



BLANKCON

Quality in mobility

Presentation 24-09-2015

Staverden Castle Harderwijk

Involved in several projects related to quality of VET
Mobility:

- AQUAP: www.greenplacements.nl
- QAFP: www.qplacement.eu
- ECVET STEP: www.ecvet-step.eu

Topics in this presentation

Position of mobility in VET schools

Position of mobility in legislation

Results AQUAP project

Results QAFP project

Results ECVET-STEP project

Discussion where possible

Why mobility in VET?

Clear formulation of objectives?

Legal position of mobility in participating countries: How different?

How does mobility fit in educational programmes?

Quality measurements: quality handbook? Other procedures?

Results AQUAP

AQUAP = Attractiveness, Quality Control, Accreditation of Placements for students in the green sector in Europe.

- Protocol for mobility
- Criteria for a learning company
- Qualification file coach
- Training program for coaches

Protocol (I)

VET Protocol (for The Netherlands)



4.e. VET PROTOCOL (for NL)

	STUDENT	EDUCATIONAL INSTITUTION	COMPANY	CENTRE OF EXPERTISE
Preparation and matching	<ul style="list-style-type: none"> Looks for information of company Orients himself at companies and learning possibilities Knows what he wants to learn Is motivated Knows how to present himself to the company 	<ul style="list-style-type: none"> Prepares the student for the VET Supports the students by finding a place Takes care for a good match between student and company Takes care for orientation and presentation and application skills Takes care for information over responsibilities and obligations of company and school Makes clear agreements with company about form and content of training, the way and frequency of counselling, personal learning program and assessment methods 	<ul style="list-style-type: none"> Is accredited by CoE Checks whether expectations of student and company meet each other Makes clear agreements with educational inst. about form, content, counselling and assessment of student Describes agreement in contract, delivered by educational institute 	<ul style="list-style-type: none"> Takes care for sufficient accredited companies on basis of need Takes care for accreditation within 2 weeks Publishes the accredited companies in a public database Supports the company to profile its self in the database Supports the educational institution in using the database by matching student and company
VET Period	<ul style="list-style-type: none"> Is prepared and motivated to start Sticks to agreements made in learning contract Is following instructions of tutor Gives feedback to the teacher of school 	<ul style="list-style-type: none"> Takes care that student and tutor know who is contactperson in school and at what times available Takes care for counselling conform agreements Monitors progression of learning goals of student Takes care for a competent counsellor 	<ul style="list-style-type: none"> Takes care for daily guidance of student on the working floor Takes care for a qualified, motivated and open tutor Leads counselling and developing dialogues with student and school counsellor 	<ul style="list-style-type: none"> Trains and coaches the tutor and gives advises and tools to support the tutor by fulfilling his tasks Stimulates equal cooperation between educational institute and company Foresees, when needed for student, in cooperation with educational institute for a replacement
Assessment	<ul style="list-style-type: none"> Takes care that all parts of the VET training are accomplished and delivered 	<ul style="list-style-type: none"> Takes care for objective assessment of student Stays in contact with company about assessment of training and evaluation of training. The educational inst. takes the initiative. Incorporates the assessment of the company about the student as part of total assessment Gives feed-back to company 	<ul style="list-style-type: none"> Assesses the student at the end of the VET period on basis of agreements made in contract Has contact with educational institute about assessment of student 	<ul style="list-style-type: none"> Trains and coaches the tutor in a valid and objective assessment of students Foresees the tutor and company of advises and tools to execute a good assessment
Evaluation	<ul style="list-style-type: none"> Educational institute and company evaluate the VET period with the student Educational institute and company evaluate their cooperation conc. the VET and appoint improvements The centre of expertise determines on basis of evaluations whether the company is a sustainable learning company The centre of expertise supports the company eventually with carrying out an improvement plan The centre of expertise ends the accreditation in case needed 			

Protocol (II)

Four actors:

- School
- Student
- Company
- Intermediate organisation/centres of expertise

Protocol (III)

Four phases:

- Preparation
- Implementation
- Assessment
- Evaluation

Results QAFF

QAFF = Quality Assurance of Foreign Placements in Europe

Criteria for good learning companies formulated

Recognition of learning companies

- By whom
- Based on what
- Advantages of contacts between VET and companies

QAFP: why mobility?

Employability

Facilitating labour market transitions of apprentices

Skills realised at companies in a real work setting

Understanding of intercultural skills

The combination of theoretical and

Results ECVET-STEP (I)

ECVET= European creditsystem in VET

STEP= Strenghtening Training for Employment Pathways.

Overview of situation international mobility in participating countries.

IT-oriented tools for (inter-)national mobility

See: **Toolbox** on the ECVET-STEP website.

Results ECVET STEP (II)

Ongoing project

Final conference in Brussels: 12-11-2015

Interested?: let me know.

Results ECVET-STEP (III)

Principles of ECVET: recognition of learning outcomes from learning out of the school

Procedures:

- Memorandum of understanding
- Learning agreement between school, student and company
- Coaching
- Assessment

Results formulated as Learning Outcomes and Units of Learning Outcomes

How to improve mobility

Description of your situation:

- Quality handbook
- Position mobility in the program
- Training of teachers
- Promotion of mobility for students
- Contacts with companies
- Quality of companies, including coaches
- Database

Recommendations from researchers

Improve the general image of VET

Increase the importance and use of the workplace training

Ensure balance in occupational skills and general skills and competences

Ensure quality standards

Reinforce continuous training activities of VET teachers and company trainers

Thank you for your attention

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