?	<p>- The training centers are selected by Region centre institution by their habilities and capacities involving especially an adapted number of certified trainers</p> <p>- Region centre institution requires from the selected training centers to sign a charter ("Charte Libres Savoirs" attached to the Act of engagement market) for their fully commitment (with their trainers too) within the regional program of "train the trainers Libres savoirs" planned every year on different fields (proposing: digital practices, tutoring, process of digital ressources creation, developping e-learning programs, process of marketing in Vet.....)</p> <p>-So all the trainers and VET centers "libres savoirs" involved have to participate to training sessions and workshops organized by Region centre basic skills organization (workshops by virtual classrooms are also proposed)</p>

2D Spain

Organization	IMELSA – Regional vocational training centre
Country	SPAIN
Do you have a VET system based on dual learning?	<p>Yes,</p> <p>The Council of Ministers approved the next day, November 8, 2012, at the proposal of the Ministry of Labour and the Ministry of Education Dual Vocational Training in Spain. This Royal Decree is configured as a standard work and education, thus recognizes the dual legal system of dual training, depending on what is taught as part of the contract for training and learning, or as part of the education system.</p> <ul style="list-style-type: none"> • The dual training system within the job training, will be articulated through the contract for training and learning (75% job performance and 25% training and temporary contracts allows chaining temporarily without limit), which may be with workers from sixteen to thirty years. • Within the education system, dual training is formalized through an agreement with the partner company through a scholarship program. With this, it is intended that the company and vocational school students anticipate insertion into employment during the training period. <p>You can specify two programs in which there is an alternation between training and employment:</p> <ul style="list-style-type: none"> • Contracts for training • Workshop School, Craft centers and Employment Workshops.
Where do the work placements take place?	<ul style="list-style-type: none"> • in work placement companies, but not certified companies, • in other training centres
In case of a company, is this company certified?	Not necessarily
During the workplacement, who is supervising and coaching the student?	<ul style="list-style-type: none"> • a mentor/ coach in the company, • a mentor/ coach from the VET centre
In case of a mentor in a company, is this person trained?	yes, following a training is a prerequisite
If yes, who provides this training?	<p>The company focuses its evaluation function in individual aspects (individual evaluation), specifically in:</p> <ul style="list-style-type: none"> • Technical knowledge. • The completion of the tasks. • Attitudes. • The student's employment in the company. <p>The primary responsibility for student assessment (individual evaluation) are the company tutor and class teacher of the school.</p> <p>The guardian of the company coordinates the activities of students in the workplace and issues an assessment report of the student's professional competence.</p> <p>The class teacher of the school is responsible for the formal assessment of the student, from the report of the company tutor and student information.</p> <p>The evaluation is performed continuously.</p>

2E Finland

Organization	AMKE – VET providers association (umbrella organisation)
Country	FINLAND
Do you have a VET system based on dual learning?	Yes, All the vocational qualifications in Finland include work based learning. The amount in I-VET is regulated on national basis and in C-VET it varies upon personnel learning plan.
What is the average part of workbased training in a formal learning pathway?	Min. 20%
Where do the work placements take place?	in certified work placement companies in own country, in certified work placement companies abroad, in work placement companies, but not certified companies, in simulation environments within own training centre
In case of a company, is this company certified?	Mostly, but not necessarily
During the workplacement, who is supervising and coaching the student?	a mentor/ coach in the company, a mentor/ coach from the VET centre
In case of a mentor in a company, is this person trained?	yes, following a training is a prerequisite
If yes, who provides this training?	VET schools / training providers

2 F Belgium

Organization	Synerjob – Public Employment Service (PES)
Country	BELGIUM
Do you have a VET system based on dual learning?	yes
What is the average part of workbased training in a formal learning pathway?	50%
Where do the work placements take place?	in certified work placement companies in own country, in work placement companies, but not certified companies
In case of a company, is this company certified?	Mostly, but not necessarily
During the workplacement, who is supervising and coaching the student?	a mentor/ coach in the company, a mentor/ coach from the VET centre
In case of a mentor in a company, is this person trained?	yes, but only on voluntary basis
If yes, who provides this training?	Training provided by PES organisation (VDAB) Training for Company staff concerning coaching of trainees is organized by some sector organizations

2 G Hungary

Organization	Eurokt- Akademia
Country	HUNGARY
Do you have a VET system based on dual learning?	Yes, around 60% of the formal pathway
Where do the work placements take place?	in certified work placement companies in own country
In case of a company, is this company certified?	Mostly, but not a prerequisite
During the workplacement, who is supervising and coaching the student?	a mentor/ coach in the company
In case of a mentor in a company, is this person trained?	yes, following a training is a prerequisite
If yes, who provides this training?	Training providers

Annexe 3 Results in a table

Results Questionnaire about the need of Accreditation Agencies						
Question	EEP-NL	UK-intermediate	France-Agrosup	Turkey-Triada	Germany-LWK Niedersachsen	Swiss-intermediate
accreditation agency available?	Yes, Aequor	Yes	No	No	Yes	Yes, by ODA
how does it work?	visit of the company by a specialist of Aequor	various organisations provide accreditation in different sectors	Learning companies need an agreement	There is only on national level development of standards	Accreditation of the enterprises	Farmers can be trained to Masterfarmer. These are allowed to coach and guide studens
aspects to judge a learning company	safe place where student learns practical experience in different circumstances experience communication in a different language possibility for the student to be responsible and independent		Criteria are describe in a law (labor code)	The VET teachers do this, but there is not yet a structure	There is a procedure for accreditation of an enterprise	Department of agriculture in the canton/agricultural colleges
accreditation agency for the sectors	all sectors in VET	all sectors in VET	Agreement procedure must be respected in all sectors	None	For all "green" professions; for other professions it is done by Chamber of Commerce	For all professions
if no agency, how learning companies are judged?	Before Aequor the schools had contacts with the learning companies and judged them on basis of experience	It is possible for organisations to be considered a Training Provider if they are delivering courses and training based on the National Occupational Standards.	No, does not exist	There is only on national level development of standards	No other official way	By the education department in the canton
requirements by government for accredited learning companies	yes, if not the spent time is no "study time"	No	Yes, the inspection controls; described in labor code	No	Intyernational: no procedure available	They require a masterdegree of the farmers
acceptation by foreign agency possible?	yes, because it is assigned to Aequor	co-operation with foreign partner is possible	No, for two reasons: there is a lack of inspectors they are stae employees, so they have to respect a frame, registered in law	Probably, however the word Accreditation is not liked!	Would be possible if there will be international agreed criteria	NO!
is period in learning company considered to be studytime?	yes	?	Yes it is considered to be learning time	Yes	Depending on programme and organisation	?
How is organisation of foreign placement?	student chooses an accredited company and makes appointment with both the company and the school about the tasks and requirements		This is organised and well integrated in a pedagogical project by teachers or the school	Only limited amount of students, so we are glad if they apply!	No procedure, it depends on the sending partner!	I don't know
results of foreign placement: learning outcomes based?		outcome based	in an internship report practical learning evaluations in the learning company, with or without co-evaluation of the tutor	Report from the tutor	No procedure, it depends on the sending partner!	?
Main aim of workplacement	personal development	developing skills to support the study	Both personal development and technical competencies	Vocational competences	Both vocational competences as personal development	Both
Main aim of foreign placement	even more important for personal development	personal development more important	Abroad even more the skills	Yes, the same	Yes, the same	Both
Is a meaningfull work placement possible without an Accreditation Agency?			Term Accreditation Agency is not appropriatre.	No. Not in Turkey	No, there should be the same requirements everywhere	Yes

EVTA Questionnaire	Italy	France	France	Spain
Where do the work placements take place?	In work placement companies, but not certified companies in simulation environments within own training centre	in work placement companies, but not certified companies in simulation environments within own training centre	in certified work placement companies in own country in certified work placement companies abroad in work placement companies, but not certified companies in simulation environments within own training centre in other training centres for the detainees anticipating their social inclusion: virtual spaces in prison	in work placement companies, but not certified companies in other training centres
In case of a company, is this company certified?	Not necessarily	No, not necessarily	Not necessarily	Not necessarily
During the workplacement, who is supervising and coaching the student?	a mentor/coach in the company a mentor/coach from the VET centre	a mentor/coach in the company	a mentor/coach in the company a mentor/coach from the VET centre a technician in a local mission	a mentor/coach in the company a mentor/coach from the VET centre
In case of a mentor in a company, is this person trained?	Yes, but only on voluntarily basis	Yes, but only on voluntarily basis	yes, following is a prerequisite	yes, following is a prerequisite
If yes, who provides this training?	The VET provider	some training providers, certified by the dedicated ministries or professional branches	Training Cnetres are selected by Region.	The school
EVTA Questionnaire	Finland	Belgium	Hungary	
Where do the work placements take place?	in certified work placement companies in own country in certified work placement companies abroad in work placement companies, but not certified companies in simulation environments within own training centre in other training centres	in certified work placement companies in own country in work placement companies, but not certified companies	in certified work placement companies in own country	
In case of a company, is this company certified?	Mostly, but not necessarily	Mostly, but not necessarily	Mostly, but not necessarily	
During the workplacement, who is supervising and coaching the student?	a mentor/coach in the company a mentor coach from the VET Centre	a mentor/coach in the company a mentor coach from the VET Centre	a mentor/coach in the company	
In case of a mentor in a company, is this person trained?	yes, following is a prerequisite	Yes, but only on voluntarily basis	yes, following is a prerequisite	
If yes, who provides this training?	VET schools/training providers	Training provide by PES	Training providers	

Annexe 5

QUALIFICATION FILE COACH OF APPRENTICES	
EXAMINATION	LEARNING ON THE JOB
CORE ACTIVITIES	COMPETENCES
<ol style="list-style-type: none"> 1. Creates learning conditions and organises the education path 2. Coach and judge the education process and coach the activity trainers 	<ol style="list-style-type: none"> 1. interview of participants and introduction 2. coaching of participants 3. judging of participants 4. coaching of activity trainers 5. creating learning conditions 6. responsible for quality
CORE TASKS	
<ol style="list-style-type: none"> 1. Balancing interests of company versus participant and education 2. Objectivity while judging 	
<p>Objective: The coach of apprentices is able to coach a participant in a practice-training situation, aiming at (partial) qualification of the participant for the profession.</p>	
<p>Critical professional situation:</p> <p>Learning on the job</p> <p>Albert works for a company producing a product and/or a service He is a professional with experience and knowledge. Moreover, his knowledge of developments in his profession are up to date. As an additional task he is enthusiastically involved in training of people, colleagues as well as trainees. He is well informed about several educational profiles. At this moment he is involved training Sophie. Together with her and the training centre/college he has discussed the practical education path and the coaching tools. Within the possibilities and impracticabilities of the work process he offers Sophie several practical situations. Sophie and Albert discuss the options. Albert coaches and supervises the learning process. Frequently he has a reflective discussion with Sophie and during this discussion he also judges the quality and quantity of achieved competences. It is possible that also colleagues of Albert are involved in the practice-training situation but Albert remains responsible.</p> <p>Albert maintains good relations with several colleges/educational institutes. As a coach he discusses the progress of the practice training program with the educators, he registers information for this discussion, preferable in a digital way. Because of the legal acknowledgment of the company as a training-company, Albert has also frequent contact with the company advisor. Because of this, he is well informed of legal regulations, which have to do with professional training. Albert enjoys his extra job. He considers a learner with difficulties or a less motivated learner a challenge.</p>	

Competence profile Coach of apprentices	LEARNING ON THE JOB
Competence and result	Competence / Experience conditions
1. Intake and introduction of participants Result: participants can start their training	<ol style="list-style-type: none"> 1. applies selection- and acquisition techniques based on the professional training policy of the company 2. develops an introduction plan 3. presents the company and the coach in a professional way 4. applies communication techniques which focus at acquisition and introduction of participants.
2. Coaching participants Results: Participant is able to develop in a well conditioned and coached practice-training environment	<ol style="list-style-type: none"> 1. balances the supervising with the desires and needs of the participants 2. motivates, stimulates and applies coaching techniques 3. invites participants to reflect 4. schedules individual training situations and applies methodological and didactical knowledge 5. registers progress and evaluates the process of coaching
3. Judging participants Result: The participant has been evaluated according to the procedure agreed	<ol style="list-style-type: none"> 1. Applies evaluation procedures and tools 2. Gathers information conform the procedure 3. Executes interviews 4. Takes care for administrative tasks and handles the information confidentially 5. Executes advise interviews and 'bad-news' interviews
4. Coaching the activity instructors Result: The activity instructors coach their participants according the procedure	<ol style="list-style-type: none"> 1. Organises meetings with activity instructors 2. Presents didactical skills / tools to activity instructors and provides individual or group training 3. Motivates, stimulates and invites activity instructor to reflect Applies communication techniques aiming at coaching
5. Creating learning conditions Result: Optimal learning conditions in favour of the education profile	<ol style="list-style-type: none"> 1. Analyses the starting situation 2. Determines the training aim together with the participant 3. Offers challenging training situations to the participant 4. Explains difficult and complex situation in an intelligible and clear manner 5. Evaluates practice situations
6. Quality management Result: Work activities and projects are well developed and the produced products are in accordance with the quality agreed	<ol style="list-style-type: none"> 1. Presents him as a professional and his company as a competent and professional learning company 2. Keeps in touch with the latest developments in the sector and in vocational education 3. Handles the area of tension between educational quality, coaching and valorisation 4. Applies the "Deming Circle": Plan-Do-Check-Act.

Annexe 6 PLACEMENT PROTOCOL

	STUDENT	EDUCATIONAL INSTITUTION	COMPANY	INTERMEDIATE
Preparation and matching	<ul style="list-style-type: none"> Looks for information of company Orients himself at companies and learning possibilities Knows what he wants to learn Is motivated Knows how to present himself to the company 	<ul style="list-style-type: none"> Prepares the student for the VET Supports the students by finding a place Takes care for a good match between student and company Takes care for orientation and presentation and application skills Takes care for information about responsibilities and obligations . Makes clear agreements with company about the training, the way and frequency of counselling, personal learning program and assessment. 	<ul style="list-style-type: none"> Is accredited by a partner Checks whether expectations of student and company meet each other Makes clear agreements with educational inst. about form, content, counselling and assessment of student Describes agreement in contract, delivered by educational institute 	<ul style="list-style-type: none"> Takes care for sufficient suitable companies on basis of need Publishes the suitable companies in a public database Supports the company to profile its self in the database Supports the educational institution in using the database by matching student and company
VET Period	<ul style="list-style-type: none"> Is prepared and motivated to start Sticks to agreements made in learning contract Is following instructions of tutor Gives feedback to the teacher of school 	<ul style="list-style-type: none"> Takes care that student and tutor know who is contactperson in school and at what times available Takes care for counselling conform agreements Monitors progression of learning goals of student Takes care for a competent counsellor 	<ul style="list-style-type: none"> Takes care for daily guidance of student on the working floor Takes care for a "qualified", motivated and open tutor Leads counselling and developing dialogues with student and school counsellor 	<ul style="list-style-type: none"> Trains and coaches the tutor and gives advises and tools to support the tutor by fulfilling his tasks Stimulates equal cooperation between educational institute and company Foresees, when needed for student, in cooperation with educational institute for a replacement
Assessment	<ul style="list-style-type: none"> Takes care that all parts of the VET training are accomplished and delivered 	<ul style="list-style-type: none"> Takes care for objective assessment of student Stays in contact with company about assessment of training and evaluation of training. The educational inst. takes the initiative. Incorporates the assessment of the company about the student as part of total assessment Gives feed-back to company 	<ul style="list-style-type: none"> Assesses the student at the end of the VET period on basis of agreements made in contract Has contact with educational institute about assessment of student 	<ul style="list-style-type: none"> Trains and coaches the tutor in a valid and objective assessment of students Foresees the tutor and company of advises and tools to execute a good assessment
Evaluation	<ul style="list-style-type: none"> Educational institute and company evaluate the VET period with the student Educational institute and company evaluate their cooperation concerning the VET and appoint improvements The centre of expertise determines on basis of evaluations whether the company is a sustainable learning company The centre of expertise supports the company eventually with carrying out an improvement plan The centre of expertise ends the placement in the database in case needed 			

