

Education & Employment partnership for VET in the Fashion sector

“Quick scan and guidelines on (quality of) Work Based Learning”



Output 2
Revalento
February 2018

Introduction

“E&E FASHION - Education - Employment Partnership for iVET in the fashion sector” is a two-years (2016 - 2018) European project which aims at developing a European teaching and training toolkit for supporting the implementation of work-based learning (WBL) in all stages of vocational education and training (VET). Moreover, the project will support the implementation of Quality Assurance mechanisms for WBL in VET in the fashion sector with a specific focus on feedback loops between initial VET (iVET) and continuous VET (cVET) systems.

To achieve these general objectives the partnership of the project has set out four main activities. The first activity consist of national research to clarify existing way of organizing and offering WBL and to provide context on the Fashion Industry itself in the different partner countries. This stage of the project is also used to make an inventory of good practices which could be used as example for the improvement of current WBL practices. The second stage of the project aims at setting up **guidelines to help VET institutes in the fashion sector to actually improve their WBL routines**. In the third stage a training program will be developed on how to use these guidelines in an effective way. The last part of the project aims at providing guidelines on how to integrate key elements for high quality WBL into the quality management system of VET providers.

The project is coordinated by Technical College “Ioan C. Stefanescu”(Romania) and the project partners are Effebi Association (Italy), “Gheorghe Asachi” Technical University of Iasi (Romania), Katty Fashion (Romania), Eurocrea Association (Italy), Confapi Association (Italy), Vocational High School of Tailoring “Nedka Ivan Lazarova (Bulgaria), Chamber of Commerce (Bulgaria) and Revalento (Netherlands).

This document is the final result of stage 2 of the project: the Guidelines for improving current WBL routines in collaboration with the employers which offer these opportunities. This document actually consist of 2 elements. The first element is a quick scan which will help organize to make an inventory on their current arrangements on WBL and how WBL is positioned within their education, and how their arrangements take account of employer involvement, their expectations and possibilities. The second element consist of guidelines: general **advices on how to improve in certain areas**. Some guidelines offer a set of advices on how to take care of certain aspects while others are more detailed and elaborated. Both elements are made available in each of the partner languages, and also they have been adapted in such a way that they take into account the national context. Similarly the tools documented has been adapted. Therefore each partner country has its own set of documentation which reflects the national context regarding WBL and the possibilities to move ahead.

We hope that the guidelines and the tools will help VET organisation to improve the learning effects during WBL and to enhance collaboration between schools and employers working in close harmony to develop the future workforce.

Purpose

The purpose of this tool is to support Vocational Education and Training (VET) institutes which are interested in enhancing their effectiveness of the work based learning (WBL) part of their education: creating good learning outcomes of WBL which support the individual student and which are consistent with the curriculum it is part of. Apart from supporting an integral approach on achieving these objectives the tool focuses on the establishment of so called co-makership: close collaboration between labour market and education to achieve learning outcomes which meet educational objectives as well as labour market requirements. The tool assesses existing levels of co-makership and provides feedback in the form of general guidelines to improve on its level.

The tool consist of two steps: a quick scan offering feedback on the current state of WBL and on how arrangements are made to collaborate with employers. The second step are guidelines: a set of advices regarding the direction of improvement. The tool consists of 4 areas of activities. One relates to vision and policy of the institute, one on the internal organisation of the institute regarding WBL, one on preparing the learner on the WBL period. The fourth one is about employer involvement and the arrangements needed for a high quality WBL position. Each area of activity covers 3 essential attention areas totalling 12 different attention areas.

Guidelines are provide at the level of each one of these 12 attention areas.

User instruction

Please indicate for each of the following statements whether you can agree and to what extent you agree to each statement. Explanation to the scale:

- “Not” means you cannot agree at all with this quality statement. There is a world to conquer on this indicator (0-2 on a scale of 0-10)
- “Somewhat” means you have made a start to cover this indicator but there is still a lot to do. (3-5 on a scale of 0-10)
- “Largely” means you have done a lot on this point but there is still room for improvement (6-7 on a scale of 0-10)
- “Completely” means you can state this without hesitation and your only worry is how to maintain this quality level. (9-10 on a scale of 0-10)

Feedback of the quick scan will provide you with valuable information on attention areas for further development of WBL-programs for achieving good learning outcomes.

Feedback in the form of recommendations is presented directly below each set of questions. At the end of each area of activities one will find a referral to the supporting tools.

I. VISION AND POLICY

I.A.	Vision on WBL	Not	Some	Largely	Compl
	<i>“We have developed a clear vision on WBL and how it contributes to the objectives of our educational programs and of the individual learner.”</i>				
1.	We see WBL as a means to acquire professional skills and competences	0	0	0	0
2.	We see WBL as a means for orientation on jobs and career possibilities.	0	0	0	0
3.	We see WBL as a means to develop a “professional identity” and general competences for citizenship but also to experience the culture of the sector and what means to be an employee.	0	0	0	0
4.	We offer all our work placements on the basis of an individual matching process.	0	0	0	0
5.	We use WBL as a means to be informed on labour market development and to keep education up to date.	0	0	0	0
6.	We all perceive our education results as a joint effort of school and labour market (co-makship).	0	0	0	0
7.	We work together with employers who share our vision.	0	0	0	0

Recommendation

Develop a vision on Work Based Learning which supports the personal as well as the professional development and identity of the individual learner. Identify the benefits of WBL for your education and for promotion of your institute as such. Define how WBL and curriculum interact to meet this vision and why you carefully pay attention to the matching process to enable this.

1. Describe how WBL contributes learners to acquire required professional skills and competences
2. Describe how WBL is a means for orientation on jobs and career possibilities
3. Describe how WBL is a means to develop a “professional identity” and general competences for citizenship as well as to experience the culture of the sector and what it means to be an employee
4. Indicate why you assure that all work placements are based on an individual matching process
5. Describe how WBL is used to stay informed on labour market development and to keep education up to date
6. Describe why you can only achieve your educational results through co-makship and what this means for your institute
7. Arrange for co-makship with employers who are committed to your vision

I.B.	Institute policy				
	<i>“The vision and objectives regarding WBL are set out in a long-term plan of the institute containing information on activities and dedicated means, as well as regarding the way the effects are monitored and evaluated.”</i>	Not	Somewhat	Largely	Complete
1.	We have a long-term policy plan on WBL.	0	0	0	0
2.	Our WBL policy plan is part of the general development of our institute.	0	0	0	0
3.	We have appointed responsibilities, means and resources to our policy plan.	0	0	0	0
4.	We have selected indicators to monitor progress and effect.	0	0	0	0
5.	We periodically evaluate and inform staff on the effects of our WBL policy and act accordingly.	0	0	0	0

Recommendation

Translate your vision on WBL into a long-term strategy and policy which is linked to the general vision and policy of your institute. Additionally your long-term policy **contains information on activities and dedicated means, as well as the way the effects are monitored and evaluated.**

1. Develop a long-term policy plan on WBL
2. Arrange for clear links between your WBL policy plan and the general vision, policy and objectives of your institute
3. Appoint responsibilities, means and resources to your policy plan
4. Select a (clear, limited and measurable) set of indicators to monitor progress and effect of your WBL objectives
5. Arrange for periodic evaluation, inform your staff on the effects of your WBL policy and act accordingly

I.C.	Staff commitment				
<i>"To create commitment and understanding of staff within our institute regarding our vision on WBL the management actively promotes this vision and involves staff in its further development."</i>		Not	Somewha	Largely	Complete
1.	Our staff understands the role of WBL for achieving our objectives.	0	0	0	0
2.	Our staff understands how WBL contributes to master curriculum objectives as well as personal (learning) objectives of the individual learner.	0	0	0	0
3.	Our staff knows how to contribute to the objectives of WBL and to those of the learner.	0	0	0	0
4.	We appointed the responsibility for our WBL policy and objectives to one of the managers.	0	0	0	0
5.	Staff is informed periodically on how WBL has contributed to the objectives of our institute.	0	0	0	0

Recommendation

Regarding the vision and objectives of WBL create commitment of staff within your institute by systematically involving your staff in the development of WBL and by appointing the responsibility for the WBL policy to (one of the) managers

1. Make sure that all of your staff understand the general role of WBL for achieving your objectives
2. Make sure that your staff understands how WBL contributes to master curriculum objectives as well as personal (learning) objectives of the individual learner
3. Make sure that your staff knows how to contribute to the objectives of WBL and to those of the learner
4. Appoint the responsibility for your WBL policy and objectives to one of the managers (in the Fashion department)
5. Implement a communication strategy to assure that staff is informed periodically on how WBL has contributed to the objectives of your institute

Supporting tools (see document “Supporting tools for implementing WBL”)

	Ref number in index	Title:
1	Tool 11	Career Competence Framework
2	Tool 12	Chart for assessing and developing career competences
3	Tool 14	WBL protocol for IVET

II. INTERNAL ORGANISATION OF WBL

II.A. Staff and staff development					
"Tasks and responsibilities regarding WBL are appointed to competent staff to assure optimal conditions during WBL and good learning outcomes of the WBL period."		Not	Somewhat	Largely	Complete
1.	We have defined clear roles and responsibilities for the different aspects and objectives of WBL.	0	0	0	0
2.	For these different roles and responsibilities we have defined the required skills and competences (professional profile) of staff.	0	0	0	0
3.	To these roles and responsibilities we appoint staff who possesses the required skills and competences.	0	0	0	0
4.	Periodically performance interviews are held addressing the contributions of appointed staff to the objectives of WBL.	0	0	0	0
5.	Our Human Resources (HR) policy actively supports life-long learning of our staff.	0	0	0	0
6.	Our HR policy is adequately resourced to meet potential staff development needs in the WBL area.	0	0	0	0

Recommendation

The members of your staff are the primary contributors to co-makship of WBL and to the WBL objectives. The institute recruits and appoints the right staff and keeps its staff motivated to assure for a co-makship network with employers as well as to provide apt contributions to that network. Assure that staff is capable of supporting reflection and learning of learners. Therefore your institute knows how different staff members contribute to reach the WBL objectives, and your HR policy supports the life-long learning of staff and their career path and wishes.

1. Clarify the different roles and responsibilities of staff for the different aspects and objectives of WBL
2. Assure that all staff positions involved in WBL have defined the required skills and competences (professional profile)
3. Assure that your institute only appoint staff who possess these skills and competences, or arranges for a required staff development program
4. Arrange for periodic performance interviews to address the individual contributions of appointed staff to the objectives of WBL

5. Develop a Human Resources (HR) policy which actively supports life-long learning of your staff
6. Make sure that your HR policy is adequately resourced and is able to meet potential staff development needs in the WBL area

II.B. General organisation of WBL offer					
“Within our institute we have defined criteria as well as how we organise our WBL offer. In this way we are able to meet all the objectives of WBL within the curriculum, to assure for co-makership as well as to meet the needs of the individual learner.”		Not	Somewhat	Largely	Completely
1.	WBL contact persons of our institute understand the needs of the employers and the costs of WBL.	0	0	0	0
2.	We have clear criteria for recruitment of employers for WBL.	0	0	0	0
3.	We have sufficient employers in both the short and the longer term	0	0	0	0
4.	Our institute has the required variety of work placement possibilities in line with all our WBL objectives.	0	0	0	0
5.	All our WBL placements meet the required rules and obligations (contract, payment, labour conditions, health and safety).	0	0	0	0
6.	All WBL arrangements are well described and specified in tripartite contracts and supporting handbooks for both employer and learner.	0	0	0	0
7.	For questions regarding offer, demand and support regarding WBL we have organised clear and easy access to staff concerned.	0	0	0	0
8.	In case of conflict we have a protocol on conflict resolution.	0	0	0	0
9.	We periodically monitor and evaluate our WBL offer and act accordingly.	0	0	0	0

Recommendation

The institute has formulated clear criteria on work placement offers to arrange for quality of WBL. Criteria which also to set the right conditions to enable that work placement meets its objectives as well as comply to general rules and obligations regarding placement and placement conditions. The institute also has taken measures to assure that the offer of WBL positions meet the needs of

education and of the individual learner. The institute assures that co-makemanship of WBL and of the matching process between learner and employer is governed by tripartite contracts

1. Arrange for WBL contact persons within your institute who understand the needs of the employers and the costs of WBL
2. Define clear criteria for recruitment of employers for WBL
3. Analyse your work placement needs and arrange for sufficient employers on both the short and longer term to ensure for sustainable WBL
4. Arrange for the required variety of work placement possibilities in line with your WBL policy and objectives
5. Take measures to assure that all your WBL placements meet the required rules and obligations (contract, payment, labour conditions, health and safety)
6. Assure that all WBL arrangements are well described and specified in tripartite contracts, and supporting handbooks for both employer and learner are available and up-to-date
7. Arrange for a clear and easy access to staff concerned to assure swift response in case of questions regarding offer, demand and support in WBL
8. Arrange for a protocol on conflict resolution
9. Monitor and evaluate your WBL offer periodically and act accordingly

II.C. General WBL process					
"Our institute is able to assure that the WBL period is meeting the objectives of education as well as those of the individual learner. Placement of learners is also in line with requirements and possibilities of both employer and of education."		Not	Somewhat	Largely	Completely
1.	Of each WBL position we know what kind of learning is possible.	0	0	0	0
2.	Of each WBL position we know the minimum entry requirements.	0	0	0	0
3.	For each WBL we assure co-makership by agreeing on each other's roles and responsibilities.	0	0	0	0
4.	Learning process and learning outcomes are evaluated and established in dialogue with employer and learner.	0	0	0	0
5.	We offer support to learners who do not yet meet the minimum requirements.	0	0	0	0
6.	We have equally relevant alternative work placement possibilities or substitutes at hand in case of mismatch / misapplication.	0	0	0	0
7.	We evaluate all WBL periods with all participants and adapt our WBL policy, curriculum and support accordingly.	0	0	0	0

Recommendation

The educational institute has formulated a process which assures for systematic preparation, realisation and review of each WBL period to assure the quality of WBL and good learning outcomes. The institute arranges for matching processes of learner and employer based on both needs as well as possibilities and assures for sustainability of this matching by having alternatives at hand

1. Collect knowledge on learning possibilities of all WBL positions
2. Assure that you know the minimum entry requirements of all your WBP positions
3. Stimulate co-makership by communicating and agreeing on each other's roles and responsibilities
4. Evaluate and establish learning process and learning outcomes through dialogue with employer and learner
5. Arrange for additional support programs for learners who do not yet meet the minimum requirements
6. Arrange back-up for mismatch / misapplication of work placements. Be sure to have an amount of equally relevant alternative work placement possibilities or substitutes at hand
7. Define an evaluation procedure for all WBL periods which assures for involvement of all participants and adapt your WBL policy, curriculum and support accordingly

Supporting tools (see document “Supporting tools for implementing WBL”)

	Ref number in index	Title:
1	Tool 1	Content of a WBL Agreement / Contract, example 1
2	Tool 3	On requirements for WBL companies
3	Tool 8	Content of a WBL agreement example 2
4	Tool 16	Example evaluation questionnaire

III. LEARNER

III.A.	Preparation, learning needs and matching				
	<i>"To achieve a good individual learning outcome of WBL the institute makes learners aware of own development needs and of the different WBL learning opportunities. To optimise this we stimulate learners to make conscious choices in WBL and therefore acquire themselves knowledge regarding context, condition, and learning opportunities as well as of the minimum requirements the learner needs to meet. Our institute assures that a learner is admitted to a specific WBL position only if these requirements are matching."</i>	Not	Somewhat	Largely	Completely
1.	We assure that each individual student understands what needs to be learned during WBL, how it is assessed and how it relates to the curriculum.	0	0	0	0
2.	To enable a good WBL matching we structure and support learner's orientation and preparation process.	0	0	0	0
3.	WBL staff know the actual level and development needs of each individual learner.	0	0	0	0
4.	Our matching process includes an initial WBL interview or related form of appraisal.	0	0	0	0
5.	We assure that the learner knows how to prepare for initial interview and personal matching.	0	0	0	0
6.	We assure for a WBL offer and support for all of our students which meets their required professional development as well as their individual training needs.	0	0	0	0

Recommendation

The institute takes care that learners are aware of their own development needs and of the different WBL learning opportunities, to achieve a good individual learning outcome of WBL. The institute assures that learners are stimulated to make conscious choices in WBL and therefore acquire themselves knowledge regarding context, condition, and learning opportunities as well as of (the minimum) requirements to meet. Good quality of the WBL policy is enhanced by assuring that a learner is admitted to WBL only if these requirements are matching

1. Assure that each individual student understands what needs to be learned during WBL, how it is assessed and how it relates to the curriculum
2. Structure and support learner's orientation and preparation to enable a good WBL matching

3. Assure that WBL staff know the actual level and the development needs of each individual learner
4. Include in your matching process an initial WBL interview or related form of appraisal
5. Assure that the learner knows how to prepare for initial interview and personal matching
6. Assure for a WBL offer and support for all learners which meets their required professional development as well as their individual training needs

III.B.	Learning				
<i>“Effectiveness of learning is increased by creating synergy of the learning process between work placement and education. Also for each students learning outcomes are specified in advance, as well as the way how these outcomes are established. Workplace assignments are constructed in a way that they do credit to the different learning options of the work place as well as to the intended synergy.”</i>		Not	Somewhat	Largely	Completely
1.	Our learners understand how their professional and personal skills and competences will benefit from their WBL period.	0	0	0	0
2.	We offer WBL assignments which are suited for a particular work placement and for particular individual work placement learning objectives.	0	0	0	0
3.	We assure that the learner understands how the in-work mentor and school tutor will monitor and support development toward the learning objectives.	0	0	0	0
4.	We know what is going on at the work placement.	0	0	0	0
5.	We assure that the learner understands how his/her learning process will benefit from inputs and assessments of both in-work mentor and school tutor.	0	0	0	0

Recommendation

The effectiveness of learning during a WBL placement is increased by creating synergy of the learning process between work placement and education. Specify the learning outcomes for each student in advance and describe how to achieve these outcomes. Organise the workplace assignments in such a way that they do credit to the different learning options which are available at the work place as well as to the intended synergy

1. Make sure that your learners understand what their level of professional and personal skills and competences are and how they will benefit from their work placement
2. Assure that your WBL assignments are suited for a particular work placement and for particular individual learning objectives
3. Explain to the learner how the work place trainer and WBL mentor will monitor and support development toward the learning objectives
4. Agree on the process through which the WBL mentor is kept up-to-date on what is going on at the work placement
5. Explain to the learner how his/her learning process will benefit from the inputs and assessments of both WBL trainer and WBL mentor

III.C. Assessment and evaluation					
<i>"Our institute is well aware of the value of our diplomas as perceived by the labour market. In our vision a positive evaluation of objectives achieved by both learner and employer will contribute to a great amount to this value. Therefore our closure procedure of a WBL learning period arranges for tripartite evaluation and feedback."</i>		Not	Somewhat	Largely	Completely
1.	All our students know what the requirements are for closing a WBL period successfully and how it is organised.	o	o	o	o
2.	Part of our closure procedure is a tripartite dialogue between learner, In-work mentor and School tutor.	o	o	o	o
3.	We are open for and never surprised by the feedback of a work place trainer when evaluating our learners at the end of a WBL period.	o	o	o	o
4.	We always collect feedback from all our learners on organisation, process, objectives and results of their WBL period, and on our intended co-makership.	o	o	o	o
5.	We know whether and why employers want to recruit our learners (or not).	o	o	o	o

Recommendation

The success of your institute in vocational education is closely linked to how your learners are valued by the labour market. WBL contributes to this and therefore information of WBL needs to be enclosed and used by your institute. Valuable information can be collected at the end of a WBL period and, by collecting it jointly, it will at the same time strengthen the idea of co-makership. At this stage of WBL co-makership means arranging for a joint and tripartite feedback and evaluation of the organisation, process, support and outcomes achieved by the learner. Assure that this integral evaluation strengthens the personal and professional awareness of the learner and is part of the standard procedure of any WBL period for each learner.

1. Assure that all your students know what the requirements are for closing a WBL period successfully and how it is organised
2. Organise a tripartite dialogue between learner, WBL trainer and WBL mentor on all aspects of WBL as an essential part of your closure procedure and stimulate reflection of the learner on the feedback provided
3. Assure that your communication is so open and frequent that you will never be surprised by the feedback of a work place trainer when evaluating your learners at the end of a WBL period

4. Organise the collection of feedback from all your learners on organisation, process, objectives and results of their WBL period, and on your intended co-makership
5. Collect at the end of a WBL period feedback from employers regarding the level of professional and personal competences and skills of the learner

Supporting tools (see document “Supporting tools for implementing WBL”)

	Ref number in index	Title:
1	Tool 5	Example registration sheet for WBL learner
2	Tool 6	Example certification template for WBL learner
3	Tool 7	Example assessment procedure of acquired skills and competences
4	Tool 13	WISH – methodology for setting goals and assessing achievement
5	Tool 16	Example evaluation questionnaire for WBL learner

IV. EMPLOYER

IV.A.	Objectives and matching				
	<p><i>“To achieve a good learning outcome of WBL it requires a thorough understanding of the learning opportunities at the workplace as well as of the minimum level of skills and competences which are needed at this workplace. Our institute arranges for a careful matching to contribute to good results through the process of co-makership of WBL.”</i></p>	Not	Somewhat	Largely	Completely
1.	We have knowledge of the company to assure that the right learning conditions are indeed available.	o	o	o	o
2.	We have knowledge of the company to assure that right learning options are indeed available and applied.	o	o	o	o
3.	Prior to any WBL period we inform the in-work mentor on the individual learning objectives.	o	o	o	o
4.	Prior to any WBL period the individual learner and the potential employer are introduced to each other to assure for a proper match	o	o	o	o
5.	We tailor our tripartite agreements to the specifics and objectives of each work placement at hand.	o	o	o	o
6.	Prior to the start of the WBL period we check whether relevant rules and regulations regarding WBL are met (labour conditions, payment, health and safety conditions).	o	o	o	o

Recommendation

True co-makership is a two sided process. This means that the educational institute not only takes the responsibility for their own side of the process, but also facilitates employers provide their contribution to the WBL program and process. At practical level this starts with having a thorough understanding of the learning opportunities at the workplace as well as of the minimum level of skills and competences which are needed at this workplace to achieve a good learning outcome. A careful individual matching between WBL and learner will further contribute to achieve good results through co-makership.

1. Arrange for knowledge of the company to assure that the right learning conditions are indeed available
2. Collect knowledge of the company to assure that right learning options are available and use this information to make a tailor made leaning program
3. Inform the workplace trainer prior to any WBL period on the individual learning objectives, introduction and required support

4. Assure for a proper match by arranging prior to any WBL period a meeting between the individual learner and the potential employer
5. Include in your tripartite agreements the specifics and objectives of each work placement at hand
6. Check prior to the start of any WBL period whether relevant rules and regulations regarding WBL are met (labour conditions, payment, health and safety)

IV.B. Guidance and mentorship					
<i>“To offer effective WBL learning as a co-makers’ process, the employer provides competent staff to guide, support and control the learning process of the learner. The staff understands how their tasks and responsibilities align with those of the educational institute.”</i>		Not	Somewhat	Largely	Completely
1.	The in-work mentor uses the circumstances and conditions at work to create a variety of relevant learning experiences.	0	0	0	0
2.	The in-work mentor arranges for an introduction of the learner.	0	0	0	0
3.	The in-work mentor understands how the individual learning outcome is assessed by our institute and why this is done in this way.	0	0	0	0
4.	The in-work mentor understands how specific WBL assignments match to the learning objectives as well as to the circumstances of the work place.	0	0	0	0
5.	The in-work mentor possesses the required skills and competences to facilitate learning of our learners.	0	0	0	0
6.	The in-work mentor reports in agreed intervals on learner progress.	0	0	0	0
7.	In case of major disturbance in the learning progress the work place trainer contacts our institute in time.	0	0	0	0

Recommendation

The learning effects of any WBL depend on the specific conditions for learning at the work place and on the use of learning opportunities. WBL work place trainers play key roles in supporting the learning process together with the WBL mentors of the institute. The better their collaboration, the better the result. The educational institute strengthens this by taking the lead in discussing and fine-tuning mutual collaboration at the beginning, throughout and at the end of the work placement period. The joint periodic focus on how tasks and responsibilities align with those of the educational institute has to be combined with collegial support of the workplace trainer.

1. Support the workplace trainer in how to make use of the circumstances and conditions at work to create a variety of relevant learning experiences
2. Support the workplace trainer in how to arrange for a proper introduction of the learner
3. Assure that the workplace trainer understands how the individual learning outcomes are assessed by your institute, how it is monitored and why this is done in this way
4. Jointly check how specific WBL assignments match to the learning objectives as well as to the circumstances of the work place and fine tune when needed
5. Use learning progress to periodically focus on challenges and weaknesses of the learner and thus of the required didactical input of the work place trainer
6. Arrange how and how many times the workplace trainer reports on learner progress
7. Assure that the work place trainer is able to contact you in time in case of major disturbance in the learning progress

IV.C Support from school					
<i>“Our institute is aware of the required investment of employers in the professional education of our learners. To facilitate and optimise their efforts we arrange for transparency of WBL, and offer support.”</i>		Not	Somewhat	Largely	Completel
1.	We check whether the different roles and responsibilities are understood.	0	0	0	0
2.	We offer a clear and easy way to access contact in case of questions regarding the current WBL placement opportunities.	0	0	0	0
3.	We offer training and support for work place trainers regarding our WBL concept and didactical approach.	0	0	0	0
4.	We evaluate the WBL placement (content, match and outcome) with the work place trainer and adapt accordingly.	0	0	0	0
5.	We periodically check whether employer and institute still have a similar view on WBL.	0	0	0	0

Recommendation

Optimize the awareness within your institute of the required investment of employers in the professional education of your learners. Arrange for transparency of what is going on during a work placement period, and offer support to facilitate and optimise the efforts of the employer.

1. Check whether the different roles and responsibilities are understood and are realistic
2. Arrange for an easy way to contact in case of questions regarding the current WBL placement
3. Organise training and support for work place trainers regarding your WBL concept and didactical approach
4. Evaluate each WBL placement (content, match and outcome) with the work place trainer and adapt accordingly
5. Check periodically whether the employer and your institute still have a similar view on WBL

Supporting tools (see document “Supporting tools for implementing WBL”)

	Ref number in index	Title:
1	Tool 2	Example evaluation procedure
2	Tool 3	On requirements for WBL companies
3	Tool 4	Example evaluation sheet for WBL companies
4	Tool 7	Example assessment structure
5	Tool 9	Profile of a WBL trainer
6	Tool 10	Practical tips for a WBL trainer
7	Tool 15	Advices for an employer survey

Tools

- Employers' survey as a tool for assessing how WBL contributed to employers' objectives (IV, tool 4, page)
- Conditions for recognition of work placement companies (IV.A, tool 3, page)
- Focus group as a tool to improve the communication between schools and in-company trainers (IV, tool 2, page)

Professional profile for workplace trainers in WBL for iVET programs (IV B, tool 9, page)