



## Methodological Guide for VETTER Project PR3



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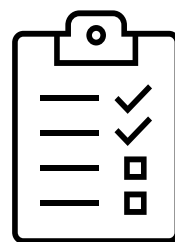
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# Part I: Introduction

## I. Preface

### Overview of the VETTER Project

The VETTER project represents a groundbreaking initiative aimed at revolutionizing the evaluation and monitoring of internships for Vocational Education and Training (VET) students. Recognizing the inadequacies in existing assessment processes, which often overlook various aspects of a student's life and lack quality, this project seeks to bridge these gaps. It brings forth innovative methodologies and tools to render the evaluation and monitoring of internships more transparent, effective, and beneficial for all stakeholders involved.



Aligned with the Erasmus+ priorities, the VETTER project focuses on enhancing VET programs by offering a balanced mix of vocational skills and creating work-based learning opportunities that are relevant to the evolving labor market and key competencies. The project's objectives include improving the quality of internship experiences, fostering inclusive participation among VET centers, companies, and students, and ensuring high standards of health and safety. It also emphasizes tool development for identifying and addressing students' needs, adapting best-practice methodologies, building awareness and skills among educators and employers, promoting international cooperation, and supporting students' access to the labor market after their studies.

Key activities of the VETTER project encompass developing an online platform and MOOC for safer and improved working environments, creating an Android-based app for effective internship monitoring, compiling a methodological guide for VET centers and companies, and establishing a network and badge system to recognize organizations aligning with the project's objectives. These activities are complemented by pilot and dissemination activities to test, refine, and maximize the impact of the developed resources.

The project's deliverables include the online platform with MOOC, the Android app for monitoring internships, the methodological guide detailing effective methodologies, and the establishment of a network and badge system. These outcomes are designed to spread across the EU, enhancing the quality and effectiveness of VET internships. In conclusion, the VETTER project aspires to create more effective, safe, and fulfilling internship experiences for students, addressing both their personal development and the needs of the labor market and VET centers.

### *Purpose and Scope of the Guide*

The VETTER project's Methodological Guide is designed to be a comprehensive resource for stakeholders involved in the management and implementation of VET internships, including

VET centers, companies, and educators. Its primary purpose is to provide clear guidelines and best practices to enhance the quality of internships, focusing on effective evaluation, monitoring, and execution. The guide aims to create educationally valuable internships that also consider the health, well-being, and personal development of students, while fostering a collaborative environment between VET centers and companies for cohesive internship management. It addresses the diverse needs and unique challenges of various vocational sectors.

In terms of scope, the guide covers:

1. **Methodological Framework:** Introducing and explaining the innovative methodologies developed in the VETTER project for effective internship evaluation and monitoring.
2. **Practical Applications:** Offering actionable strategies for implementation by VET centers and companies.
3. **Health and Safety Standards:** Emphasizing the maintenance of high health and safety standards within the internship environment.
4. **Skill Development:** Focusing on essential skills development, including leadership, communication, and management, for both tutors and trainees.
5. **Quality Assurance:** Detailing mechanisms to ensure internships meet quality standards and relevance to the labor market.
6. **International Best Practices:** Incorporating successful practices from various countries for a comprehensive perspective on internship management.
7. **Resource Hub:** Serving as a repository of resources, tools, and references to support the practical application of the guide's recommendations.

The guide targets VET educators and administrators, company supervisors and tutors, policy makers, educational authorities, and students, providing them with a framework to align their programs and practices with best practices in internship management. Designed as a dynamic and evolving tool, it adapts to the changing landscapes of vocational education and the labor market, reflecting the VETTER project's commitment to enhancing the quality of VET internships in Europe and beyond, ensuring they are beneficial, safe, and aligned with current industry standards and practices.

## II. VETTER Project Framework

### Objectives and Key Outcomes

The Methodological Guide aims to achieve several objectives that align with the broader goals of the VETTER project:

- To establish a uniform approach for evaluating and monitoring VET internships, ensuring consistency and quality across various sectors and countries.

- To provide comprehensive strategies and tools to improve the overall quality of internships, focusing on educational value, workplace safety, and student well-being.
- To encourage effective collaboration and communication between VET centers and companies, fostering a mutually beneficial relationship that enhances the internship experience.
- To align the internship programs with the evolving needs of the labor market, ensuring that the skills and experiences gained by students are relevant and valuable.
- To focus on the all-round development of trainees, not just in professional terms but also considering their personal growth and adaptation to workplace environments.
- To create a network of organizations and institutions that adhere to the standards and practices advocated in the guide, promoting a community of best practices.

The successful implementation of this guide is expected to yield the following key outcomes:

- Internships will adhere to higher standards of quality and relevance, as defined by the methodologies and guidelines provided in the guide.
- Students will benefit from internships that are more aligned with their educational goals and personal development needs.
- There will be a closer alignment between VET programs and industry requirements, leading to more effective and practical training.
- Greater participation and commitment from both VET centers and companies, leading to more fruitful collaborations.
- Widespread adoption of effective and innovative practices in internship management across Europe and potentially globally.
- Long-term improvement in the quality of VET internships, contributing to the overall enhancement of vocational education and training.

The objectives and outcomes outlined in this guide are ambitious yet attainable. They represent a collective effort to elevate the standard of vocational education and training, ensuring that internships are not only a requirement but a pivotal, enriching component of the VET student's journey. By achieving these objectives, the VETTER project seeks to make a lasting impact on the quality of vocational training and the preparedness of students for the workforce.

### The Role of the Methodological Guide in the VETTER Project

The Methodological Guide serves as a cornerstone within the VETTER project, playing several critical roles:

- It acts as the central repository of knowledge, methodologies, and best practices developed through the VETTER project. This guide brings together the insights, research, and practical applications gleaned from the project's various activities.

- The guide provides a blueprint for the effective implementation of the project's objectives. It translates the theoretical frameworks and methodologies of the VETTER project into actionable steps and procedures for VET centers, companies, and other stakeholders.
- By offering a standardized approach to internship evaluation and monitoring, the guide is instrumental in ensuring quality assurance across different VET programs and sectors.
- The guide bridges the gap between theoretical knowledge and practical application, ensuring that the learnings from the VETTER project are practically and effectively applied in real-world settings.
- It serves as a catalyst for fostering collaboration between VET centers and companies. By providing common guidelines and recommendations, the guide encourages a unified approach to internship management.
- The guide is designed to be a living document, adapting to new insights, feedback, and evolving industry needs. It drives continuous improvement and innovation in the field of VET internships.
- As a freely accessible resource, the guide plays a crucial role in disseminating the knowledge and findings of the VETTER project to a wider audience, extending its impact beyond the immediate project partners.
- The guide is key to ensuring the sustainability of the project's outcomes. By providing a comprehensive resource for ongoing reference, it helps maintain and evolve the standards and practices developed in the project over the long term.

In essence, the Methodological Guide is not just a deliverable of the VETTER project; it is a vital instrument for actualizing the project's vision. It encapsulates the essence of the project's innovative approach to VET internships and plays an indispensable role in guiding stakeholders towards improved, effective, and meaningful internship experiences. Through this guide, the VETTER project aims to leave a lasting legacy that reshapes the landscape of vocational education and training internships.

## Part II: Foundation of VET and Company Collaboration

In the ever-evolving landscape of today's professional world, the symbiotic relationship between businesses and VET centers has become increasingly vital. As industries strive to stay ahead in the competitive market, there is a growing recognition of the significance of skilled and well-trained workforce. This acknowledgment has paved the way for collaborative efforts between companies and vocational training institutions, forging partnerships that not only address the skills gap but also contribute to the overall growth and sustainability of both entities. In this discussion, we will delve into the synergies created through such collaborations, examining the benefits they bring to businesses, training centers, and, most importantly, to the individuals seeking to enhance their professional capabilities.



### III. Understanding VET and Company Roles

#### Overview of VET Schools and Company Responsibilities

Vocational Education and Training (VET) schools stand at the forefront of equipping students with practical skills and knowledge that directly align with the demands of specific industries. Within the framework of many VET programs, internships or work placements serve as indispensable components, offering students invaluable opportunities to acquire hands-on experience in authentic workplace environments. The synergy between VET schools and companies in orchestrating these internships entails a set of responsibilities for each party, marking a pivotal stage in the educational and professional journey of the participants.

Vocational Education and Training institutions are pivotal in shaping a workforce that not only possesses theoretical understanding but also practical proficiency. These institutions recognize the dynamic nature of industries and the evolving needs of employers. Consequently, they structure their programs to incorporate internships or work placements as integral elements, ensuring that students not only grasp theoretical concepts but also cultivate practical skills that are immediately transferable to their chosen fields.

The collaboration between VET schools and companies in facilitating these internships necessitates a shared commitment to fostering a seamless learning experience. For VET schools, this involves meticulous planning and coordination to align the curriculum with the evolving demands of industries. Moreover, they play a crucial role in identifying suitable placement opportunities, establishing partnerships with companies, and providing guidance and support to students throughout their internship journey.

On the other hand, companies engaged in this collaboration bear the responsibility of creating a conducive learning environment within the workplace. This includes assigning meaningful tasks that allow interns to apply their acquired skills, providing mentorship and guidance, and

offering exposure to the day-to-day operations of the industry. Companies also play a role in providing constructive feedback to help shape the interns' professional development.

In essence, the collaboration between VET schools and companies in facilitating internships is a dynamic interplay of responsibilities aimed at enriching the educational experience and preparing students for the challenges of the professional realm. This symbiotic relationship not only contributes to the individual growth of students but also strengthens the bridge between academia and industry, ensuring a workforce that is both knowledgeable and adept in real-world applications.

### Importance of Company Participation in VET Programs

Participation of companies in Vocational Education and Training (VET) programs plays a crucial role in shaping a skilled and adaptable workforce. This collaboration between companies and educational institutions is vital across various key dimensions:

- **Ensuring Practical Relevance:**

Firms contribute practical insights and real-world scenarios, enriching the learning environment for students. This exposure ensures that educational experiences align with the latest industry practices, trends, and challenges, making education more pertinent and applicable.

- **Aligning Skills with Industry Needs:**

Active involvement of companies helps synchronize the curriculum with present and future skill requirements of industries. This alignment ensures that students graduate equipped with skills and knowledge directly meeting the demands of employers.

- **Providing Hands-on Learning Opportunities:**

Companies facilitate internships, apprenticeships, and work placements, offering students invaluable hands-on experience. This practical exposure allows students to apply theoretical knowledge in authentic workplace settings, enhancing both competence and confidence.

- **Fostering Industry Connections:**

Collaborative efforts between educational institutions and companies cultivate strong ties, fostering networking opportunities. This collaboration benefits both parties by opening avenues for knowledge exchange, research collaboration, and staying abreast of emerging trends.

- **Contributing to Workforce Development:**

Companies actively engaged in VET programs contribute to the development of a skilled workforce. By interacting with students during their education, companies play a role in shaping the skills and competencies of future employees, ensuring a talent pool that meets industry standards.



- ***Building a Talent Pipeline:***

Participation in VET programs enables companies to establish a direct pipeline to potential future employees. This involvement allows them to identify and nurture talent early on, minimizing the gap between academic training and industry expectations.

- ***Promoting Innovation and Adaptability:***

The dynamic nature of industries requires constant innovation and adaptability. Company participation in VET programs exposes students to the latest technologies, processes, and industry trends, fostering a mindset of innovation and adaptability.

- ***Embracing Corporate Social Responsibility (CSR):***

Engaging in VET programs is often seen as a manifestation of corporate social responsibility. Companies contribute to the community by investing in the education and development of the local workforce, thereby supporting economic growth and sustainability.

- ***Enhancing Employee Satisfaction and Retention:***

Actively participating in VET programs often leads to higher employee satisfaction and retention rates for companies. Employees value organizations that invest in education and development, fostering a positive workplace culture.

- ***Contributing to Economic Growth:***

Collaboration between companies and educational institutions in VET programs is a catalyst for overall economic growth. A well-trained and skilled workforce enhances productivity, competitiveness, and innovation within industries, ultimately driving economic success.

In conclusion, company engagement in VET programs is pivotal for bridging the gap between education and workforce demands. This collaboration not only benefits students but also plays a crucial role in the growth and sustainability of industries and the broader economy.

## IV. Establishing Effective Coordination

### Strategies for Building Strong VET-Company Partnerships

Establishing effective coordination strategies is essential for building strong partnerships between Vocational Education and Training (VET) institutions and companies. A robust collaboration between these entities enhances the quality of education, ensures the relevance of skills, and contributes to the overall success of both students and industries. Here are some key strategies for fostering effective coordination:

- ***Clear Communication Channels:***

Establish transparent communication channels between VET institutions and companies. Regular communication ensures that both parties are aware of each other's expectations, goals, and any changes in curriculum or industry needs.

- ***Strategic Planning and Alignment:***

Develop a shared understanding of long-term goals and align the curriculum with the evolving needs of industries. This strategic alignment ensures that the skills imparted to students are relevant and in-demand in the current job market.

- ***Collaborative Curriculum Development:***

Encourage collaboration in curriculum development. Companies can provide input on the skills and knowledge required in the workplace, ensuring that educational programs are tailored to meet industry standards.

- ***Flexible and Adaptive Programs:***

Design flexible programs that can adapt to changes in technology, industry practices, and economic trends. This adaptability ensures that students receive training that remains current and applicable.

- ***Structured Internship Programs:***

Develop structured internship programs that provide students with meaningful and relevant work experiences. Clearly defined roles and responsibilities for both students and companies contribute to a positive and productive internship period.

- ***Regular Industry Engagement:***

Facilitate regular interactions between VET institutions and industry representatives. This could include industry advisory boards, workshops, seminars, or networking events to keep both parties informed about the latest developments.

- ***Mentorship and Guidance:***

Establish mentorship programs where industry professionals guide and mentor students. This direct interaction helps students gain insights into the practical aspects of their chosen fields and fosters a stronger connection between academia and industry.

- ***Continuous Feedback Mechanism:***

Implement a continuous feedback mechanism where companies provide feedback on the performance of students during internships, and VET institutions use this input to refine and enhance their programs.

- ***Resource Sharing:***

Facilitate the sharing of resources, such as facilities, equipment, and expertise. This collaborative approach ensures that students have access to state-of-the-art resources, and companies benefit from a workforce equipped with the latest skills.

- ***Monitoring and Evaluation:***

Establish a system for monitoring and evaluating the effectiveness of the partnership. Regular assessments help identify areas for improvement and ensure that the collaboration remains mutually beneficial.

- ***Recognition and Awards:***

Acknowledge and celebrate successful collaborations through awards or recognition programs. This positive reinforcement encourages continued commitment and engagement from both VET institutions and companies.

- ***Legal and Ethical Framework:***

Clearly define the legal and ethical framework governing the partnership. This includes agreements on intellectual property, confidentiality, and ethical standards to ensure a smooth and trustworthy collaboration.

By implementing these coordination strategies, VET institutions and companies can forge strong partnerships that enhance the learning experience for students, meet the evolving needs of industries, and contribute to the overall growth and success of both sectors.

## Communication Channels and Protocols

Establishing effective communication channels and protocols is crucial for fostering strong partnerships between Vocational Education and Training (VET) institutions and companies. Clear and efficient communication helps both parties collaborate seamlessly, align goals, and address challenges. Here are key elements to consider when establishing communication channels and protocols:

- **Regular Meetings and Updates:**

Schedule regular meetings between representatives from VET institutions and companies. These gatherings provide opportunities to discuss ongoing initiatives, share updates on curriculum development, and address any concerns or feedback.

- **Designated Contact Persons:**

Assign designated contact persons on both sides to serve as points of contact for communication. This ensures clarity and facilitates streamlined communication, reducing the chances of miscommunication.

- **Electronic Communication Platforms:**

Utilize electronic communication platforms, such as email, project management tools, or collaboration software, to facilitate quick and efficient information exchange. Ensure that both parties are familiar with and have access to these platforms.

- **Industry Advisory Boards:**

Establish industry advisory boards comprising representatives from companies. These boards can meet periodically to provide guidance on curriculum development, share industry insights, and discuss emerging trends.

- **Communication Protocols for Internships:**

Define clear communication protocols for internships or work placements. This includes regular check-ins, feedback sessions, and reporting mechanisms to keep both the educational institution and the company informed about the progress of the students.

- **Documentation and Reporting:**

Implement standardized documentation and reporting procedures for collaborative projects. This may include progress reports, feedback forms, and other relevant documents to ensure transparency and accountability.

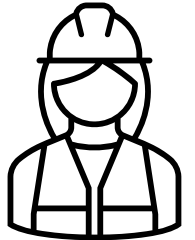
By implementing these communication channels and protocols, VET institutions and companies can establish a solid foundation for collaboration, ensuring that information flows smoothly, goals are aligned, and challenges are addressed effectively.

## Part III: Implementation of Practices

### V. Preparation and Start-Up of Internships

#### Initial Steps and Checklists

1. Introduce new employees to colleagues, fostering comfort and alleviating first-day concerns. Team introductions and assigning a buddy enhance a sense of belonging and eagerness to contribute.
2. Conduct a workplace tour to familiarize employees with facilities, workstations, and essential locations. Prepared workstations and equipment contribute to the employee feeling valued.
3. Provide health and safety training on the first day, covering procedures to assess and minimize workplace risks, along with emergency protocols.
4. Ensure necessary documents, such as employment contracts, proof of right to work, and bank details, are collected and signed on the first day.
5. Grant access to an online employee handbook outlining company policies, legal requirements, and guidelines on dress code, annual leave, sickness absence, and other important areas.
6. Clarify the new employee's role, expectations, and how their work contributes to the company during an early induction meeting.
7. Assess the employee's performance during the induction process to identify any gaps in skills. Organize additional training or tasks as needed.
8. Schedule the first probation meeting, allowing for feedback and motivation to maintain high standards of work. Set expectations and encourage employees to answer pre-meeting questions to assess their settling-in progress.



#### Setting Expectations and Defining Objectives

##### Guide to Establishing Employee Expectations

As a leader, ensure company success by setting clear expectations for your team. Follow these six tips:

1. Initiate expectations early and consistently, beginning with the hiring process.
2. Keep expectations realistic to prevent burnout and maintain work-life balance.
3. Apply the SMART goals framework to make expectations specific, measurable, attainable, relevant, and time-bound.
4. Connect expectations to clear metrics tied to specific goals.
5. Regularly review employee performance, conducting more frequent check-ins to address expectations in real-time.

6. Embrace collaboration, considering input from team members to refine expectations.

#### Communication of Employee Expectations:

1. Include the "why" to motivate employees.
2. Be clear and adhere to the SMART framework.
3. Allow space for questions after communicating expectations.
4. Seek feedback from employees on expectations.
5. Document expectations for accountability.

#### Setting Employee vs. Team Expectations:

1. Employee expectations are based on individual job responsibilities.
2. Team expectations revolve around collective efforts to achieve specific goals.

#### Setting Team Expectations:

1. Clearly communicate expectations, over-explaining if necessary.
2. Document and reinforce team expectations regularly.
3. Empower team members to take the lead at times.
4. Define clear milestones for new projects.
5. Celebrate team achievements to boost motivation.

## VI. Quality of Life at Work and Health Considerations

### Key Health and Safety Guidelines

#### **Occupational Safety and Health Principles (Alli, 2008).**

**Introduction:** Occupational safety and health is a multidisciplinary field encompassing various scientific areas, including medicine, physiology, toxicology, ergonomics, physics, chemistry, technology, economics, law, and industry-specific domains.

#### **Basic Principles**

##### Worker Rights and Conditions

- All workers have rights, and it is the responsibility of workers, employers, and governments to protect and uphold these rights.
- Working conditions should be safe, consistent with well-being and human dignity, and provide opportunities for personal achievement and service to society.

### Establishment of Policies

- Occupational safety and health policies must be established at both national and enterprise levels. Effective communication of these policies to all concerned parties is crucial.

### **Key Principles in Occupational Safety and Health**

#### **1. System Establishment:**

- A system for occupational safety and health must be created, including mechanisms for preventive culture development, maintenance, and periodic review.

#### **2. Program Formulation:**

- Formulation and implementation of a program on occupational safety and health, with ongoing monitoring, evaluation, and periodic review.

#### **3. Consultation with Stakeholders:**

- Social partners, including employers and workers, along with other stakeholders, must be consulted during policy formulation, implementation, and review.

#### **4. Prevention and Protection Focus:**

- Occupational safety and health programs and policies should focus on both prevention and protection, emphasizing primary prevention at the workplace level.

#### **5. Continuous Improvement:**

- Promotion of continuous improvement in occupational safety and health to adapt to social, technical, and scientific progress and changes in the world of work.

#### **6. Information and Data Collection:**

- Collection and dissemination of accurate information on hazards, surveillance of workplaces, monitoring of compliance, and other related activities are essential for effective policy establishment and enforcement.

#### **7. Health Promotion:**

- Health promotion is a central element, aiming to enhance workers' physical, mental, and social well-being.

#### **8. Occupational Health Services:**

- Establishment of occupational health services covering all workers, ensuring access to services that protect and promote workers' health and improve working conditions.

#### **9. Compensation and Rehabilitation:**

- Availability of compensation, rehabilitation, and curative services for workers suffering from occupational injuries, accidents, and work-related diseases.

## Responsibilities and Enforcement:

### 1. Education and Training:

- Education and training are vital components, creating awareness among workers and employers about the importance of safe working procedures.

### 2. Responsibilities of Workers, Employers, and Authorities:

- Workers, employers, and competent authorities have specific responsibilities, duties, and obligations, such as following safety procedures, providing safe workplaces, and devising, communicating, reviewing, and updating safety policies.

### 3. Enforcement of Policies. Policies must be enforced, and an inspection system should be in place to secure compliance with occupational safety and health measures and other labour legislation.

## Recommendations for Promoting a Healthy Work Environment

### 1. The Physical Environment

- **Overview:** Factors contributing to workplace health.
- **Subpoints:**
  - Physical environment includes health and safety.
  - Importance of mental and physical well-being.
  - Suggestions for improvement: bright colours, plants, and personalized workspaces.
  - Air quality and hygiene promotion.

### 2. Employee Growth and Development

- **Overview:** Continuing skills development for happier, more productive teams.
- **Subpoints:**
  - Self-assessment with "How Well Do You Develop Your People?" quiz.
  - Training Needs Assessment for identifying skill gaps.
  - Individual meetings to discuss career goals and mentorship.
  - Encouragement for challenging projects to expand skills.

### 3. Recognition

- **Overview:** Significance of proper acknowledgment in creating a healthy workplace.
- **Subpoints:**
  - Regular rewards and expressions of gratitude.
  - Fair compensation packages.
  - Management involvement through walking around and offering encouragement.

### 4. Employee Involvement

- **Overview:** Programs to boost morale, loyalty, and productivity.
- **Subpoints:**
  - Avoiding micromanagement and encouraging delegation.

- Establishing feedback channels for constructive criticism and innovative ideas.
- Creative involvement methods, such as cross-training or team management rotations.

## 5. Life Balance

- **Overview:** Addressing diverse motivations and promoting a balanced life.
- **Subpoints:**
  - Flexible working arrangements and work-from-home options.
  - Breaks, fresh air, and light exercise during the workday.
  - Encouraging work-life separation for relaxation.
  - Monitoring for burnout and utilizing job crafting techniques.

## Key Points

- Creation of a healthy workplace leads to improved morale, reduced absenteeism, better recruitment, and increased productivity.
- Five main areas of focus: physical environment, employee growth, recognition, employee involvement, and life balance.

Strategies include regular rewards, life balance promotion, and providing a safe, comfortable work environment.

## VII. Developing Key Skills

### Enhancing Communication Skills for Effective Tutor-Trainee Interaction

#### How to Improve Your Skills as a Tutor

1. Identify Areas for Improvement
  - Recognize specific areas where your tutoring skills can be enhanced.
  - Example: If struggles exist in clarifying the use of formulas, focus on improving communication skills. Address frustrations by working on patience and empathy.
2. Ask for Trainee Feedback
  - Request evaluations from students to gain insights into your performance.
  - Consider using anonymous email surveys or paper feedback forms after sessions.
  - Include aspects like communication skills, patience, and the effectiveness of concept explanations in the survey.
3. Conduct Mock Tutoring Session with a Friend
  - Seek honest feedback by simulating a tutoring session with a trustworthy friend.
  - Choose a topic you understand well and ask for feedback on identified strengths and weaknesses.
  - Example: If organizational skills and active listening are strengths but patience and empathy are weaknesses, focus on improvement.



#### 4. Continuous Learning

- Challenge yourself to continually learn and evolve as a tutor.
- Stay informed about diverse tutoring methods and learning styles.
- Regularly practice and expand your knowledge in the subject you tutor.

Emphasize understanding trainees' unique learning styles, creating effective teaching strategies, and developing interesting lesson plans to enhance tutoring skills.

### Tailoring Communication to Different Situational Contexts

- In any conversation, words alone don't determine meaning; context is crucial.
- Understanding context is a potent tool for enhancing communication skills.
- This applies to personal and professional settings, especially in procurement.

#### The Importance of Understanding Context

- Context refers to the circumstances surrounding an event, situation, or conversation.
- Considering context is vital to grasp the true meaning and interpretation of words.
- Tone, body language, and nonverbal cues can alter the meaning of spoken words.

#### How to Use Context to Improve Communication Skills

- Effective communication involves understanding the context of a conversation.
- Pay attention to nonverbal cues, such as body language and tone of voice.
- Cultural differences can impact the meaning of words; be aware of these nuances.
- Tailor your message based on the audience and their level of knowledge.
- Effectively using context ensures better communication and avoids misunderstandings.

#### The Different Types of Context

##### 1. Physical Context:

- Refers to the environment where communication takes place.
- Includes factors like location, lighting, temperature, and noise level.
- The physical context can impact how well a message is received, especially in noisy or crowded settings.

##### 2. Social or Cultural Context:

- Involves social norms, values, beliefs, and assumptions shaping our understanding.
- Communication across cultures can be challenging due to differences in social and cultural context.

### 3. Temporal or Historical Context:

- Considers the time period and historical events during communication.
- Relevant historical circumstances may influence how a message is perceived.

Being aware of these contexts helps tailor messages effectively and avoid misunderstandings.

## VIII. Leadership vs. Management in Internships

### Understanding Different Leadership Styles

#### Leadership Impact on Success:

Effective leadership is crucial for the success of a team and organization. Leadership drives growth, progress, and innovation, shaping the trajectory of the company. The absence of decisive and capable leaders impedes organizational success.

- **Leadership Visibility:**

- As a manager/supervisor, your actions are closely observed by the staff.
- Staff observes to identify your professional values, reflecting the company culture and values.
- A leader's dedication should inspire hard work among the team.

- **Demonstrating Excellence:**

- Leaders must exemplify the pursuit of excellence.
- Hard-working leaders inspire and thrive in the real world.
- Consistency in words and deeds is key for others to follow.

#### Leadership Techniques:

Psychology researchers, led by Kurt Lewin in 1939, identified three main leadership techniques:

- **Authoritarian Leadership (Autocratic):**

- Precise guidelines set by the leader.
- Emphasis on authority and subordination.
- Choices made without group consultation.
- Reduces creativity and can be tyrannical.

- **Participative Leadership (Democratic):**

- Engages with the group and welcomes feedback.
- Results in slightly lower productivity but higher-quality contributions.
- Fosters a sense of belonging and devotion to group objectives.

- **Delegative Leadership (Laissez-Faire):**

- Decision-making delegated to group members.
- Little to no direction provided.
- Effective with highly competent professionals but may lead to poorly defined responsibilities and lack of drive.
- Lewin found it to be the least effective, resulting in less productivity and cooperation.

**Choosing Leadership Styles:**

- Leaders aren't restricted to a single category.
- Knowing the specifics of each style is beneficial for leaders to adapt as needed.

Effective leaders understand when to employ authoritarian, participative, or delegative styles based on the situation.

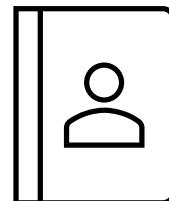
## Part IV: Monitoring, Evaluation, and Feedback

### IX. Monitoring and Evaluation of Internships

#### Tools and Techniques for Effective Monitoring

##### Digital Monitoring Tools

- **VETTER Mobile App:** It's a good instrument to have useful resources related to the internship always available on your mobile phone.
- **Online Tracking Systems:** Implementing online platforms where students can log their daily activities, reflections, and learning outcomes. These systems can be integrated with the VETTER e-learning course for comprehensive tracking.
- **Feedback Mechanisms**
- **Regular Surveys and Questionnaires:** Distributing periodic surveys to students and supervisors to gather feedback on various aspects of the internship, including learning experiences, workplace environment, and skill development.
- **Focus Groups:** Conducting focus group discussions with student's post-internship to gain deeper insights into their experiences and suggestions for improvement.
- **Performance Metrics**
- **Key Performance Indicators (KPIs):** Establishing clear KPIs related to internship goals, learning outcomes, and professional development. These could include metrics on skill acquisition, project completion, and workplace integration.
- **Benchmarking:** Comparing internship experiences against predefined benchmarks or standards to ensure consistency and quality across different experiences.
- **Qualitative Assessment Tools**
- **Reflective Journals:** Encouraging students to maintain reflective journals during their internships, providing qualitative insights into their learning journey and personal growth.
- **Case Studies:** Developing case studies based on notable internship experiences, which can be used for educational purposes and to refine future internship practices.
- **Stakeholder Involvement**
- **Regular Meetings:** Holding regular meetings with all stakeholders, including students, tutors, and company representatives, to discuss progress and address any challenges.
- **360-Degree Feedback:** Implementing a 360-degree feedback system where students, their peers, supervisors, and VET educators can provide comprehensive feedback on the internship experience.
- **Data Analytics and Reporting**
- **Data Analysis:** Using data analysis tools to evaluate the effectiveness of internships based on collected data, identifying trends, and areas for improvement.
- **Reporting Mechanisms:** Developing standardized reporting formats to document and evaluate internship experiences systematically.



Effective monitoring of internships is crucial for ensuring that they meet educational objectives and provide valuable experiences for students. By employing a combination of digital tools, feedback mechanisms, performance metrics, and stakeholder involvement, VET centers and companies can achieve a thorough and meaningful evaluation of internship programs. These tools, outputs of the VETTER project and techniques not only help in monitoring the current internships but also play a vital role in shaping the future direction of internship programs within the vocational education and training framework.

## Setting Up a Feedback Loop

### **Purpose of a Feedback Loop**

A well-structured feedback loop is essential for continuous improvement in internship programs. It ensures that feedback from various stakeholders – students, educators, company supervisors – is systematically collected, analysed, and used to enhance the internship experience.

### **Steps to Establish a Feedback Loop**

Recognize all parties involved in the internship - students, VET center staff, company mentors, and possibly even clients of the company where the internship takes place.

- Establish clear channels through which feedback can be provided. This can include surveys, focus groups, one-on-one interviews, or digital platforms.
- Create or select appropriate tools for gathering feedback. These might be standardized questionnaires, informal discussion guides, or online feedback forms.
- Set regular intervals for feedback collection – this could be mid-way through the internship, at the end, or even post-internship for longitudinal perspectives.
- Ensure all stakeholders are aware of the feedback process and its importance. Clear communication can enhance the quality and honesty of the feedback provided.
- Implement the tools and collect feedback at the predetermined times. Aggregate the data for analysis.
- Review the feedback to identify common themes, areas for improvement, and strengths. Look for patterns or repeated concerns that might indicate systemic issues.
- Develop an action plan to address the feedback. This might involve making changes to the internship program, providing additional training to mentors, or altering the evaluation criteria.
- Inform stakeholders about the changes made based on their feedback. This step is crucial as it demonstrates that the feedback is valued and acted upon.

### **Tools and Technologies for Feedback Loops**

Utilize digital tools like the VETTER app or online survey platforms for easy and accessible feedback collection.

Employ data analysis tools to handle large volumes of feedback data, allowing for more sophisticated analysis and reporting.

### **Ensuring Continuous Improvement**

Schedule periodic reviews of the feedback process to ensure it remains effective and relevant. Keep stakeholders engaged in the feedback process by demonstrating how their input leads to tangible improvements.

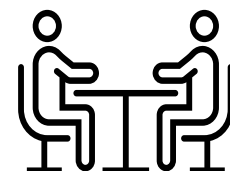
Establishing a robust feedback loop is a dynamic and ongoing process. It not only enhances the quality of internships but also fosters a culture of continuous improvement and responsiveness within VET programs. By systematically gathering, analysing, and acting on feedback, VET centers and companies can create more effective, engaging, and beneficial internship experiences.

## Part V: Enhancing Internship Outcomes

### X. Recommendations for VET Centers and Companies

#### Best Practices and Actionable Steps

Best practices and actionable steps can be undertaken by both VET centres and companies to foster a symbiotic relationship and elevate the quality of the internship experience.



- **Establishing Clear Communication Channels**

Effective communication forms the bedrock of successful collaborations. The guide advocates for the establishment of open lines of communication between VET centres and companies. This encourages a transparent exchange of information pertaining to internship goals, expectations, and any potential challenges that may emerge during the placement. A shared understanding sets the stage for a collaborative and productive partnership.

- **Defining Clear Learning Objectives**

To align internships with the educational objectives of trainees, it is imperative for VET centres and companies to collaboratively define precise learning objectives. This step ensures that the internship experience becomes a purposeful and educational journey, contributing meaningfully to the trainees' skill development and overall career aspirations.

- **Tailoring Internships to Individual Needs**

Recognizing the diversity among trainees is essential. The guide promotes flexibility in designing internships that cater to individual skills, interests, and career aspirations. Tailoring the internships to the unique needs of each trainee ensures a more personalized and enriching experience.

- **Implementing Regular Feedback Mechanisms**

Continuous improvement is facilitated through regular feedback mechanisms. VET centres and companies are encouraged to establish ongoing feedback loops, fostering an environment where constructive feedback is shared. This not only helps in identifying areas for improvement but also celebrates successes, contributing to a positive learning atmosphere.

- **Promoting Inclusive Work Environments:**

Diversity and inclusion are key considerations in creating a conducive work environment. The guide emphasizes the importance of companies fostering inclusive workplaces where trainees from diverse backgrounds feel welcome and supported. This inclusivity enhances the overall quality of the internship experience.

### • Utilizing Technology for Coordination

In an era of technological advancements, integrating technology tools can significantly enhance coordination between VET centres and companies. This includes communication platforms and project management tools that streamline collaboration, making the entire process more efficient and transparent.

## XI. Conclusion and Future Directions

### Summarizing Key Takeaway

The VETTER project's Methodological Guide is a comprehensive resource designed to enhance the quality and effectiveness of VET internships. The key takeaways from this guide underscore its importance and the transformative potential it holds for vocational education and training.

- The guide prioritizes improving the quality and relevance of internships, ensuring they align with both educational objectives and market needs.
- It underscores the importance of collaboration among VET centers, companies, and students, advocating for a unified approach to internship management.
- A holistic approach is emphasized, considering not just professional skill development but also personal growth, health, and well-being of the students.
- The guide provides a standardized framework for evaluating and monitoring internships, contributing to consistency and comparability across various programs and sectors.
- Introduction of innovative tools and methodologies, like the VETTER e-learning course and mobile app, enhances the monitoring and evaluation process.
- The guide is not static; it encourages continuous improvement and adaptation based on feedback and evolving industry demands.
- By aligning internship programs with industry requirements, the guide strengthens the link between vocational education and the labour market.
- The development of a network of organizations and the introduction of the VETTER badge creates a community of best practices, enhancing the overall impact of the project.
- The guide's emphasis on dissemination activities ensures that the project's results are widely known and utilized, maximizing its impact.

### Vision for Future Mobility Projects and Internship Improvements

Envisaging the trajectory of future mobility projects within the dynamic VET landscape necessitates a holistic and expansive vision that transcends conventional boundaries. The overarching goal is to sculpt an innovative and transformative paradigm where mobility projects serve as multifaceted platforms for immersive learning experiences. This vision entails a seamless integration of cutting-edge technologies, sustainable practices, and collaborative efforts between VET centres and companies to propel internships into



unparalleled realms of excellence. The future of mobility projects is envisioned as an ecosystem where emerging technologies such as smart mobility solutions, renewable energy sources, and data-driven analytics converge with the educational journey of trainees, fostering a synergistic relationship between theoretical knowledge and real-world application.

Internship improvements are not merely incremental adjustments but pivotal components of this forward-looking vision, shaped by a commitment to cultivating a diverse and inclusive workforce capable of addressing the complexities of the evolving mobility sector. Moreover, the vision extends beyond technical proficiency to embrace a profound dedication to environmental sustainability, reflecting a conscientious approach to nurturing responsible professionals. These improvements are grounded in the belief that internships should not only prepare trainees for the jobs of the future but also instil in them a deep understanding of the ethical and ecological dimensions inherent in the modern professional landscape.

In this envisioned future, VET centres and companies play instrumental roles in driving positive societal change, contributing not only to the individual career development of trainees but also to the broader goals of innovation, sustainability, and inclusive economic growth. The collaborative efforts between educational institutions and industry stakeholders are seen as paramount in shaping a workforce that not only adapts to but actively influences the trajectory of the mobility sector on a global scale. Through this expansive vision, future mobility projects and internship improvements emerge as catalysts for a paradigm shift in vocational education, where the synergy between theoretical knowledge, practical skills, and a commitment to societal and environmental responsibility paves the way for a workforce that is not only adept at navigating the challenges of the future but is also instrumental in shaping a more sustainable and equitable world.

# Appendices

## XII. Additional Resources

### List of Useful Tools, Templates, and Resources

This section of the Methodological Guide lists a set of tools, templates and resources that VET schools and companies can use to support students and to plan/organise work placements. These can refer to legislative and regulatory framework for technical assistance, capacity building and best practices, skills assessment tools, validation of learning achievements, portals to find work placements, skills development tools for VET trainers, etc. The information provided are at EU level, with links to digital resources.

#### **Legislative and Regulatory Framework for Technical Assistance, Capacity Building and Best Practices European Quality Assurance Reference Framework (EQAVET)**

**Link:** <https://ec.europa.eu/social/main.jsp?catId=1536&langId=en>

The European Quality Assurance Reference Framework (EQAVET) supports quality assurance in VET across the EU. EQAVET is based on a quality assurance and improvement cycle (i.e., planning, implementation, evaluation/assessment and review) and a selection of indicative descriptors and reference indicators applicable at both VET system and VET providers' level.



Figure 1 – EQAVET Improvement Cycle for Quality Assurance in VET

#### **European Framework for Quality and Effective Apprenticeships (EFQEA)**

**Link:** [www.cedefop.europa.eu/en/publications/4195](http://www.cedefop.europa.eu/en/publications/4195)

The Council Recommendation on the 15th March 2018 for the European Framework for Quality and Effective Apprenticeships (EFQEA) established the criteria for learning/working conditions and framework conditions. This document induces a reflection about ethical and social considerations.

## Germany - Federal Ministry of Education and Research

Link: [www.bibb.de/dokumente/pdf/bmbf\\_The\\_new\\_Vocational\\_Training\\_Act.pdf](http://www.bibb.de/dokumente/pdf/bmbf_The_new_Vocational_Training_Act.pdf)

Germany's dual system of VET is highly recognised worldwide due to its combination of theory in the classroom and training in a real-life work environment. The document offers a comprehensive overview of the legal provisions applied to VET in Germany. Examples of topics covered are the following: organisation of initial training, contract arrangements, obligations of companies and students, suitability of training premises and training staff, final examination, etc.

## HM Government - Department for Education

Link: [www.aoc.co.uk/policy/education-policy/t-level-temp/industry-placements-guidance-resources](http://www.aoc.co.uk/policy/education-policy/t-level-temp/industry-placements-guidance-resources)

The Association of Colleges offers a comprehensive overview of documents developed by the HM Government - Department for Education. The link above contains a set of materials focusing on how to effectively implement work placements.

## Daily Guidance Task Form

VOCATIONAL EDUCATION AT WORKPLACES DAILY GUIDANCE TASK FORM	
<b>Name of Company</b>	:
<b>Number of Students Responsible for</b>	:
<b>Occupational Field Branch</b>	:
<b>Task date</b>	:
<b><u>According to the Monthly Guidance Form:</u></b>	
Issues that negatively affect the education of students training in the company: (if any, please write.)	
Guidance and measures taken regarding the identified problems:	
Matters that are considered useful to be stated in the Monthly Guidance Form:	

Company Training Authority  <b>Signature</b>	Coordinator Teacher  <b>Signature</b>	Coordinator Assistant Director  <b>Signature</b>
<b>Explanations :</b> This form is received by the coordinator teacher from the coordinator Assistant Director at the beginning of the duty week for each task. After the assignment, it is delivered to the Coordinator Assistant Director with the completed signatures on the day it arrives at the school.  This form is used as a basis for filling out the "Monthly Guidance Form" and is attached to the report.		

## Monthly Guidance Task Form

<b>MONTHLY GUIDANCE</b>	
<b>MONTHLY GUIDANCE REPORT FORM FOR VOCATIONAL EDUCATION IN WORKPLACES COORDINATORS</b>	
<div style="text-align: center;">Name of the School / Instution /Center</div> <div style="text-align: right;">City</div> <p>The issues that I have identified during my one-month coordinator responsibilities in the business where the students of the field / branch of our school / institution receive vocational training are stated below.</p> <p>Name and Address of the Organisation :</p> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 30%;">           Business Training Authority             Signature         </div> <div style="width: 30%;">           Coordinator Teacher             Signature         </div> <div style="width: 30%; text-align: right;"> <u>Task Dates :</u> </div> </div>	
Topics Guided by the Coordinator	Evaluation and Recommendations
<b>A. Issues Related to the Regulation on Secondary Education Institutions:</b>	
1. Does the Master Trainer/Trainer have an annual training plan (Development Chart)? Is it implemented? Are the students trained according to the same process or rotation?	( ) Yes ( ) No
2. Is the daily activities of the students planned in accordance with the annual education plan?	( ) Yes ( ) No
3. Is student attendance monitored on a daily basis?	( ) Yes ( ) No
4. Are vocational training activities evaluated with marks?	( ) Yes ( ) No
5. Is a work file kept for each student about the work done?	( ) Yes ( ) No
6. Are students paid a monthly wage according to the amounts specified by law?	( ) Yes ( ) No
7. Is vocational training carried out during working hours?	( ) Yes ( ) No
8. Are students given sufficient information about occupational safety and are necessary precautions taken?	( ) Yes ( ) No

9. Do the students comply with the rules of discipline, dress code and business?	( ) Yes ( ) No
10. Do the students need to receive compensatory education? If necessary, in which subjects compensatory education should be implemented?	( ) Yes ( ) No
<b>B. Issues Related to Training Personnel:</b>	
1. Does the personnel in charge of vocational training of the institution have a master trainer certificate?	( ) Yes ( ) No
2. Does the number of student groups for which the training personnel is responsible comply with the numbers determined by law?	( ) Yes ( ) No
3. Guidance provided to the training staff by the coordinator on vocational training and its subject.	
4. Does the training staff need a course for improvement and adaptation?	( ) Yes ( ) No
<b>C. Issues Related to Institution</b>	
1. Is vocational training in companies carried out in accordance with the annual work schedule?	( ) Yes ( ) No
2. Are necessary measures taken to ensure that vocational training in the enterprise continues according to the legislation?	( ) Yes ( ) No
3. Has the school/institution given the curriculum (Development Chart) to the company?	( ) Yes ( ) No
4. Is the development chart applied for students?	( ) Yes ( ) No
5. Does the company receive OHS Service?	( ) Yes ( ) No
6. Opinions and suggestions of business authorities on the implementation of vocational education and curricula.	
<b>D. Other matters to be disclosed:</b>	

### Psychosocial Risks Assessment Tools

There are some existing instruments that can help VET providers and companies to detect, assess, manage and prevent psychosocial risks during the work placement. Examples are:

**SOBANE.** Link: <https://pubmed.ncbi.nlm.nih.gov/15205963/>

SOBANE is a risk prevention strategy that involves four levels of intervention and the active participation of working staff. The four steps, described by the European Working Conditions Observatory, are the following:

1. Screening: employers detect hazards and take action to reduce the associated risks.
2. Observation: the remaining risks are examined and discussed in more details.
3. Analysis: if necessary, an occupational health practitioner is required to provide ad-hoc solutions.
4. Expertise: in more complex scenarios, an expert is needed to solve a particular issue.

### CANEVAS

Link: [www.hytr.ucl.ac.be/Publications/resumes/Tap-179%20methodes%20stress%20delaunois.pdf](http://www.hytr.ucl.ac.be/Publications/resumes/Tap-179%20methodes%20stress%20delaunois.pdf)

CANEVAS is an instrument used for business analysis. The goal is to conduct a company stress diagnosis. It involves an initial overall assessment of the workplace in terms of risks and evidence of stress. It investigates the nature of work activities (e.g., tasks, role, autonomy,

decision making, etc.), of the work environment (i.e., context, organisational structure, interpersonal relationships, etc.) and individual resources (i.e., family, personality, resources, health, etc.)

### **Multidimensional Organisational Health Questionnaire.**

**Link:** <https://123dok.org/article/metodo-strumentale-multidimensional-organizational-health.myj9765z>

The questionnaire-based tool investigates indicators of organisational wellbeing such as environmental comfort, clear goals, competence valorisation, listening, information availability, conflict, relationships, problem-solving, demands, safety, effectiveness, fairness and openness to innovation.

### **Skills Assessment Tools**

#### **Key Competences for Lifelong Learning**

**Link:** <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en>

The document identifies eight key competences essential to citizens for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion. The document is a reference tool for education and training stakeholders. It sets up a common understanding of competences needed nowadays and in the future.

#### **Erasmus+ VET GPS**

**Link:** [www.vetgps.eu](http://www.vetgps.eu)

VET GPS - Guiding Tools for Professional Skills Development in VET focus on the acquisition, development and assessment of soft skills of trainees attending VET training, essential for their personal development, social participation and workplace success. The Platform offers an online free self-assessment tool on soft skills.

#### **Erasmus+ SoftSkills4EU**

**Link:** [softskills4.eu/](http://softskills4.eu/)

SoftSkills4EU identifies the key soft skills needed in the EU, develops new e-validation and e-learning tools, using the concept of “Open Badges”, develops a standardised system for self-evaluation and validation, and a strategy for validation of soft skills aimed towards VET centres and employers.

## E-Portfolio - Self-Assessment Tool for Learners

It is important to foster self-reflection and self-assessment in learners. For this purpose, learners can make use of an E-Portfolio. E-Portfolio is a recent instrument that allows individuals to reflect, identify and collect their acquired competences and skills, providing the target audience with an overall and comprehensive overview of the learning achievements in an authentic manner, in a digital format. E-Portfolio allows learners to collect Digital Badges.

### Examples of E-Portfolio are the following:

- Google Docs.
- Seesaw. Link: <https://app.seesaw.me/#/login>
- PortfolioGen. Link: [www.portfoliogen.com/](http://www.portfoliogen.com/)
- FreshGrade.
- Pathbrite.

## Validation of Learning Achievements

### 2012 Council Recommendation on the validation of non-formal and informal learning

Link: [eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32012H1222%2801%29](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32012H1222%2801%29)

According to the Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning, VET providers should facilitate access to formal VET programmes on the basis of learning outcomes acquired in non-formal and informal settings, also through the award of exemptions and/or credits. The Council Recommendation describes the elements of validation as following:

- Identification of the competences of an individual.
- Documentation to build evidence for the identified competences.
- An assessment of these experiences, where the learning outcomes are compared against standards.
- Certification of the results of the assessment that may lead to a full/partial qualification.



Figure 2 – Elements of the Validation Process

## **European Credit System for Vocational Education and Training (ECVET)**

**Link:** [www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet](http://www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet)

ECVET is a tool to help learners in the transfer, recognition and accumulation of their learning outcomes to achieve a qualification. It allows this also for single units of learning. This enables learners to build a qualification at their own pace through learning outcomes obtained in different learning contexts and in different countries. ECVET lays down principles and technical specifications to make qualifications and learning outcomes more portable and mobile, referring to existing legislation and regulation.

## **European Inventory on Validation of Non-Formal and Informal Learning**

**Link:** [www.cedefop.europa.eu/en/country-reports/european-inventory-on-validation](http://www.cedefop.europa.eu/en/country-reports/european-inventory-on-validation)

The European Inventory on Validation of Non-Formal and Informal Learning, hosted by CEDEFOP, helps in the ideation, development and implementation of validation systems. This inventory promotes dialogue and mutual learning among VET stakeholders across the EU by offering an overview of best practices and arrangements. CEDEFOP also disseminates EU guidelines on validation schemes. The latest document from 2015 identifies the main challenges faced by practitioners and offers practical solutions.

## **Tools for validation of learning achievements**

When extracting evidence of learning achievements, practitioners should select tools that are adequate to each individual situation. In some circumstances, conversation methods and observations are more suitable, in others a test/examination might be more appropriate. When documenting learning outcomes, they need to select the most appropriate tools to present those. Examples are:

- EuroPass. Link: [europa.eu/europass/en](http://europa.eu/europass/en)
- YouthPass. Link: [www.youthpass.eu/en/](http://www.youthpass.eu/en/)
- Digital Badges. A Digital Badge is an indicator of a learning achievement in terms of competence (skills, knowledge or attitude) that learners can collect and displayed through various learning and working environments.

## **Portals to Find Work Placements and EU Mobility**

VET centres and learners can look for training programmes and open opportunities at the following institutions and portals:

### **EURES**

**Link:** [eures.europa.eu](http://eures.europa.eu)

EURES is a European cooperation network of employment services, designed to facilitate the free movement of workers, trainees and learners. EURES offers guidance and support, and conducts matching between jobseekers and employers.



**Eurodesk**

**Link:** [eurodesk.eu](https://eurodesk.eu)

Eurodesk is a European youth information network created to support the Erasmus+ Programme. It makes information on learning mobility comprehensive and accessible to young people.

**Euractiv**

**Link:** [jobs.euractiv.com](https://jobs.euractiv.com)

Euractiv is an independent pan-European media network specialised in EU affairs, established in 1999. Their platform offers access to a wide range of job offers and work placements in the EU.

**Erasmus-Intern**

**Link:** [erasmusintern.org](https://erasmusintern.org)

Erasmus-Intern is a web platform where companies and organisations can offer their internship vacancies to individuals seeking international opportunities.

**Digital Opportunity Traineeships.**

**Link:** [digital-skills-jobs.europa.eu/en/actions/european-initiatives/digital-opportunity-traineeships](https://digital-skills-jobs.europa.eu/en/actions/european-initiatives/digital-opportunity-traineeships)

Digital Opportunity Traineeships is an EU-funded training initiative that aims to help companies fill vacancies with digitally competent candidates through work placements.

**European Youth Portal**

**Link:** [youth.europa.eu/home\\_en](https://youth.europa.eu/home_en)

The European Youth Portal offers information about opportunities that are of interest to young people in Europe. The Portal addresses young people, but also stakeholders working in the field of youth. In the “Go abroad” section, you can browse the different opportunities related to: Studying, Volunteering, Traineeships, Working, School and Youth Exchanges.

**European Solidarity Corps**

**Link:** [youth.europa.eu/solidarity\\_en](https://youth.europa.eu/solidarity_en)

The European Solidarity Corps offers a place for those young people and organisations, holding a grant, to implement activities and to find each other. It offers an inspiring and empowering experience for young people who want to help, learn and develop.

**Erasmus+ Mobility Programmes for VET trainers and learners**

**Link:** [erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/mobility-vet](https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/mobility-vet)

To manage learners’ mobility, the Erasmus+ Programmes offers to VET centres the following resources:

### **Mobility Tool+**

**Link:** <https://wikis.ec.europa.eu/display/NAITDOC/Mobility+Tool+Guide+for+Beneficiaries>

Mobility Tool+ is the Erasmus+ online management and reporting system. Report templates for your project can be accessed via Mobility Tool+, including interim reports which are submitted during your project's lifecycle and final reports submitted after the project end date.

### **Online linguistic support (OLS)**

**Link:** [erasmus-plus.ec.europa.eu/resources-and-tools/online-language-support](https://erasmus-plus.ec.europa.eu/resources-and-tools/online-language-support)

The OLS supports language learning for Erasmus+ mobility participants taking part in long-term mobility activities.

### **Skills Development Tools for VET Trainers**

#### **European Framework for the Digital Competence of Educators (DigCompEdu)**

**Link:** [publications.jrc.ec.europa.eu/repository/handle/JRC107466](https://publications.jrc.ec.europa.eu/repository/handle/JRC107466)

The European Framework for the Digital Competence of Educators (DigCompEdu) is a scientifically sound framework describing what it means for educators to be digitally competent. It provides a reference frame to support the development of educator-specific digital competences in Europe.

#### **The European Sustainability Competence Framework (GreenComp)**

**Link:** [joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework\\_en](https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en)

GreenComp is a reference framework for sustainability competences. It provides a common ground to learners and guidance to educators, advancing a consensual definition of what sustainability as a competence entails.

### **Erasmus Learning Academy**

**Link:** [erasmuslearningacademy.weebly.com](https://erasmuslearningacademy.weebly.com)

Designing and implementing innovative training courses for teachers and education staff, striving to improve education in the EU and give better chances to learners.

### **SALTO-Youth**

**Link:** [www.salto-youth.net](https://www.salto-youth.net)

SALTO-Youth provides non-formal learning resources for youth workers and youth leaders and organises training and contact-making activities.

### **European Vocational Skills Week**

**Link:** [https://vocational-skills.ec.europa.eu/index\\_en](https://vocational-skills.ec.europa.eu/index_en)

### **Erasmus+ VET-TEDD**

**Link:** [www.vet-tedd.eu/en/](http://www.vet-tedd.eu/en/)

VET-TEDD is an Erasmus+ funded project providing free to use and accessible resources that support the development of digital competences in VET trainers. The VET-TEDD project has developed a free to use, accessible resource to assess your skills in identifying, designing, configuring and implementing technological and/or digital content in your learning.

### **Erasmus+ DIGITECH**

**Link:** [www.digitechtoolbox.eu/](http://www.digitechtoolbox.eu/)

The DIGITECH platform focuses on improving digital skills in teachers and educators and on increasing their ability to teach students digital skills in all subject areas, with a particular emphasis on sustainability and energy transition.

### **Erasmus+ Digital Heights**

**Link:** [digitalheights.cut.ac.cy](http://digitalheights.cut.ac.cy)

The project fosters the capacity of faculty members in Higher Education Institutions in the area of digital assessment. It offers learning materials related to digital assessment strategies. These can also be applied to VET centres and to their teaching/learning activities.

### **Erasmus+ CIEP Platform**

**Link:** [ciepplatform.eu](http://ciepplatform.eu)

The Climate Innovator Energising Platform (CIEP) is an Erasmus+ project that offers an open access digital environment to raise quality standards of educational services in the field of sustainability across the EU. The CIEP Platform hosts providers of sustainability educational projects, programs, challenges, assessment tools and/or labels that VET schools can use and integrate into their curricula.

### **Erasmus+ Talent Journey**

**Link:** [talentjourney.si/](http://talentjourney.si/)

The Talent Journey project focuses on VET and aims to narrow skills gap in manufacturing sector, specifically in the field of IoT in smart manufacturing, through teacher trainings opportunities.

### **Digital Technologies Hub**

**Link:** [www.digitaltechnologieshub.edu.au](http://www.digitaltechnologieshub.edu.au)

The Platform offers resources on how to adopt digital technologies for teaching and learning. This includes resources on innovative pedagogical approaches, inclusive learning, assessment, etc.

## Contact Information for Expert Assistance and Support

This section of the Methodological Guide lists organisations and agencies, both at EU and national level, that can provide assistance, expertise, technical support and capacity building to VET centres and companies. Using the information provided below, VET stakeholders, such as VET associations, VET centres, companies, sectoral chambers and learners, can find practical information on VET and work-based learning.

EU legislation on VET has promoted the dissemination of comprehensive information with respect to the following aspects: EU and national VET frameworks and networks, career guidance and open opportunities, international cooperation and mobility for VET learners and trainers, validation of non-formal and informal learning, EU digital tools such as Europass and Youthpass, awareness raising events to improve VET attractiveness, international skills competitions, funding, best practices, forums, etc.

At the EU level, the following institutions and networks act as reference:

- The European Education Area fosters collaboration among EU Member States to build more resilient and inclusive national education and training systems.
- The European Centre for the Development of Vocational Training (CEDEFOP) supports the promotion, development and implementation of the EU policy in the field of VET. It enhances and disseminates knowledge, provides evidence for policy-making and facilitates knowledge sharing. CEDEFOP's country reports are a valuable resource for learning about VET at each national level. In 2002, CEDEFOP established ReferNet, a European information network for VET.
- The European Alliance for Apprenticeships (EAfA) unites governments and key stakeholders with the aim of strengthening the quality, supply and attractiveness of apprenticeships across the EU, while promoting the mobility of learners. Since 2020, EAfA calls for commitments on digital and green VET placements. Its online library offers quality materials, practical tools and guidance.
- The European Forum of Technical and Vocational Education and Training (EfVET) provides a transnational framework to support cooperative actions aimed at improving technical VET, in particular: to facilitate networking and partnership; to stimulate the creation of cooperative projects; to enable promotion and dissemination of innovative practice; to provide technical support; to help access to EU programmes.
- The European Association of Institutes for Vocational Training (EVBB) is the EU umbrella association of non-profit providers of VET. Its objective is the qualitative improvement of VET placement in the EU and to increase its attractiveness. EVBB has more than 65 members from both public/private sector and covers both initial vocational education and training (I-VET) and continuing VET (C-VET).
- The European Vocational Training Association (EVTA) is a leading European network in the field of VET. It comprises 15 members from 7 European countries, representing thousands

of national VET providers. EVTA facilitates the relationship between stakeholders in the field of VET, in order to share knowledge and practices on how to shape the training of the future.

- The European Apprentices Network (EAN) is a network of apprentices that makes sure that the opinions of VET learners are taken into consideration in the public debate and legislative reforms.

At national level, EU Member States also provide extensive guidance, mainly through public institutions such as Ministries and associated departments, employment agencies, advisory bodies and online portals. At each national level, industrial stakeholders, such as chambers, associations and trade unions, participate in the development and quality improvement of VET legislative frameworks and placements, while offering practical guidance to learners. The following institutions act as reference sources of information and data on VET at each national level.

### **Cyprus**

- The Department of Secondary Technical and Vocational Education and Training, as part of the Cyprus Ministry of Education, Sport and Youth.
- The Cyprus Productivity Center, as part of the Ministry of Employment and Social Security.
- The Human Resource Development Authority of Cyprus.
- The Cyprus Employers and Industrialists Federation.
- The Cyprus Chamber of Commerce and Industry Design.
- The Public VET School.
- EuroCulture.

### **Germany**

- The Federal Ministry of Education and Research.
- The Federal Institute for Vocational Education and Training.
- The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder of the Federal Republic of Germany.
- The Federal Employment Agency, with its local employment agencies.
- The Confederation of German Employers' Associations, the German Confederation of Trade Unions, German Chamber of Commerce and Industry and the German Confederation of Skilled Crafts.

### **Greece**

- The Ministry of Education, Research and Religious Affairs and associated Department of Vocational Orientation.
- The Ministry of Labour, Social Security and Social Solidarity.
- The National Organisation for the Certification of Qualifications and Vocational Guidance and associated 'PLOIGOS' web portal.

- The Labour Employment Office and associated education career offices.
- The Specialised Centre for Counselling and Vocational Guidance.
- The digital lifelong careers counselling forum.

### Italy

- The Ministry of Education, University and Research.
- The Ministry of Labour and Social Policies.
- The Italian Employment Agencies.
- The National Institute for Documentation, Innovation and Educational Research.
- The National Institute for Public Policy Analysis.

### Türkiye

- The General Directorate of Vocational and Technical Education as part of the Ministry of National Education.
- The Technical Education Foundation.
- The Vocational Qualification Institute (Mesleki Yetelilik Kurumu).
- The web portal “Monitoring Graduates of Vocational and Technical Secondary Education Institutions”.
- The Small and Medium Enterprises Development Organization.
- The Ankara Union of Chambers of Tradesmen and Craftsmen.

## XIII. Glossary

### Definitions of Key Terms and Concepts

In order to ensure clarity and a common understanding, this section defines key terms and concepts used in the Methodological Guide:

#### **1. Vocational Education and Training (VET)**

Refers to education and training programs that equip individuals with the skills and knowledge necessary for a specific trade, occupation, or profession.

#### **2. Internship**

A period of work experience offered by an organization for a limited period of time, often undertaken by students or trainees to gain relevant skills and experience in a particular field.

#### **3. Monitoring**

The ongoing process of collecting, recording, and analysing information to assess the progress and effectiveness of an internship program.

#### **4. Evaluation**

The systematic assessment of an internship program's design, implementation, and outcomes to determine its overall effectiveness and impact.

## **5. Stakeholders**

Individuals or groups who have an interest in the outcomes of the VETTER project, including students, educators, VET centers, companies, and policy makers.

## **6. Best Practices**

Methods or techniques that have consistently shown results superior to those achieved with other means, and are used as benchmarks in the field.

## **7. Key Performance Indicators (KPIs)**

Quantifiable measures used to evaluate the success of an organization, employee, etc., in meeting objectives for performance.

## **8. Feedback Loop**

A system in which the outputs of a process are used as inputs to the same process, essentially a mechanism for improving a process based on its performance.

## **9. Holistic Development**

An approach to learning that emphasizes the development of a person's intellectual, emotional, social, physical, artistic, creative, and spiritual potentials.

## **10. Methodological Guide**

A document providing guidelines and methodologies for a specific purpose, in this case, for enhancing the quality and effectiveness of VET internships.

## **11. VETTER Badge**

A recognition or certification awarded to organizations that meet certain standards of quality and effectiveness in the context of the VETTER project.

## **12. Continuous Improvement**

An ongoing effort to improve products, services, or processes by making incremental improvements over time, or implementing significant changes at once.

## **XIV. Acknowledgements**

### **Recognition of Contributors and Partners**

The project “VETTER - Improving the evaluation and monitoring process of the internships carried out by VET students” is an Erasmus+ KA2 project which started in 2021 with a total duration of 24 months. The project was approved by the German National Agency and the partnership consists of the following organisations:

- EUROPAISCHES INSTITUT FUR INNOVATIONSTECHNOLOGIE EV – Germany
- (coordinating organisation)
- CSI CENTER FOR SOCIAL INNOVATION – CSI – Cyprus
- BUYUK ORTADOGU SAGLIK VE EGITIM VAKFI – Turkey
- COSVITEC SOCIETA CONSORTILE ARL – Italy
- INSTITUTE OF ENTREPRENEUR SHIP DEVELOPMENT – Greece

For the past two years, the VETTER project consortium has – through transnational knowledge exchange and collaboration – developed tools and methodologies aimed at improving the evaluation and monitoring process of the internships carried out by VET students; prior to the VETTER project, such a process often lacks quality and does not take into account several dimensions of the students' lives. Thanks to European funds and valuable transnational cooperation, the VETTER project consortium has succeeded in piloting improved VET internship placement/evaluation processes, providing new methodologies, and offering innovative methods to make the monitoring and evaluation of the internship period of students more transparent and useful for all parties involved.

In this way, the VETTER project consortium has operated along the lines of the Erasmus+ priority of supporting the development of VET programmes which offer a balanced mix of vocational skills and create work-based learning opportunities well aligned to all economic cycles, evolving jobs, and working methods and key competences. To deliver a high-quality VET training, the VETTER project partners have recognised the necessity to adapt VET programmes to the needs of the labour market, as well as to strengthen the communication and coordination among the agents involved in the process: VET centres, students and companies.

## The VETTER Network

The VETTER project partners have worked together to promote the experience of VET placements, the quality of life at work and synergies between organisations and VET centres for a better management and coordination of work placements. A final project result of the VETTER project has been to establish a transnational network of qualified professionals from either companies or VET institutions, which lasts for at least one year beyond the project end in February 2024.

The network of the Erasmus+ VETTER project brings together likeminded individuals and organisations committed to enhancing VET programmes across Europe and beyond, by ensuring work-based learning opportunities are better aligned to the evolving job market and working methods.

By joining the VETTER network, members receive access to the free, open-source VETTER e-Learning course, mobile app, and methodologies. The transnational network is open to all interested stakeholders and can be accessed by provided your details in the following [ONLINE FORM](#):



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