Q-PLACEMENTS HANDBOOK

For the Quality of International Workplace Training
For Initial Vocational Training Students

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Q-Placements
A handbook for the Quality of International Workplace Training for Initial Vocational Training Students

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The Q-Placements handbook has been produced with the financial support of the European Commission, Leonardo da Vinci Spanish National Agency agreement nº ES/08/LLP-LdV/TOI/149008. Its contents do not necessarily reflect the position of the European Community.
We are pleased to be able to present the Q-Placements handbook, which is the outcome of collaboration between the Chamber of Terrassa and Terrassa City Council and whose main objective is to foster international workplace training for vocational training students.

The document that follows has emerged out of pioneering work promoted since 2007 by our two Terrassa institutions within the framework of a European-wide project with the support of the European Commission and the participation of nine organizations, including educational centres, chambers of commerce and research centres from seven countries.

This document brings together the know-how and experience of nine organizations that have worked together as genuine partners in the project. The result stands as a gathering into a single methodological guide of all that is fundamental for ensuring that international workplace training is conducted with the fullest assurance of quality and learning, and that it proves useful for students, educational centres and host companies alike.

The Q-Placements handbook sets out this entire philosophy of good practices and aims to be a consultation document directed at vocational training centres throughout the European Union. Our hope is that the students, educational centres and host companies have available to them a practical and direct methodology for proper and simplified management of international workplace training, with an emphasis placed on aspects such as preparation and follow-up.

We consider that laying down guidance procedures will permit better coordination of students by educational centres, greater facility for host companies and fuller advantages for the students themselves, thereby ensuring the quality of the process as a whole. In this respect, the handbook has benefitted from the knowledge acquired by two institutions from Terrassa, a city at the forefront of vocational training and also home to an extensive business sector that affords practical know-how close to the realities of vocational training and of the business world.

The current highly competitive business scenario calls for professionals with the skills to interact in international and increasingly multicultural settings. In this respect it is fundamental for such professionals to have a mastery of languages and the skills to operate smoothly in these surroundings.

The objective of the handbook is clear: our aim is to have it become a facilitating tool that can, over the longer term, help to consolidate a permanent and stable international mobility programme for students, and to have it do so in a way that is operational and practical for vocational training.

We consider it a priority for European institutions to promote measures and to continue to lend support to international workplace training as a future-oriented strategy for competitiveness for European companies. We are convinced that initiatives such as the one we present here allow a contribution to be made to that future and, therefore, to better European integration and construction.
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1. WHY THIS HANDBOOK?
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1.1. WHY THIS HANDBOOK?

In a job market that demands more flexibility and adaptability to change, international mobility is becoming increasingly necessary. One of the European Union’s immediate goals is open educational systems and training for a wider world to ensure qualified workers who in addition to their professional competences have the ability to work and communicate with people abroad. This is one way in which Europe can adapt to the challenges of a globalised economy and ensure that its education and training systems are competitive.

The European Commission is currently developing a European system (ECVET) that will allow greater transparency in qualifications between countries. This has contributed to mobility which is today seen as an essential element for a complete training of the individual, committed to carrying out lifelong learning in different countries and in a wider variety of contexts (formal, non formal and informal).

One of the main obstacles detected that reduces the motivation for international mobility as part of initial vocational, labour market and lifelong learning training is to identify, recognize and validate the competences acquired during a placement in a foreign country.

The future of international workplace training is to develop and implement common European tools specifically designed for initial vocational education and training, based on the principles of a common framework, which promotes a culture of quality improvement.

The involvement of all players in mobility - IVET providers, host companies, IVET students and coordinating organizations (sending and host country) - is an essential condition for achieving this objective.

As stated in European survey "Move it: Overcoming Obstacles to Mobility for Apprentices and Other Young People in Vocational Education and Training" published in April 2007 by European Commission, Directorate-General for Education and Culture, 400 obstacles to mobility were found:

"Top 10 of the most relevant and pressing obstacles for IVET mobility (not in order of priority):

- Lack of quality placements.
- Lack of knowledge on the benefits of mobility.
- Lack of pedagogical know-how on learning in placements.
- Lack of sustainable internationalisation strategies.
- Lack of research on mobility.
- Lack of communities of practice for placement organisers.
- Legal and administrative barriers.
- Lack of interest among young people.
- Lack of linguistic and cultural background knowledge.
- Lack of recognition."

1 Study on the obstacles to transnational mobility faced apprentices and other young people in initial vocational training and on ways of overcoming them’ also referred to as the MoVE-iT project. April 2007: http://ec.europa.eu/education/more-information/doc/moveitsum_en.pdf
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In addition to the European research and surveys, the Q-Placements project worked together with local work groups in each participant country from north, south, west and east Europe to achieve a cross-European perspective (Belgium, Bulgaria, Germany, Poland, Romania, Slovenia and Spain)

Each local work group consisted of:

- IVET students.
- IVET teachers.
- Businesspeople.
- Trade union representatives.
- Representatives from government departments (education and/or employment) as deemed appropriate and which operate in the territory.
- Representatives from business organizations.

Through the discussions held in the framework of these local working groups some conclusions were drawn in each country. Moreover, there have been some common drawbacks in all participant countries which are detailed below.

Drawbacks of mobility detected by all local working groups:

- Language barriers, specially related to host companies.
- Placement’s work plan doesn’t match student’s capabilities, knowledge and skills.
- Lack of knowledge of the students on “business behaviour”.
- Lack of time or commitment of company tutor.
- Lack of legal coverage (need for a placement agreement, insurance, safety protection, etc).
- Lack of long lasting partnerships (need for a formal commitment).
- The host companies are not suitable for hosting students (either permanent or temporary).
- The student does not have a basic maturity level. The student has not achieved the required technical level.
- Difficulties in high-level techniques and country-bounded ways of conduct. In this case the companies are not willing to host foreign students.
- Difficult for the companies to see their return on investment when hosting foreign students. Lack of motivation of potential host companies.
- Difficult to find new placements depending on the company sector, especially abroad.
- Teachers spend their own free time for coordinating and placements follow-up, apart from their academic tasks.
- Some weeks are needed for the student to adapt to host country.
- Lack of intercultural knowledge of the student.
- Lack of monitoring of the placement.
- Big companies are more acquainted to placements with foreign students than SMEs.
- Financial resources or grants for the students that really cover travel and accommodation expenses.
- Credits transfer of workplace training done in foreign host companies is not always possible.
1. WHY THIS HANDBOOK?

Although several publications are available in Europe to help enhance the quality of international workplace training, there is still a need for a quality assurance handbook that can assist end-users to prepare and follow up placements in an easy way.

The Q-Placements handbook aims at providing guidance to all players involved in the mobility to improve the quality, efficiency and effectiveness of projects and international workplace training activities at the international level.
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2.1. THE BENEFITS OF EUROPEAN VOCATIONAL TRAINING

Education and training play a central role in the Lisbon strategy for growth and employment and constitute a key element for achieving the goals envisaged by the European Commission for the year 2020.

On July 8th 2009 the European Commission issued a Green Paper “Promoting the learning mobility of young people”, an open and public consultation in order to foster the mobility of young people in Europe.

The importance of mobility of young people is stressed in this green paper:

"Learning mobility, i.e. transnational mobility for the purpose of acquiring new skills is one of the fundamental ways in which individuals, particularly young people, can strengthen their future employability as well as their personal development. Furthermore, employers recognise and value these benefits. Europeans who are mobile as young learners are more likely to be mobile as workers later in life. Learning mobility has played an important role in making education and training systems and institutions more open, more European and international, more accessible and efficient. It can also strengthen Europe's competitiveness by helping to build a knowledge-intensive society, thereby contributing to the achievement of the objectives set out in the Lisbon strategy for growth and jobs." 2

"In the context of the current international economic crisis, the Commission has stressed that investment in education and training is crucial. It has also underlined that while there may be a temptation in such circumstances to divert resources from such activities, it is precisely in times of economic difficulty that investment in knowledge and skills needs to be safeguarded." 3

"Learning mobility has other positive features. It can, for example, help combat the risks of isolationism, protectionism and xenophobia which arise in times of economic crisis. It can help foster a deepened sense of European identity and citizenship among young people. It also boosts the circulation of knowledge which is key to Europe's knowledge-based future." 4

In the EU there are some longstanding traditions in support of learning mobility by means of different programmes and initiatives, especially via the Lifelong Learning programme for the period 2007-2013. The main goals of the programme are to contribute to the development of the European Community as a knowledge-based society, with sustainable economic development, more and better work opportunities and greater social cohesion while at the same time providing enhanced protection of the environment for future generations.

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3 Idem
4 Idem
2. EUROPEAN BACKGROUND FOR IVET

The Lifelong Learning Programme enables individuals at all stages of their lives to pursue stimulating learning opportunities across Europe. There are four sub-programmes focusing on different stages of education and training and continuing previous programmes:

**Comenius**⁵: “seeks to develop knowledge and understanding among young people and educational staff of the diversity of European cultures, languages and values. It helps young people acquire the basic life skills and competences necessary for their personal development, for future employment and for active citizenship.”

**Erasmus**⁶: “has become a driver in the modernisation of higher education in Europe and inspired the establishment of the Bologna Process. The general aim of the Programme is to create a European Higher Education Area and foster innovation throughout Europe. The Programme seeks to expand its mobility actions even further in coming years, with the target of 3 million Erasmus students by 2012.”

**Leonardo da Vinci**⁷: “the programme funds a wide range of actions, notably cross-border mobility initiatives; co-operation projects to develop and spread innovation; and thematic networks. The potential beneficiaries are similarly wide – from trainees in initial vocational training, to people already in the labour market, as well as VET professionals and private or public organisations active in this field.”

**Grundtvig**⁸: “aims to provide adults with ways to improve their knowledge and skills, keeping them mentally fit and potentially more employable. It not only covers learners in adult education, but also the teachers, trainers, education staff and facilities that provide these services. These include relevant associations, counselling organisations, information services, policy-making bodies and others involved in lifelong learning and adult education at local, regional and national levels, such as NGOs, enterprises, voluntary groups and research centres.”

Learning mobility is also supported by the Structural Funds in some EU countries.

“In addition, the European Commission has helped to develop a number of tools to facilitate mobility, such as the Europass, the European Credit Transfer and Accumulation System (ECTS, for higher education), the Diploma Supplement, the European Qualifications Framework for Lifelong Learning, the European Credit System for Vocational Education and Training (ECVET), Youthpass, EURAXESS, the "students visa Directive" and the "scientific visa" package”⁹

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"Taken together, the current mobility programmes, tools and initiatives reach out to the different strata of Europe’s youth population. However, mobility still remains the exception rather than the rule and it is more accessible by some groups, e.g. students, than others, e.g. vocational trainees and apprentices for whom many practical obstacles remain."\textsuperscript{10}

The challenges arising from demographic changes, as well as the necessity for regular updating and developing of peoples’ competences and keeping up with changing economic and social circumstances demand the adoption of the lifelong learning approach as well as education and training systems which are more easily adaptable to these changes and are more open to the whole world. Unlike our time when learning mobility is rather the exception, it must become a natural characteristic of European identity and an opportunity which can be taken by all young people in Europe. This way it can become an important factor in guaranteeing the future competitiveness and solidarity of the European Union.

Mobility in a context of education and training differs substantially from the other types of mobility in that it is primarily a pedagogical exercise: it is a tool used to produce certain kinds of learning of an affective and/or cognitive nature with the participant. Placements abroad can be a means for achieving intercultural understanding, learning how to live peacefully together in Europe and in the world and develop a sense of "European Citizenship".

The benefits for mobility are very well detailed for each player in the MoVE-iT survey issued by the European Commission:

"For the employers, transnational placements in IVET can serve as a tool for developing skills and competences of future employees and as a tool for stimulating internationalisation. Transnational placements can help develop (international) skills and competences of future employees that are important for operating successfully on the international market and for the economic development in Europe. These skills concern (among others): learning to learn, information processing, decision making skills, communication and foreign language skills, creative thinking and problem solving skills, self-management and self-development and flexibility."\textsuperscript{11}

"Benefits of transnational placements for employers do not only refer to competence development of future employees, though this often is seen (by employers) as the most important benefit. Other benefits for employers are:

- valuable multi-cultural experiences and a potentially further internationalising labour force;
- getting an international touch within the company;
- new impulses, ideas and knowledge of new markets;
- possibility of students bringing in new approaches and new (working) methods;
- improved language attainment of staff;
- greater cultural awareness and technical understanding;
- improving the profile and attractiveness of the particular sector."\textsuperscript{12}

\textsuperscript{10} Idem
\textsuperscript{11} ‘Study on the obstacles to transnational mobility faced apprentices and other young people in initial vocational training and on ways of overcoming them’ also referred to as the MoVE-iT project. April 2007: http://ec.europa.eu/education/more-information/doc/moveitsum_en.pdf
\textsuperscript{12} Idem
"Benefits of international IVET mobility from the perspective of IVET institutions:

Transnational mobility can contribute towards improving the attractiveness of IVET in general, and the apprenticeship system in particular, both at the level of the VET system and at the level of VET institutions and separate VET programmes. Offering the possibility of transnational placements can enhance the profile of both the VET institutions as such as well as of particular programmes, making them more attractive. Moreover, providing the opportunity of transnational placements enriches VET programmes.

Pro-active internationalisation strategies and policies:

Many VET institutions establish partnerships with similar institutions abroad in order to carry out mobility projects. If initial experiences are good, often the collaboration continues. For VET institutions this often is the first step towards the internationalisation process, in which the management becomes convinced of the importance of international cooperation, which in its turn is the first step towards developing more comprehensive internationalisation policies and strategies for the own institution."\(^{13}\)

"For teachers and trainers as well as tutors in host companies, incoming mobility represents a challenge to develop both linguistic and intercultural (teaching) skills.

The offset of such experiences can be twofold:

- an increased involvement with the sending aspects of mobility – motivating and preparing IVET participants to go on a transnational placement;
- getting mobile themselves, using the opportunities of e.g. the Leonardo da Vinci programme for a stay abroad."\(^{14}\)

Benefits of international IVET mobility from the perspective of IVET participants:

"Triple competence development: the merit of international mobility lies first and foremost in the development of European citizenship by individual IVET participants and in their acquisition of vocational, international and personal skills. More precisely it concerns: concrete vocational or professional skills, international skills and personal skills and competences.

\(^{13}\) Idem  
\(^{14}\) Idem
Benefits according to IVET participants:

- Increased cultural awareness.
- Increased language ability.
- Increased self-confidence.
- Willingness to go again.
- Understanding other countries in Europe.
- Improved communication skills.
- Work relationships.
- Personal relations.
- Higher motivation for study completion.
- Increased interest in other people.
- Expected positive impact on career opportunities.
- Improved vocational knowledge.\(^{15}\)

International mobility of students can ensure a number of benefits for society in general. Mobility and the possibility for European citizens to move across countries is positively viewed as a great advantage and benefit of the European Union, yet mobility and work placement still affect a very small percentage of workers and IVET students. An increase in mobility contributes to promoting and sustaining understanding and respect among EU citizens and would contribute at a later stage to greater worker mobility, thus increasing the flexibility of the European labour market. An increase in students’ involvement in mobility in IVET would contribute to social cohesion and mutual understanding in a society characterized by greater multicultural and multiethnic composition.

Learning mobility has an important role in making education and training systems and institutions more open, more European, and international, more accessible and efficient. It can also strengthen Europe’s competitiveness by helping to build a knowledge-intensive society, thereby contributing to the achievement of the objectives set out in the Lisbon strategy for growth and employment.

2.2. A NEED FOR EUROPEAN WORKPLACE TRAINING FOR IVET STUDENTS

Workplace training is a basic element of professional training and education because it is a structured model for knowledge acquisition in a work environment. Learning mobility enhances the possibilities for finding a job as well as enhancing students’ adaptability. The experience acquired in a different cultural environment encourages the students and makes them more flexible, helping them adapt better to their work. It also helps them become more independent and mature.

Enterprises in their turn are facing the need for qualified work force with diversified skills which affect the organization’s performance, functions and economic activities: technological development, internationalization and new technologies.
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“The right to be mobile across national borders is one of the fundamental freedoms which the EU bestows on its citizens.” Mobility helps foreign language acquisition and contributes to breaking the barriers between people from different nationalities. Mobility is also instrumental in effectuating experience and knowledge exchange between educational institutions and companies, thus rendering the latter more competitive and innovative.

Promoting a willingness to be mobile is the particular focus of the EU mobility actions, notably but not exclusively on the mobility actions under the Lifelong Learning Programme and other Programmes run by the DG Education and Training.

2.3. RELATED EUROPEAN PROJECTS

The global economy demands more and more competitive industries that need innovative workers with international skills and experience. The Lifelong Learning Programme thus defines a 2009-2011 priority as expanding learning mobility in Europe and worldwide. There is a need to improve mobility both in quantity and quality at the European level, and consequently a strong concern on the part of EU institutions to reach this goal.

The EU is issuing documents, surveys and recommendations for this purpose, and it is also supporting several projects where mobility stakeholders are doing their best to improve European mobility.

In that sense, the Q-Placements project, being a Leonardo da Vinci Transfer of Innovation project, is compiling the related information on European Mobility that could be useful to Q-Placements handbook readers.

As stated in the Commission’s Green paper "Promoting the learning mobility of young people: In January 2008, the European Commission established a High Level Expert Forum with the mandate to explore how to expand mobility, not only within the university sector, but among young people more generally. The Forum presented its report in June 2008 which called for learning mobility to become the rule, not the exception among Europe's young people. In July 2008, the "Renewed social agenda: Opportunities, access and solidarity in 21st century Europe" affirmed that the Commission would continue to develop a "fifth freedom" by removing barriers to the free movement of knowledge and promoting the mobility of specific groups like young people. It signalled that a Green Paper was planned for 2009 on the latter issue."

As per the conclusions of the Council of the Representatives of the Governments of the Member States, meeting within the Council of 21 November 2008 on youth mobility, the Council invites Member States and the Commission to several measures for the improvement of mobility.

16 Report of the high level expert forum on mobility "Making learning mobility an opportunity for all"


2. EUROPEAN BACKGROUND FOR IVET

In addition, in the recent years the European Parliament has created a specific budget line to foster mobility.

"To find innovative solutions for increasing transnational mobility in IVET – both quantitatively and qualitatively – the European Parliament in 2005 created a specific budget line and made it available to the European Commission in order to finance innovative actions addressing this issue. As one of the initiatives arising out of this, twelve pilot projects have been grant-aided by the European Commission in the years 2007-8 in order to identify and develop innovative solutions; in particular for the promotion of individual, long-term mobility of apprentices and other young persons in IVET."^{19}

As a result of this initiative of the European Parliament, 12 projects and 3 studies were launched providing useful information on European mobility.

The reader can find further information on the results of these 12 projects at http://ec.europa.eu/education/vocational-education/doc/mobilityguide_en.pdf.

The three studies are the following:

**MoVE-iT:**

A study on overcoming obstacles to mobility for apprentices and young people in initial vocational education and training; the state of the art in the Member States and solutions to obstacles.

**Reflector:**

Focussed on the relation between a European credit transfer system for VET (ECVET) and the different systems of certification in the Member States.

**Connexion:**

Focussed on the relations between ECVET and the offer of initial VET, apprenticeship included, and viability of utilisation of the ECVET tools.

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The Q-Placements handbook also highlights some of the most interesting and useful best practices for mobility stakeholders that can be a perfect source of information and templates to be used when managing mobilities.

Euronaver Network:

The Euronaver platform equips intermediary bodies to function as support structures for SMEs by providing information and tools in nine languages. The platform gives mobility organisers access to state-of-the-art knowledge and experiences and introduces them to a large network and database of other mobility actors all over Europe.\(^{20}\)


The Placement Contract Customizer:

This is a web-based tool which can generate individualised contracts for placements abroad, and which has been developed jointly by experts on legal matters and mobility practitioners. Users fill in information on the placement (e.g. nature of placement, sending and hosting country, duration, age of participant, sector of activity.), and subsequently the tool generates a draft placement agreement which includes all the important issues with reference to national and international law.\(^{21}\)

More info at: [http://www.european-mobility.eu/](http://www.european-mobility.eu/)

i2i: Internship to Industry:

Within the i2i project useful web based manuals were developed to secure the whole process of workplace training from preparation to the point of admission of the placement. The manuals support schools, companies, exchange organizations, and participants. A list of forms, templates and useful links are also provided.

More info at: [http://www.internship2industry.eu/](http://www.internship2industry.eu/)

Ap n’ go:

Ap ’n go is a platform where students/apprentices can register a request for a placement abroad, and where companies interested in hosting young people on placements can describe their requirements. Through the website, a matching between the two is facilitated.\(^{22}\)


APIK (Auslandpraktika- interkulturelle kompetenz):

APIK helps German companies to send their employees and trainees to other countries to broaden their horizons concerning working methods, as well as soft skills and cross-cultural competences.

More info: [www.apik-sachsen.de](http://www.apik-sachsen.de)

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\(^{21}\) Idem.

\(^{22}\) Idem.
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Training without borders:

A network of mobility coaches in German Chambers of Commerce and Industry and in Chambers of Skilled Crafts and Small Businesses to motivate small and middle sized enterprises and their trainees and to enhance their professional experiences abroad. More info: http://www.mobilitaetscoach.de/

EPTE 6 Placements for live entertainment 6:

Project promoted by the Escola Superior de Tècniques de les Arts de l’Espectacle at the Institut del Teatre run by Barcelona Provincial Council in Spain in order to promote 4 weeks workplace training in theatres in different European countries. More info at: www.institutdelteatre.org

TACTIC:

This European consortium for international placements has drawn up a handbook that can be downloaded by registered users in a number of different languages. It sets out the methodology and minimum quality requirements for international mobility project planning, preparation for the project, implementation and end of project. More info at: www.tactic.dep.net
3. INTERNATIONAL WORKPLACE TRAINING
3. INTERNATIONAL WORKPLACE TRAINING

3.1. CONCEPT

Vocational training needs to be approached as a mean of providing students with the theoretical and practical knowledge required to give a flexible and satisfactory response to labour market needs.

Based on this, training given in IVET schools has to dovetail with what goes on in companies, and it should be planned taking into consideration the knowledge students need to acquire in terms of theoretical and conceptual foundations and also about equipment and technology.

It is against this backdrop that workplace training becomes an important part of the education of students doing workplace training programmes as a non-work training activity.

Placements in companies also seek to bring students into contact with the working world and thus enable them to round off their personal and professional education by doing workplace training in a real production environment.

It should be borne in mind that for many students these placements in companies are their first contact with the working world. Consequently good planning and coordination between heads at the IVET school and in the company concerned are crucial.

The company is outside the IVET school and hence it has a key role to play, in that it enables students to use the knowledge they have gained on the modules they have done at the school in a workplace and thus not only operate in a real professional environment but also gain greater in-depth knowledge of professional practice. While doing placements in companies students will get hands-on experience of technical equipment, carry out professional tasks in a real workplace with its normal determining factors, and learn cross-cutting competences (equipment, organization of work, working with others, etc.) which they will find hard to pick up anywhere else apart from by doing a placement in a real workplace.

There are two main goals for workplace training to achieve:

- To round off the acquisition of professional competences learnt in the IVET school (professional qualification).
- To help the student get a job (occupational integration).

It should be stressed that workplace training is a very important part of the training of students. It is therefore necessary to implement a system of quality local placements in companies and also if possible extend it to international ones as these bring added value to the training process.
3. international workplace training

3.2. Objectives

Workplace training is the essential accompaniment to ensure comprehensive training for students doing vocational training courses.

Workplaces training must entail:

- Upgrading and enhancing theoretical knowledge learnt in IVET Schools.
- Students getting hands-on experience of real production equipment.
- Providing students with the chance to experience a work environment and its system of social and labour relations.
- Enabling companies to find out about the skills and attitudes of a potential future employee.
- Helping vocational training students to achieve professional qualifications and find work.
- Putting in place strategies to bring academic education closer to the world of employment.

For companies workplace training involves:

- Partnering the practical training of students.
- Finding out in the working environment about people who could be potential future qualified employees once their placement training period is over.
- Offering young people their first jobs.
- Maintaining contacts with IVET schools.
- Establishing the post of company tutor, who will mentor the student while they are doing their placement.

Doing workplace training in local companies is very important for companies and students alike, but when the placement takes place abroad, other goals can be achieved in addition to the ones outlined above:

- Bringing an international approach to the company.
- Bringing new ideas, knowledge and methods to the company.
- Expanding cultural competency.
- Finding out about other ways of working.
- Finding out about other cultures.
- Improving general foreign language skills and learning professional jargon in another language.
- Improving personal CVs.
- Seeing mobility as a real possibility for personal development.
- Adapting to a wider job market.
- Driving the concept of belonging to the European Union.
- Development outside the habitual family and social environment; personal growth.
3. INTERNATIONAL WORKPLACE TRAINING

3.3. DEFINITION OF QUALITY

Although all mobility players have similar concepts of what quality in mobility must be, there is not a common European definition of quality that can be shared by all players involved.

Therefore, there is a strong concern about finding a common definition of quality for mobility, a concern that is shared both by mobility stakeholders and the European Commission.

The Commission has developed several materials designed to enhance quality of mobility:

- Quality commitment: a document signed by the participant and the sending and host organizations which includes the commitments assumed by each of these three participants. [http://ec.europa.eu/education/leonardo-da-vinci/doc/quality_en.pdf](http://ec.europa.eu/education/leonardo-da-vinci/doc/quality_en.pdf)
- Erasmus students’ charter, which clearly defines what is expected from the students and what the students expect when participating in Erasmus programme. [http://ec.europa.eu/education/archive/million/charter_en.pdf](http://ec.europa.eu/education/archive/million/charter_en.pdf)

In this handbook we will provide a definition of what quality is with reference to mobility, and in particular to international workplace training.

According to ISO 9000 definition, quality is the degree to which a set of characteristics meet all requirements.

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. Thus quality can be poor, good or excellent. The quality of something can be determined by comparing a set of inherent characteristics with a set of requirements specified in advance.

So quality is a relative concept. Quality is always relative to a set of requirements that are specified in advance, which are needs or expectations to be met.

Quality in mobility is achieved when the mobility experience meets the needs and expectations of the mobility beneficiaries by accomplishing the mobility requirements.
3. INTERNATIONAL WORKPLACE TRAINING

In all types of mobility experiences there are a number of players involved acting before, during and after the mobility period. Only some of these players are at the same time beneficiaries. Beneficiaries means the people or organizations that benefit from something.

Mobility requirements will be set in order to match the needs and expectations of mobility beneficiaries.

- Mobility which involves only students and IVET schools. The students are the only beneficiaries.

- Mobility which involves students, IVET schools and host companies. The beneficiaries from the mobility are the IVET students and the host companies.

In the first type of mobility only three players are involved and all of them come from the educational world, IVET schools, which make the mobility measure easier to manage.

In the second type of mobility the number of players is multiplied to a minimum of five players, some of them from the educational world and some of them from the business world. This kind of mobility involving a company increases the complexity of mobility management, and also quality assurance procedures. Thus the quality of the mobility experience can be affected by mismatching between the host company and IVET student.

A varied number of possible causes for mismatching between the student and the host company can arise due to:

- Lack of close contact between the IVET school and the host company.
- Geographical distance.
- Difficulties when bridging the business and IVET worlds.
- Difficulties due to the specific company sector, etc.
3. INTERNATIONAL WORKPLACE TRAINING

The Leonardo da Vinci survey 2007 shows very clearly the main variables causing dissatisfaction in mobility for mobility participants (IVET students) when a placement in a company takes place abroad.23

Stay too short (48%) and inadequate financial support (41%) are the worst rated, together with poor planning/preparation (26%) and too much bureaucracy.

But there are variables that give us highly valuable information on what is a low quality placement from the workplace learning point of view:

- Tasks did not correspond to my professional background (17%).
- Poor practical placement (13%).
- No autonomous activities (12%).
- Not enough practical experience, too much language course (3%).

It is remarkable that 17% of students answered that their tasks did not corresponded to their professional background. This percentage is too high when pursuing quality placements.

---

Every mobility player must have their requirements met to ensure quality, that is to say, to fulfil the needs and meet the expectations of all beneficiaries. All players involved in the mobility measure must ensure that through their actions they succeed in fulfilling the beneficiaries’ needs and expectations.

When a low degree of quality is achieved this is because the characteristics of the mobility action have not met these requirements; in other words, when the mobility action does not meet the beneficiaries’ needs and expectations.

**Need:** a lack of something requisite, desirable or useful.

**Expectations:** something expected. To expect: to consider reasonable, due or necessary.

**Satisfaction:** fulfilment of a need or want.

**Customer satisfaction:** a measure of how products and services supplied by a company meet or surpass customer expectation.

**Quality is achieved when, through the mobility experience, the beneficiaries achieve satisfaction by fulfilling their needs and meeting their expectations.**
3. INTERNATIONAL WORKPLACE TRAINING

3.4. QUALITY REQUIREMENTS: BENEFICIARIES’ NEEDS AND EXPECTATIONS

Quality assurance measures will be taken to ensure that the mobility measure fulfils the beneficiary’s needs and meets his/her expectations.

Quality assurance is a set of activities intended to establish confidence that quality requirements will be met.

The expectations of the beneficiaries must be aligned with what a mobility experience can provide to them. A different inherent definition of needs and expectations of the beneficiaries can lead to dissatisfaction and poses a threat to the quality assurance of all the mobility action.

Satisfaction = Mobility result ≥ Needs + Expectations

When the expectations are different or higher of those that the mobility action can provide, there is dissatisfaction as a result.

To define very clearly what each mobility player can expect and what is expected from them is key for aligning expectations between all mobility players. This will be further explained in point 5 of this handbook.

For instance, on occasion the expectations of the tasks that a student will perform in a host company are not well defined, so he/she expects a different experience at the host company. In this case mobility results might cause dissatisfaction.

Equally sometimes, the expectations of the skills that a student has are higher than what he/she has really achieved. The company tutor expects a different contribution of the student to the host company. Here too mobility results might cause dissatisfaction.

Causes of dysfunction between expectations and mobility results can be diverse and must be taken into account in order to design all procedures that prevent beneficiaries’ dissatisfaction. Quality assurance procedures will be further detailed in point 5 of this handbook.

A high degree of mobility quality is achieved when the needs of the beneficiaries are fulfilled and their expectations are met.

The beneficiaries’ satisfaction will result in long-lasting relationships between the mobility players that can facilitate future mobilities. Otherwise, these mobilities will become occasional and only operate in the short term.
Satisfaction for students taking part in international workplace training:

There is usually satisfaction for young people going abroad and learning about a new culture, language and country. But what is more difficult to achieve in international workplace training is that there is also professional learning, matching their professional background and enhancing their skills after the placement.

Sometimes this professional component has not been fully achieved through the mobility experience. More and more beneficiaries wish to develop not only personal and international skills but also professional skills.

As can be seen in the Leonardo da Vinci Survey 2007, some variables related to the skills and competences acquired through international workplace training are not rated very highly in terms of providing satisfaction to the beneficiary:

- Practical placement abroad, with only a 54% satisfaction rating.
- Work in an international team, with only 52%.
- Tasks assigned, with only 36%.
- Working methods at receiving organization, only 33%.
- Working hours, only 30%.  

![Figure 3-11: What Participants enjoyed about stay abroad](image-url)  

Source: WSF LdV Survey 2007

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3. INTERNATIONAL WORKPLACE TRAINING

There is satisfaction for the student through the mobility experience if the student has fulfilled all the following learning needs:

- New ways of working, acquired professional skills and experience matching his/her professional background.
- Foreign language improvement.
- Living experience: experience of living alone, learning foreign culture, meeting new people, etc.

**Satisfaction for the host company:**

There is not much written material concerning host companies’ satisfaction, which can sometimes be given secondary importance when talking of mobility. But only through achieving host company satisfaction will we succeed in achieving long-lasting cooperation with host companies, who will then be willing to repeat the hosting experience.

There is satisfaction for the host company through the mobility experience if the company has achieved the following goals:

- The student has provided a professional contribution to the company. An added value has been obtained from the student while working at the company. That is to say, that the training efforts are less than the results obtained from the trainee’s work.
- The staff of the company has acquired experience in working in multi-cultural, multi-lingual environment.

**Satisfaction for the IVET school to which the student belongs:**

There is satisfaction for the IVET school through the mobility experience if the student has fulfilled their learning needs:

- New ways of working, acquired professional skills and experience matching his/her professional background.
- Foreign language improvement.
- Living experience: experience of living alone, learning foreign culture, meeting new people, etc.

In other words, the satisfaction for the IVET school is the achievement of the student’s satisfaction through his/her knowledge acquirement. This is an added value that IVET schools can provide to their students taking part in mobility measures.

In some cases, the mobility experience can be very satisfactory for the student, even when the professional skills that they have acquired are not very good. Even if the student’s expectations are very low and there is satisfaction in general, the mobility experience could be rated as poor quality mobility by the IVET school as there are not enough acquired competences and skills. This is why it is crucial to get a good evaluation of the achievements and competences acquired by the IVET student after participating in international workplace training.
Satisfaction for the organization giving support to the mobility experience:

In most cases, there is an organization promoting and/or funding mobility actions. This organization will be satisfied if there is satisfaction for the beneficiaries and if the funding supplied is properly used to accomplish the objectives of the funding programme.

The organization promoting the mobility and/or giving financial support will require some forms that the beneficiaries will have to fill in in order to carry out their evaluation of quality.

There is satisfaction for the organization giving support if the forms are properly filled in indicating a high level of satisfaction about the results at the same time:

- Ensuring the good use of the funding received for the mobility experience.
- Satisfaction of the beneficiaries is achieved.

What is most likely to generate dissatisfaction for the student, the IVET school and the company involved, is a “part-training, part-professional” international workplace training experience. To ensure the quality of this experience a series of preventive checks, procedures, and evaluation systems must be designed in order to prevent poor quality international workplace training.

The Q-Placements approach intends to provide a handbook with all the procedures, requirements and guidelines for the quality assurance of international workplace training.
4. THE Q-PLACEMENTS MODEL
4. THE Q-PLACEMENTS MODEL

4.1 THE Q-PLACEMENTS MODEL

The Q-Placements model is designed to ensure that the mobility beneficiaries meet their expectations, as well as meeting the qualitative demands of the various players, coordinating organizations, IVET schools, host companies and IVET students in sending and host countries:

- A model where companies, IVET students and IVET schools can easily participate in international workplace training.
- Establishes procedures for each activity between players.
- Establishes minimum responsibilities for each player.
- Establishes action procedures at each phase of the mobility, and in accordance with its objectives.
- A model featuring different methods for monitoring and evaluating.

This model seeks to become a quality assurance system and a benchmark which will allow the implementation of international workplace training under the best conditions. These conditions and requirements are set out on the Q-placements model in order to facilitate the international workplace training experience to IVET schools and IVET students as well as to companies, regardless of where the placement is taking place, and under the same conditions as in their own educational system.

The key for this model is the role performed by coordinating organizations in the sending country as well as in the host country, as they are both closer to the reality of the educational world as well as the business world in their respective countries.

In the Q-Placements model, the coordinating organizations act as a connecting thread on the development of the whole workplace training experience by conducting continuous monitoring, evaluation and follow-up.

At the same time, each coordinating organization in the sending and host countries provides different advantages and benefits in our model, which are:

The Coordinating Organization Sending Country acts as a local point in the sending country, facilitating international placements coordination by:

- Speaking the same language and having the same cultural background as the sending IVET schools.
- Having geographic proximity with the sending IVET schools.
- Facilitating international placements coordination to the IVET schools as most of the time the schools do not have enough staff to properly follow up and manage such placements.
- Gathering the demand of IVET students from the IVET schools and managing it efficiently.
- Acting as the sole interlocutor between the coordinating organization host country and the IVET school, thus establishing a clear communication channel.
4. THE Q-PLACEMENTS MODEL

The Coordinating Organization Host Country acts as a local point in the host country, facilitating international placements coordination by:

- Speaking the same language and having the same cultural background as the host company.
- Having geographic proximity with the host company, thus becoming the main contact for the IVET student during the workplace training.
- Having cultural knowledge of the country of the placement.
- Gathering the supply of potential host companies and making it easier to properly match a specific student’s profile with a specific host company.
- Acting as the sole interlocutor between the coordinating organization sending country and the host company, thus establishing a clear communication channel.

To enable a better understanding of the Q-Placements model all the required players, as well as the optional ones, are identified and defined as along with their profiles, minimum requirements, functions and responsibilities in the following section (5).

Moreover, as supporting material to the handbook there are user’s guides as documents to inform each player individually and in a clear way about the steps and procedures to be followed for the achievement of an optimal international workplace training experience.

These user’s guides can be found on the Q-Placements web page: http://www.q-placements.eu/

User’s guides:

- IVET Student.
- IVET school/School Tutor.
- Coordinating Organization Sending Country.
- Coordinating Organization Host Country.
- Host Company/Company Tutor.
4. THE Q-PLACEMENTS MODEL

4.2. IDENTIFYING AND DEFINING THE DIFFERENT PLAYERS

4.2.1. Required Players:

The Q-Placements model has defined a minimum number of players required to ensure quality throughout the whole process of international workplace training. The various players involved need to be experienced professionals in order to ensure worthwhile international workplace training.

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25 The required players and their tasks and minimum requirements are set out. It might be the case that a player carries out more than one task.
4. THE Q-PLACEMENTS MODEL

**IVET STUDENT OR TRAINEE:** a person who is attending IVET courses and/or has graduated from an IVET school less than a year ago.

**IVET SCHOOL:** IVET provider located in sending country where trainees attend vocational training courses and which generates the demand for international workplace training.

**SCHOOL TUTOR:** IVET school teacher who coordinates placements for IVET students.

**COORDINATING ORGANIZATION SENDING COUNTRY:** Institution which gathers the demand for international workplace training from IVET schools in the sending country.

**COORDINATING ORGANIZATION HOST COUNTRY:** Institution which gathers the supply for placements from host companies in the host country. It receives the demand for international workplace training from the coordinating organization in sending country.

**HOST COMPANY:** Company hosting the IVET student/trainee during the workplace training.

**COMPANY TUTOR:** The person appointed to guide, train and assess the trainee during the workplace training in the host company.

4.2.2. Optional Players:

- **SUPPORTING ORGANIZATION:** Institution usually located in sending country that gives logistic or financial support to the mobility experience.

- **IVET SCHOOL HOST COUNTRY:** IVET provider located in host country where the international workplace training takes place that could co-operate in supporting workplace training.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

5.1. IVET STUDENT OR TRAINEE

A person who is attending IVET courses and/or has graduated from an IVET school less than a year ago.

5.1.1. Profile and minimum requirements:

- Personal independence in daily life.
- Positive attitude.
- Motivation for the challenges.
- Ability to adapt to situations that come up.
- Minimum training to ensure that full advantage of the experience is taken.
- Having the required documents:
  - National Identity Card/Passport.
  - European Health insurance.
  - Medical certificate when required.
  - Travel and liability insurance.
  - Any authorisations required in the sending and host country.
- Sufficient knowledge of the working language.
- The minimum age should be the legal age for placements of the sending and host country.

All of this needs to be certified by the school.

Recommended:

- Having completed local workplace training with a positive evaluation and/or having previous work experience.
- In the case international workplace training that is to last a long time, it is recommended the student takes language immersion courses beforehand.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

5.1.2. Functions and responsibilities:

- Take part in the mobility experience in an active and responsible way and do everything required at each stage of the project: preparation, implementation, evaluation and dissemination.
- During the placement the student is expected to:
  - Comply with the agreed work plan.
  - Accept the company’s general rules and any others that might be agreed.
  - Comply with work timetables.
  - Respect safety procedures.
  - Use technical terminology.
  - Integrate in the work team.
  - Look for quality in processes carry out and assigned tasks all within deadlines.
  - Accept orders received.
  - Care for personal hygiene and appearance.
  - Asses own work objectively and using critical thinking.
  - Show initiative in problem solving.
  - Respect rules for using the facilities and equipment provided to him/her (accommodations, installations, machinery, etc.)

Classification of students by relationship with the IVET school:

Students can be divided into two main groups based on their connection with the training centre:

- **Students enrolled at the IVET school:**

  All students enrolled at an IVET school are eligible to take part in international workplace training regardless of the course they are doing. However, the most appropriate time for doing such placements may be specified for each student.

- **Trainees who have left the IVET school:**

  As a general rule all students who have completed a vocational training programme the previous year are included in the mobility scheme put forward in this handbook.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Age for doing international workplace training:

The following is applicable to both students enrolled at a school and those who have completed their studies:

- **Minimum age:** As a general rule the minimum age for doing workplace training will be the legal age for placements of the sending and host country. As an exception students under the legal age may take part as long as it is believed that they have sufficient personal and professional maturity. These students should be accompanied by a teacher/tutor.

- **Maximum age:** There is no maximum age for doing international workplace training.

**Types of groups:**

The functions and responsibilities of the various players taking part in international workplace training will not be affected by the type of group.

The type of group may be determined by:

- Legal regulations in the sending or host country.
- Standards or rules of the IVET school sending country.
- Other standards bearing in mind the group, the host country, etc.

**Groups:**

- **Students who can travel alone:** All students of legal age according to prevailing legislation in both countries can travel alone.

- **Students who travel in a group:**
  - Minors, due to legal requirements.
  - Students of majority age who prefer to travel in a group.
  - All students required to do so by regulations in their own country.

- **Students who must be accompanied by a teacher/tutor (whether they travel alone or in a group):**
  - Minors (age will vary depending on country-specific legislation).
  - Students whose social, physical or mental condition means they need special care.
  - Students required to do so by their own country’s legislation.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

5.2. IVET SCHOOL/SCHOOL TUTOR

IVET School: IVET provider located in sending country where trainees attend vocational training courses and which generates the demand for international workplace training.

School Tutor: School teacher who coordinates placements for IVET students.

5.2.1. Minimum requirements:

IVET schools: There are no minimum requirements as all IVET schools are sufficiently qualified to take part in international workplace training.

School Tutor: The school tutor must be a professional in close contact with the student and fully aware of the student’s curriculum and academic subjects.

5.2.2. Functions and responsibilities:

- Maintaining continuous contact with the coordinating organization in the sending country during the whole mobility process.
- Describing the different activities that can be carried out and performed by the student in a company.
- Arranging the insurance required for the mobility: travel, health, accident, etc.
- Providing the student with basic instruction in technical vocabulary in the working language or host country language.
- Validating the agreed work plan.
- Being the link between the coordinating organization sending country and the student.
- Should be aware at all times of the development of the whole mobility process.
- Responsible for sending the most suitable students for the placements.
- Responsible for evaluating and validating the results of the placement once completed.
- Raise awareness, promote and give information about mobility to the students.
- Dissemination of results of mobility experiences at the IVET school.
- The school tutor should always be available for the student in case of need depending on the issues/problems faced by the student during the placement abroad.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

5.3. COORDINATING ORGANIZATION SENDING COUNTRY:

Institution which gathers the demand for international workplace training from IVET schools in the sending country.

Must be an institution not making profit of workplace training and using public funding for the management of the placement which gathers the demand for international workplace training from IVET schools in the sending country, such as:

- Chambers of commerce.
- Business organizations.
- Educational centres.
- NGOs.
- Public Bodies.
- Others.

5.3.1. Minimum Requirements:

- Be in permanent close contact with IVET schools/school tutors.
- Be very well connected with IVET schools in its area of influence.
- Experience in local workplace training.
- Knowledge of the mobility language.

Recommended:

- Having experience in mobility (European funding system, projects management, etc.)
- Having previous contact with other similar organizations abroad.

5.3.2. Functions and Responsibilities:

- Must ensure observance of regulations and legislation in the sending country.
- In charge of coordinating the international mobility in the sending country.
- The sole interlocutor with the coordinating organization host country.
- Must ensure that students have all necessary documents: insurance, permits, authorizations, etc. prior to the placements.
- Must maintain contact, follow up and do reporting of the mobility with the school tutor.
- Aware raising campaigns among IVET schools and community.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

5.4. COORDINATING ORGANIZATION HOST COUNTRY:

Institution which gathers the supply for placements from host companies in the host country. It receives the demand for international workplace training form the coordinating organization in sending country.

Must be an institution not making profit of workplace training and using public funding for the management of the placement, which gathers the supply for placements from host companies in the host country. These organizations may be:

- Chambers of commerce.
- Business organizations.
- Educational centres.
- NGOs.
- Public Bodies.
- Others.

5.4.1. Minimum Requirements:

- Be in permanent close contact with host companies/company tutors.
- Be very well connected with companies in its area of influence.
- Experience in local workplace training.
- Knowledge of the mobility language.
- Knowledge of the host environment: town, companies, accommodations, etc.

Recommended:

- Having experience in mobility (European funding system, projects management, etc.).
- Having previous contact with other similar organizations abroad.
- Having knowledge of schools and occupational groups in the area, as well as the means to contact them.

5.4.2. Functions and Responsibilities:

- Must ensure observance of regulations and legislation in the host country.
- In charge of coordinating the international mobility in the host country.
- The sole interlocutor with the coordinating organization sending country.
- Must ensure that host companies comply with the minimum requirements.
- Must maintain contact and follow up the mobility with the company tutor and the student.
- Should be the main contact for the student during the placement.
- Aware raising campaigns among companies and community.
- Provide personal support to the student in crisis situations.
- Permanent reference in case of necessity.
- Welcome the student in the host country.
- Provide general information about the characteristics of the host company and its context before starting.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

5.5. HOST COMPANY/COMPANY TUTOR

**Host Company:** Company hosting the IVET student/trainee during the workplace training.

**Company Tutor:** The person appointed to guide, train and assess the trainee during the workplace training in the host company.

### 5.5.1. Minimum Requirements:

**Host Company:**

- The company must be familiar with the philosophy of workplace training for vocational training students.
- Ensure compliance with health and safety at work regulations, collective bargain agreements, etc.
- Accessible:
  - Public transport available.
  - Provide other means of transportation.
- Suitable sector to meet and match the student’s requirements.
- Must have available and qualified staff to host and assist the student during the placement.
- Has suitable equipment and facilities to properly implement the work plan.

**Company Tutor:**

- The company tutor must be a professional who is qualified in the specialty in which the student is to do workplace training and also has extensive general knowledge of how the company operates.
- Must have timetable availability for monitoring and advising the trainee.
- Must have pedagogical skills.
- Must be familiar with the tasks of the student.
- Sufficient knowledge of the trainee’s working language.
- Must be motivated to host the student.

**Recommended:**

- Have attended specific training for company tutors.
- Have previous experience as company tutor.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

5.5.2. Functions and Responsibilities:

- Underline the different activities that can be performed by the student which will become his/her actual work plan.
- Comply with the agreed work plan.
- Must foster team work and include the trainee in it as far as possible.
- Maintain continuous follow-up with coordinating organization host country during the placement.
- Responsible for validating the completion of the placement.
- Ensuring that the placement is implemented according to the established work plan.
- Responsible for tutoring and mentoring the trainee during the whole of the training period at the company.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

5.6. OPTIONAL PLAYERS:

5.6.1. Supporting Organization: Institution usually located in sending country that gives logistic or financial support to the mobility experience.

Profile and minimum requirements: These functions can be assumed or partially shared by the required players or by a network of key players existing in each country. The supporting organization may be a public body, an EU agency, NGO or expert companies in the European mobility field, business organizations or trade unions, etc.

Functions and responsibilities:

Strategic Support:

- Promotes local players networking (companies, trade unions, schools, youth representatives, public authorities) through councils existing in each country (education local councils, local educational networks, local or regional educational programming, etc.)
- Promotes networking at European level between mobility stakeholders through projects with European dimension (which might have EU funding):
  - Transfer of innovation.
  - Training courses, study visits, feasibility visits, etc.
  - Sharing and dissemination of good practices.
  - Research.
- Raises awareness of the added value of international workplace training through communication campaigns at a larger scale (national and regional level).
- Provides support in the promotion of products/activities for the dissemination of experiences and exploitation of results managed by the coordinating organizations for IVET students, IVET schools and companies.
- At a local level, it is in charge of acknowledging credit transfer for achieving official national recognition of international workplace training.

Technical Support: Provides information and assistance to IVET schools when applying for local, regional, national and/or European mobility programmes.

Pedagogical Support: Can assume support functions during the whole international workplace training experience.

Logistical Support: Helps coordinating organizations in the sending or host country providing accommodation, facilitating/organizing cultural visits, local transportation, airport pick up, etc.

Financial Support: Provides or promotes fund raising for international workplace training actions.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

5.6.2. IVET School Host Country: IVET provider located in host country where the international workplace training takes place that could co-operate in supporting workplace training and may help to enhance the mobility experience for the student, not only from the professional point of view but as a rich cultural and personal experience, while enhancing knowledge of the technical equipment and technologies used in the host country and providing support to the IVET school in sending country and coordinating organization host country when searching for the most appropriate host company.

Profile and minimum requirements: IVET schools that match as far as possible the teaching disciplines of the IVET school sending country.

Functions and Responsibilities:

- Keep in touch with the IVET school in the sending country for future cooperation; sharing experiences or knowledge and also for future student exchange projects.
- Receive the contact request from the IVET school in the sending country through the coordinating organization host country
- May organize different activities such as:
  - Activities to promote socializing and interaction between the trainee and local IVET students similar in age and interest.
  - Language pair activities that promote exchange and foreign language improvement between students from both countries.
  - Activities that help to better understanding of the culture and ways of living in the host country.
  - Round tables to promote sharing experiences about international workplace training with the participation of local IVET students interested in mobility or with previous experiences in mobility and also international trainees taking part in mobility programmes.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

5.7. Action procedures

In this section all of the action procedures are set out in full and explained step by step.

5.7.1. Summary of all the procedures at a glance:

Before the placement

<table>
<thead>
<tr>
<th>Procedures:</th>
<th>Related Documents:</th>
</tr>
</thead>
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<td>1) Student’s application</td>
<td>- European Curriculum Vitae</td>
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<td></td>
<td>- Guidelines for Motivation Letter</td>
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<td>2) Student recruitment</td>
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<td>3) Appointing a school tutor</td>
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</tr>
<tr>
<td>4) Drawing up required documents</td>
<td>- Guidelines for Student’s Description</td>
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<td></td>
<td>- Example 5 (PL)</td>
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<tr>
<td>5) Host company’s assessment</td>
<td>- Guidelines for Host Company’s Assessment</td>
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<tr>
<td>6) Work plan proposal</td>
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<td>7) Host company’s selection</td>
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<tr>
<td>8) Appointing a company tutor</td>
<td>N/A</td>
</tr>
<tr>
<td>9) Work plan feedback</td>
<td>N/A</td>
</tr>
<tr>
<td>10) Validation of work plan and placement agreement</td>
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<tr>
<td>11) Practical information regarding the host country</td>
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<td>12) Pre-departure training</td>
<td>- Guidelines for Student’s Code of Conduct</td>
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<td>13) Preparing company’s materials and facilities</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## 5. REQUIRED PLAYERS AND THEIR PERFORMANCE

### During the placement

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Related Documents:</th>
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<td>16) <strong>Induction session</strong></td>
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<td>17) <strong>Placement monitoring and follow-up</strong></td>
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<td>18) <strong>Final evaluation meeting</strong></td>
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### After the placement

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<td>20) <strong>Trainee’s report</strong></td>
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<td>28) <strong>Dissemination in host country</strong></td>
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5. REQUIRED PLAYERS AND THEIR PERFORMANCE

5.7.2. Before the placement

1) Student’s application

IVET schools will promote among their IVET students the mobility programmes available and will facilitate all of the required documents for applying.

It is recommended that the person in charge of the mobility programme gives support, information and assistance to the IVET student while filling in the necessary documents.


Related documents:

- European Curriculum Vitae
- Guidelines for Motivation Letter
2) Student recruitment

After evaluating the applications submitted by the IVET students, the IVET school recruits the IVET students that are suitable to take part in international workplace training.

The team in charge of doing this evaluation may differ depending on the internal organization of each IVET school.
3) Appointing a school tutor

Each IVET school, depending on its internal organization, will appoint a person among the school staff to coordinate international workplace training together with the coordinating organization sending country.

This person appointed as school tutor can be a teacher, a director or a specific coordinator for workplace training.

Usually, the school tutor is in charge of managing the mobility and also of pedagogical follow-up for the students. Therefore, these two different types of functions could be performed by only one or by two different professionals among IVET school staff. In this handbook, we will refer to the school tutor as the IVET school contact person who will be the link with the coordinating organization and also the teacher who will propose and validate the work plan (the various organized activities to be done by trainees during their international workplace training) and will be in charge of student’s pre-departure training and placement follow-up.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

4) Drawing up required documents

It is essential to reflect the skills, capabilities and personal profile of the student in order to find the most suitable company for the placement. The school tutor is responsible for drawing up or coordinating (in the event that these documents have been drawn up by a teacher) the required documents which will define the student profile.

These required documents should contain among other information, a full description of the student, age, courses completed, training units and teaching hours of these units, general competences acquired, languages spoken, motivation letter, motivation evaluation report, previous work experiences, his/her areas of interest, etc.

There should be also a document specifying the work that can be performed by the student, what kind of company and/or department is most suitable for him/her, and the tasks that he/she can undertake. This document will be the first work plan proposal. These set of documents must be signed by the IVET school director or by the school tutor.

Useful Links: [http://www.xtec.cat/fp/spifp/02_eines_e/plans_activitats_e.htm](http://www.xtec.cat/fp/spifp/02_eines_e/plans_activitats_e.htm)

Related documents:

- Guidelines for student’s description
- Example 1 (ES)
- Example 2 (ES)
- Example 3 (ES)
- Example 4 (PL)
- Example 5 (PL)
An assessment meeting must take place at the company’s facilities to ensure that the company meets the minimum requirements to host international students such as compliance with health and safety regulations, accessibility, adequate workplace and equipment, availability of qualified staff, its motivation, etc.

Through this meeting the coordinating organization host country will identify the profile of the placements normally offered by the host company: e.g. a company manufacturing electronic devices would require IVET student profiles related to electronics; an export company would require international commerce students, and so on.

At the same time, during the assessment meeting, it would also be important to meet the person that will be appointed as company tutor and assess his/her motivation, availability, qualification, working language skills, etc.

This first assessment meeting can be held on a regular basis by the coordinating organizations when recruiting potential host companies or when searching for a specific company to match a specific student’s profile.

Related documents:

- Guidelines for host company’s assessment
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

6) Work plan proposal

The description of the student’s profile and the type of work and tasks recommended as work plan are sent to the several potential host companies that might be interested in this kind of student profile.
7) Host company selection

The coordinating organization host country will select the most suitable host company for the placement from all of the companies that have received the student’s profile description and work plan proposal, and that are at the same time interested in being a possible host company.

There are some factors such as seasonality, student’s preferences, etc, that will be taken into account by the coordinating organization when selecting the host company.
8) Appointing a company tutor

Each host company, depending on its internal organization, will appoint a person among the company staff to coordinate international workplace training together with the coordinating organization host country.

In most cases the company tutor is in charge of both coordinating the mobility and also of the student’s training, guidance and assessment. However, these two different types of functions could be performed by two different professionals among host company staff. In this handbook, we will refer to the company tutor as the host company contact person who will be the link with the coordinating organization and also the person in charge of being in permanent contact with the trainee during the placement.

In the event, that these two functions are performed by two different professionals, it is very important to ensure good communication between them.

Once the company and company tutor have been identified it is recommended that company tutor and IVET student get in touch by phone before the placement begins.
9) Work plan feedback

Once the host company has been selected, the company tutor will decide from the proposed work plan the different tasks that the student will perform at his/her workplace adapted to the company’s specific needs. The company can also propose new tasks that could be suitable for the student’s profile. This decision will be based on the description of the student and the description of the type of work and tasks recommended as work plan, sent by the IVET school.

The reviewed work plan will be sent to the IVET school and school tutor through the coordinating organizations in both countries for final validation.

BACK TO SUMMARY
10) Validation of work plan and placement agreement

The proposal sent by the host company will be discussed between the parties and finally validated by the IVET school thus becoming the agreed final work plan.

The work plan will be attached to the placement agreement issued by the IVET school which will contain the rights and duties of the student and the host company that will be taking part in the international workplace training.

This procedure will ensure that all participants are fully aware of the work plan to be performed during the placement.

The placement agreement should be signed far enough in advance to enable all of the parties be well prepared for the placement.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Useful Links: The placement Contract Customizer
This is a web based tool which can generate individualised contracts for placements abroad, and which has been developed jointly by experts on legal matters and mobility practitioners. Users fill in information on the placement (e.g. nature of placement, sending and hosting country, duration, age of participant, sector of activity.), and subsequently the tool generates a draft placement agreement which includes all the important issues with reference to national and international law.

More info at: http://www.european-mobility.eu/

Related documents:
- Example 1 (ES)
- Example 2 (ES)
- Example 3 (ES)
- Example 4 (PL)
- Example 5 (PL)
- Example 6 (PL)
- Example 7 (DE)
11) Practical information regarding the host country

All of the practical information about the host city, accommodation options, general recommendations, etc is compiled by the coordinating organization host country and is sent to the IVET schools through the coordinating organization sending country, becoming the basic materials to be used during the pre-departure training to be held with the student.

This useful information will facilitate all of the travel and accommodation arrangements that the student will have to make prior to departure.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

12) Pre-departure training

Pre-departure training for the student should be planned and organized under IVET school’s responsibility before the international workplace training takes place to ensure full awareness and align expectations with the student. Coordinating organizations sending country as well as other providers (for example, language schools) can help the school provide certain contents or training materials/activities.

Different contents can be provided in different sessions or formats:

**Language training:** When the student’s level of working language (the language which enables communication at work during the placement. It might be the language of the destination country or any other language shared by the interlocutor) is sufficient but not optimal it is recommended to provide intensive training in the working language.

This training will be provided or coordinated by the IVET school.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Basic instruction in technical vocabulary in the vehicular language or host country language: provided by the IVET school.

Instruction about administrative procedures and guidelines about practical information:

- National Identity Card/Passport.
- European health insurance.
- Medical certificate when required.
- Travel/liability insurance.
- Any authorization required in the sending and host country.
- General information about the host country/town.
- Legal requirements and regulations in the host country.
- General recommendations.
- Accommodation options.
- Means of transportation.
- Others.

It is important to have enough time to prepare the necessary documents in advance.

Intercultural training: social competences and intercultural training will be an asset to facilitate the work of the student at the company.

- Intercultural education.
- Social competences.
- Communication skills.
- Conflict resolution abilities.
- Host country’s ways of life and living conditions (do’s and don’ts).
- Others.

Mobility preparation: This training is key for preventing student’s dissatisfaction during the placement as the information provided will set the basis of the student’s rights and duties.

- Student’s expectations.
- General guidelines about mobility programs.
- Code of conduct.
- Rights and duties.
- Placement evaluation criteria.
- Crisis prevention.

Related documents:

- Guidelines for student’s code of conduct
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

13) Preparing company’s materials and facilities

In case there is a need for preparing equipment, materials, furniture, etc., the company will make the necessary arrangements to ensure that the workplace is ready for hosting the student.

MATERIALS AND FACILITIES REQUIRED ARE PREPARED TO ENABLE QUALITY WORKPLACE TRAINING.

BACK TO SUMMARY
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

5.7.3. During the Placement:

14) Student’s welcome session in the host country

The person in charge of welcoming the student in the host country will be from the coordinating organization host country. This person will remain as the only contact person from this organization during the placement.

This welcome session will take place at the coordinating organization facilities and will provide the student with practical information, clarify any doubts and preparation for the initial meeting with the host company.

It is recommended that this session takes place some days before the initial meeting with the host company, so that the student is able to get familiar with his/her new living environment.
15) Initial meeting at the host company

The initial meeting normally takes place the first day of the placement at the host company. During this meeting the work plan and the reporting and evaluation process during the placement will be reviewed.

The coordinating organization host country will make sure that all of these instructions are clear for both the company and the student.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

16) Induction session

After the initial meeting, normally on the same day, the induction session takes place. This session will contain all of the relevant and practical information about the company that the student should know to ensure a smooth placement experience.
17) Placement monitoring and follow-up

The company tutor must regularly monitor the student’s performance. There are some evaluation procedures that the company tutor may use in section 5.8.

The coordinating organization host country should be in permanent contact with both the company tutor and the student in order to do a proper follow-up of the placement and the progress of the work plan.

It is very important to maintain continuous information flows between both coordinating organizations and also to report progress on the work plan to the school tutor.

Related documents:

- Diary example 1 (ES)
- Diary example 2 (PL)
18) Final evaluation meeting

Once the placement is about to be finalized the company tutor and the IVET student should meet for a final evaluation of the placement.

The content of this final evaluation is related to the skills acquired by the student during the placement, the attitudes shown at work, the accomplishment of the work plan and an overall evaluation of the placement.

Related documents:

- Evaluation of the student by the host company. Example 1 (ES)
- Evaluation of the student by the host company. Example 2 (DE)
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

5.7.4. After the placement:

19) Certifying the placement

The company will issue a placement completion certificate (document signed by a legal representative of the host company which certifies that the trainee has successfully completed his/her placement in the company according to the previous established work plan) when the student has successfully finished the placement. This document will be signed by the legal representative of the company and will be issued in three copies.

One copy for the student that can be added to his/her C.V.; another copy for the company to keep as a record; and the third one for the IVET school, through the coordinating organizations, that will be used as feedback information when elaborating the final evaluation of the placement.

Related documents:

- Example 1 (ES)
- Example 2 (ES)
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

20) Trainee’s report

Once the placement is finalized the student must draw up a trainee's report: document drawn up once the placement has finished in which they describe their experience using a previous established guide.

The minimum information this report should contain is:

- Student’s details.
- Company’s details.
- Duration of the placement.
- Description of the tasks undertaken.
- Some photographs.
- Competences acquired through the placement.
- What worked well?
- What went wrong?
- General conclusions of the placement.

Related documents:

- Guidelines for trainee’s report
- Example

BACK TO SUMMARY
21) Satisfaction questionnaire

In order to evaluate the quality of the placement and to feed the continuous improvement system, satisfaction questionnaires will be sent to both beneficiaries of the placement.

If dissatisfaction is detected it should be analyzed to design new procedures or monitoring methods to prevent it in future mobilities.

Related documents:

- Guidelines for IVET student’s questionnaire
- Guidelines for company tutor questionnaire

BACK TO SUMMARY
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

22) After arrival feedback meeting

After the arrival of the student, the school tutor will meet him/her in order to obtain additional information and general feedback on the placement.

There might be relevant information that has not been sufficiently reflected in all of the documents already received by the school tutor.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

23) Capitalization of the experience

The school tutor will encourage the student to update the competences acquired during the placement in the europass C.V., European language passport, etc.

This will enhance the attractiveness of the student profile in the labour market.

Useful Links: http://europass.cedefop.europa.eu

Related documents:

- Europass Language Passport

**CAPITALISE THE EXPERIENCE AND SET OUT THE LEARNING PROCESS THE STUDENT HAS UNDERGONE BY DRAWING UP DOCUMENTS IN THE EUROPASS DOSIER, SUCH AS:
- UPDATE EUROPASS C.V.
- EUROPEAN LANGUAGE PASSPORT
- OTHERS.
THIS ACTIVITY SHOULD BE MONITORED BY THE SCHOOL TUTOR.**
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

24) Final evaluation

One of the main objectives of this final evaluation is to ensure that the work plan has been followed, the student has performed his/her duties and that practical knowledge has been achieved as planned.

The final evaluation of the placement must be always done by the school tutor for the proper recognition of the competences acquired by the student. This final evaluation is based on the related documents and also the feedback meeting held with the student.

Once completed, the document is sent to both coordinating organizations.

Related documents:

- Evaluation form example 1 (PL)
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

25) Host company’s quality certificate

The role of the host company during the training must be recognized and valued by all stakeholders.

It is recommended to send to the host company a quality label and/or certificate to give public visibility to the company.

Related documents:

- Example (ES)
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

26) Drawing up conclusions

At least one meeting should be held (face-to-face or online) between the coordinating organizations and the school tutor that has already drawn a final evaluation of the placement.

The purpose of this meeting will be to improve and/or validate the system and the communication flows.

If dissatisfaction is detected it should be analyzed to design new procedures or monitoring methods to prevent it in future mobilities.

BACK TO SUMMARY
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

27) Dissemination in sending country

Best practices should be disseminated to target groups.

The school and the coordinating organization sending country will be in charge of dissemination among IVET students, encouraging future mobilities.
28) Dissemination in host country

Following previous procedure, the coordinating organization host country will be in charge of dissemination among potential host companies, encouraging future mobilities.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

5.8. MONITORING, CONTROL AND EVALUATION:

5.8.1. Monitoring and control of the placement abroad:

Participation in international placements is a challenge for the student, the host company as well as the facilitators of this process – the company tutor, the coordinating organizations, and the IVET school tutor. The different cultural, historical and educational environments and the different habits and manners typical of the different countries are also an important factor, which the different players organizing the workplace training should take into account. Last, but not least, is the language barrier, which could pose certain problems in communication. This is the reason why permanent control and monitoring should be exercised for international workplace training.

Role of the Coordinating Organization Host Country

The Coordinating organization host country is the one who will receive the students in the host country and will be in charge of onsite follow up during the placement.

The IVET student and the coordinating organization will meet at a welcome session on arrival where practical information on the city and the host country will be given. They can have a look at the apartment together, they can take a walk in the area and see bus stops, restaurants and places where the student can withdraw or exchange money, buy food and bus tickets, etc. The coordinating organization will hand out maps of the area too. It is important that they exchange phone numbers so they can get hold of each other during the placement period.

His/her responsibilities will include being in permanent contact with the host company to make sure everything is working according to expectations, dealing with unexpected situations, witnessing and helping with the final evaluation of the placement.

On the first day at the company, the IVET students will be accompanied by coordinating organization in host country at the initial meeting with the company tutor which will take place at the host company’s facilities. They will review the conditions previously agreed, the work plan, the reporting system as well as other relevant information. The placement agreement must be signed by the company, the student and the IVET school in advance so that all parties involved are familiar with the contents on the agreement and the work plan on the first day of the placement. It should not be signed afterwards, since it is the document marking the start of the activities for the IVET student. General conditions such as timetable, insurance and other aspects are also reviewed.
If necessary, the coordinator of the coordinating organization in the host country will check the trainee’s progress in the company on a regular basis, face-to-face or via email or telephone. It is recommended to visit the IVET student in the workplace at least once during the placement.

In the event that the student is a minor he/she will have to be accompanied in addition by a tutor from the coordinating organization sending country or from the IVET school that will give onsite support to the trainee.

**Role of the Company tutor**

The company tutor will be in charge of monitoring the workplace training. It is advisable to keep a record of daily activities so that they can be evaluated and certified by the host company.

The IVET student will have an induction session on his/her first day at the host company where he/she will receive important information on the company, practical information and he/she will be introduced to other employees that he/she will be dealing with.

Apart from the workplace training received by the company tutor, the student should be given immediate feedback on completing a task or accomplishing something new. Constant positive feedback greatly motivates the student and facilitates learning the correct working methods.

Giving feedback for the respective student may not always be easy. It can be a delicate process particularly if the student needs special guidance in correcting his/her performance or conduct at the workplace.

**Principles of giving feedback:**

- Feedback should be task-specific.
- Feedback should be planned in advance.
- Feedback should be constructive and aimed at improving the student’s performance in the future.
- Feedback should be delivered in private.
- Suggesting positive alternatives, looking forward.
- Feedback should not concern the student’s personal traits.
- Feedback should be easy to understand, clearly verbalised and timed right.

The trainee and the company tutor will have a final evaluation meeting where there will be an evaluation of the recorded activities and assessment of the trainee’s performance as well. The company tutor will be in charge of issuing the placement completion certificate to be signed by the legal representative of the host company.

The company tutor will receive a satisfaction questionnaire from the coordination organization in host country that he/she will complete and return together with comments and suggestions. This information will be used for evaluating the placement.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Role of the IVET student

The IVET student will write a report about his/her stay and the activities carried out during the placement, in order to check that the objectives set at the beginning of the process have been achieved and to know to what extent the placement has come up to his/her expectations. The report is addressed to the IVET school tutor, but a copy of it should also be sent to the coordinating organization host country and the coordinating organization sending country.

The IVET student will receive a satisfaction questionnaire from the coordination organization in host country that he/she will complete and return together with comments and suggestions. This information will be used for evaluating the placement.

The IVET student should also have an after arrival feedback meeting with his/her school tutor so that the whole period of stay is evaluated.

5.8.2. Evaluation and assessment of the placement abroad:

Evaluation is part of the training process and covers the entire placement period abroad.

The basic goals of the evaluation are:

- To indicate the degree of professional training attained.
- To provide information on the trainee’s acquired professional competences.
- To provide feedback on the conducted workplace training.

The evaluation should also:

- Support the process of the workplace training.
- Motivate and encourage the IVET student.
- Develop the self-evaluation skills of the student.
- Prevent the student from making the same mistakes again.

Other aspects to be evaluated are related to the organization:

- If the selection of IVET students and host companies was adequate.
- If the information provided was useful.
- If the communication between the players was effective.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Trainee’s report:

Daily/weekly report:

During the placement, it is very important that a report be prepared, if not on a daily basis at least on a weekly one, in order to gather information about how the time spent abroad has really been spent. These reports will be of use in making out the trainee’s report and the placement completion certificate signed by the host company.

Evaluation of the placement process:

The after arrival feedback meeting is a conversation between IVET school tutor and the IVET students in order to evaluate the student’s performance during the placement and provide an opinion concerning the strengths and weaknesses of the trainee, the completion of the work plan and the competences acquired through the placement.

Preparation of the after arrival feedback meeting:

- The IVET student is to be informed about the details of the interview (its format, when it will be held, etc).
- The quality of the work done as well as the results achieved for each of the tasks is to be indicated.
- The initial situation of the IVET student and the competences acquired will be evaluated.
- Problems are to be noted, e.g. problematic or difficult situations faced by the IVET student.
- The additional tasks the IVET students had to do and which were not included in the previous work plan in the original description are to be considered.
- A review of the satisfaction questionnaire and the satisfaction of the IVET student will be carried out.
- An overall evaluation is made.

The school tutor will be in charge of the final evaluation of the international workplace training experience and the competences acquired by the IVET student. This information will be key in case of credit transfer.

The school tutor sends to both coordinating organizations the final evaluation’s results for each IVET student participating in the international workplace trainings. The evaluation’s results will be taken into account for a continuous improvement process including improvements in the communication and coordination of the whole process.

Possible items for evaluation are:

- Satisfaction questionnaires of both company tutor and IVET student.
- Necessary adjustments based on better coordination of all players involved.
- Issues with the practical organization of the placement.
- Performance of all players involved.
- The timing of the internship.
- Others.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

These items for evaluation will be discussed by the players managing the international workplace training: the IVET school tutor, the coordinating organization in sending country and the coordinating organization in host country. The possible improvements on the system will be incorporated when managing future mobilities.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

5.9. SPECIFIC FEATURES IN PARTICIPANT COUNTRIES

There are no common European regulations for local workplace training in the participant countries, as they only exist at a national level. There are also difficulties when establishing thresholds concerning the minimum age of the IVET students or trainees willing to take part in international workplace training. For example in Bulgaria the minimum legal age for participating in workplace training is not the same as the minimum legal age for working.

Greater care must be taken to observe both sending and host countries regulations, the age of majority, the legal age for working, legal age for workplace training and any other requirements in order to give legal coverage to the international workplace training.

With respect to local work groups constituted in each participant country as an opinion panel for international workplace training, the same questions were asked to all working groups resulting in the following answers:

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<th>BE</th>
<th>BG</th>
<th>DE</th>
<th>ES</th>
<th>PL</th>
<th>RO</th>
<th>SI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Minimum age for doing placements abroad</strong></td>
<td>16</td>
<td>16</td>
<td>17</td>
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<td>16</td>
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<td>No limit</td>
<td>25</td>
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<tr>
<td><strong>Minimum length of placements</strong></td>
<td>1 ½ months</td>
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<td>3 weeks</td>
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<td><strong>Main languages apart from local languages for doing international workplace training</strong></td>
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<td>French</td>
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<td><strong>Others languages</strong></td>
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<td>Russian</td>
<td>German</td>
<td>Italian</td>
<td>German</td>
<td>Portuguese</td>
<td>Romanian</td>
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</table>
The best age for doing international workplace training in both sending and host counties is the legal age of majority.

The minimum length of the placement differs by country and player involved. Companies usually prefer longer stays than students, as they invest time in training when hosting the student.

English is seen as the preferred working language of international workplace training apart from local language in each country. All participants confirm that it is difficult to find personnel speaking English in host companies. Also the level of foreign languages spoken by students is not very well rated.

The best period of the year for doing the placements is normally seen as something that must be agreed by the host company and the IVET student.

**Belgium**

**Reform of vocational education in Flanders**

Educational provision between the 6th grade of secondary education and the Bachelor and Master degree studies will be reformed in line with the proposed sub degrees of the Bologna process so that the labour market demand for medium-skilled workers in the many technical and administrative occupations where there are shortages can be met. A decree on this issue has essentially been approved by the Flemish government and has come into effect on 1 September 2009.

This higher vocational education system, called HBO, shall offer programmes which tie in with secondary education, are labour market oriented and will result in a level-4 and level-5 qualification of the European Qualification Framework; they shall have a study load ranging between 60 and 120 credits in the case of a level-4 qualification (short-type vocationally-oriented programmes) and of between 90 and 120 credits for a level-5 qualification (so that they will conform with the ‘Short Cycle’ definition of the European Higher Education Area). This is the case for the existing higher vocational education programmes in adult education, the programmes of the 4th stage BSO and the 7th TSO and KSO specialisation years but not for the ASO and KSO preparatory years to higher education or for the 7th year BSO. Both secondary education schools and centres for adult education can organise level-4 HBO programmes. Level-5 HBO programmes will be offered by centres of adult education and university colleges.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Bulgaria

The vision of the new Bulgarian educational law will have the following fulcrum:

- To create and improve the conditions needed for students’ development and broadening their professional qualifications, with the aim of helping them find employment and make progress in their professional and individual development;
- To provide the conditions for professional training that allow the quality of the workforce to be maintained in line with the demands of the labour market and economic knowledge;
- To adopt European methods for recognition and assessment of students’ qualifications;
- To achieve an enhanced student educational culture through providing information, advice and orientation;
- To modernize the material and technical foundation of the educational centres delivering IVET.

The local authorities are playing a very important role

Municipalities play a role in forming policy on vocational education in their territory with respect to the need for staff; careers guidance for students, the unemployed, etc.; the development of school material and technical foundations; professional education centres; and information and professional guidance, using funds from the municipal budget. The main problems that the educational centres for additional qualifications encounter are shortage of funds for modernization of material and technical equipment; lack of modern and specialized books and directories; insufficient training for school tutors; lack of funds for increasing teachers’ qualifications especially under real working conditions; lack of sufficient communication between IVET and employers and the lack of interest shown by employers in participating in the placements. The educational centres encounter even more problems because of a lack of mechanisms for decentralized financial management of the income from this activity.

Germany

Vocational Training - The Dual System

Vocational training in the Federal Republic of Germany is provided on the job and in vocational training schools. Based on what is referred to as the dual system, practical vocational training is given at work, backed up by theoretical training and general education provided in vocational training schools which are generally attended on one or two days a week.

The characteristic feature of this system is that the provision of knowledge and skills is linked to acquiring the necessary job experience. This ensures that training will proceed under the same conditions that the trainee will encounter when practicing his chosen occupation. Only on the job will a trainee be able to learn to cope with the constantly-changing demands of the job and to appreciate the variety of social relationships that exist in the work environment. In addition, learning by doing gives a sense of achievement and provides a special source of motivation for the trainee. It promotes independence and a sense of responsibility, which are indispensable qualities in a developed industrial country; because by tackling concrete tasks under real working conditions the trainee can show evidence of the knowledge and skills he has acquired and can experience the success of his efforts. This shows that training on the job is more than just a process of institutionalized and organized learning.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

The German version of the Q-Placements handbook required players and their performance section has been adapted to the dual system. We encourage German mobility stakeholders to use the Q-Placement handbook German version available at the Q-Placements web page: http://www.q-placements.eu/

Poland

Practical vocational training abroad is offered at the level above junior high school but it is not yet general practice. At present students and graduates, especially those in the catering, hotel and food processing industries, can have practical vocational training abroad, but Polish companies have no experience in organizing such training for students from abroad. It is worth creating conditions which enable practical training for foreign students on a large scale. Consideration also needs to be given to issues like the duration of practical vocational training abroad, entities involved in its organization, sources of funding, training programmes and the language used for communication with students in companies.

Lack of ability to speak a foreign language required for the training is a problem that could be solved by more effective teaching of foreign languages in vocational schools or when preparing for going abroad.

Best practice examples (Poland)

Case study 1. GROUP OF UPPER SECONDARY SCHOOLS No. 6 in Lodz

About the School:
Profile of the school: food processing
Specializations: bakery products, confectionery products, meat processing, diary products
No. of students: 377
Cooperation with companies: E.Leclerc Polska (supermarkets), ZPM GROT (meat processing), Cukiernia Barbarella (confectionery), Spółka Braci Miś SC (confectionery), Cukiernia Dybalski (confectionery).

Group of Upper Secondary Schools No. 6 in Lodz together with the Union of European Federalists in Lodz organised international practical training placements in France for its graduates financed by the Leonardo da Vinci Programme.

Details of placements
Location of placements: France
Duration of Project: 4 years
Source of funding: Leonardo da Vinci, LLP
Placement programme:
One week a month students received training in a French school, mainly in technology and French language, and the rest of the time they spent on practical training in companies (e.g. in bakeries, restaurants, cafeterias, etc.)

Practical training took a year. The students themselves signed contracts with the French party and the school acted as a sort of agent.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Case study 2. ENGOREM Ltd. (Power industry), Lodz, Poland

About the company:
Specialization: services for the power industry
Size: big company, employing around 400 people

History: ENGOREM Sp. z o.o. was established as a result of the restructuring of DALKIA Łódź S.A. (formerly Zespół Elektrociepłowni w Łodzi S.A.[The Łódź Group of Combined Heat and Power Plants]). Business activity began in January 1995. Initially, the Company employed 375 people in four repair departments, specialising in thermal and mechanical systems, diagnostics, building and workshop, and administration. Shortly afterwards new departments were established which extended the scope of activity (equipment repairs).

Cooperation with vocational schools

The company has a long history of cooperation with vocational schools in organizing in-company placements. ENGOREM Ltd. (Power industry) funded scholarships and training for students from Upper Secondary Schools Groups No. 9 and No. 17 who committed themselves to working for the company after graduation. ENGOREM is the co-funder of a dedicated class for “power plant electricians” in partner schools.

There are plans to launch a class for “power equipment assemblers” in grade III of Basic Vocational School.

Romania

In Romania, efforts are being made to harmonize the requirements of the labour market with skills and competences acquired in schools, in just the same way as is done at the IVET level all over Europe. During the last ten years, the Romanian Government has supported the modernization of IVET, the purchase of new equipment and renovation of schools. As in all European countries, in Romania efforts are being made to achieve quality and attractiveness of learning, to promote the culture of education through on-the-job training, to provide equal opportunities to each student and to contribute to the community’s development.
Spain

Vocational and education training is going through something of a boom in Catalonia and Spain. There is increasing interest in these study programmes which are seen as being extremely useful.

The VET system is divided into two stages: intermediate and advanced. Students graduate as a Technician or Advanced Technician respectively. Afterwards, they can continue their education at university. Students can access VET at the age of 16.

Workplace training is compulsory in all VET studies. Students must succeed in workplace training in order to obtain their degree.

A dual system has been used over the past couple of years. Students do workplace training in companies with a contract (very similar to the German Dual system).

There are different ways of doing VET courses in Spain: blended learning, distance learning and part-time courses (only doing certain subjects each year).

Best practice example: Council for Professional Training in Terrassa

Its constitution was approved at the plenum City Council session on 25 July 2002.

The council was set up with the aim of:
- Participating in the coherent planning of the range of professional training in the city.
- Publicising and promoting the range of education and training.
- Making adult training and employment easier.
- Making it easier to adapt training to the demands of business.
- Encouraging the process of social and professional inclusion for young people.
- It is constituted as a stable working platform for the various educational, social and economic agents.

The most representative body of the Council for Professional Training is the plenum session, which is made up of:
- Councillors representing all parties.
- Representatives of various city council departments.
- Representatives of other public bodies (the Catalan government, provincial government, county council)
- Representatives of business organisations and guilds.
- Representatives of associated companies.
- Trade union representatives.
- Representatives of educational centres for professional and labour market training.
- Representatives of the university.
- Others.

The working system is through a standing committee, an expert secretary who encourages and supports the council, the setting up of specific committees and the drawing up of a working plan proposed by the expert secretary and approved by the standing committee and the plenum session.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

**Most important objectives**
- Vocational Training Improvement.
- Planning of the VET offer.
- Wide diffusion of the VET offer.
- Enhance relationship between educational system and companies.
- Transition from school to work life.
- Workplace training in companies.

**Work lines**
- Performance and consolidation.
- Adaptation of vocational training to the company’s needs.
- Workplace training.
- Labour market integration.
- Promotion of Vocational Training.
# 5. REQUIRED PLAYERS AND THEIR PERFORMANCE

## 5.10. RELATED DOCUMENTS, EXAMPLES AND GUIDELINES

- **Before the placement:**

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Document</th>
<th>Responsible Player</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>European Curriculum Vitae</td>
<td>IVET Student</td>
</tr>
<tr>
<td>1)</td>
<td>Guidelines for Motivation Letter</td>
<td>IVET Student</td>
</tr>
<tr>
<td>4)</td>
<td>Guidelines for Student’s Description</td>
<td>IVET School</td>
</tr>
<tr>
<td>4)</td>
<td>Student’s Description. Example 1 (ES)</td>
<td>IVET School</td>
</tr>
<tr>
<td>4)</td>
<td>Student’s Description. Example 2 (ES)</td>
<td>IVET School</td>
</tr>
<tr>
<td>4)</td>
<td>Student’s Description. Example 3 (ES)</td>
<td>IVET School</td>
</tr>
<tr>
<td>4)</td>
<td>Student’s Description. Example 4 (PL)</td>
<td>IVET School</td>
</tr>
<tr>
<td>4)</td>
<td>Student’s Description. Example 5 (PL)</td>
<td>IVET School, IVET Student, Host Company</td>
</tr>
<tr>
<td>5)</td>
<td>Guidelines for Host Company’s Assessment</td>
<td>Coordinating Organization Host Country</td>
</tr>
<tr>
<td>10)</td>
<td>Placement Agreement. Example 1 (ES)</td>
<td>IVET School, IVET Student, Host Company</td>
</tr>
<tr>
<td>10)</td>
<td>Placement Agreement. Example 2 (ES)</td>
<td>IVET School, IVET Student, Host Company</td>
</tr>
<tr>
<td>10)</td>
<td>Placement Agreement. Example 3 (ES)</td>
<td>IVET School, IVET Student, Host Company</td>
</tr>
<tr>
<td>10)</td>
<td>Placement Agreement. Example 4 (PL)</td>
<td>IVET School, IVET Student, Host Company</td>
</tr>
<tr>
<td>10)</td>
<td>Placement Agreement. Example 5 (PL)</td>
<td>IVET School, IVET Student, Host Company</td>
</tr>
<tr>
<td>10)</td>
<td>Placement Agreement. Example 6 (PL)</td>
<td>IVET School, IVET Student, Host Company</td>
</tr>
<tr>
<td>10)</td>
<td>Placement Agreement. Example 7 (DE)</td>
<td>IVET School, IVET Student, Host Company</td>
</tr>
<tr>
<td>12)</td>
<td>Guidelines for Student’s Code of Conduct</td>
<td>IVET School</td>
</tr>
</tbody>
</table>

- **During the placement:**

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Document</th>
<th>Responsible Player</th>
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</thead>
<tbody>
<tr>
<td>17)</td>
<td>Diary. Example 1 (ES)</td>
<td>IVET Student</td>
</tr>
<tr>
<td>17)</td>
<td>Diary. Example 2 (PL)</td>
<td>IVET Student</td>
</tr>
<tr>
<td>18)</td>
<td>Evaluation of the Student by the Host Company. Example 1 (ES)</td>
<td>Company Tutor, IVET Student</td>
</tr>
<tr>
<td>18)</td>
<td>Evaluation of the Student by the Host Company. Example (DE)</td>
<td>Company Tutor, IVET Student</td>
</tr>
</tbody>
</table>
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

- After the placement:

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Document</th>
<th>Responsible Player</th>
</tr>
</thead>
<tbody>
<tr>
<td>19)</td>
<td>Certifying the Placement. Example 1 (ES)</td>
<td>Host Company</td>
</tr>
<tr>
<td>19)</td>
<td>Certifying the Placement. Example 2 (ES)</td>
<td>Host Company</td>
</tr>
<tr>
<td>20)</td>
<td>Guidelines for Trainee’s Report</td>
<td>IVET Student</td>
</tr>
<tr>
<td>20)</td>
<td>Trainee’s Report. Example</td>
<td>IVET Student</td>
</tr>
<tr>
<td>21)</td>
<td>Guidelines for IVET student’s Satisfaction</td>
<td>IVET Student</td>
</tr>
<tr>
<td>21)</td>
<td>Questionnaire</td>
<td></td>
</tr>
<tr>
<td>23)</td>
<td>Europass Language Passport</td>
<td>IVET Student</td>
</tr>
<tr>
<td>24)</td>
<td>Evaluation form Example (PL)</td>
<td>School Tutor</td>
</tr>
</tbody>
</table>

- Optional:

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Document</th>
<th>Responsible Player</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Host Country IVET School Details Form</td>
<td>Host Country IVET School</td>
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</table>
5. REQUIRED PLAYERS AND THEIR PERFORMANCE


<table>
<thead>
<tr>
<th>European Curriculum Vitae Format</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONAL INFORMATION</strong></td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Address</td>
</tr>
<tr>
<td>Telephone</td>
</tr>
<tr>
<td>Fax</td>
</tr>
<tr>
<td>Email</td>
</tr>
<tr>
<td>Nationality</td>
</tr>
<tr>
<td>Date of birth</td>
</tr>
<tr>
<td>[Surname, other name(s)]</td>
</tr>
<tr>
<td>[House number, street name, postcode, city, country]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WORK EXPERIENCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates (from – to)</td>
</tr>
<tr>
<td>Name and address of employer</td>
</tr>
<tr>
<td>Type of business or sector</td>
</tr>
<tr>
<td>Occupation or position held</td>
</tr>
<tr>
<td>Main activities and responsibilities</td>
</tr>
<tr>
<td>Add separate entries for each relevant post occupied, starting with the most recent.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EDUCATION AND TRAINING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates (from – to)</td>
</tr>
<tr>
<td>Name and type of organisation</td>
</tr>
<tr>
<td>Providing education and training</td>
</tr>
<tr>
<td>Principal subject/occupational</td>
</tr>
<tr>
<td>skills covered</td>
</tr>
<tr>
<td>Title of qualification awarded</td>
</tr>
<tr>
<td>Level in national classification (if appropriate)</td>
</tr>
<tr>
<td>Add separate entries for each relevant course you have completed, starting with the most recent.</td>
</tr>
</tbody>
</table>

For more information go to: [http://europass.cedefop.europa.eu/](http://europass.cedefop.europa.eu/)
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

<table>
<thead>
<tr>
<th>PERSONAL SKILLS AND COMPETENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquired in the course of life and career, but not necessarily certified by formal qualifications and diplomas.</td>
</tr>
<tr>
<td>MOTHER TONGUE</td>
</tr>
<tr>
<td>OTHER LANGUAGES</td>
</tr>
<tr>
<td>• Reading skills</td>
</tr>
<tr>
<td>• Writing skills</td>
</tr>
<tr>
<td>• Verbal skills</td>
</tr>
<tr>
<td>SOCIAL SKILLS AND COMPETENCES</td>
</tr>
<tr>
<td>Living and working with others. In multicultural environments, in positions where communication is important and situations where teamwork is essential (for example culture and sports), etc.</td>
</tr>
<tr>
<td>ORGANISATIONAL SKILLS AND COMPETENCES</td>
</tr>
<tr>
<td>Coordination and administration of people, projects and budgets; at work; in voluntary work (for example culture and sports) and at home, etc.</td>
</tr>
<tr>
<td>TECHNICAL SKILLS AND COMPETENCES</td>
</tr>
<tr>
<td>With computers, specific tools of equipment, machinery, etc.</td>
</tr>
<tr>
<td>ARTISTIC SKILLS AND COMPETENCES</td>
</tr>
<tr>
<td>Music, writing, design, etc.</td>
</tr>
<tr>
<td>OTHER SKILLS AND COMPETENCES</td>
</tr>
<tr>
<td>Competences not mentioned above.</td>
</tr>
<tr>
<td>DRIVING LICENCE(S)</td>
</tr>
<tr>
<td>ADDITIONAL INFORMATION</td>
</tr>
<tr>
<td>Include here any other information that may be relevant, for example contact persons, references, etc.</td>
</tr>
<tr>
<td>ANNEXES</td>
</tr>
<tr>
<td>List any attached annexes.</td>
</tr>
</tbody>
</table>

For more information go to
www.eurodesk.eu/infrastructures/ewrapa_vocational_education/index_en.html
www.eurodesk.eu/
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Guidelines for motivation letter:

- Student’s presentation.
- Student’s completed studies or ongoing studies description.
- Student’s motivation: why do you want to do workplace training?
- Student’s expectations: what do you expect to learn from workplace training?
- Personal and professional expectations.

Guidelines for student’s description:

1) Student’s school curriculum:
- Training units and teaching hours for each module.
- General competences gained in these studies.
- Companies that usually host IVET students in these fields.
- Recommended work tasks.

2) Personal profile:
- Capacity for independent action.
- Ability to solve problems.
- Attitude when faced with difficulties.
- Tolerance of frustration.
- Social Skills.
- Language level (listening, speaking, reading, and writing).
- Comments.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Student’s description. Example 1 (ES)\textsuperscript{26}:

<table>
<thead>
<tr>
<th>Dades de l’alumne</th>
<th>Student’s personal details</th>
<th>Donées de l’élève</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nom / Name / Nom:</strong></td>
<td>__________________________</td>
<td></td>
</tr>
<tr>
<td><strong>Adresse / Address / Adresse:</strong></td>
<td>__________________________</td>
<td></td>
</tr>
<tr>
<td><strong>Télephone / Telephone / Téléphone:</strong></td>
<td>__________________________</td>
<td></td>
</tr>
<tr>
<td><strong>Date de naixement / Date of birth / Date de naissance:</strong></td>
<td>__________________________</td>
<td></td>
</tr>
<tr>
<td><strong>Curs / Form or year at school/college / Année scolaire:</strong></td>
<td>__________________________</td>
<td></td>
</tr>
<tr>
<td><strong>DNI/Passaport / Passport Number / Passeport:</strong></td>
<td>__________________________</td>
<td></td>
</tr>
</tbody>
</table>

**Curriculum / Education / Curriculum**

**Academic / Academic record / Scolaire:**

| __________________________ |
| __________________________ |
| __________________________ |

**Conheixements pràctics / Practical skills / Connaissances pratiques:**

| __________________________ |
| __________________________ |

**Idiomes / Languages / Langues:**

}\textsuperscript{26} Generalitat de Catalunya, Education Department: [http://www.xtec.cat/fp/spifp/02_eines_e/index_e.htm](http://www.xtec.cat/fp/spifp/02_eines_e/index_e.htm)
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Questions médicales / Medical background / Renseignements médicaux

- Problemes de salut / Health problems / Problèmes de santé:

- Allergies. Quines? / Allergies (please specify) / Allergies. Lesquelles?

- Medicació / Medication / Médicaments:

- Dieta especial / Special Diet / Régime spécial:

- Fumador / Smoker / Fumeur:

Comentaris (aficions, interessos, etc.):
Remarks (hobbies, interests, etc.):
Commentaires (goûts, intérêts, etc.):

Rasons i interessos per voler fer una estada a l’estranter:
Reason for wanting to spend a period abroad:
Raisons et intérêts pour faire un séjour à l’étranger:
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

**Centre docent català / Educational establishment in Catalonia / Etablissement scolaire catalan**

Nom / Name / Nom: 

Adreça / Address / Adresse: 

Població / Town/City / Ville: 

Telèfon / Telephone / Téléphone: 

Nom de la persona responsable de l’intercanvi:
Name of person in charge of the exchange:
Nom de la personne responsable de l’échange:

**Centre docent estranger associat / Associated educational establishment abroad / Etablissement étranger**

Nom / Name / Nom: 

Adreça / Address / Adresse: 

Població / Town/City / Ville: 

Regió / Region / Région: 

País / Country / Pays: 

Telèfon / Telephone / Téléphone: 

Nom de la persona responsable de l’intercanvi:
Name of person in charge of the exchange:
Nom de la personne responsable de l’échange:
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Student’s description. Example 2 (ES):

**SHORT DESCRIPTION OF THE STUDENT’S TECHNICAL SKILLS**

**STUDENT’S NAME:**

The professional profile of the student is in the chemical-pharmaceutical sector.

Concretely, the main sectors to develop the work are:

- Manufacturing of the base pharmaceutical products.
- Manufacturing of the pharmaceutical specialities and other pharmaceutical products. Manufacturing of colorants.
- Manufacturing of essential oils.
- Manufacturing of perfumes or another beauty and clean products.

**SHORT DESCRIPTION OF THE EDUCATION AND TRAINING**

**STUDENT’S NAME:**

The professional training of the student is "Higher Degree the Manufacturing of Pharmaceutical Products".

In this degree the subjects are:

- Organization and Management in pharmaceutical industries.
- Zones and services of pharmaceutical plants.
- Pharmaceutical processes.
- Quality control in the pharmaceutical industry.
- Security and chemical ambient.
- Labour relations.
- Labour orientation and formation.
- Training in pharmaceutical industries.

At the moment, he/she is studying a higher degree of Professional Training in "Control and Analysis of the Chemical Industry".

**SHORT DESCRIPTION OF HIS/HER PERSONAL PROFILE**

**AGE:**
**SEX:**
**LANGUAGES SPOKEN:**
**COMMENTS:**

He is mature, reliable and has good professional knowledge and skills.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Student’s description. Example 3 (ES):

<table>
<thead>
<tr>
<th>DETAILED CURRICULUM OF THE STUDENT:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>International marketing</td>
<td>150 hours</td>
</tr>
<tr>
<td>International negotiation</td>
<td>120 hours</td>
</tr>
<tr>
<td>Administrative management of the international trade</td>
<td>180 hours</td>
</tr>
<tr>
<td>Product storage</td>
<td>90 hours</td>
</tr>
<tr>
<td>International Transport of merchandise</td>
<td>90 hours</td>
</tr>
<tr>
<td>International financing</td>
<td>130 hours</td>
</tr>
<tr>
<td>Means of international payment</td>
<td>90 hours</td>
</tr>
<tr>
<td>Computer applications of general purpose</td>
<td>120 hours</td>
</tr>
<tr>
<td>Foreign language in the International trade, English</td>
<td>180 hours</td>
</tr>
<tr>
<td>Second foreign language in the International trade, German</td>
<td>180 hours</td>
</tr>
<tr>
<td>Formation and labor direction</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

It is general competence of the student to manage the plans of buying and selling related to operations, storage, distribution and finances in the international environment.

The competences and accomplishments more excellent that has showed the student are:

a) To conduct the operations buying and selling of merchandise at international level:
   1. Identifying and selecting clients or potential suppliers, in agreement with the established criteria and with the organization commercial objectives.
   2. Relations establishing with clients and suppliers, in agreement with the procedures established for the development of the commercial action.
   3. Realising studies of establishing commercial networks that allow a suitable implantation of the company abroad.

b) Realising administrative management operations of import and export and introduction and expedition of merchandise:
   1. The establishing of an effective information system that gives support to activities of buying and selling abroad.
   2. Manage and controlling the insurance of the merchandise to guarantee the responsibility, in agreement with the effective norm and with the conditions established in the international buying and selling contract.
   3. To realise the necessary managements for the import and export and/or introduction and expedition of the merchandise, in agreement with the effective norm.
   4. Controlling of administrative management operations of buying and selling abroad being realised in agreement with the effective norm.

c) Organizing and manage the storage process and international distribution of merchandise:
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

1. To organize the physical space and the function of the warehouse, considering the efficiency in the system of internal distribution and the norm of security and hygiene.
2. To manage the existences of the warehouse, in agreement with established criteria assuring the level on watch to the client and the optimisation from cost of stocks.
3. To organize the process of international distribution of the orders so that the delivery takes place in the form and the established terms.
4. To manage and to control the package and the packing of the merchandise to assure its perfect state during the International transport.

d) To manage the operations of financing for international transactions of merchandise:
1. To determine the financial risks and their cover, assuring the economic validity of the International commercial transaction of the company.
2. To manage the necessary documentation for the collection and the payment of the operations of international trade, according to the applicable legislation.
3. Within the framework realising the integrated management of the risk for the most favourable change to the company with its effective legal regulations.
4. To manage credit with means of payment in the transactions in agreement with the conditions established in the contract of international transaction.
5. To manage the necessary documentation in the financing of projects or international provisions so that the company can participate in international bidding.

Professional scope and work suitable for the student:

- in the sector of the commerce, the area of international commercialization
- in the sector of services to the companies
- in the area of administration of the international trade

The main sectors in what it can carry out his activity can be:

- Industry, commerce and agriculture: department of international trade, import, export, commercial department
- Bank: foreign department
- Intermediary companies in International trade: freight forwarding agencies, commercial agencies, shippers, customs agencies and business advisory firms
Student’s description. Example 4 (PL):

**PROGRAM PRAKTYKI - przykład**

dla zawodu: TECHNIK HANDLOWIEC  

nr programu: 2305/T - 5, T -3, SP/MEN/1997.07.16

czas trwania praktyki: 4 tygodnie  
wymiar godzin: 120 godzin (5 dni w tygodniu x 6 godzin dziennie x 4 tygodnie)

semestr: II

I  PRAKTYKA W DETALU I HURCIE

1. Wprowadzenie do praktyki - 1 dzień  
   • Zapoznanie z harmonogramem praktyk  
   • Przeszkolenie w zakresie BHP  
   • Obowiązki i uprawnienia praktykanta

2. Wprowadzenie słuchacza do sklepu – 2 dni  
   • Zapoznanie z organizacją pracy  
   • Estetyka wyglądu  
   • Zasady odpowiedzialności materialnej  
   • Zapoznanie z asortymentem towarowym sklepu

3. Zaopatrzenie placówek detalicznych:- 2 dni  
   • Analiza zapasów towarowych  
   • Ustalenie wielkości zapotrzebowania na tovary  
   • Wybór dostawców  
   • Udział w rozmowach handlowych  
   • Obsługa akwizytorów  
   • Dokumentacja związana z zamówieniami

4. Przygotowanie towarów do sprzedaży:-1 dzień  
   • Czynności związane z przygotowaniem towarów do sprzedaży  
   • Rozmieszczenie towarów w Sali sprzedażowej i na zapleczu

5. Organizacja procesu sprzedaży:- 4 dni  
   • Prowadzenie rozmowy sprzedażowej  
   • Demonstracja towarów, poradnictwo sprzedażowe  
   • Obliczanie należności przy zastosowaniu najnowszych urządzeń technicznych  
   • Przyjmowanie należności w formie gotówkowej i bezgotówkowej

6. Rozliczenia finansowe sklepu:- 1 dzień  
   • Obliczenie wyniku finansowego działalności jednostki handlu  
   • Rozliczenie pracowników z właścicielem z powierzonego majątku

7. Wprowadzenie słuchacza do hurtowni:-1 dzień  
   • Zapoznanie organizacją, harmonogramem i dyscypliną pracy  
   • Instruktaż w zakresie bhp i p.poz.  
   • Zapoznanie regulaminami wewnętrznymi  
   • Asortyment towarów w hurtowni

8. Zaopatrzenie hurtowni- 3 dni
### 5. REQUIRED PLAYERS AND THEIR PERFORMANCE

- Zamawianie towarów
- Zawieranie umów z dostawcami
- Ewidencjonowanie towarów
- Reklamacje
- Rozmieszczenie towarów w magazynie
- Obrót uszlachetniający w hurtowni

<table>
<thead>
<tr>
<th>9. Kontrola jakości towarów – 2 dni</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Udział w sprawdzaniu jakości towarów</td>
</tr>
<tr>
<td>• Reklamacje dotyczące wad jakościowych</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Aktywizacja sprzedaży hurtowej – 2 dni</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Metody reklamy i sposoby promocji towarów stosowanych w hurtowni</td>
</tr>
<tr>
<td>• Zakres pracy akwizytora w sprzedaży hurtowej</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Podsumowanie praktyki zawodowej: – 1 dzień</th>
</tr>
</thead>
<tbody>
<tr>
<td>• sporządzenie wniosków z odbytej praktyki,</td>
</tr>
<tr>
<td>• ocena realizacji zadań</td>
</tr>
</tbody>
</table>
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Student’s description. Example 5 (PL):
(Medical Certificate)

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Dziennik Ustaw Nr 69 — 1611 —

Załacznik nr 2

ZAŚWIADCZENIE LEKARSKE

W wyniku badania lekarskiego i oceny narażeń występujących na stanowisku pracy, stosownie do przepisów art. 43 pkt 2 oraz art. 229 § 4 Kodeksu pracy, orzeka się, że:

Pan(ie) ...........................................................................

urodzeni(a) dnia ................................................. miesiąca ........................................... roku ...........................................

zamieszkały(a) w ...................................................

zatrudniony(a)/przyjmowany(a) do pracy*

W ........................................................................

(nazwa i adres zakładu pracy/pracodawcy)

na stanowisku/na stanowisko

1) wobec braku przeciwwskazań zdrowotnych — zdolny(a) do wykonywania pracy na ww. stanowisku*

2) wobec przeciwwskazań zdrowotnych — niezdolny(a) do podjęcia/wykonania pracy na ww. stanowisku*,

3) wobec przeciwwskazań zdrowotnych utracił(a) zdolność do wykonywania dotychczasowej pracy* z dniem

* Niepotrzebne skreślić.

POUCZENIE:

Osoba zainteresowana i pracodawca otrzymujący zaświadczenie lekarskie — w przypadku zastrzeżeń co do treści tego zaświadczenia — może wystąpić, w ciągu 7 dni od daty otrzymania zaświadczenia, z wnioskiem o ponowne badanie lekarskie i wydanie zaświadczenia do wojewódzkiego ośrodka medycyny pracy, a w przypadku gdy zaświadczenie zostało wydane w wojewódzkim ośrodku medycyny pracy — do jednostki badawczo-rozwojowej w dziedzinie medycyny pracy. Wniosek składa się za pośrednictwem lekarza, który wydał zaświadczenie.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Guidelines for host company’s assessment:

<table>
<thead>
<tr>
<th>1) Company’s details:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Company name.</td>
</tr>
<tr>
<td>- Address.</td>
</tr>
<tr>
<td>- Contact details: phone, email.</td>
</tr>
<tr>
<td>- Contact person.</td>
</tr>
<tr>
<td>- Production sector.</td>
</tr>
<tr>
<td>- Company’s activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2) Company’s assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Working hours.</td>
</tr>
<tr>
<td>- Department(s) willing to host students.</td>
</tr>
<tr>
<td>- Assessment of company’s accessibility: easily accessible, accessible by public transport, company providing private transport.</td>
</tr>
<tr>
<td>- Compliance with local health and safety regulations.</td>
</tr>
<tr>
<td>- Assessment of workplace: adequate workplace to perform work plan, adequate equipment, adequate protection equipment if required.</td>
</tr>
<tr>
<td>- Company tutor: there is a company tutor appointed by the company, the company tutor is an experienced employee, the company tutor is experienced as company tutor, the company tutor has been trained specifically as company tutor, the company tutor has enough availability for the trainee’s follow up.</td>
</tr>
<tr>
<td>- Extras offered by the company: accommodation, meals financial, compensation, etc.</td>
</tr>
</tbody>
</table>

BACK TO SUMMARY
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Placement agreement. Example 1(ES):

AGREEMENT ABOUT EDUCATIONAL COOPERATION

between

...(name of Principal)............., in his capacity as Principal, in the name and on behalf of the ......(name of school)....... and located ...(address, city and country)

And

Mr/Mrs .................................., in his capacity as legal representative, in the name and on behalf of the company ...(name of the company) ............................., located at ...........................................................

They execute this agreement of educational cooperation according to the law (for example, for Spain Spanish Royal Decree 1497/1981, dated 19 June, and Spanish Royal Decree 1845/1994, dated 9 September, in relation to the following student, who is also a party to this agreement:

Mr/s. .................................................................
with address at .............................................. – (city, country)
registered in ...(name of the studies) in ...(name of IVET SCHOOL)

This agreement includes the following

CLAUSES

1. The Student will fulfill the requirements set forth by the applicable law for this purpose.
2. The Company agrees to have the Student as a trainee during the period of time mentioned in the following clause. The main objective of the Student’s placement in the Company is to put into practice the knowledge acquired at the University. The training will consist of supporting activities in international trade.
3. This agreement will enter into force on ......... and will expire on .........
4. Mr. ........................ as the Student’s tutor in the Company, will take care of his/her training and will issue a PASS/FAIL qualification about the work done by the Student at the end of the placement that will be used as a base for the qualification of the subject “Practical Work in a Company”.
5. The Student will comply with the business hours and all internal company regulations of the Company to the extent that they are not contradictory with the clauses included this agreement.
6. Upon finalisation of the training period, the Student will be entitled to request from the Company a certificate relating to her traineeship.
7. The Company is not obliged to hire the Student upon finalisation of the training period. If the Student continues in the Company after such period the traineeship time of will not be accounted for the purposes of seniority or probationary period.
8. Any accident suffered by the Student during the placement will be covered by the School’s insurance or similar.
9. This agreement will expire as soon as the Student finishes her relationship with the School.
10. All parties are entitled to unilaterally terminate this agreement at any time, with or without cause, with at least a week’s notice, and the other parties shall not be entitled to any kind of compensation or indemnification whatsoever due to such termination.
11. The provisions of Spanish Royal Decree 1497/1981, dated 19 June and Royal Decree 1845/1994, dated 9 September shall govern in all those matters not expressly covered by this agreement.

In witness whereof, the parties execute this agreement in three counterparts in ......(city).................

The School The Company The Student

BACK TO SUMMARY
### Placement agreement. Example 2 (ES):\(^{27}\)

| **ARTICLE 1:** El present conveni defineix la relació entre: |
| La présente convention définit les rapports entre: |
| The following agreement defines the relationship between: |

| **L’EMPRESA / L’ENTREPRISE / THE COMPANY** |
| **Nom de l’empresa / Nom / Name:** |
| **Adreça / Adresse / Address:** |
| **Telefon / Téléphone / Phone:** |
| **Fax:** |
| **Representada pel Sr/ la Sra / Représentée par M/Mme / Represented by Mr/Ms:** |

| **EL CENTRE EDUCATIU / L’ETABLISSEMENT DE FORMATION / THE VOCATIONAL SCHOOL/INSTITUTION** |
| **Nom del centre/ Nom de l’établissement / Name of the school:** |
| **Codi del centre / Code du centre / School ID Number:** |
| **Adreça / Adresse / Address:** |
| **Telefon / Téléphone / Phone:** |
| **Fax:** |
| **Representada pel Sr/ la Sra / Représentée par M/Mme / Represented by Mr/Ms:** |

pel que fa a les pràctiques de formació que realitzarà en aquesta empresa un/a dels alumnes d’aquest centre, concernent le stage de formation en entreprise qu’affectuerà, dans cette entreprise, l’un des jeunes de cet établissement, concerning the work experience period spent in this company by one of the students of this institution.

| **L’ESTUDIANT / LE STAGIAIRE / THE TRAINEE** |
| **Nom de l’estudiant / Nom du stagiaire / Name of student:** |
| **Lloc i data de naixement / Lieu et date de naissance / Place and date of birth:** |
| **Adreça del domicili / Adresse du domicile / Home address:** |
| **País / Pays / Country:** |
| **Estudis / Cours / Course:** |

\(^{27}\) Generalitat de Catalunya, Education Department: [http://www.xtec.cat/fp/spifp/02_eines_e/index_e.htm](http://www.xtec.cat/fp/spifp/02_eines_e/index_e.htm)
ARTICLE 2

La práctica tendrá por objetivo esencial garantizar la aplicación práctica de la enseñanza impartida en el centro de origen de la alumn/a, de acuerdo con las competencias que se han pactado previamente y que serán objeto de evaluación por parte del profesor/tutor.
Le stage aura pour objet essentiel d'assurer l'application pratique de l'enseignement donné dans l'établissement d'origine du stagiaire, conformément aux grilles de compétences négociées au préalable et qui feront l'objet d'une évaluation par le professeur/tuteur.
The essential aim of the placement period is to add a practical dimension to the training given by the educational centre. It shall be in accordance with skills that will be determined beforehand and that will be assessed by a teacher/tutor.

ARTICLE 3

El programa de las prácticas, de acuerdo con las competencias pactadas, es definitivo del propio profesor/tutor del centro de origen de la alumn/a en función de la especialidad.
Le programme du stage, conforme aux grilles de compétences, est définitif par le chef de l'entreprise d'accueil en accord avec le Directeur de l'établissement d'origine du jeune en fonction de la spécialisation du stagiaire.
The work experience programme is set out by the Manager of the company in accordance with the Director of the educational centre according to the student's special field of study.

PERIODE DE FORMACIÓ / PERIODE DE FORMATION / TRAINING PERIOD

ARTICLE 4

Les práctiques tenen lloc del __________ al __________
Le stage se déroule du __________ au __________
The work experience period extends from __________ to __________

amb la distribució d'hores següent i / avec la distribution horaire indiquée ci-dessous / with the following schedule:

<table>
<thead>
<tr>
<th>Diurina / Lundi / Monday</th>
<th>Dimecres / Mercredi / Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 17:00</td>
<td>9:00 - 17:00</td>
</tr>
<tr>
<td>9:00 - 9:00</td>
<td>9:00 - 9:00</td>
</tr>
<tr>
<td>17:00 - 18:00</td>
<td>17:00 - 18:00</td>
</tr>
<tr>
<td>18:00 - 18:00</td>
<td>18:00 - 18:00</td>
</tr>
</tbody>
</table>

ARTICLE 5

Durant la seva estada a l'empresa, l'alumn/a restarà sota responsabilitat del seu centre d'origen.
Pendant la durée de son séjour dans l'entreprise, le stagiaire demeure sous la responsabilité de son établissement d'origine.
During the work experience period, the trainee will continue to be under the responsibility of the educational centre.

Tutor de l'empresa / Tuteur de l'entreprise / Tutor in the company:

Nom / Nom / Name:

Num. de telèfon / N° de téléphone / Phone Number:
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Tutor en el centre d’origen / Tutor dans l’établissement d’origine / Tutor in the educational centre

<table>
<thead>
<tr>
<th>Nom / Nom / Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Núm. de teléfono / N° de téléphone / Phone Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

ARTICLE 6
Durant les pràctiques, l’alumne/a se someterà a la disciplina pròpia a l’empresa, especialment pel que fa a les visites mèdiques, l’horari de treball, les regles de seguretat i el reglament interno de l’empresa.

Durant le stage, the student will be subject to the rules of the company, especially with regard to medical check-ups, working hours, and safety rules and the internal regulations of the company.

ARTICLE 7
En cas d’incomplir la disciplina, el cap de l’empresa es reserva el dret de posar fi a les pràctiques de l’alumne/a, després d’haver previu el Directeur del seu centre d’origen.

En caso de breach of discipline, the Manager of the company is entitled to terminate the work experience period of the student at fault after having warned the Director of the educational centre.

ARTICLE 8
L’alumne/a subscrirà obligatòriament una assegurança, a través del seu centre d’origen que cobreix la responsabilitat civil de l’alumne/a i per la seva repatriació sanitària eventual des del territori on tenen lloc les pràctiques.

Le stagiaire souscrive obligatoirement une assurance couvrant sa responsabilité civile durant le stage et sa repatriation sanitaire le cas échéant.

ARTICLE 9
En acabar les pràctiques, el cap de l’empresa retorna al tutor del centre d’origen del jove el certificat de pràctiques i l’informe d’avaluació de l’alumne/a, degudament signats i dilligits.

A la fin du stage, the Manager of the company returns to the educational centre of the student the training certificate and the assessment report duly signed and stamped, and gives these to the tutor or sends them to the tutor of the educational centre.

PLACEMENTS
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

---

**ARTICLE 10**

El director del centre i el representant de l’empresa o de l’organisme d’acollida dels alumnes es mantindran mutablement informats dels problemes (com pot ser l’absència dels alumnes) que puguin sorgir de l’aplicació del present conveni i prendran de comú acord, les disposicions necessàries a la resolució dels mateixos, especialment en cas d’incompliment de la disciplina.

Le chef de l’établissement et le représentant de l’entreprise ou de l’organisme d’accueil des stagiaires se tiendront mutuellement informés des difficultés (notamment liées aux absences d’élèves) qui pourraient naître de l’application de la présente convention et prendront, d’un commun, les dispositions propres à les résoudre, notamment en cas de manquement à la discipline.

The headmaster of the educational centre and the company manager shall inform one another about any problems (such as the pupils’ absences) which could arise from the enforcement of the agreement. And they will do their best to solve those problems, especially in case of breach of discipline.

<table>
<thead>
<tr>
<th>Signature i segell del cap de l’empresa</th>
<th>Signatura i segell del Director del centre d’origen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature et cachet du chef de l’entreprise</td>
<td>Signature et cachet du Directeur de l’établissement d’origine</td>
</tr>
<tr>
<td>Signature and stamp of the Manager of the company</td>
<td>Signature and stamp of the Director of the educational centre</td>
</tr>
</tbody>
</table>

Jo, el signatari/a
Je soussigné(e)
I, the undersigned,

declarar acceptar les condicions de les pràctiques descrites al present conveni.
déclare donner mon accord pour les conditions de stage décrites par la présente convention. 
Declare I agree to the conditions of the placement described in this agreement.

**Signatura – Signature – Signature:**

(1) Nom de l’alumne/a o el seu representant legal
(1) Nom du stagiaire ou de son représentant légal
(1) Name of the trainee or his (her) legal representative

<table>
<thead>
<tr>
<th>Cognoms:</th>
<th>Nom:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom:</td>
<td>Prénom :</td>
</tr>
<tr>
<td>Surname:</td>
<td>Name:</td>
</tr>
</tbody>
</table>
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Placement agreement. Example 3 (ES):[^28]

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**CONVENI DE PRÀCTIQUES**

**CONVENIO DE PRÁCTICAS**

**PLACEMENT AGREEMENT**

**ARTICLE 1:** El present conveni defineix la relació entre:

El presente convenio define la relación entre :

The following agreement defines the relationship between:

---

**L’EMPRESA / LA EMPRESA / THE COMPANY**

<table>
<thead>
<tr>
<th>Nom de l’empresa / Nombre de la empresa / Name:*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adreça / Dirección / Address:</td>
</tr>
<tr>
<td>Telèfon / Teléfono / Phone:</td>
</tr>
<tr>
<td>Fax</td>
</tr>
</tbody>
</table>

Representada pel Sr/ la Sra / Representada por el Sr/Sra / Represented by Mr/Ms:

---

**EL CENTRE EDUCATIU / EL CENTRO EDUCATIVO / THE VOCATIONAL**

**SCHOOL/INSTITUTION**

<table>
<thead>
<tr>
<th>Nom del centre/ Nombre del centro/ Name of the school:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Codi del centre / Código del centro / School ID Number:</td>
</tr>
<tr>
<td>Adreça / Dirección / Address:</td>
</tr>
<tr>
<td>Telèfon / Teléfono / Phone:</td>
</tr>
<tr>
<td>Fax</td>
</tr>
</tbody>
</table>

Representada pel Sr/ la Sra / Representada por el Sr/Sra / Represented by Mr/Ms:

---

**L’ESTUDIANT / EL ESTUDIANTE / THE TRAINEE**

<table>
<thead>
<tr>
<th>Nom de l’estudiant / Nombre del estudiante / Name of student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lloc i data de naixement / Lugar y fecha de nacimiento / Place and date of birth:</td>
</tr>
<tr>
<td>Adreça del domicili / Dirección del domicilio / Home address:</td>
</tr>
<tr>
<td>País / País / Country:</td>
</tr>
<tr>
<td>Estudis / Estudios / Course:</td>
</tr>
</tbody>
</table>

[^28]: Generalitat de Catalunya, Education Department: [http://www.xtec.cat/fp/spifp/02_eines_e/index_e.htm](http://www.xtec.cat/fp/spifp/02_eines_e/index_e.htm)
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

ARTICLE 2

La pràctica tindrà per objectiu essencial garantir l’aplicació pràctica de l’ensenyament impartit en el centre d’origen de l’alumne/a, d’acord amb les competències que s’han pactat prèviament i que seran objecte d’avaluació per part del professor/tutor.

La pràctica tindrà com a principi objectiu garantir la aplicació pràctica de les enseñanzas impartides en el centre de origen del alumno/a, de acuerdo a las competencias que se han pactado previamente y que serán objeto de evaluación por parte del profesor/tutor.

The essential aim of the placement period is to add a practical dimension to the training given by the educational centre. It shall be in accordance with skills that will be determined beforehand and that will be assessed by a teacher/tutor.

ARTICLE 3

El programa de les pràctiques, d’acord amb les competències pactades, és definit pel cap de l’empresa d’acollida conjuntament amb el professor/tutor del centre d’origen de l’alumne/a en funció de la seva especialitat.

El programa de las prácticas, de acuerdo con las competencias pactadas, será definido por el jefe de la empresa de acogida, conjuntamente con el profesor/tutor del centro de origen del alumno/a en función de su especialidad.

The work experience programme is set out by the Manager of the company in accordance with the Director of the educational centre according to the student’s special field of study.

PERIODE DE FORMACIÓ / PERIODO DE FORMACIÓN / TRAINING PERIOD

ARTICLE 4

Les pràctiques tenen lloc del ______ al _______
Las prácticas se llevarán a cabo desde el ______ hasta el _______

The work experience period extends from ______ to _______

amb la distribució d’hores següent 1 / con la siguiente distribución horaria 1 / with the following time schedule 1

<table>
<thead>
<tr>
<th></th>
<th>Dilluns / Lunes / Monday</th>
<th>Dimarts / Martes / Tuesday</th>
<th>Dimecres / Miércoles / Wednesday</th>
<th>Dijous / Jueves / Thursday</th>
<th>Divendres / Viernes / Friday</th>
<th>Dissable / Sábado / Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matí / Mañana / Morning</td>
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<td>De / from</td>
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<td>A / 10</td>
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<td>Tarde / Tarde / Evening</td>
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<td>A / 10</td>
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</table>

1 Maxim 7h/dia 35h/setmana – Máximo 7h/día y 35h/semana – Maximum 7h/day and 35h/week

ARTICLE 5

Durant la seva estada a l’empresa, l’alumne/a resta sota responsabilitat del seu centre d’origen.

Durante su permanencia en la empresa, el alumno/a estará bajo la responsabilidad de su centro de origen.

During the work experience period, the trainee will continue to be under the responsibility of the educational centre.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

<table>
<thead>
<tr>
<th>Tutor de l’empresa / Tutor de la empresa / Tutor in the company</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nom / Nombre / Name:</strong></td>
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<tr>
<td>Núm. de telèfon / Nº de teléfono / Phone Number:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutor en el centre d’origen / Tutor en el centro de origen / Tutor in the educational centre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nom / Nombre / Name:</strong></td>
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<tr>
<td></td>
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<tr>
<td>Núm. de telèfon / Nº de teléfono / Phone Number:</td>
</tr>
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</table>

**ARTICLE 6**
Durant les pràctiques, l’alumne/a se sotmetrà a la disciplina pròpia a l’empresa, especialment pel que fa a les visites mèdiques, l’horari de treball, les regles de seguretat i el reglament intern de l’empresa.
Durante las prácticas, el alumno/a estará bajo la disciplina propia de la empresa, especialmente lo que se refiere a las visitas médicas, el horario de trabajo, las reglas de seguridad y el reglamento interno de la empresa.
**During** his/her **work experience**, the trainee must comply with the company rules, in particular with regard to medical check-ups, working hours, security rules and the internal regulations of the company.

**ARTICLE 7**
En cas d’incomplir la disciplina, el cap de l’empresa es reserva el dret de posar fi a les pràctiques de l’alumne/a, després d’haver previngut el Director del seu centre d’origen.
En caso de incumplimiento de la disciplina, el jefe de la empresa se reserva el derecho de dar por finalizadas las prácticas del alumno/a, previo aviso al Director del centro de éste.
**In case of breach of discipline**, the Manager of the company is entitled to terminate the work experience period of the student at fault after having warned the Director of the educational centre.

**ARTICLE 8**
L’alumne/a subscriurà obligatòriament una assegurança, a través del seu centre d’origen que cobreix la responsabilitat civil de l’alumne/a i per la seva repatriació sanitària eventual des del territori on tenen lloc les pràctiques.
El cap de l’empresa pren les disposicions necessàries per garantir la seva responsabilitat civil.
El alumno/a suscribirá obligatoriamente un seguro, a través de su centro de origen, que cubra la responsabilidad civil del alumno/a y para su repatriación sanitaria eventual desde el territorio en el que se llevan a cabo las prácticas.
**The company manager makes arrangements to guarantee that the public liability of the company is covered.**

**ARTICLE 9**
En acabar les pràctiques, el cap de l’empresa retorna al tutor del centre d’origen del jove el certificat de pràctiques i l’informe d’avaluació de l’alumne/a , degudament signats i segellats.
Al finalizar las prácticas, el jefe de la empresa entregará al tutor del centro de origen del alumno/a el certificado de prácticas y el informe de evaluación del alumno/a, debidamente firmados y sellados.
**At the end of the work experience period the manager of the company must issue the training certificate and the assessment report duly signed and stamped, and give these to the trainee or send them to the tutor of the educational centre:**
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

### ARTICLE 10

El director del centre i el representant de l’empresa o de l’organisme d’acollida dels alumnes es mantindràn mutuament informats dels problemes (com pot ser l’absència dels alumnes) que puguin surgir de l’aplicació del present conveni i prendrean de comú acord, les disposicions necessàries a la resolució dels mateixos, especialment en cas d’incompliment de la disciplina.

El director del centre y el representante de la empresa o del organismo de acogida del alumno/a se mantendrán mutuamente informados de los problemas (como por ejemplo la ausencia de los alumnos) que puedan surgir de la aplicación del presente convenio y tomarán de común acuerdo las disposiciones necesarias para solucionar los mismos, especialmente en caso de incumplimiento de disciplina.

The headmaster of the educational centre and the company manager shall inform one another about any problems (such as the pupils’ absences) which could arise from the enforcement of the agreement. And they will do their best to solve those problems, especially in case of breach of discipline.

<table>
<thead>
<tr>
<th>Signatura i segell del cap de l’empresa</th>
<th>Signatura i segell del Director del centre d’origen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firma y sello del jefe de la empresa</td>
<td>Firma y sello del Director del centro de origen</td>
</tr>
<tr>
<td>Signature and stamp of the Manager of the company</td>
<td>Signature and stamp of the Director of the educational centre</td>
</tr>
</tbody>
</table>

Jo, el signatari/a  
El abajo firmante,  
I, the undersigned,

(1) declaro acceptar les condicions de les pràctiques descrites al present conveni.  
Declare acuerdo las condiciones de las prácticas descritas en el presente convenio.  
Declare I agree to the conditions of the placement described in this agreement.

Signatura – Firma – Signature.

---

(1) Nom de l’alumne/a o el seu representant legal  
(1) Nombre del alumno/a o de su representante legal  
(1) Name of the trainee or his (her) legal representative

<table>
<thead>
<tr>
<th>Cognoms:</th>
<th>Nom:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apellidos:</td>
<td>Nombre:</td>
</tr>
<tr>
<td>Surname:</td>
<td>Name:</td>
</tr>
</tbody>
</table>
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Placement agreement. Example 4 (PL):

**UMOWA O PRAKTYCZNĄ NAUKĘ ZAWODU**

w dniu ........................................ 2010 r. została zawarta umowa pomiędzy:
_Zespół Szkół Ponadgimnazjalnych Nr 6 w Łodzi ul. Franciszkańska 137_

reprezentowanym przez Dyrektora ........................................

zwanym dalej w treści umowy Szkołą

a:

........................................................................................................

(nazwa zakładu)

Miejsce odbywania praktycznej nauki zawodu - ........................................

(adres zakładu)

reprezentowanym przez p .................................................................

zwany dalej w treści umowy Zakładem

o następującej treści:

1. W roku szkolnym 2009/2010 zostanie skierowanych do zakładu 4 uczniów Technikum, zawód technik \_żywnienia i gospodarstwa domowego\_. Zgodnie z terminami i wykazem stanowiącym załącznik nr 1 do umowy, w celu odbycia \_praktyk zawodowych\_.

2. Przyjmujący zobowiązuje się przyjąć wymienionych uczniów.

3. Zakres obowiązków Zakładu Pracy wynikający z umowy określą załącznik nr 2.

4. Zajęcia odbywać się będą zgodnie z ustalonym harmonogramem.

5. Praktyki zawodowe odbywać się będą zgodnie z ustalonym programem nauczania dla zawodu: Technik \_żywnienia i gospodarstwa domowego\_ nr 321/10/T, SP/MEnSi/2004.05.27, Warszawa.

6. Wszystkie sprawy nieuregulowane niniejszą umową winny być rozstrzygane na mocy Rozporządzenia Ministra Edukacji i Sportu z dnia 1 lipca 2002 r. w sprawie praktycznej nauki zawodu (Dz.U. Nr 113, poz. 988 z późn. zm).

7. Uczniowie realizują ustalony program kształcenia, pracując 7 godzin dziennie w przedziale godzin 7\textsuperscript{9}-20\textsuperscript{9} zależne od potrzeb zakładu.

8. Uczniowie nie otrzymują wynagrodzenia za wykonaną pracę.

9. Uczniowie są ubezpieczeni od następstw nieszczęśliwych wypadków w szkole i podczas praktyk zawodowych oraz posiadają aktualne badania lekarskie.

Niniejsza umowa została zawarta w dwóch jednosemestrzycy egzemplarzach, po jednym dla każdej ze stron.

........................................................................................................

Przedstawiciel szkoły .................................................................

Przedstawiciel jednostki przyjmującej
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

<table>
<thead>
<tr>
<th>Lp.</th>
<th>Typ szkoły, specjalność</th>
<th>Klasa</th>
<th>Liczba uczniów (orientacyjna)</th>
<th>Termin</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Technikom kształcą techników żywienia i gospodarstwa domowego</td>
<td>36b</td>
<td>4</td>
<td>4.05 – 28.05.10 r.</td>
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ZAŁĄCZNIK Nr 2

1. Zakład prowadzący zajęcia praktyczne:
   1. Zapewnia warunki materialiów do realizacji praktycznej nauki zawodu, a w szczególności:
      a) stawiska szkoleniowe wyposażone w niezbędne urządzenia, sprzęt, narzędzia, materiały
         i dokumentację techniczną, uwzględniając wymagania bezpieczeństwa i higieny pracy;
      b) pomieszczenia do bezpiecznego przechowywania odtworów i obuwia roboczego oraz środków ochrony
         indywidualnej;
      c) dostęp do urządzeń higieniczno-sanitarnych oraz pomieszczeń socjalno-bytowych.
   2. Wyznacza spośród pracowników instruktorów oraz kierowników praktyk zawodowych.
   4. Przed rozpoczęciem zajęć zapoznaje uczniów z organizacją zakładu, przepisami w zakresie
      przestrzegania porządku i dyscypliny pracy, tajemnicy służbowej i państwowej, bezpieczeństwa
      i higieny pracy.
   5. Przestrzega odbywania przez uczniów zajęć w granicach obowiązujących ich godzin pracy.
   6. Zapewnia uczniom bezpieczne i higieniczne warunki pracy.
   7. W razie wypadku zapewnia pomoc medyczną i sporządza dokumentację powypadkową.
   8. Powiadamia szkołę o naruszeniach przez uczniów regulaminu pracy.

BACK TO SUMMARY
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Placement agreement. Example 5 (PL):

**UMOWA O PRAKTYKĘ ZAWODOWĄ**

Zawarta w dniu ..................... roku pomiędzy .......................................................... .......................................................... .......................................................... .......................................................... .......................................................... .......................................................... .......................................................... .......................................................... .......................................................... .......................................................... .......................................................... .......................................................... .......................................................... .......................................................... .......................................................... .......................................................... 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5. REQUIRED PLAYERS AND THEIR PERFORMANCE

3. Szkoła kierująca uczniam na praktykę zawodową:
   a) nadzoruje realizację programu praktyki zawodowej,
   b) współpracuje z podmiotem przyjmującym uczniów na praktykę zawodową,
   c) zapewnia ubezpieczenie uczniów od następstw nieszczęśliwych wypadków,
   d) akceptuje wyznaczonych opiekunów praktyk zawodowych,
   e) przygotowuje kalkulację poniesionych przez szkołę kosztów realizacji praktyki zawodowej,
   w ramach przyznanych przez organ prowadzący środków finansowych.

4. Podmiot przyjmujący ucznia na praktykę zawodową zapewnia warunki materialne do realizacji praktyki zawodowej a w szczególności:
   • stanowiska szkolno-didaktyczne wyposażone w niezbędne urządzenia, sprzęt, narzędzia, materiały i dokumentację techniczną, uwzględniając wymagania bhp,
   • odzież i środki ochrony indywidualnej oraz środki higieny osobistej przystępujące do danym stanowisku pracownikom zgodnie z odrębnymi przepisami,
   • pomieszczenie do przechowywania odzieży roboczej oraz środki ochrony indywidualnej,
   • niedotknięte posiłki regeneracyjne i napoje przystępujące pracownikom na danym stanowisku pracy zgodnie z odrębnymi przepisami,
   • dostęp do urządzeń higieniczno-sanitarnych oraz pomieszczeń socjalno-bytowych,
   • wyznacza opiekuna praktyki zawodowych,
   • zapoznaje uczniów z organizacją pracy, regulaminem pracy a w szczególności w zakresie przestrzegania porządku i dyscypliny pracy oraz z przepisami bhp,
   • nadzoruje przebieg praktyki zawodowej,
   • sporządza w razie wypadku ucznia podczas praktyki zawodowej dokumentację powypadkową,
   • współpracuje ze szkołą,
   • powiadamia szkołę o naruszeniu przez ucznia regulaminu pracy,

5. Tygodniowy łączny czas praktyki nie powinien przekraczać 40 godzin tygodniowo, zaś w wymiarze dobowym – 8 godzin. W wyjątkowych przypadkach, uzasadnionych charakterem realizowanych zadań, czas praktyki można przedłużyć, nie więcej niż do 12 godzin niż dobę.

6. Praktyka zawodowa może być organizowana w systemie zmianowym, z tym że w przypadku uczniów w wieku poniżej 18 lat nie może wynosić w połowie nocnej.

7. Praktyka zawodowa uczniów jest prowadzona indywidualnie lub grupowo. Liczba uczniów w grupie powinna umożliwiać realizację programu nauczania dla danego zawodu i uwzględniać jego specyfikę, przepisy bhp, przepisy prac wybranych młodocianym oraz warunki lokalowe i techniczne w miejscu odbywania praktyki zawodowej.

8. Przebieg realizacji programu praktyki zawodowej podlega udokumentowaniu w dzienniku praktyki zawodowej lub w karcie praktyki zawodowej.

9. Sprawy nie ujęte w umowie będą stanowiły pisemne uzgodnienia między stronami.

10. Umowa zawarta jest na czas realizacji praktyki zawodowej, w przypadku rezygnacji ucznia ze szkoły przed rozpoczęciem praktyki umowa zostaje rozwiązana.

11. Umowa została sporządzona w dwu jednobrzmiących egzemplarzach, po jednym dla każdej ze stron.

Dyrektor Zespołu

Dyrektor Zakładu

( podpis i pieczęć )

( podpis i pieczęć )
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Placement agreement. Example 6 (PL):

<table>
<thead>
<tr>
<th>(pieczęć pracodawcy)</th>
<th>UMOWA O PRACĘ</th>
</tr>
</thead>
<tbody>
<tr>
<td>w celu przygotowania zawodowego</td>
<td></td>
</tr>
</tbody>
</table>

zawarta w dniu ........................................... pomiędzy .........................................................

(znaczek i siedziba zakładu pracy)

zwanym dalej pracodawca, reprezentowanym przez ............................................................

a ............................................................. urodzonym ...........................................................

(miejsce i data urodzenia)

PESEL .......................................................... zamieszkałym .....................................................

(adres zamieszkania)

absolwentem gimnazjum, zwany dalej młodocianym.

I. 1. Strony zawierają umowę o pracę na czas **nie określony**

2. Nauka zawodu - przyzuczenia do wykonywania określonej pracy *

(trwa ...... miesiące/ocy, od dnia .............................................. do dnia ..............................................

do okresu nauki zawodu zaliczono .......................................................... miesiące/ocy nauki

zawodu u pracodawcy: ............................................................

(nazwa i siedziba poprzedniego pracodawcy)

Okres trwania nauki zawodu może być skrócony lub przedłużony na zasadach przewidzianych w przepisach.

Nauka zawodu - przyzuczenia do wykonywania określonej pracy kończy się egzaminem czedniczym - sprawdzającym*

składanym przed komisją izby rzemieślniczej lub właściwej Okręgowej Komisji Egzaminacyjnej.

II. 1. Przygotowanie zawodowe będzie odbywało się w ..........................................................

    pod nadzorem ............................................................

    (imię i nazwisko osoby uprawnionej do szkolenia)

    Nadzorujący posiada kwalifikacje zawodowe ..........................................................

    oraz przygotowanie pedagogiczne ............................................................

    (nazwy i numerów dokumentów kwalifikacyjnych, przez kogo wypełniane)

2. Młodociany będzie realizował obowiązek dokształcania w formie ...........................................

    (wypełnić formę dokształcania)

3. Koszt dokształcania teoretycznego młodocianego realizowanego w formie pozaszkolnej

    poniesie .........................

III. 1. Młodociany w okresie nauki zawodu będzie otrzymywał miesięczne wynagrodzenie

    w wysokości:

    w I roku - .............................................. (nie mniej niż 4 %)

    w II roku - .............................................. (nie mniej niż 5 %)

    w III roku - .............................................. (nie mniej niż 6 %)

    przeciętnego miesięcznego wynagrodzenia w gospodarce narodowej w poprzednim kwartale,

    obowiązującego od pierwszego dnia następnego miesiąca po ogłoszeniu przez Prezesa GUS

    w Dzienniku Urzędowym RP “Monitor Polski”.

Q PLACEMENTS

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5. REQUIRED PLAYERS AND THEIR PERFORMANCE

2. Młodociany odbywający przyznanie do wykonywania określonej pracy będzie otrzymywał miesięczne wynagrodzenie, w wysokości (nie mniej niż 4%) przeciętnego miesięcznego wynagrodzenia, o którym mowa w pkt. 1.

IV. Podstawowe prawa i obowiązki stron umowy określa się następująco:

1. Młodociany zobowiązany jest w szczególności:
   - dążyć do uzyskiwania jak najlepszych wyników w nauce,
   - przestrzegać czasu i porządku pracy ustalonych przez pracodawcę,
   - przestrzegać przepisów bezpieczeństwa i higieny pracy oraz przepisów przeciwpowietrzowych,
   - wypełniać systematycznie obowiązek dokształcania,
   - odnosić się do przełożonego i przestrzegać zasad koleżeńskiej współpracy,
   - przystąpić do egzaminu cześadnego po zakończeniu nauki zawodu lub sprawdzającego po zakończeniu przyznania.

2. Pracodawca zobowiązany jest:
   - zatrudnić i szkolić młodocianego zgodnie z programem praktycznej nauki zawodu (przyznania),
   - zapotrzebować młodocianego w przewidziany na danym stanowisku sprzęt ochrony osobistej, odkąd ochronna i robocza, narzędzia pracy, materiały i inne potrzebne urządzenia,
   - dostarczyć do młodocianego ochrony pracy i zdrowia młodocianych,
   - kierować młodocianego na badania lekarskie, zgodnie z przepisami i ponosić koszty z tym związane,
   - zgłaszać młodocianego w ustalonych terminach na naukę dokształcania,
   - umożliwić mu regularne uczęszczanie na tę naukę oraz kontrolować wykonanie przez niego obowiązku dokształcania teoretycznego
   - pokryć koszty egzaminu na tytuł kwalifikacyjny zdawanego przez młodocianego w pierwszym wyznaczonym terminie.

V. Strony postanawiają ponadto, że:

1. Do niniejszej umowy o pracę ma zastosowanie art. 196 ustawy kodeks pracy

2. …………………………………………………………………………………………………………………………………………………

(godźpisy młodocianego i data)

(godźpisy pracodawcy i data)

Załączniki:
1. Świadczenie ukończenia gimnazjum lub świadectwo z innej szkoły
2. Orzeczenie uprawomocnionego lekarza stwierdzające brak przeciwwskazań do pracy.

ŚWIADCZENIE MLODOCIANEGO

Oświadczam, że otrzymałem (-ęm) egzemplarz niniejszej umowy o pracę w celu przygotowania zawodowego i po zapoznaniu się z jej treścią przyjmuję zaproponowane mi warunki pracy i wynagrodzenia. Przyznaje do wiadomości i stosowania obowiązujące w zakładzie zasady organizacji pracy i zobowiązuje się do przestrzegania porządku i dyscypliny pracy.

(godźpisy młodocianego i data)

PODSTAWA PRAWNA:
- usta w dnia 26 czerwca 1974r. Kodeks pracy (Dz. U. Nr 24, poz. 141, z późn. zm.)
- usta w dnia 22 marca 1989r. o zmianach (t.j. Dz. U. Nr 112, poz. 979 z 2002r.)
- rozporządzenie Rady Ministrów z dnia 28 maja 1994r. w sprawie przygotowania zawodowego młodocianych i ich wynagrodzenia (Dz. U. Nr 60, poz. 278) ze zmianą z dnia 12 listopada 2002r. (Dz. U. Nr 197, poz. 1668)
- rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 1 lipca 2002r. w sprawie praktycznej nauki zawodu (Dz. U. Nr 113, poz. 998) ze zmianami z dnia 29 października 2003 (Dz. U. Nr 192, poz. 1873)
- rozporządzenie Ministra Pracy i Polityki Społecznej z dnia 5 grudnia 2002r. w sprawie przepisów, w których wyjątkowo dopuszcza się zadręczanie młodocianych, którzy nie ukończyli gimnazjum... (Dz. U. Nr 214, poz. 1908)
- rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 21 marca 2001 w sprawie warunków i sposobu oceniania, klasyfikacji i promowania uczniów i studentów oraz przeprowadzania egzaminów i sprawdzianów w szkołach publicznych (Dz. U. Nr 29, poz. 323 z późn. zm.)
- rozporządzenie Ministra Edukacji Narodowej Sportu z dnia 4 grudnia 2002r. w sprawie egzaminów w kwalifikacjach na tytuły cześadnego i mistrz w zawodzie przeprowadzanych przez komisje egzaminacyjne i urzędników (Dz. U. Nr 20 z 2002r., poz. 37)

BACK TO SUMMARY
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Placement agreement. Example 7 (DE):

Vertrag
Agreement

Vertrag über einen Auslandsaufenthalt zwischen dem sächsischen und ausländischen Betrieb sowie dem/der Auszubildenden

Agreement on a work placement abroad between the Saxon company, the company abroad, and the trainee

Der vorliegende Vertrag wird im Rahmen von § 2 Abs. 2 des Berufsbildungsgesetzes vom 23. März 2005 (BGBl. I S. 931) gestaltet und dient der Festlegung der Beziehungen zwischen:

This agreement is set out in accordance with Section 2 Paragraph 2 of the German Vocational Training Act of 23 March 2005 (BGBl. I page 931) and is to define the relations between

§ 2 Lernorte der Berufsbildung
(1) Berufsbildung wird durchgeführt
1. in Betrieben der Wirtschaft, in vergleichbaren Einrichtungen außerhalb der Wirtschaft, insbesondere des öffentlichen Dienstes, der Angehörigen freier Berufe und in Haushalten (betriebliche Berufsbildung),
2. in berufsbildenden Schulen (schulische Berufsbildung) und
3. in sonstigen Berufsbildungseinrichtungen außerhalb der schulischen und betrieblichen Berufsbildung (außerbetriebliche Berufsbildung).
(2) Die Lernorte nach Absatz 1 wirken bei der Durchführung der Berufsbildung zusammen (Lernortkooperation).

Section 2 Vocational Training Facilities
(1) Vocational training is conducted
1. at companies in business and industry, at comparable facilities outside of business and industry, in particular in public service, the liberal professions, and in households (company training),
2. at vocational schools (vocational training and education at schools), and
3. at other vocational training facilities outside of the vocational schools and in-company training (ex-company training).
(2) The vocational training facilities as set out in Section I cooperate in conducting the vocational training (facility cooperation).

1. .........................................................................................................................................................

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(vollständige Bezeichnung und Anschrift des entsendenden Betriebs), im Folgenden „der entsendende Betrieb“, vertreten durch

(complete name and address of sending company), in the following called the “the sending company”, represented by

................................................................................................................................................................

................................................................................................................................................................

(vollständige Bezeichnung und Anschrift des Vertreters).

(complete name and address of representative),

Gefördert durch / Sponsored by:
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

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5. REQUIRED PLAYERS AND THEIR PERFORMANCE

2. The purpose of this agreement is to lay out the rights and obligations of the parties to the agreement with regard to this work placement abroad.

Artikel 2: Laufzeit
1. Der in Artikel 1 erwähnte Auslandsaufenthalt hat eine Dauer von

...............Tagen / ..............Wochen

Er beginnt am ......../........ und endet am ......../........

2. Der Vertrag tritt mit den Unterschriften aller Vertragsparteien in Kraft und endet mit dem Ende des Auslandsaufenthaltes.

Section 2: Duration
1. The work placement abroad as set out in Section 1, has a duration of

...............days / ........weeks

It starts on ........../.................and ends on ........../........

2. The agreement shall become effective once signed by all parties to the agreement and shall cease upon the end of the work placement abroad.

Artikel 3: Pflichten der Vertragsparteien

Section 3: Obligations of the parties to the agreement

Artikel 3.1: Pflichten des aufnehmenden Betriebs

Der aufnehmende Betrieb

- trifft die notwendigen Maßnahmen im Hinblick auf den ordnungsgemäßen Ablauf des Praktikums. Er stellt insbesondere sicher, dass geeignetes Ausbildungspersonal zur Verfügung steht, das den Auszubildenden/die Auszubildende während des Auslandsaufenthalts betreut.

- stellt sicher, dass die Kenntnisse des/der Auszubildenden tatsächlich zur Anwendung kommen und ihm/ihre Aufgaben und Zuständigkeiten übertragen werden, die seinen/ihren Qualifikationen und seiner/ihrer Erfahrung entsprechen.

- gewährt dem/der Auszubildenden den Zugang zu den Räumlichkeiten sowie ähnlichen Einrichtungen, die zur Durchführung des Ausbildungsprogramms nötig sind.

- stellt dem/der Auszubildenden kostenlos die Ausbildungsmittel, insbesondere Werkzeuge und Werkstoffe, die zur Durchführung des Ausbildungsprogramms erforderlich sind, zur Verfügung.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

- verpflichtet sich, dem/der Auszubildenden nur Aufgaben zu übertragen, die dem Ausbildungszweck dienen und seinen/ihren körperlichen Kräften angemessen sind.
- stellt sicher, dass der/die Auszubildende gegen alle Unfallrisiken versichert ist, die im Zusammenhang mit der Beschäftigung im Rahmen dieses Vertrags bestehen.
- verpflichtet sich, den entsendenden Betrieb beim Auftreten von Problemen bei der Durchführung des Auslandsaufenthalts unverzüglich zu informieren.

Section 3.1: Obligations of the receiving company

The receiving company

- shall take the necessary measures with regard to the work placement proceeding in due form. It particularly ensures that qualified training and instructing personnel is available to supervise the trainee during the work placement abroad.
- ensures that the trainee is actually given the opportunity to apply his/her knowledge and skills and that he/she is assigned tasks and responsibilities corresponding to his/her qualifications and his/her level of experience.
- shall give the trainee access to the premises and similar facilities to the extent that this is necessary for conducting the vocational training program.
- shall provide the trainee with learning aids and equipment for the training free of charge, in particular with the tools and materials required for carrying out the vocational training program.
- agrees to assign tasks to the trainee that serve the purpose of the vocational training and are appropriate to his/her physical strength.
- guarantees that the trainee is ensured against all risks of accident related to the employment under this agreement.
- agrees to inform the sending company without delay, if any problems arise in carrying out the work placement abroad.

Artikel 3.2: Pflichten des entsendenden Betriebs

Der entsendende Betrieb

- trifft die notwendigen Maßnahmen im Hinblick auf die Vorbereitung und den ordnungsgemäßen Ablauf des Auslandsaufenthalts. Er stellt insbesondere sicher, dass die Finanzierung des Auslandsaufenthalts vor dessen Beginn geklärt ist und der/die Auszubildende eine Unterkunft am Ort des aufnehmenden Betriebs für die Dauer des Auslandsaufenthalts hat.
- stellt sicher, dass die Berufsbildung im Ausland dem Ausbildungsziel des/der Auszubildenden dient.
- stellt sicher, dass der/die Auszubildende während des Auslandsaufenthaltes versichert ist (Kranken-, Haftpflicht- und Sozialversicherung).
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

- ist dem/der Auszubildenden bei den erforderlichen administrativen Formalitäten behilflich und stellt sicher, dass die notwendigen Dokumente am Beginn des Auslandsaufenthalts vorliegen.

Section 3.2: Obligations of the sending company

The sending company

- shall take all necessary measures with regard to the preparation and due course of the work placement abroad. It particularly ensures that funding for the work placement abroad has been secured before the beginning of the placement and that the trainee for the duration of the work placement abroad is provided with accommodation at the place of the receiving company.

- ensures that the vocational training abroad serves the trainee’s training objective.

- guarantees that the trainee is insured for the duration of the work placement abroad (health insurance, liability insurance, social security).

- shall help the trainee with the necessary administrative formalities and ensures that all required documents are on hand in time for the work placement abroad.

Artikel 3.3: Pflichten des/der Auszubildenden

Der/die Auszubildende

- verpflichtet sich, das gesamte Ausbildungsprogramm, wie im abgestimmten Ausbildungsplan vereinbart, zu absolvieren.

- verpflichtet sich, die Ordnung des aufnehmenden Betriebs, seine Arbeitszeiten, seine geltenden Vorschriften in Bezug auf die Schweigepflicht und die gesetzlichen Bestimmungen des Gastlandes zu beachten. Des Weiteren gelten die Pflichten aus § 13 des Berufsbildungsgesetzes.

- verpflichtet sich, einen Auslandsaufenthaltsbericht zu erstellen, der dem entsendenden Betrieb spätestens innerhalb eines Monats nach dem Ende des Auslandsaufenthaltes vorgelegt wird. In diesem Bericht werden unter anderem die persönliche Bewertung der im Ausland durchgeführten Berufsbildung, die erworbene Sprachkenntnisse und zusätzliche Kompetenzen sowie die von/von der Auszubildenden erfüllten Aufgaben angegeben.

- verpflichtet sich, den entsendenden Betrieb beim Auftreten von Problemen bei der Durchführung des Auslandsaufenthalts unverzüglich zu informieren.

Section 3.3: Obligations of the trainee

The trainee

- agrees to complete the vocational training program as set out in the agreed training plan.

- commits to observing the rules and regulations of the receiving company, its working hours, its regulations with regard to confidentiality, and the legal stipulations of the
host country. Furthermore, the obligations laid out in Section 13 of the Vocational Training Act shall apply.

- agrees to write a report on the work placement abroad, that is to be submitted to the sending company at the latest within one month after the end of the work placement abroad. Among other things, this report is to include a personal evaluation of the vocational training conducted abroad, the language skills and additional skills and abilities gained, as well as the tasks and responsibilities fulfilled by the trainee.

- agrees to inform the sending company without delay, if any problems arise in carrying out the work placement abroad.

**Artikel 4: Haftung**

Die Vertragspartner haften nur für Vorsatz und grobe Fahrlässigkeit.

**Section 4: Liability**

The parties to the agreement are only liable in case of willful intent and gross negligence.

**Artikel 5: Kündigung der Vereinbarung**

Die Vertragsparteien können diese Vereinbarung bei Nichterfüllung einer der vertraglichen Verpflichtungen unabhängig von den Folgen kündigen, die sich aus den für diesen Vertrag geltenden rechtlichen Bestimmungen ergeben.

**Section 5: Termination of the agreement**

The parties to the agreement may terminate this agreement in case of non-fulfillment of a contractual obligation regardless of the consequences resulting from the legal provisions applying to this agreement.

**Artikel 6: Gerichtsstand**

1. Zuständig sind die Gerichte in ………………… (Sitz des entsendenden Betriebs) für alle Streitfälle zwischen den Vertragsparteien im Zusammenhang mit diesem Vertrag.

2. Dieser Vertrag unterliegt dem in ……………… (Land des entsendenden Betriebs) geltenden Recht.

**Section 6: Place of jurisdiction**

1. All disputes between the parties to the agreement arising hereunder shall be settled before a court of law in ………………… (domicile of sending company)

2. This agreement is bound by the laws in effect in…………… (country of sending company).

**Artikel 7: Vertragsänderungen oder -zusätze**

Änderungen dieses Vertrags sind in einem Zusatzvertrag niederzulegen, der für jede der Parteien durch die Unterzeichner dieses Vertrags zu unterschreiben ist.
Section 7: Alterations of contract and contract amendments
Any alterations and amendments shall be laid out in a supplemental agreement that is to be signed by the parties’ signatories of this agreement.

Artikel 8: Salvatorische Klausel
Sollten einzelne Bestimmungen dieses Vertrags unwirksam sein, berührt dies nicht die Wirksamkeit der anderen Vertragsbestimmungen.

Section 8: Severability
If any provision of this agreement shall be held to be invalid, the remaining provisions of the agreement shall not be affected.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Guidelines for student’s code of conduct:

- Respect and comply with work timetables.
- Accept the company’s general rules and any others that may be agreed.
- Respect safety procedures and regulations.
- Use technical terminology.
- Integrate in the work team.
- Look for quality in processes.
- Carry out assigned tasks within deadlines.
- Accept orders received.
- Care for personal hygiene and appearance.
- Assess own work objectively and using critical thinking.
- Show initiative in problem solving.
- Respect rules for using the facilities and equipment provided to him or her (accommodation, installations, machinery, etc.).
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Diary Example 1 (ES)²⁹:

Diari d’activitats
Diary
Journal d’activités

Dia / Day / Jour: __________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Dia / Day / Jour: __________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Dia / Day / Jour: __________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

²⁹ Generalitat de Catalunya, Education Department: http://www.xtec.cat/fp/spifp/02_eines_e/index_e.htm
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Diary Example 2 (PL):

POLICJALNE STUDIUM INFORMATYCZNE
w Lublinie w. Mickiewicza 1
Rok szkolny 200.../200...
semestr 2

DZIENNIK
PRAKTYKI ZAWODOWEJ

(imię i nazwisko słuchacza)

(miejsce odbywania praktyki)

SZCZEGÓŁOWE CELE KSZTAŁCENIA
W celu zagwarantowania procesu nauczania praktyka (dobrze) powinna umieć:
- oznaczać rodzaj i organizację przedsiębiorstwa oraz służb informatycznych w przedsiębiorstwie;
- rozpoznawać rodzaj działalności;
- zorganizować własne stanowisko pracy w zakresie przetwarzania informacji;
- dobrać konfigurację sprzętu i oprogramowania komputerowego dla różnych zastosowań;
- testować i diagnozować sprzęt komputerowy;
- rozpoznawać i udokumentować zestaw komputerowy poprzez wymianę elementów;
- posługiwać się gotowymi pakietami oprogramowania użytkowego i narzędziowym;
- zebrać dane dla systemów przetwarzania informacji;
- przedstawiać zwracane i przetworzone dane w sposób graficzny, posługując się programami użytkowymi;
- zorganizować i wykonać prace w zakresie usług informatycznych dla użytkowników lub zleceniów z

MATERIAŁ NAUCAŃNA
SEMESTR I

- Wypracowanie w zagadnieniu środowiska pracy
  - Ogólny przeszkolenie w zakresie przepisów biz: i spot. i ochrony środowiska;
  - Struktura organizacyjno - usługowa przedsiębiorstwa informatycznego;
  - przepływy informacji w przedsiębiorstwie;
  - Struktura pracy i organizacja stanowiska informatycznego;
  - Zasady współpracy w zespole;

- Wybrane przykłady działalności informatycznej w przedsiębiorstwie
  - Konfiguracja sprzętu komputerowego i oprogramowania;
  - Organizacja, zbiornika i kontrolo danych, przetwarzania i wykorzystywania wyników;
  - Instalowanie i uruchamianie systemów oprogramowania użytkowego, właściwych dla profilu przedsiębiorstwa;
  - Zagadnienia eksploatacji sprzętu komputerowego w przedsiębiorstwie - montaż, naprawa, konserwacja i obsługa serwisowa;

- Zadania z zakresu programowania i obsługi gotowego oprogramowania
  - Zagadnienia programowania oraz identyfikacja fragmentów przykładowych programów;
  - Wybór odpowiedniego wariantu rozwiązań danego problemu programistycznego;
  - Oprogramowanie systemowe i użytkowe stosowane w przedsiębiorstwie;

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5. REQUIRED PLAYERS AND THEIR PERFORMANCE

- Ochrona danych, programów i procesów przetwarzania;
- Struktura danych dla określonego zadania przetwarzania;
- Oprogramowanie użytkowe w danym przedsiębiorstwie, zakres stosowania, cechy eksploatacyjne, zasady obsługi.

Uwagi do realizacji

Realizacja praktyki zawodowej zależne będzie od możliwości i zakresu działalności przedsiębiorstwa. Typowo z racji istniejącego zakresu prac byłyby ośrodki obliczeniowe, instytucje i przedsiębiorstwa zajmujące się tworzeniem i eksploatacją oprogramowania komputerowego. Ponadto praktyka można odbywać wszędzie tam, gdzie potrzebna jest fachowa wiedza informatyczna w zakresie instalowania, uruchamiania i prowadzenia baz danych lub systemów oprogramowania użytkowego dla rozmaitych zastosowań.

W związku z powyższym istnieje możliwość swobody w doborze kolejności prac, a nawet dobierania zakresu zaangażowania tematycznych stosownie do możliwości przedsiębiorstwa.

Należy mieć jednak na uwadze również zrealizowanie w jak największym stopniu założonych celów kształcenia. Przewidziana programem nauczania praktyka zawodowa powinna odbywać się głównie na stanowiskach, na których w przyszłości będzie pracował technik informatyk, a w szczególności administrator, projektanci czy programiści. W przypadku przedsiębiorstw sprzedających sprzęt komputerowy, użytkujących komputery czy punktów serwisowych sprzętu komputerowego praktykanci powinni mieć możliwość konfigurowania stanowisk komputerowych, konfigurowania sieci, testowania i diagnozowania sprzętu komputerowego rozbudowywania i udoskonalania zestawów komputerowych poprzez wymianę elementów.

Praktyka powinna uzupełniać program nauczania przez stworzenie możliwości poznania rzeczywistych zastosowań informatyki i organizacji prac informatycznych w przedsiębiorstwach, jak i na rzecz użytkowników lub zleceniodawców zewnętrznych na poziomie i w zakresie wiadomości i umiejętności, odpowiadającym treściom programu nauczania.

Przed przystąpieniem do zajęć praktykant powinien być przeszkolony w zakresie obowiązujących przepisów oraz zasad bezpieczeństwa i higieny pracy.

Odzwierciedlający praktykę zawodową jest zobowiązany do prowadzenia dziennika praktyki, w którym odnotowuje seminie wykonywanych prac, opinie czynności oraz opinie rozwijanych zadań. Zapasy powinny być przesyłane i potwierdzone przez prowadzącego praktykę zawodową. Praktyka jest zaliczana na podstawie sprawozdania, wykonanych zadań i egzaminu sprawdzającego wiedzę i umiejętności zatrzymanego podczas praktyki.

Zaliczenie praktyki w semestrze II, jak i IV, zachodzi po podaniu doświadczalnej do następujących semestrów nauczania (w przypadku semestru II) oraz do ukończenia procesu kształcenia (w przypadku semestru IV). Praktykę słuchacze mogą odbywać w kraju i za granicą.

1) Opis przedmiotu praktyki dnia..............................200... roku
### 5. REQUIRED PLAYERS AND THEIR PERFORMANCE

**Evaluation of the Student by the Company. Example 1 (ES):**

#### Avaluació de l’empresa
**Evaluation of the firm**  
**Évaluation de l’entreprise**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assistència / Attendance / Présence:</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Puntualitat / Punctuality / Ponctualité:</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Sentit de la responsabilitat / Sense of responsibility / Sens de la responsabilitat:</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Forma de realització de les tasques / Performance of tasks / Manière de réaliser les tâches:</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Manteniment dels materials utilitzats en la seva tasca / Care of tools used on tasks / Entretien des outils/matièux utilisés dans la tâche:</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Integració dins d’un grup de treball / Integration in work group / Intégration au sein d’un groupe de travail:</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Iniciativa per resoldre els problemes / Initiative shown in dealing with problems / Initiative pour la résolution de problèmes:</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Avaluació del propi treball / Self-assessment of work performed / Auto-évaluation du travail réalisé:</td>
<td></td>
</tr>
</tbody>
</table>

---

30 Generalitat de Catalunya, Education Department: [http://www.xtec.cat/fp/spifp/02_eines_e/index_e.htm](http://www.xtec.cat/fp/spifp/02_eines_e/index_e.htm)
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

9. Capacitat per avaluar la qualitat / Ability to assess quality / Capacité d'évaluer la qualité:

10. Atenció i rapidesa en la realització de la feina / Attention and speed in carrying out work / Attention et rapidité dans la réalisation du travail:

11. Atenció a la netetat i la pròpia imatge / Attention to cleanliness and personal appearance / Attention à la propreté et à sa propre image:

12. Assimilació de les ordres rebudes / Assimilation of orders received / Assimilation des ordres reçus:

13. Capacitat de realització de la feina dins d'un grup de treball / Capacity of performing work within a work group / Capacité de réalisation des travaux au sein d'un groupe de travail:

14. Utilització de terminologia tècnica / Use of technical terminology / Utilisation du langage technique:

Signatura i regell del responsable
de les pràctiques a l'empresa
Signature and stamp of person responsible
for practical training in the firm
Signature et cachet du responsable des stages
en entreprise
# Evaluation of the Student by the Company. Example 2 (DE):

<table>
<thead>
<tr>
<th>Information about the company</th>
<th>Information about the trainee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company</td>
<td>Name, /</td>
</tr>
<tr>
<td>Street</td>
<td>First name</td>
</tr>
<tr>
<td>Postcode</td>
<td>Address</td>
</tr>
<tr>
<td>Location</td>
<td>Duration of the</td>
</tr>
<tr>
<td>Adviser</td>
<td>internship</td>
</tr>
<tr>
<td>German</td>
<td>German</td>
</tr>
<tr>
<td></td>
<td>company</td>
</tr>
</tbody>
</table>

## Evaluation of the internship efficiency

<table>
<thead>
<tr>
<th>+</th>
<th>+</th>
<th>0</th>
<th>-</th>
<th>---</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds the requirements by far</td>
<td>Meets the requirements eminently</td>
<td>meets the requirements</td>
<td>meets the requirements in the main</td>
<td>Does not meet the requirements</td>
</tr>
</tbody>
</table>

**Demeanor (e.g. friendly, unfriendly)**

> [Blank space]

**Work habits (e.g. interest, willingness)**

> [Blank space]

**Methods (e.g. carefully, duly)**

> [Blank space]

Punctual | Unpunctual
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Social bearing (e.g. sociable, interaction with colleagues)

Working speed (e.g. fast, appropriate, slow)

Behaviour towards customers (e.g. respond to customers properly)

Uptake (e.g. good uptake, good method)

Remarks

Date
Stamp
Signature

Publicly sponsored:
Certifying the placement. Example 1: 

<table>
<thead>
<tr>
<th>MOBILITY CERTIFICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOLDER</strong>: This mobility certificate is awarded to:</td>
</tr>
<tr>
<td>Surname:</td>
</tr>
<tr>
<td>First Name:</td>
</tr>
<tr>
<td>Address (house number, street name, postcode, city, country):</td>
</tr>
<tr>
<td>Phone:</td>
</tr>
<tr>
<td>E-mail:</td>
</tr>
<tr>
<td>Date of birth (dd/mm/yy):</td>
</tr>
<tr>
<td>Nationality:</td>
</tr>
<tr>
<td><strong>HOST</strong>: This mobility certificate is issued by:</td>
</tr>
<tr>
<td>Name of the issuing/host organisation:</td>
</tr>
<tr>
<td>Address (house number, street name, postcode, city, country):</td>
</tr>
<tr>
<td>Phone: Fax:</td>
</tr>
<tr>
<td>Surname(s) and first name(s) of reference person/mentor:</td>
</tr>
<tr>
<td>Title/position:</td>
</tr>
<tr>
<td>E-mail:</td>
</tr>
</tbody>
</table>

**DESCRIPTION OF THE MOBILITY EXPERIENCE**

1. **Objective of the Mobility experience:**
   To acquire a first work experience in an international environment.

2. **Duration of the Mobility experience:**
   From: 
   To: 

3. **Activities/tasks carried out:**
4.- Job-related skills and competences acquired:

5.- Language skills and competences acquired (if not included under 'Job-related skills and competences'):

6.- Computer skills and competences acquired (if not included under 'Job-related skills and competences'):

7.- Organisational skills and competences acquired (if not included under 'Job-related skills and competences'):

8.- Social skills and competences acquired (if not included under 'Job-related skills and competences'):

9.- Other skills and competences acquired:

Date: Place:
Signature of the reference person/mentor Signature of the holder
Certifying the placement. Example 2:32

[Headed Paper of the company]

CERTIFICATE

Lifelong Learning Programme
Leonardo da Vinci

This is to certify that

[name of the student]

has participated in a [number of weeks]-week work placement at [name of the company] for [number of hours] hours, from [start date] to [final date], in the [student’s professional activity] sector

[Signature and stamp]
[Name and surname]

[Date]

---

32 Generalitat de Catalunya, Education Department: http://www.xtec.cat/fp/spifp/02_eines_e/index_e.htm
Guidelines for trainee’s report:

- Student’s details.
- Host company’s details.
- Duration.
- Description of the tasks.
- Pictures.
- Hosting and support from the host company tutor and work colleagues.
- Relationship with the hosting country coordinating organization.
- Accommodation.
- Strengths: outcomes, results, competences gained.
- Weaknesses: accommodation, coordination, problems with host company, etc.
- Copy of completion certificate given by the host company.
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Trainee’s report. Example:33


HOW TO WRITE A FINAL REPORT

You will be representing your school. It’s therefore your task to document your experiences from your internship abroad. The school would like to learn from your experiences in order to improve ourselves in the future. Parts of your report can also be used as a basis for discussions with the hosting organisation. The following questions should be answered by you.

Shortly present the school you were visiting.

- Where is the school situated?
- Geographic placement?
- What ages and what program?
- Describe and reflect on differences to your own school system.

Shortly present the company, the department and the tasks. Also present the staff.

- Where is the work place?
- Try to describe the most frequent tasks at the department. Also describe your specific tasks. What different professional roles and educational requirements are there for the employees at your department?
- What future competences will be asked for at the department?
- What have you learnt during your vocational training? Is there anything you will find useful in the future?
- Try to describe and reflect on the differences/similarities with a work place in your own country.

Reception/tasks:

- How were you received at the work place?
- Were you given clear instructions?
- Were your supervisor and work colleagues helpful?
- Did you receive enough information about rules, safety regulations etc.
- How did you experience your tasks?
- Did they feel meaningful?
- How were you received at the school? Were you given clear information?
- How was the accommodation?
- Did you make contact with any other young people in the country?
- Did you have problems communicating with the people in the country?
- Which languages did you use?

Cultural exchange:

- What did you get to see and experience?
- What have you learnt about the culture of the country?
- Try to describe the differences/similarities with the youth culture in your own country.

International experiences:

- Try to describe how your internship abroad has influenced you.
- Would you in the future like to work abroad? Why? Why not?

33 Internship to Industry: http://www.internship2industry.eu/
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Guidelines for IVET Student’s Satisfaction Questionnaire:

- Overall satisfaction of the experience.
- The company tutor’s support and work colleagues’ support.
- The working atmosphere.
- Work plan accomplishment.
- Opportunities to develop own initiatives.
- Self-improvement.
- Competences achieved.
- Language skills achieved.
- Opportunities for practicing foreign language.
- Accommodation.
- Support given by the sending and host country coordinating organizations.
- Support given by the school tutor.
- Meeting expectations.
- General conclusions and outcomes from the experience.

Guidelines for Company Tutor Satisfaction Questionnaire:

- Integration of the trainee in the company and the work group.
- Trainee’s initiative.
- Work plan accomplishment.
- Trainee’s effectiveness in accomplishing assigned tasks.
- Trainee’s responsibility.
- Trainee’s commitment and enthusiasm.
- Trainee’s attendance and punctuality.
- Trainee’s self-esteem.
- Professional-technical competences associated with the workplace training.
- Language and communication skills.
- Overall satisfaction of the experience (will the company host future trainees?).
### 5. REQUIRED PLAYERS AND THEIR PERFORMANCE


<table>
<thead>
<tr>
<th>Surname(s)</th>
<th>First name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date of birth:

Mother tongue(s):

Other language(s):

---

**Self-assessment of language skills**

<table>
<thead>
<tr>
<th>Understanding</th>
<th>Speaking</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Reading</td>
<td>Spoken interaction</td>
</tr>
</tbody>
</table>

**Diploma(s) or certificate(s)**

<table>
<thead>
<tr>
<th>Title of diploma(s) or certificate(s)</th>
<th>Awarding body</th>
<th>Date</th>
<th>European level (*)</th>
</tr>
</thead>
</table>

**Linguistic experience(s)**

<table>
<thead>
<tr>
<th>Description</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
</table>

(*): Headings marked with an asterisk are optional. (**): See self-assessment grid on reverse. (***) Common European Framework of Reference (CEF) level if specified on the original certificate or diploma.

---

Explanatory note:
The Europass Language Passport is part of the European Language Portfolio developed by the Council of Europe. It uses the 6 European levels of the Common European Framework of Reference for Languages (CEFR) to record the level of language proficiency achieved in a standardised format.


More information on the European Language Portfolio: [www.cedefop.europa.eu](http://www.cedefop.europa.eu)

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# 5. REQUIRED PLAYERS AND THEIR PERFORMANCE

<table>
<thead>
<tr>
<th><strong>ELEMENTS</strong></th>
<th><strong>A1</strong></th>
<th><strong>A2</strong></th>
<th><strong>B1</strong></th>
<th><strong>B2</strong></th>
<th><strong>C1</strong></th>
<th><strong>C2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Can understand familiar speech and very basic phrases concerning immediate needs, when people speak slowly and clearly.</td>
<td>Can understand familiar speech and very basic phrases concerning immediate needs, when people speak slowly and clearly.</td>
<td>Can understand familiar and non-familiar speech and some complex familiar speech, when people speak clearly.</td>
<td>Can understand extended speech and complex dialogue.</td>
<td>Can understand extended speech and complex dialogue.</td>
<td>Can understand extended speech and complex dialogue.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Can produce simple sentences outlining own opinions or needs in very familiar situations.</td>
<td>Can produce simple sentences outlining own opinions or needs in very familiar situations.</td>
<td>Can produce sentences and short utterances outlining own opinions or needs in very familiar situations.</td>
<td>Can produce extended sentences and detailed utterances outlining own opinions or needs in very familiar situations.</td>
<td>Can produce extended sentences and detailed utterances outlining own opinions or needs in very familiar situations.</td>
<td>Can produce extended sentences and detailed utterances outlining own opinions or needs in very familiar situations.</td>
</tr>
</tbody>
</table>

**European Levels - Self-Assessment Grid**

<table>
<thead>
<tr>
<th><strong>PLACEMENTS</strong></th>
<th><strong>A1</strong></th>
<th><strong>A2</strong></th>
<th><strong>B1</strong></th>
<th><strong>B2</strong></th>
<th><strong>C1</strong></th>
<th><strong>C2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Can understand familiar speech and very basic phrases concerning immediate needs, when people speak slowly and clearly.</td>
<td>Can understand familiar speech and very basic phrases concerning immediate needs, when people speak slowly and clearly.</td>
<td>Can understand familiar and non-familiar speech and some complex familiar speech, when people speak clearly.</td>
<td>Can understand extended speech and complex dialogue.</td>
<td>Can understand extended speech and complex dialogue.</td>
<td>Can understand extended speech and complex dialogue.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Can produce simple sentences outlining own opinions or needs in very familiar situations.</td>
<td>Can produce simple sentences outlining own opinions or needs in very familiar situations.</td>
<td>Can produce sentences and short utterances outlining own opinions or needs in very familiar situations.</td>
<td>Can produce extended sentences and detailed utterances outlining own opinions or needs in very familiar situations.</td>
<td>Can produce extended sentences and detailed utterances outlining own opinions or needs in very familiar situations.</td>
<td>Can produce extended sentences and detailed utterances outlining own opinions or needs in very familiar situations.</td>
</tr>
</tbody>
</table>

*Council of Europe: Common European Framework of Reference for Languages (CEF)*

**Back to Summary**
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Final Evaluation Form Example (PL):

Arkusz kontroli realizacji praktyki zawodowej (pz)

Uczniowie odbywający praktykę zawodową:

<table>
<thead>
<tr>
<th>Imię (imiona) i nazwisko (nazwiska) — (max 4 uczniów)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Obszary i kryteria oceny</th>
<th>Ocena</th>
<th>Uwagi/dowody uzasadniające udzieloną odpowiedź</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tak*</td>
<td>Nie*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nie dotyczy</td>
</tr>
</tbody>
</table>

1. Sposób/miejsce realizacji praktyki zawodowej
a. Czy dobór miejsca realizacji pz jest zgodny z realizowanym przez szkołę programem nauczania?

b. Czy przestrzegany jest dobowy i tygodniowy wymiar godzin zajęć pz?

c. Czy uczniowie w czasie praktyk zawodowych wykonują zadania zawodowe przewidziane w podstawie programowej kształcenia w danym zawodzie?

2. Przestrzeganie zasad bezpieczeństwa i higieny
Czy podmiot realizujący pz zapoznał uczniów z:
   a. organizacją pracy,
   b. regulaminem pracy w zakresie przestrzegania porządku i dyscypliny,
   c. przepisami i zasadami bezpieczeństwa i higieny pracy?

Czy podmioty realizujące pz zapewniają uczniom przysługujące na danym stanowisku pracy:
   a. odzież roboczą,
   b. obuwie robocze,
   c. środki ochrony indywidualnej,
   d. środki higieny osobistej,

Czy podmioty realizujące pz zapewniają uczniom dostęp do:
   a. pomieszczeń do przechowywania odzieży i obuwia roboczego oraz środków ochrony indywidualnej,
   b. urządzeń higieniczno-sanitarnych oraz pomieszczeń socjально-bytowych?

Czy stan bazy technologicznej pz jest zgodny z wymogami bezpieczeństwa i higieny pracy oraz ochrony ppoz?

3. Dokumentacja praktycznej nauki zawodu
Czy dokumentacja pz prowadzona jest w sposób systematyczny i uporządkowany?

Czy opiekun praktyki pz systematycznie kontroluje dokumentację dotyczącą osiągnięć każdego ucznia?

Uwagi:

* zaznaczyć (x)
### 5. REQUIRED PLAYERS AND THEIR PERFORMANCE

<table>
<thead>
<tr>
<th>Opinion of the practice (student's name):</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1  2  3  4  5  6</td>
</tr>
</tbody>
</table>

**Example:**

1. observance of the rules, clients' rights
2. discipline, conscientiousness, self-sufficiency, the desire to work
3. organization of work
4. application of acquired knowledge and skills

**Additional remarks:**

* mark (x)

---

**Opinion of the practice (student's name):**

1. observance of the rules, clients' rights
2. discipline, conscientiousness, self-sufficiency, the desire to work
3. organization of work
4. application of acquired knowledge and skills

**Additional remarks:**

* mark (x)

---

**Opinion of the practice (student's name):**

1. observance of the rules, clients' rights
2. discipline, conscientiousness, self-sufficiency, the desire to work
3. organization of work
4. application of acquired knowledge and skills

**Additional remarks:**

* mark (x)

**Signature of the practice:** ____________________________
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Host company’s quality certificate. Example:

The coordinating organization in the host country recognizes the cooperation and commitment of the company _______ in the international workplace training of IVET students.

Place and date

Signature and stamp
5. REQUIRED PLAYERS AND THEIR PERFORMANCE

Host country IVET school details form:

- Name of IVET school.
- Responsible for the school.
- Contact details.
- Number of students.
- Professional disciplines and qualifications provided by the IVET school.
- Companies that host trainees on a regular basis in the school’s area of influence.
- Activities in which students from both countries could participate (linguistic tandems, language and cultural exchange activities, cultural trips or visits, language classes, etc.)
6. ANNEXES
6. GLOSSARY

- **General definitions:**

**VOCATIONAL EDUCATION AND TRAINING (VET):** Theoretical and practical training that provides students with the skills and competences they need to exercise a profession.

**INITIAL VOCATIONAL EDUCATION AND TRAINING (IVET):** The general definition of IVET is preparation of people with skill and/or competences to gain entry into a specific occupation or sector. (At least this is the definition provided in most instances, but IVET is an evolving concept in all countries and, in many respects, this limited definition is becoming outdated. IVET is no longer considered only as a vocational pathway, but as an alternative pathway to the academic route that contains many elements of an academic education which can, ultimately, lead to a tertiary level, university education. This, at least, is an aspiration for IVET).\(^3^4\)

**VET PROVIDERS:** Educational Institutions providing vocational education and training (VET).

**IVET PROVIDERS:** Educational Institutions providing Initial Vocational Training (IVET).

**IVET SCHOOL:** A secondary school in which students are taught the skills and/or competences needed to perform a particular job.

**IVET STUDENT:** A person who is attending IVET courses.

**TRAINEE:** A student who is learning and practising the skills of a particular job. A person undergoing training in occupational skills.\(^3^5\)

**PLACEMENT:** The assignment of a person to a suitable place (as a job).

**WORKPLACE TRAINING:** A placement in a company done by vocational training students in addition to the training they do in their school as part of their training period.

**LOCAL WORKPLACE TRAINING:** Workplace training carried out in companies near the school or college in the country where the trainee lives.

**INTERNATIONAL WORKPLACE TRAINING:** Workplace training carried out in companies in a country other than the one where the trainee usually lives. International learning mobility involving trainees, IVET schools and host companies.

**MOBILITY BENEFICIARIES:** The ones that benefit from mobility actions and grants. Normally the trainees.

**MOBILITY STAKEHOLDERS:** The ones involved in mobility actions.

**EVALUATION:** The process of documenting, usually in measurable terms, knowledge, skills and attitudes.

\(^3^4\) “Initial vocational education and training (IVET) in Europe” Cedefop, 2008.

\(^3^5\) European Education Thesaurus, Cedefop, 1998.
6. ANNEXES

- Required players:

Organisations or people necessary to ensure quality international workplace training:

**IVET SCHOOL:** IVET provider located in sending country where trainees attend vocational training courses and which generates the demand for International workplace training.

**IVET STUDENT OR TRAINEE:** a person who is attending IVET courses and/or has graduated from an IVET school less than a year ago.

**COORDINATING ORGANIZATION SENDING COUNTRY:** Institution which gathers the demand for International workplace training from IVET schools in the sending country.

**COORDINATING ORGANIZATION HOST COUNTRY:** Institution which gathers the supply for placements from host companies in the host country. It receives the demand for international workplace training from the coordinating organisation in sending country.

**HOST COMPANY:** company hosting the IVET student/trainee during the workplace training.

**COMPANY TUTOR:** The person appointed to guide, train and assess the trainee during the workplace training in the host company.

**SCHOOL TUTOR:** IVET school teacher who coordinates placements for IVET students.

- Optional players:

**SUPPORTING ORGANIZATION:** Institution usually located in sending country that gives logistic or financial support to the mobility experience.

**IVET SCHOOL HOST COUNTRY:** IVET provider located in host country where the international workplace training takes place that could co-operate in supporting workplace training.
6. ANNEXES

Other concepts:

**WORKING LANGUAGE:** This is the language which enables communication at work during the placement. It might be the language of the destination country or any other language shared by the interlocutors.

**WORK PLAN:** The various organized activities to be done by trainees during their international workplace training.

**PLACEMENT COMPLETION CERTIFICATE:** Document signed by a legal representative of the host company which certifies that the trainee has successfully completed his/her placement in the company according to the previously established Work Plan.

**TRAINEE’S REPORT:** Document drawn up by the trainee once the placement has finished in which they describe their experience using a previously established guide.
6. ANNEXES

6.2. PREVIOUS STUDIES ABOUT IVET LOCAL WORKPLACE TRAINING IN EACH PARTNER’S TERRITORY. COMMON DENOMINATORS ON WORKPLACE TRAINING BETWEEN PARTNERS

Trends in IVET training: students per disciplines

**BE**
*Antwerp, Belgium*
In 2008-2009 some 1804 students enrolled in IVET programmes, representing 7.06% of the total number of inhabitants aged between 16 and 22 years (6.84% in 2006-2007 and 6.89% in 2007-2008). In 2008-2009 the disciplines with the highest number of students were:
- business studies
- health
- personal image

**BG**
*Dobrich, Bulgaria*
In 2008-2009 some 5098 students enrolled in IVET programmes, representing 55.91% of the total number of inhabitants aged between 16 and 22 years (52.42 % in 2006-2007 and 53.63% in 2007-2008). In 2008-2009 the disciplines with the highest number of students were:
- hospitality trade
- information technology
- business studies

**BG**
*Plovdiv, Bulgaria*
In 2008-2009 some 16842 students enrolled in IVET programmes, representing 53.52% of the total number of inhabitants aged between 16 and 22 years (57.57 % in 2006-2007 and 55.86% in 2007-2008). In 2008-2009 the disciplines with the highest number of students were:
- hospitality trade
- construction and civil engineering
- metalworking

**DE**
*Bautzen, Germany*
In 2008-2009 some 8967 students enrolled in IVET programmes, representing 18.69% of the total number of inhabitants aged between 16 and 23 years (17.08% in 2006-2007 and 18.7% in 2007-2008). In 2008-2009 the disciplines with the highest number of students were:
- metalworking
- hospitality trade
- trade and marketing
In the Bautzen questionnaire the age limit is set at 23 years whereas in the questionnaires of the other project partners the limit is 22 years. In January 2009 the city of Bautzen had 41500 inhabitants. 47956 inhabitants between 16 and 23 years lived in the territory of the regional education authority, where the data for VET students per disciplines were collected. The territory of the regional education authority includes two county districts: Bautzen and Goerlitz (the total number of inhabitants in this area was 613780 in January 2009).

ES
Terrassa, Spain
In 2008-2009 some 2187 students enrolled on IVET programmes, representing 15.10% of the total number of inhabitants aged between 16 and 22 years (13.70% in 2006-2007 and 14.29% in 2007-2008). In 2008-2009 the disciplines with the highest number of students were:
- business studies
- electricity and electronics
- socio-cultural and community services
Geographic scope: city of Terrassa

PL
Lodz, Poland
In 2008/09 some 7791 enrolled in vocational public schools in Lodz, representing 13,06% of the total number of inhabitants aged between 16 and 22 years (12,41% in 2006/07 and 12,47% in 2007/08). In 2008/09 the disciplines with the highest number of students were:
- mechanics, electronics, mechatronics, informatics
- economics
- gastronomy
- construction

RO
Timisoara, Romania
In 2008-2009 some 1947 students enrolled in IVET programmes, representing 1.98% of the total number of inhabitants aged between 16 and 22 years (2.34% in 2006-2007 and 2.18% in 2007-2008). In 2008-2009 the disciplines with the highest number of students were:
- socio-cultural and community services
- self-propelled vehicle maintenance
- construction and civil engineering

In the Timisoara questionnaire the following branches are added albeit with a smaller number of enrolled students:
- electronics automation
- silviculture
- linen and leather industry
6. ANNEXES

**SI**

**Ljubljana, Slovenia**
In 2007-2008 some 49891 students enrolled in IVET programmes. In the same year 16424 students enrolled in higher vocational schools. The scope is Slovenia (national level). The disciplines with the highest number of students were:
- commerce
- business secretary
- accountant

**50 most relevant companies**

**BE**

**Antwerp, Belgium**
Antwerp is Europe’s second largest port and the fourth largest in the world. In 2005 the Port of Antwerp handled over 160 million tons of maritime goods. Every year, 15000 ocean-going vessels and over 64000 inland craft call at the port. More than 140000 people make a living directly or indirectly from the Port of Antwerp. The Port of Antwerp is an indispensable link in the European Union import/export chain and a hub for many trading activities worldwide. Container traffic is experiencing explosive growth of ten to fifteen per cent a year. Containers account for more than forty per cent of maritime traffic at the Port of Antwerp.

Transport and storage of goods are a very important activity for numerous companies. There is also a huge concentration of chemical and petrochemical industries. Thousand of workers are employed in oil refineries. Antwerp is also an important centre for the diamond trade and there are various diamond fairs and diamond traders. The city plays a central role in the national car industry. Antwerp has recently become a city of fashion as well with a large number of internationally known designers.

[www.antwerpen.be](http://www.antwerpen.be)

**BG**

**Dobrich, Bulgaria**
The city of Dobrich is the second largest economic centre in north-eastern Bulgaria.

Its leading economic sectors are:
- food and beverages (milk products, oil and margarine, sausages, pasta, poultry products, flour, bread and pastry production, fodder, wines and spirits, soft drinks)
- light industry (men’s and women’s ready-to-wear clothes, fur and leather articles, shoes, furniture, jacquard and textile)
- machine building (car batteries, semi-trailers and containers, agricultural machinery, radiators and filters for vehicles, plastic articles for machine building and the food industry)

Other important branches for the Dobrich region are tourism and agriculture.

[www.dobrichcity.com](http://www.dobrichcity.com)
6. ANNEXES

BG
Plovdiv, Bulgaria
Plovdiv is in the centre of the Plovdiv district and is the second largest city in Bulgaria. The
district is divided into 18 municipalities, the largest of which is the Plovdiv Municipality. The
Plovdiv district provides 7.5% of national GDP.
The total number of regional companies is over 26500.
The structure of businesses in the region is dominated by SMEs - 18.13% of the total in that
category for the country and 97.83% of companies in the region. This kind of enterprise
accounts for 13.38% of net sales revenue and holds a 12% share of long-term assets for the
same type of enterprise in the country as a whole. Large companies in the region come to
142 whose net incomes from sales accounted for 9.18% of the total for the country.
According to the data for the last period, the services sector makes the biggest contribution
in the Plovdiv area with a share of 56.7%, while industry stands at 49.27% and the
agricultural sector at 39.67%.

One of the key indicators, and characteristic of the economic infrastructure in the region, is
its multi-sectoral nature. The highest share is held by the food sector that provides 26% of
industrial production in the city and region. It is followed by ferrous metallurgy, electricity
and heat production, non-ferrous metals production, mechanical industries and
metalworking, machine building and equipment (for the food industry, forklifts etc.), wood
processing, textile, footwear, clothing, electrical and chemical industry, construction etc.
Another important sector in which the district takes a leading position is tourism with a focus
on spas.

www.guide-bulgaria.com/SC/Plovdiv
www.nest-agency.com/mp_Plovdiv.htm

DE
Bautzen, Germany
Bautzen, a Saxon town with one thousand years of history, is located in the south-east of
Germany close to Poland and the Czech Republic.
Bautzen has an excellent transport infrastructure including the federal motorway A4, the
airport of Bautzen-Litten, several federal roads in all directions and the German railway
system.

Key branches are rail and commercial vehicle construction, the automotive supply industry,
tool and mould production, plastics processing, telecommunications, manufacture of
recording devices, plant production and the building industry.
International firms such as Philips x-ray engineering, Bombardier Transportation, AFT
Automation and Conveying Technology and writing utensils firm Edding complement the local
construction industry and excellent craftwork. Bautzen has also established itself as an
important location for future technology through new firms from innovative branches like
information technology and data processing represented by Vodafone and Sphairon
Technologies GmbH.

www.bautzen.de
6. ANNEXES

**ES**
**Terrassa, Spain**
Its industry has become quite diversified since the 1980s when the textile industry lost its predominance as it underwent major restructuring. The major sectors today are commerce, business services, health services, metal industry (mainly electronics), textiles, construction and civil engineering.

www.cambraterrassa.es
www.ajtterrassa.es/laciutat/xifres/estudis/eurocities_terrassa.pdf

**PL**
**Lodz, Poland**
The region’s economy primarily concentrates in Lodz, the region’s capital and Poland’s third largest and third most populated city – 39% of all the region’s business organisations are registered there (2008). Though foreign investors have moved in during the last few years, companies with foreign shareholdings account for just 1.7% of all business organisations in Lodz (in 2008 – a 2.8% increase in relation to 2007), and 93% of them operate in the industry, commerce and services sectors.

Over 1/3 of companies operating in Lodz are trading firms, approx. 18% of them provide real estate, renting or business support services and 13.6% are manufacturing companies. These three sectors account for 62.6% of all registered companies in the city. Further down the list come construction (8.2%) and transport (7.3%) companies (2008).

Production companies in Lodz primarily manufacture:
- textiles (13.5%)
- food products and beverages (9.3%)
- rubber and plastic products (7.6%)
- apparel and furriery (6.5%)
- metal products (6.2%)
- electrical machinery (4.2%)

http://en.cityoflodz.com
www.lodzkie.pl/en/economy
www.rce.lodzkie.pl
www.sse.lodz.pl/index.php
www.bruksela.lodzkie.pl/en/links

**RO**
**Timisoara, Romania**
In recent years, Timisoara has enjoyed a significant economic boom as the number of foreign investments, especially in high-tech sectors, has risen constantly. It is frequently considered the second most prosperous city in Romania (behind Bucharest).

Apart from the several local investments, many substantial investments from the European Union have been made in Timisoara, particularly from Germany and Italy, as well as from the USA. Continental AG has produced tyres here for several years. Linde produces technical gases, and a part of the wiring moulds for BMW and Audi vehicles are produced by the Dräxlmaier Group. The US company Flextronics maintains a large workplace in the west of the city for the production of mobile telephony and government inspection department devices. The American company Procter & Gamble manufactures washing and cleaning agents in Timisoara. The Swiss company Nestlé produces waffles here.
SI
Ljubljana, Slovenia
Industry remains the city's most important employer, notably in pharmaceuticals, petrochemicals and food processing. Other fields include banking, finance, transport, construction, skilled trades and services and tourism. The public sector provides jobs in education, culture, health care and local administration.
www.ljubljana.si

Local environment information
This preliminary research refers to 8 cities located in 7 different European countries: Belgium, Bulgaria, Germany, Poland, Romania, Slovenia and Spain.
The biggest city among the project partners is Lodz, with more than 750000 inhabitants.
Four of the other cities (Antwerp, Plovdiv, Timisoara and Ljubljana) have between 250000 and 500000 inhabitants.
The three remaining project partners are located in cities with fewer than 250000 inhabitants (Terrassa, Dobrich and Bautzen).

Q. Do the students of your city take part in workplace training in companies located in neighbouring cities?

![Pie chart showing 5 countries with yes and 1 with no for workplace training in neighbouring cities.]

□ In all the countries except Romania students of the partner city also take part in workplace training in companies located in neighbouring cities.

Q. Do companies located in your city host students from neighbouring cities for workplace training?

![Pie chart showing 4 countries with yes and 2 with no for hosting students from neighbouring cities.]

□ Most of the countries companies located in the partner city also host students from neighbouring cities for workplace training. Exceptions are Bulgaria and Romania.
Workplace training regulations

Q1. Are there any regulations in your country or region for workplace training?

In all the countries or regions of the project partners there are specific regulations for workplace training.

Q2. Timetable distribution of workplace training according to the regulations in your country

BE Depends on the sector.
BG 2 hours per week in an IVET school/30 hours per week in a company
DE 25% in an IVET school/75% in a company
The numbers are for the dual system. The detailed timetable is part of the regulations for the respective teaching discipline.
ES From 300 to 700 hours in an IVET school (according to training speciality)/4 hours per day in a company
PL Timetable (number of hours) is different according to the type of school and professions programmes. The possible venues for workplace training: IVET school, company. There is no timetable distribution among these venues.
RO Number of workplace training hours is up to each educational institution’s curriculum.

In most of the countries the number of hours students spend in an IVET school or in a company is related to the specific curriculum of their training programme. In the German dual system students spend 25% of their time at school and 75% of their time in a company.
Q3. Who plans or programmes workplace training? (Possible answers: educational centre/company/together)

In most of the countries workplace training is planned together by the educational centre and the company. Exceptions are Bulgaria where the placement is planned by the educational centre and Germany where the placement is planned by the company.

Q4. Is follow-up of the students’ work provided for in workplace training?

In most of the countries during workplace training follow-up of the student’s work is provided for. This is not the case in Romania and Slovenia.
Q5. If the answer to the previous question is affirmative, who will be in charge of this follow up? (Possible answers: educational centre/company/together)

- In the countries where follow-up of the student’s work is carried out, various bodies can be responsible for it: the educational centre, the company or both institutions.

Q 6. Is there any official template for workplace training follow-up?

- There are only two countries where an official template for placement follow-up is used: Germany and Spain.

Q 7. Are the placements evaluated like any other subject in the academic year?

- In all the countries placements are evaluated like any other subject in the academic year.
Q 8. Who is in charge of the placement evaluation? (Possible answers: educational centre/company/together)

In most of the countries the evaluation of the placement is a shared responsibility of the educational centre and the company. However there are two exceptions. In Bulgaria this evaluation is done by the educational centre and in Germany by the company.

Q 9. Do the workplace training regulations establish that students must have a different insurance from the school one?

In most of the countries workplace training regulations require students to have a different insurance than the school one. Only in Bulgaria and Poland is the school’s insurance enough.

Q 10. Do the current regulations describe the figure of the company tutor?

In most of the countries the current regulations describe the role of the company tutor. This is not the case in Belgium and Bulgaria.
6. ANNEXES

Q 10.1 If the previous answer is affirmative, are their tasks defined? Which ones?

DE yes: curriculum of the placement, implementation of the placement, provision of all necessary equipment and materials, evaluation of the placement.

ES yes: assessing activities plan; sending, supervising and monitoring practical training; meeting health and safety at work rules; regular contact with the school tutor; drawing up the appraisal report for the final evaluation.

PL yes: curriculum of the placement, provision of all necessary equipment and materials, qualifications required from tutor to provide workplace training, fulfillment of health and safety regulations at work, evaluation of the placement.

RO yes: post-secondary education; assure logistical, technical and technological support; coordinate and evaluate the placement; register the regular presence of the students at the placement; offer support in terms of the practical programme/portfolio and ensuring the necessary logistics; make a final evaluation of student knowledge.

SI yes: giving instructions to the school tutor.

Q 10.2 Is there any compulsory specific training for the company tutor?

Q 10.3 Are training courses for future company tutors taught in your country?
Q 10.4 If the answer is affirmative, who carries out this training?

- Chamber of commerce (DE, ES, SI)
- Others (PL, RO)

Q11. According to workplace training regulations, are the placements remunerated?

- No obligatory (BE)
- Yes voluntary: the internship can be remunerated only if the company offers this to the student. It is not obligatory. (BG)
- Yes voluntary (SI)
- Yes, obligatory (DE)
- No voluntary (ES, RO)
- Students are not paid for practical classes and practical vocational training. (PL)

Only in Germany is remuneration required for students doing workplace training. In all other project partner countries, workplace training will only be remunerated if the company offers this opportunity to the student, and even then no criteria as to the level of payment are defined.
6. ANNEXES

6.4. METHODOLOGY USED BY LOCAL WORKING GROUPS

The information below was provided to all project partners during the kick of meeting of the project.

1. Workplace training: conceptual framework and goals

The goal of the Leonardo programme we are carrying out is to develop materials and guidelines to create a single handbook for transnational internships of students doing training placements in enterprises.

Vocational training needs to be approached as a means of providing the theoretical and practical knowledge required to give a flexible and satisfactory response to labour market needs.

Within this framework, the training given in vocational training centres has to dovetail with what goes on in companies in terms of both its theoretical and conceptual foundation and also the knowledge about technology and equipment that it imparts.

It is against this backdrop that workplace training becomes an important part of the education of students doing vocational training programmes as a non-work training activity.

A person on placement should never occupy a vacant post.

**Work placement must entail:**

- Upgrading and enhancing theoretical knowledge learnt in training centres
- Students getting hands-on experience of real production equipment
- Providing students with the chance to experience a work environment.
- Enabling companies to find out about the skills and attitudes of a potential future employee.
- Helping vocational training students to achieve professional qualifications and find work.
- Putting in place strategies to bring academic education closer to the world of employment

**Purpose and goals of workplace training abroad:**

- Finding out about other ways of working
- Finding out about other cultures
- Learning other languages
- Improving personal CVs
- Driving the concept of belonging to the European Union
- Seeing mobility as a real possibility for personal development
2. Need for local work groups

“Work package 2” in the project states that local work groups need to be set up so that each partner can use their country knowledge and experience to identify positive and negative factors in the implementation of workplace placements.

Identification and engagement of key players in each territory:

The key players and active agents in the field of vocational training in each territory (trade unions, business associations, local government, regional government, IVET schools, companies, students’ associations and any other type of organisation) need to be identified.

The project should be set out and awareness raised among local actors in each country in order to encourage them to take part in the work group.

Each partner will decide who the key players are in each territory and what is the best strategy for achieving their engagement/participation in the project. Chosen agents must be representative of the territory.

Here are some ideas that may be useful:

- Sending letters to the various players to tell them what is being done and asking them to help.
- Holding local press conferences to present the project which at the same time will also start to create expectations.
- Interviews, meetings or personal contact with:

Local economic agents

- Leading businesspeople
- Chambers of Commerce, business federations and organisations, trade associations, etc.

Vocational training centres

- The participation of all types of vocational training centres (public, private, etc.) is important.
- It is advisable to make initial contact with the centre’s administration.
- A more technical presence (placement coordinator, placement tutor, etc.) would be preferable at the group’s operational meetings.
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Government

- Local council; decide on the most suitable department (education, economic development, both, etc.)
- Regional government; to be assessed by each partner in each country bearing in mind the features of the territory concerned. If viewed as being necessary, it will then have to be decided which departments – education or economic development or both.

Trade unions

- In many companies the trade unions can be a key factor in enabling or hindering student work placements. Knowledge of the project and their participation may become crucial.

Students

- Attending vocational training courses.
  
  ➢ Once the players have been chosen, a Local work group (LW Template) must be filled in.

This file must be sent to the project coordinator before the first local work group meetings held.
Formally setting up the local work group

The work group must consist of at least:

- 2 students
- 2 teachers
- 2 businesspeople
- trade union representatives (maximum 2)
- 1 representative from each government department (education and/or employment) as deemed appropriate and which operates in the territory.
- 2 representatives from coordinating organisations (Chambers of Commerce, business associations, etc.)

‘Coordinating organisations’ are entities which can act as facilitators for workplace training in the territory. The partner can be one if appropriate.

Holding the first meeting:

- Introduce the group.
- Set out goals for the work to be done.
- Define and establish the work plan.
- Distribute tasks to the group members.
- Set dates and times for future meetings.

General rules for the meetings:

- Meeting notice and agenda should always be given in advance.
- Follow-up phone calls are recommended in order to ensure a good turnout at each meeting.
- Minutes must always be taken and include the decisions reached at each meeting. They should fill in the form (WG Template).

The following should be sent to the project coordinator within 10 days of the meeting:

- The minutes of the meeting.
- Photographs of the meeting.
- Press releases about the project which have been published.
- Scheduled date for the next meeting.

- Efforts should be made to ensure that decisions are taken and documents are approved by the general consent of attendees.
- If such consensus is not possible, the discrepancies should be stated in the minutes with an indication of the sectors that disagreed.
- At least three meetings must be held.
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Work plan for local work groups

Local work group tasks have been divided into three stages:

- **1\(^{\text{st}}\) stage**: meetings of local work groups to gather information, internal local work group discussion, and drawing up the final report.

This is the stage we are getting ready at the moment; it is the reason for calling this meeting and what we’ll be talking about next.

The other stages are set out for information purposes only.

**Schedule**: from 1 February 2009 to 31 August 2009 (hand-in of final document)
Each local partner will set their own schedule bearing in mind the hand-in date for the final report. (This schedule must be submitted to the programme coordinator).

- **2\(^{\text{nd}}\) stage**: helping to review and contribute to the handbook as it is being written (being co-participants in the final document).

Once the first stage has been completed, it would be helpful if the work groups remain active.

Their work in this stage will be geared towards making local contributions so as to ensure the quality of the final handbook.

**Schedule**: this stage will be extensively discussed at the next partners’ meeting (May 2010).

- **3\(^{\text{rd}}\) stage**: mapping out strategy for the dissemination/communication of the final Leonardo handbook in their territories.

**Drawing up a local plan which provides for the best strategy for achieving local and international best practice.**

**Conclusions – final report about dissemination/communication.**

**Schedule**: this stage will be extensively discussed at the next partners’ meeting (May 2010).

**Below are the activities scheduled for the first stage:**

**1\(^{\text{st}}\) stage:**
Planned meetings of local work groups to gather information, internal local work group discussion, and drawing up the final report.

- To plan meetings of local work groups to gather information.
- Internal local work group discussion.
- Drawing up final local report.
To plan meetings of local work groups to gather information

**Below are some guidelines for the operation of the local work groups:**

- Solutions to the issues raised MUST be provided in the final report. Nonetheless, each local partner is empowered to expand the questions to be dealt with in order to collate the information they see as being of interest and which leverages the quality of the final report.

- At least three local work group meetings must be held, though each partner can decide on their own internal operating procedures.

*By way of example*: the local partner can discuss each section with each sector separately and then bring the information to the local work group for discussion, or alternatively it can deal with each sector’s topics in the local work group and set up a discussion between all the sectors together.

- Some of the issues are repeated across the different sectors precisely because the idea is to get a vision from all points of view.

**Work Blocks**

1) Issues to be evaluated with the various sectors.

2) Descriptions of the role to be played by the players who are involved in international workplace training

**1) Issues to be evaluated with the various sectors**

The sectors with which we seek to raise evaluation/discussion issues in the local work group meetings are:

- Business.
- The educational sector.
- Trade unions.
- Students.
- Representatives from government and coordinating organisations.

**Essential issues to be evaluated with the business sector:**

- Do you think that companies are willing to host local students on placement?
- What about ones from other countries?
- Is it necessary to raise awareness at the local level?
- If you think it is, which sectors should actions be geared towards?
- What focus should be taken with awareness raising activities?
- If awareness raising actions are necessary, who do you think would be the best choice to do them and how should they be carried out?
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- What advantages do you think hosting local and transnational students on work placement could have for the business sector?
- Are there any drawbacks?
- How would you rate your experience of hosting placement students?
- Local or transnational?
- Based on your experience, strengths and weaknesses.
- What would be the recommended minimum and maximum length of student placements in enterprises from the business point of view?
- Recommended minimum and maximum ages for students doing placements.
- What sort of relationship do you think there is between local firms and vocational training centres?
- Does it need to be improved? What should be done?
- General features of the desirable profile for placement students: local and transnational.
- Is language a problem?
- In which languages do you think transnational placements could be done in your environment?
- What time of year is best for students to do their placements in your view? Why?
- Will the sector that you represent give its support and cooperation as far as it can to deliver quality placements for local and transnational students? What do you think you could contribute?
- Other aspects which you think might be of interest.

**Essential issues to be evaluated with the educational sector:**

- Do your students regularly do placements in local firms? And in ones abroad?
- How do you rate these placements?
- Would your students do placements in companies abroad?
- Do you think this would be a good thing for the students?
- Do you think that local companies are willing to host local students on placements?
- And ones from other countries?
- Your view of local placements:
  - Do businesses provide opportunities and facilities?
  - Are students well received in companies?
  - Do students have a company tutor in the enterprise?
- Is it necessary to raise awareness at the local level?
- If you think it is, which sectors should actions be geared towards?
- What focus should be taken with awareness raising activities?
- If awareness raising actions are necessary, who do you think would be the best choice to do them and how should they be carried out?
- What advantages from the educational point of view do you think sending students to do local and transnational placements could have?
- Are there any drawbacks?
- Based on your experience, how would you rate local and transnational student placements in enterprises?
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- Strengths and weaknesses of placements in enterprises.
- From the teaching point of view, what would be the recommended minimum and maximum length of placements?
- At what time in a student’s studies are placements in local enterprises most useful? What about transnational ones?
- Do you think that placements done by students fit in with the training they receive in the centre?
- Recommended minimum and maximum ages for students to do placements.
- What sort of relationship do you think there is between local firms and vocational training centres?
- Does it need to be improved? What should be done?
- Do you think that language is a problem in doing transnational placements?
- Will the sector that you represent give its support and cooperation as far as it can to deliver quality placements for local and transnational students? What do you think you could contribute?
- Other aspects which you think might be of interest.

**Essential issues to be evaluated with the trade unions:**

- How do you rate student placements in enterprises?
- Do you think they can be useful for students?
- Do you think they can be useful for companies?
- Do you think they can be useful for current and/or future workers?
- What advantages do you think hosting local and transnational students on work placement could have from the trade union point of view?
- Are there any drawbacks?
- Would you ramp up placements in enterprises in your sector or in your company?
- Do you think that companies are willing to host local students on placements?
- And ones from other countries?
- Is it necessary to raise awareness at the local level?
- If you think it is, which sectors should actions be geared towards?
- What focus should be taken with awareness raising activities?
- If awareness raising actions are necessary, who do you think would be the best choice to do them and how should they be carried out?
- What would be the recommended minimum and maximum length of student placements in enterprises from the trade union point of view?
- Recommended minimum and maximum ages for students doing placements.
- What sort of relationship do you think there is between local firms and vocational training centres?
- Does it need to be improved? What should be done?
- Will the sector that you represent give its support and cooperation as far as it can to deliver quality placements for local and transnational students? What do you think you could contribute?
- Other aspects which you think might be of interest.
Essential issues to be evaluated with students:

- Do students in your environment regularly do placements in local firms? And in ones abroad?
- How do you rate these placements?
- Do you think they are a good thing for students?
- Do you think that companies are willing to host students on local placements?
- And ones from other countries?
- Your view of local placements:
  - Do businesses provide opportunities and facilities?
  - Are students well received in companies?
  - Do students have a company tutor in the enterprise?
- Is it necessary to raise awareness at the local level?
- If you think it is, which sectors should actions be geared towards?
- What focus should be taken with awareness raising activities?
- If awareness raising actions are necessary, who do you think would be the best choice to do them and how should they be carried out?
- From the point of view of the student, what would be the recommended minimum and maximum length of placements in enterprises?
- Recommended minimum and maximum ages for students to do placements.
- What time of year is best for students to do their placements in your view? Why?
- Do the placements you do as students fit in with the training you receive in the centre?
- What sort of relationship do you think there is between local firms and vocational training centres?
- Does it need to be improved? What should be done?
- What advantages do you as students see in sending students to do local and transnational placements? Are there any drawbacks?
- Do you think that language is a problem in doing transnational placements?
- Will the sector that you represent give its support and cooperation as far as it can to deliver quality placements for local and transnational students? What do you think you could contribute?
- What do you expect/need from the intermediary organisation which hosts you in the destination country?
- Other aspects which you think might be of interest.

Issues to be evaluated with government and intermediary organisations

- How do you rate student placements in enterprises?
- Do you think that companies are willing to host students on local placements?
- And ones from other countries?
- Is it necessary to raise awareness at the local level?
- If you think it is, which sectors should actions be geared towards?
- What focus should be taken with awareness raising activities?
- If awareness raising actions are necessary, who do you think would be the best choice to do them and how should they be carried out?
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What sort of relationship do you think there is between local firms and vocational training centres?
Does it need to be improved? What should be done?
In which languages do you think transnational placements could be done in your environment?
Is there a unit in your organisation which works to enhance vocational training and/or is connected with placements in enterprises?
Will the sector that you represent give its support and cooperation as far as it can to deliver quality placements for local and transnational students? What do you think you could contribute?
Other aspects which you think might be of interest.
Do you have any programmes or projects designed to put in place transnational placements?

2) Description of the role to be played by the players who are involved in international workplace training

The involvement of people with experience in a range of fields is needed to ensure quality transnational placements.

Agents who may be required are as follows:

- Liaison person representing the coordinating organization sending country.
- Liaison person representing the coordinating organization host country
- Student
- IVET schools or colleges which send students abroad
- Companies
- Company tutors

This section includes for information purposes the various players who will be required and also a list of their tasks and responsibilities and the minimum requirements they will have to meet.

Local work groups are expected to make their own proposals by changing, extending or rewriting the initial one.

- Liaison person representing the coordinating organization sending country

Tasks and responsibilities:

- Contact with destination intermediary organisation
- Information about host country / town / recommendations
- Language training in the destination country
- Monitoring the placements
- ...

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Minimum requirements:

- Person who knows the environment well:
  - Town, companies, accommodation
  - Familiar with the philosophy of placements in enterprises

Liaison person representing the coordinating organization host country

Tasks and responsibilities:

- Looking for enterprises in which to do placements
- Looking for student accommodation
- Welcoming students in destination country
- Permanent liaison in case of need
- Monitoring the placements

Minimum requirements:

- Person who knows the environment well:
  - Town, companies, accommodation
  - Familiar with the philosophy of placements in enterprises
  - Good connections in the town

Student:

Tasks and responsibilities:

- Respect the equipment they are provided with
- Carry out the work tasks given to them
- Provide regular information to the liaison person representing the intermediary organisation.
- Respect and comply with the company’s work timetable
- Produce the placement report:
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Minimum points to be included:

- Student details
- Company details
- Length of the placement
- Tasks performed
- Graphic images
- Copy of placement completion certificate
- Strengths of the placement (how it’s been useful to me, what I’ve really got out of it)
- Weaknesses (what went wrong: accommodation, something in the company while doing the placement, etc.)

... 

Minimum requirements:

- Sufficient knowledge of the work language (whether that be English or the language of the host country)
- Minimum training required to do the placement.
- Minimum / maximum age
- If the student is a minor: specific permission as required.
- Previous knowledge of the country prior to departure

... 

IVET Schools or colleges which send students:

Tasks and responsibilities:

- Description of the tasks a student can perform
- Description of the student’s characteristics
- Raising awareness among and information for students
- Placement agreements – proposed generic model.
- Insurance:
  - Travel
  - Personal injury cover
  - Financial and public liability
  - Insurance in the company.
- Specification and content of the placements
- Work plan proposal
- Minimum points to be contained in the work plan: tasks student has already performed, knowledge they have and tasks they could carry out based on that knowledge, other tasks which might motivate the student, etc.
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- Assessment of the placement. (Shared with the company)
- Type of assessment (generally continuous – description)
- Where to give the assessment, whether there is an official logbook.
- Description of the criteria for assessment of the student, the company and the tutor.
- Placement completion certificate:
  - What it is.
  - What has to be stated in it.
  - Proposed model.
  - Specifying which institution is in charge of issuing the certificate.
- ...

Host companies:

**Tasks and responsibilities:**

- Welcoming the student
- Adapting the placement to the student’s training
- Getting basic material ready to ensure a good placement experience: computer, table, work equipment and suitable safety measures, etc.
- Assessment of the placement. (Shared with the school or college)
- Type of assessment (generally continuous – description)
- Where to give the assessment, whether there is an official logbook
- ...

**Minimum requirements:**

- Compliance with health and safety regulations,
- Easily accessible
- Adequate company size (number of employees, turnover, etc.)
- Suitable equipment
- ...

Company tutors:

**Tasks and responsibilities:**

-Welcoming the student in the company.
- Tutoring and mentoring the performance of the placement
- Ensuring quality placements in the company
- Enabling the programme to be fulfilled
- Assessment and final report about the placement (if required – depends on programme)
- ...

**Minimum requirements:**

- Adequate knowledge of the language used to communicate with the student
- Teaching skills.
- Specific training / experience as a company tutor
- ...
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**Internal local work groups discussions**

Once the sectors’ opinions have been gathered, they will need to be analysed before drawing up the final report which will indicate the view of each sector about training placements in enterprises.

**Drawing up the final report**

This final report will set out the aspects that have been agreed and also highlight the sections in which there have been disagreements, with an indication of the point of view of each sector in the event of disagreement.

This report must be delivered to the programme coordinator by 31 August 2009.

The recommended structure must be adhered to in order to facilitate collation of all the proposals from the various agents (FR template).

**Outline of the final report:**

- How the various actors were identified.
- How contact was made: phone, letter, interview, etc.
- The strategy used to engage them with the project.
- List of people / institutions contacted.
- List of people / institutions who are members of the work group.
- Final conclusions of the meetings with the point of view of:
  - The businesspeople
  - The students
  - The schools and colleges
  - The intermediary organisations
  - The social and economic agents
- Remarks and special local characteristics of placements in enterprises in the country to be taken into account.
- Final conclusions for the whole project. Recommendations about international placements in enterprises.
- Appendices: materials that can be attached to supplement the report and which have been provided by the members of the work group (optional).
Project Partners:

Project financed by the European Commission
Directorate-General for Education and Culture