

## 0.3 Guidebook to assess and monitor the wbl and projects that include wbl



EMPOWERING THE COOPERATION  
BETWEEN COMPANIES AND SCHOOL



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## INTRODUCTION

The guide will be a useful tool for all those who will have to manage WBL and, in general, projects that provide traineeships throughout the European territory.

This guide is one of the products of TRIALOG project, during which some of the methodologies and tools proposed in the guide have been tested.

In fact, it will collect methods and tools for monitoring and assessing traineeships, will be proposed as an innovative tool and validated by the project, a first basis of the APP that will certainly facilitate the daily evaluation processes by all the actors involved.

*We may have arrived here  
by different ships but, now,  
we are all in the same boat ...*

*(Marthin Luther King)*



# CHAPTER 1

## The importance of Evaluation in Knowledge and Learning processes

Evaluation is a necessary process because it calls into question, stimulates change, helps us reflecting on our growth processes. Should make us better, more conscious and taken to the change.

In the context of traineeships whether it be work-related learning or training, one of the most critical points, which often becomes the most lacking aspect is the evaluation system. This is because the actors involved are different for both origin, purposes and evaluation mode and also, in a transversal way, because evaluation is difficult, and it is for the same reasons mentioned at the beginning in defining it - rightly- "required." The effort in Trialog project is to be able to find a system that can effectively combine the different needs ensuring at the same time the implementation of the evaluation. In fact, one of the objectives of TRIALOG project was precisely to bring together in one Working Table, albeit in some virtual time, the three main protagonists: School/Education, Student and Company.

In the professional field, evaluation allows to detect if that employee is able to achieve good performances and/or those that the company believes they are.

From this it follows that the evaluation has rules and/or schemes that cannot and should not be rigid. Each company has its own value scheme and its reference models.

In the education system, evaluation must necessarily take into account many variables because we are talking about people who are taking on a path to learn and not about professionals who need to achieve company goals. Each person has his own story and each story bring about different situations and different levels of learning.

That's why it is important to take into account of these four levels of evaluation in the evaluation process:

**Expected skill level:** it is set by default. It is the measure of how much each student should learn based on the path that he/she has to deal with (see table e.g. Mechatronics and tab. Tourist agency), a measure resulting from a pure mathematical calculation

**Perceived skill level:** how much the student, in a self-evaluation process, believes he has learnt.

**Skill level achieved professionally:** This could also be described as a mathematical process. The knowledge acquired by the student is assessed through the administration of tests, observations on the job training and project work for each professional discipline. Evaluations are summarized in numerical values. They are added together and are supplemented by other evaluations that take into account the individual as a whole (in particular we should take into account the different levels of competence and the different psycho-physical conditions, which each student shows at the beginning of the traineeship).

**Level of growth achieved:** It is a more exhaustive final evaluation that takes into account the whole path and level of growth that each individual student achieves at the end of the work experience. It is probably the most important evaluation because it takes into account the history of the individual and not only mathematical and purely numerical evaluations. Furthermore, soft skills are also taken into account in the final evaluation.

This necessary premise to explain the philosophy of this guide. It does not just want to be a tool to help other operators to create an evaluation system, it also wants to be a tool to let us think about a more global approach towards people who take up a path of growth with the desire to change their lives for the better and to open themselves new doors for a professional future full of satisfactions.

### 1.1 STUDENTS' ROLE

The student is the main actor, "subject" of our research field: we must evaluate him to be able to integrate him in the labour market.

We have to figure out if what they have learnt it is sufficient or useful for professionalizing.

It is possible to do this with an objective evaluation process during a real phase of "training on the job". In fact, during the traineeship it will be possible to observe if they acquire professional and interpersonal skills and soft skills, which are of fundamental importance for job placement and employability in general.

The evaluation allows - especially if it is carried out in itinere - to intervene in the processes and in doing so we are able to enhance each one's potential. The evaluation on the job, allows us to check if they have the skills and gives the training agency the opportunity to intervene in time and allows the trainee to fill any GAP before the conclusion of the training period.

The role of the student in the evaluation process is an “active role” if it involves a self-evaluation<sup>1</sup> process or an evaluation process on specific aspects/elements.

The student will have an active role in the evaluation process on specific issues on which we want to investigate. In this case, the student will be called to express his satisfaction on issues such:

- clearness of the objectives to be achieved during the traineeship
- matching between the shared objectives during the planning and training phase
- effective support from the tutor/teacher
- timeliness replay in case of highlighted problems
- level of interaction with the mentor
- interaction and relationship with “work colleagues”
- communication within the company
- any difficulties encountered

In case of WBL carried out in another country, the student can be invited to express himself also on soft skills concerning the field of communication, exchange of ideas and interaction in different cultural contexts.

Also in this case, the evaluator/evaluation team can choose to propose a structured or semi-structured evaluation or self-evaluation questionnaire or both.

## 1.2 COMPANIES' ROLE

Companies must have the opportunity to assess the experience of trainees they host and must do it with valid erga omnes tools, that is, tools that are valid for everyone and that provide an objective evaluation with standardized parameters.

The company that produces “numerically controlled machines”, as well as the company that produces “agri-food products” or services (e.g. tourism) must establish both relational and professional requirements for its workers.

These characteristics are those to which the trainee must abide. The company must be put in a position to be able to express its evaluations on the traineeship, both positive and negative. This in order to make the minimum requirements of the job integration process standardisable and help the students to improve or enhance adequate professional and/or relational skills.



<sup>1</sup> See chapter 3rd

Moreover, it would be an added value, if the evaluation of the companies were always shared with the sending organization and the student. This in order to adapt VET and school programs and methodologies to the needs of the market. Sharing the evaluation of the companies with both the sending organization and the student should be, part of the whole process. That could really make the difference.

A codified evaluation system of WBLs within companies also allows any skills acquired by the young person to be certified and can further facilitate his integration in the market.

The role of companies' evaluation is particularly critical as, in most cases, the company does not have experts and/or trained staff to act as a mentor/company tutor and perform an objective evaluation based on the response to specific assigned activities. This problem is particularly strong and felt in national contexts in which the dual system is not yet developed and in contexts characterized by an entrepreneurial system of small and micro companies that, in most cases, have a small number of employees.

### 1.3 TEACHER/TUTOR VET ROLES

The role of the tutor/teacher is fundamental since he is partly the author of student's training and is therefore the first contact that assesses the impact of student's training on the company. The VET tutor/teacher then has to verify in which way relational and professional skills could help him to easily fit into a company context. Being the trait d'union between the different actors, he, more than any other, can act as a mediator of evaluation. He should have more comparable in order to understand the developments and/or failures of a student within a business process. The tutor will have to take charge of the evaluation results and use them to intervene in the different processes:

- learning process
- insertion process

### 1.4 SOFT SKILLS

"Soft skills" are those skills allowing people to step forward in a company, work in groups, communicate effectively, interact with other human beings within the same space, organize their work day, discuss and/or negotiate civilly and effectively, listen and develop new perspectives and new visions of the same topic. The entrepreneur today believes that he is able to find people knowledgeable in specific sectors on the market, but he finds difficult to find people who can work in group or have negotiating and/or effective communications skills. Recent surveys have highlighted the role that soft skills have taken on in the job market<sup>2</sup>. This sentence may seem obvious or out of place, but unfortunately it is not so. In fact, the approach to the world of work has changed, but young people do not seem to realize it and neglect or ignore the importance of character or behavioural aspects and how much these may affect job search or work itself. The increase in the whole Europe of the NEET phenomenon and of the investments allocated to contain it and stop its expansion, does not take into account soft skills. In particular, the problem of not being able to find a job that makes you feel adequate and satisfied cannot depend only on the lack of demand from companies or because companies take on someone who has a curriculum or who is super-qualified. In some cases, young people's failure is also due to their own incompetence in dealing with a job interview or showing up to a company, and not being able in any way to increase their value and/or create interested towards them. To confirm how much the labour market has changed, in 2016 a survey was published and it gave evidence that in at least 7 European countries (including Italy)<sup>3</sup>, the lack or neglect of soft skills is a real obstacle to the insertion of young people into the world of work. Disappointed, disillusioned, polemical or anonymous, unable to show up, unable to show to the others their potential and communicate their emotions. Rude, indifferent to their surroundings and apathetic to the world around them. These are our young people filling schools and vocational training courses. Instead, we are aware of the importance of these skills and we realize how little they are valued and we want to draw academics or scholars' attention who continue thinking that work can only be sought with high digital skills and a perfect knowledge of English. This guide is also an encouragement to schools, training agencies and those who take charge of the students supporting them in entering the world of work, whether it's a traineeship or a work experience. Young people must be helped to develop their inherent psycho-cognitive and socio-relational skills by not demonizing their creativity, although this is often shown through arrogance or hidden by apathy. Let's help them bring out the best of them, teach them to look for and capture their work through their psycho-people.

<sup>2</sup> World Economic Forum in 2016 he analysed ten skills that will be more requested from 2020. Monica D'Ascenzo, Le 10 competenze per trovare lavoro, Sole 24 2016

<sup>3</sup> January 2016, Research funded by the Erasmus Plus program

# CHAPTER 2

## Self-evaluation

### 2.1 INTRODUCTION

Self-evaluation gives the trainees the opportunity to assess their knowledge and skills from the beginning giving them a feedback on what they think they know.

This need arises from the desire of making the student become an active participant from the beginning, making him awareness and stimulating his desire to improve himself.

As a consequence of his studies (scholastic or VET), the student will train to apply in real environments (companies) what has learnt in a theoretical way in “protected” environments (school, VET), in order to experiment and gain awareness of his potential in view of entering the labour market.

#### Preparatory phase

- Description of the professional figure
- Identification of professional technical skills
- Identification of transversal skills
- Identification of tasks related to professional skills
- Once the skills have been pinpointed, the learning units must be identified. These units must specify the objectives to be achieved in the single unit in terms of professional knowledge and skills to be acquired.
- Once the required skills and abilities have been identified and explained, it is necessary to match the learning and know-how with the different levels of the EQF to make the level of certification and study consistent with it.

As for the self-evaluation process, the student is encouraged to express his perception about the acquisition or improvement of the skills whether they are professional, relational or basic (soft skills). Based on the tool chosen for the self-evaluation process, the student can express:

- His perception on the acquisition of a specific skill with a closed question “yes/no” (structured or semi-structured questionnaire)
- The perception of the degree of acquisition of a specific skill, for example with a scale of values from 1 to 5 where 1 equals the minimum and 5 maximum value (structured or semi-structured questionnaire)
- The perception on the acquisition of skills that the student can freely indicate (answering open questions) or indicate on the basis of a predefined list (closed questions)

He can be invited to express his perception about

- Meeting the goals
- Level of autonomy in carrying out the activities
- Level of complexity of the activities carried out

### 2.2 GOALS

Make the student aware of both his technical and professional knowledge and his ability to work in team in contexts different from those he usually attends. Self-evaluation aims to facilitate the process of accountability and adultization of the student making him protagonist of his professional experience. The awareness of one’s own potential and the room for improvement can be an important driver for growth. Growth and increased self-esteem facilitate learning and job placement.

### 2.3 TOOLS

The preparation of a self-evaluation questionnaire provides for a detailed analysis of the professional and relational skills envisaged by the professional figure. See the introductory phase 3.1.

At this point a self-evaluation questionnaire can be prepared for both technical and transversal areas. In fact, for each profile, different transversal skills must be acquired. A self-managed questionnaire allows those who perform it to understand which aspects of the approach need to be enhanced and/or must be acquired. The self-evaluation, although more uncertain measure of direct evaluation of the experts, supports a process of awareness that should act as a driver for improving or consolidate his will if he is undecided.



The questionnaire will have a premise in which will be indicated as follows:

*“Dear student during the course you have acquired the skills you are about to put into practice within the company XXXX; please fill out the questionnaire that contains all the skills you should have acquired during your path. Mark with the following numbers<sup>4</sup> the level of knowledge that you think you have acquired in professional knowledge and skills:*

ACTIVITIES OF THE MECHATRONIC SECTOR	N 1	N 2	N 3	N 4	N 5
Adopting planning and work organization criteria					
Applying the safety and environmental regulations of the sector					
Applying techniques and methods to check the mechanical parts of the vehicle					
Reading and interpreting vehicle check-up data to diagnose the status and functioning of the mechanical parts					
Identifying tools, technologies, equipment to implement the intervention					
Applying techniques, tools and materials to replace, repair, maintain and install mechanical parts of the vehicle					
Applying techniques and procedures to verify and test of the mechanical parts of the vehicle					
Apply compliance verification techniques and procedures required by sector regulations					
Apply techniques and methods to perform the check-up on the vehicle's electrical and electronic equipment					
Read and interpret the check-up data to establish the diagnosis on electrical/ electronic devices status and functioning					

In this way the student will have autonomously - according to the score achieved - the indications of which areas of his professional and/or personal skills improve and/or strengthen.

### How to design it

Once the skills are mapped, the Likert scale with a value from 1 to 5 is drawn up. For each profile, we have created tables where the skills to be acquired are summarized; a numerical value is entered in a side column to indicate an expected value, in line with what is required by the professional figure; in another column is described the skill that the student should acquire in that specific field.

Soft skills are specified always in the table, but in a space below, and in the next column there is the value expected from the student. The skills that the student should have in that area are listed in the following column (e.g annexes schemes of professional skills).

- Identification of skills
- Identification of key skills
- Breakdown of professional technical skills and soft skills
- Identification of knowledge, skills and behaviour
- Identification of expected levels of competence
- Attribution of a value at each level
- Definition of a minimum standard.



<sup>4</sup> 1: Not sufficient; 2; Sufficient; 3 Satisfactory; 4 Good; 5 Excellent

## EXPECTED

	Skills to be acquired	Expected value	Abilities to reach	Expected value	Tot
Professional area					
Soft skill area					

The table that summarizes the different phases of the evaluation must also take into account self-evaluation as a professional and personal skill to face the world of work.

In training young people, we often feel a lack of awareness in “doing”, which is often expressed or with an excess of self-confidence (“*what does it take?*”) or in an excess of mistrust (“*I’m not able*”), reason why self-evaluation can become a useful tool for cutting someone down to size or empowering the person who is self-assessing.

## PERCEIVED

	Skills to be acquired	Expected value	Abilities to reach	Expected value	Tot
Professional area					
Soft skill area					

For all those who have to assess the progress of a process it is important to follow and understand the different processes of growth that are triggered in the student. This is why it is necessary to always know where young people start from, what their zero point is, and how and how much they can be supported by soft skills. To create the self-evaluation questionnaire, it is necessary to start from the analysis of the competences that are carried out for the professional evaluation. A final grid in which several columns are inserted must be created. All the values (levels of achievement of skills, expected values, perceived values) must be entered in all of them to have a comprehensive framework of the students.

The data thus obtained must be comparable, in order to be analysed using the same mathematical criteria.

It is important to strengthen the young person also from a personal point of view.

We are aware of the importance of “self-esteem”, which is why we decided to include a self-evaluation test on self-esteem.

## 2.4 SOFT SKILL TEST IN SELF-EVALUATION

For the self-evaluation of soft skills, we have chosen to investigate self-esteem because we are aware of the importance that it has in making or not their own life project. The Rosenberg scale, like all the Self-Evaluation Scales, allows you to get a rough answer that helps the person who is filling the questionnaire to understand his level of self-esteem and if it is appropriate to intervene if the self-esteem is extremely low or high. Since it is a self-evaluation, this questionnaire / test shows the perception that the person has of himself and in no way replaces the opinion of an expert, but it is useful because it stimulates reflection in a perspective of learning and improvement for the present and future.

## 2.5 METHODOLOGY

Self-evaluation tests are auto-filled tests, they can be auto-filled electronic or on paper form.

## CHAPTER 3

### Tools of Evaluation

The design of the tools is always a delicate process, but fundamental, in order to be able to have and collect elements to better interpret the progress of the phases linked to the insertion in the company of the students both in their own territory and abroad. The synergy between the sending agency, the companies, and the students is very important. Evaluation tools cannot be designed without the collaboration of all the actors involved. The school/agency identifies the professional skills to develop and/or strengthen and shares them with the companies and the student. The student must be aware of his traineeship and/or traineeship project and that he must demonstrate to himself and to others that he is able to get involved and take his responsibility. He must understand that if he could apply what he has learnt and learn new things or could even suggest new ways of working through his innovative approaches - as a new generation - his place in the world could be secured and guaranteed.

The traineeship is a fundamental time of growth that allows all actors involved to figure out if their work has been successful.

The evaluation of the traineeship experiences allows to:

- Analyse the skills acquired at school or training by the student (compared to the objectives set in relation to professional and interpersonal skills related to the specific professional figure)
- Check student's satisfaction for the current and the completed experience
- Check the company's satisfaction with the experience and observe any deviations from the initial expectations
- Establish a reference recollection to improve future projects in terms of coherence, cohesion and effectiveness

The evaluation of the training experience is carried out:

- Ex-ante, to verify the expectations of the actors involved
- In itinere, to verify if the activity is carried out in line with what is shared and/or desired, in order to intervene with improvement actions
- At the end, to verify the satisfaction of the parties involved and the skills achieved by the student

Evaluation tools:

- Semi-structured questionnaires (multiple choice questions and open questions)
- Self-evaluation questionnaires
- Individual interviews
- Registration grids
- Focus group

Questionnaires and registration forms can be completed on:

- IT support: to be completed on Google drive
- IT support: to be completed through the APP, as experimented during the TRIALOG project
- Soft copy

The learning outcomes play a special role in the evaluation of the traineeship because they are and must be subject to specific evaluation. Furthermore, they must be clearly identified and shared in their same meaning by the 3 parties involved in the WBL: school/enterprise/student.

As shown in the WBL-Toolkit section "Evaluation and quality Assurance": *"For work-based learning to be quality-assured, there should be a focus on specific learning objectives and predefined learning outcomes, in addition to a confirmed methodology for delivering learning in which work-based or workplace elements are clear and complementary. In terms of assuring the quality of the learning experience, it is also important that all stakeholders in the learning process (e.g. learner, teacher, tutor, trainer, mentor, manager) are sufficiently committed and well-informed on goals, processes and mechanisms for learning delivery"*.

The tools and phases that characterize the evaluation of the traineeship presuppose an active dialogue between VET school/intermediary organization, company and at the same time a constant feed-back analysis to monitor the process to make it more and more effective in view of the expected learning outcomes/results.

As previously stated, these tools can be used either in hard copy or soft copy.

Trialog project - designed to test and trigger processes of dialogue and sharing between education system, companies and students in order to adapt the evaluation tools to the digital age - wanted to experiment an APP. The APP is the result of a serious consideration, of all the partners that in different ways work with young people and companies and that, thanks to their experiences, have detected the need to find a tool that could facilitate the evaluation processes to all the actors involved. The APP is a digital tool that can be used contextually and simultaneously by more than one person. It helps the school, since a single teacher can follow even large groups of students; it helps the student<sup>5</sup>, because through the APP a whole series of evaluations and/or indications to carry out the internship/traineeship are conveyed and requested to him; finally, it facilitates the company, as it can use the App to communicate directly with students and teachers rather than fill out printed material, and at a later time it can contact the teachers and share with them everything that happens.

The APP is being tested, but the tools can be used in hard copy through platforms or in soft copy.

The monitoring of teachers and mentors is oriented to understand their different approaches and their behaviours with the students during the traineeship in order to improve and enhance the methodologies necessary for the success of the WBL.

### 3.1 QUESTIONNAIRES

#### Student expectations questionnaire

A questionnaire that allows us to detect the student's expectations about the experience he is about to undertake.

It provides a set of multiple choice and open questions.

#### Company expectations questionnaire

A questionnaire that allows us to investigate what expectations the company has with respect to the student's internship. Evaluating these ex-ante allows us to possibly better address the student and subsequently assess objectively the company's satisfaction with the traineeship. It will include sets of multiple choice and open questions.

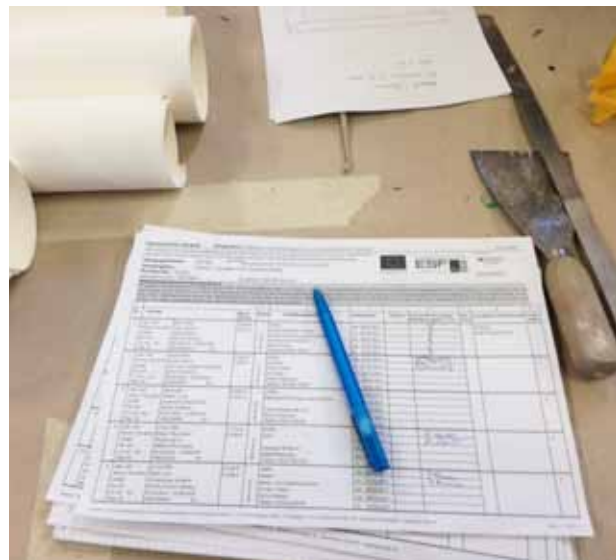
#### In itinere student questionnaire

A questionnaire that allows us to verify student's satisfaction with the current experience and to investigate his approach towards experimentation in the company, and to monitor his motivation and orientation about the objectives. What will emerge from the feed-back analysis will allow the intermediate organization to intervene for any empowerment actions.

#### Final questionnaire for students and companies

The two final questionnaires addressed to students and companies are useful tools to investigate the satisfaction of the two actors involved (companies and students) about the traineeship.

They also allow a more in-depth reading of the overall work experience.



<sup>5</sup> The mobile phone is a very popular tool and used by young people and the idea that it can also become a work tool is a very important message for them

## 3.2 TRAINEESHIP PROJECT

### Traineeship project

The Traineeship project is an instrument of fundamental importance drawn up by the intermediary organization (School, Training Agency etc.) in close synergy with the company and subsequently shared with the student. The document must be signed by the 3 main actors involved in the WBL: company/company tutor; intermediate organization/school tutor; student.

**The first part of the Traineeship project** collects the essential information about WBL:

- Details of the company's and of the reference company tutor
- Details of the intermediate organization (school/training agency) and contact details of the school tutor
- Student's Personal details
- Start and end date of the traineeship (The duration of the traineeship will vary according to the skills to be acquired and the learning objectives and the reference training path. In any case, the working hours of the host organization and the relative National and Collective Agreement of Job are considered as a reference)

**The second part** is on the professional figure of reference and skills relating to it. Therefore, must be reported

- Professional reference figure (and EQF level indication)
- Skills belonging to the reference figure. Part of them will in fact be the subject of the WBL

**A third part** takes up the objectives and the skills to be developed in the WBL. For each trainee the skills to be acquired during the WBL will be identified taking into account both the company context and the work process and of the specific professional figure of reference contained in the regional, national and/or European professional figures classification. In summary, the project will include:

- The objectives of the traineeship
- The professional skills of the professional figure of reference
- The professional skills intended to be acquired and/or enhanced in the WBL
- The soft skills that the company considers important to work effectively in the company
- The activities that the student must perform



### 3.3 LOGBOOK FOR THE STUDENTS

#### Logbook

It is the document that must be completed by the student daily and on which the student must indicate all the activities performed and any observation.

The logbook actually has a dual purpose. In fact, it is useful for both checking the compliance of the activities carried out by the trainee with what is indicated in his training path - whether it is school or a training agency - and to control of the activities performed by the student. At the same time, it has a training function, because it allows the trainee to acquire technical language and to improve the awareness of the activities performed.

**Where the intermediary organization uses the APP TRIALOG the logbook is not necessary, because the APP reported the activities planned for each day and an indication of their execution.**

### 3.4 SCHEME FOR THE FINAL AND IN ITINERE EVALUATION

The evaluation form shows the skills to be acquired in the traineeship and the activities to be carried out on a daily basis. It is an essential tool for the tutor/company to assess the skills acquired by the trainee. Skill evaluation can be made using a univocal evaluation scale (objective achieved with excellent results - objective achieved with good results - objective achieved with sufficient results - objective not achieved).

In the evaluation form the company tutor will indicate the evaluation of the activities performed by the student in a specific day. The form provides an evaluation for the activities with a range from 1 to 5 where 1 represents the minimum value and 5 the maximum. The card also provides a section for the evaluation of the soft skills indicated as important in the traineeship project. The form is used in itinere and at the end of the WBL.

The frequency of the monitoring can be decided and agreed between the parties. At least a weekly evaluation is suggested where daily is not possible.

Evaluation in itinere is of fundamental importance as it allows to carry out the planning of an additional training course, modify in the same traineeship, and schedule further reviews with the company tutor through which the student will be able to improve performances and correct any errors and weak points in the performing of activities.



In case that the APP is used, the evaluation form is not necessary because self-evaluation and the evaluation of the activities carried out by the student every day can be entered via the APP. Regardless of the digital platform used (android mobile, Gmail platform etc) or the format of the tool (hard or soft copy), the evaluation of the tutor on the performance and the self-evaluation of the student in itinere are a crucial step towards a process of awareness of their own learning path. Conscious students also become more committed to their work growth project.

### 3.5 THE EVALUATION STAGES OF THE TRAINEESHIP

As anticipated, the evaluation of the traineeship consists of different PHASES. During each one of them, specific aspects and fields of investigation are observed and assessed. The indication for the subject of analysis, the analysis tool and the scheduling are shown below.

Subject of analysis	Tool	Scheduling
Student	Student expectations questionnaire	By 1 <sup>st</sup> day of the WBL
	In itinere student questionnaire	Following the WBL
	Final questionnaire for students	At the end of the experience
	Self-evaluation questionnaire	Every time he wants to test himself
	Self-evaluation questionnaire	Every time he wants to test himself
Company	Company expectations questionnaire	By 1 <sup>st</sup> day of the WBL
	Final questionnaire	At the end of the experience
	Final evaluation form	At the end of the experience

### 3.6 OTHER TOOLS

Below are shown the other activities and tools that can supplement the evaluation carried out through the questionnaire as indicated above.

- **Individual talks with the student:** They are performed by the school tutor<sup>6</sup> and aimed at analysing with the trainee the experience in progress. The objective of the interview could only be an analysis of the experience, but in fact could also act as a driver for trainee's motivation and strengthen the student's focus in achieving his goals.
- **Interviews in itinere with the tutor of the host subject:** the school tutor and agency are constantly updated on the performance of the student's activities in order to detect any anomalies and to be able to intervene with support and improvement actions, for both their behaviour and the professional skills.
- **Workshop in group:** they are carried out by an expert and/or by a school tutor skilled in group management. They can be implemented if more than one traineeship is activated in the same period and for similar activities, Workshops in group facilitate the sharing and socialization of individual experiences in the field and in the students enable a metacognitive self-evaluation of the skills acquired

<sup>6</sup> The teacher is basically the referent for the professional subjects for the school while for the training agencies he could be the tutor of the course, often specialized in the professional subjects covered by the same path.

## CHAPTER 4

### The use of App in the traineeship

#### 4.1 TRIALOG EXPERIENCE

The most challenging and innovative part of TRIALOG project is to improve the cooperation between the three interested part of the teaching-training-learning process, student- educators - tutors, as they will benefit as much as possible from this teamwork, and value the real potential for the common goal. The final aim, to increase the employability skills of the graduates, is only possible with the synergy of the three actions: TEACHING-TRAINING-LEARNING.

For this reason, the partnership has decided to develop a simple tool able to guarantee effective communication in real time, during the whole process of the Work Based Teaching (WBT) e Work Based Learning (WBL) to support the continuous feedback between the three main actors involved in the work experience process: tutor-teacher-students. With the TRIALOG project an APP (TRIALOG APP) was developed for teachers, tutors and students; both for the Work Based Teaching of the teachers-tutor and for the Work Based Learning.

#### 4.2 WHAT IS THE APP?

The TRIALOG APP allows in fact a circular communication between tutor, teacher and student during the Work-experience as:

- it has a specific area for the company, VET organization and students' details
- it has an interface with the start and end date of the Work-experience and the indication of EQF level
- it is characterized by a specific interface that shows the essential elements which constitutes de facto a Memorandum of Understanding:
  - ✓ professional skills of the person being trained
  - ✓ relational skills deemed appropriate by the teacher/tutor
- it has a specific interface in which the tutor indicates in advance the tasks scheduled on each specific day in line with the related professional skills
- it has a personal access for the tutor, teacher and student who can communicate on a daily basis through the APP by entering an integrated set of information:
  - ✓ the student can confirm or not his presence in the company
  - ✓ the student confirms he has performed daily tasks
  - ✓ the tutor gives a value from 1 to 4 for each activity performed on a daily basis
  - ✓ the tutor specifies relational skills shown by the student
  - ✓ the student gives a self-evaluation on his performance
  - ✓ the student confirms or not his presence in the company

#### 4.3 HOW THE APP IS STRUCTURED?

The various APP screens can be downloaded as pdf and used on different applications. In order to be able to design the TRIALOG APP, a long and complex work of comparison and analysis with the partners and the teachers and tutors involved was necessary to identify the elements deemed useful for

- a usability and effectiveness of the tool
- allowing the three actors involved in the work experience to have complete and updated information on the daily performance of the activities
- improving communication
- improving the evaluation process itself regarding student's professional and soft skills.

The possibility of a daily feedback and evaluation on the work done was considered an added value for the student who, in this way, has the opportunity to promptly correct any disharmony and/or problems; it empowers and focuses the student's attention on specific activities and specific skills. It also allows the tutor/teacher to have immediately available the evidence of the evaluations made.

The APP requires that the tutor and the teacher identify not only the professional skills of the figure and the subject of the traineeship but also the relational ones that define in advance the tasks that the student will have to perform on a daily basis.





In TRIALOG project, interfaces are designed for the evaluation of the work-experience carried out by young people involved in the following areas of activity:

- ✓ Information technology, hardware and software maintenance, CAD design
- ✓ Administration and accounting
- ✓ Electricity, plumbing
- ✓ Woodworking
- ✓ Electro-mechanics
- ✓ Numerical control machine management in the automotive sector
- ✓ Small maintenance activities (painters)

The application records and keeps in memory all the skills that the student acquires during the traineeship, these would become over time his professional curriculum. This CV, as confirmed by the company, would become a guarantee of the skills and abilities acquired by the young person and would facilitate its recruitment.

#### 4.4 THE TRIAL OF THE APP

The APP was tested both in Romania and in Belgium and in other countries during the Work experiences of the students of the different schools during 2018.

A monitoring of the expectations regarding the APP and the satisfaction following the trial was carried out involving the three main actors: teacher, company tutor and students through the administration of a semi-structured questionnaire with closed and open-ended questions.

We investigated among the students to understand what reactions they would have had in using their mobile phones (a special APP was created) to monitor the different aspects of their work experience. For the adults around them, replace the paper with an application to download on your phone is a revolution in the broadest sense, but for students the real revolution is the use of mobile phones instead of not using paper. We also investigated the evaluation that the students attributed to the real purpose of the tool:

- ✓ useful or not in general
- ✓ useful to know the activities to be performed every day
- ✓ useful for communicating your needs to your teacher
- ✓ important to have a daily feedback

At the end of the experience students were asked a feedback on the use of the mobile phone/APP in traineeships after the experience.

Feedback was also requested to find out if:

- ✓ the APP allowed to have all the information they needed every day
- ✓ the APP was effective to communicate with the tutor and the teacher
- ✓ they had a daily feedback on their activity and if this feedback was useful
- ✓ the APP has improved their approach to work
- ✓ they themselves would have thought to suggest the APP to their colleagues involved in traineeships

At the same time, the perception of teachers and tutors before using the “new tool “ and their satisfaction and feedback on different aspects after the trial.

An analysis was run

- ✓ on perceived and actual utility
- ✓ on the usefulness of the mobile phone in the daily communication of activities to students
- ✓ the usefulness of the “mobile phone “ as a tool to communicate with the students regarding their needs

Through the questionnaire administered before the experience, we have taken the opportunity to check whether the tutor deemed important or not giving a daily feedback for the activities carried out and if they thought important to give young people the opportunity to communicate their needs in real time. In the administration carried out at the end of the trial of the APP in traineeships, it was decided to further analyse the impact on teachers. To do this, we asked some questions that in their simplicity exactly expressed their thoughts:

- ✓ if they would have suggested also to their colleagues the use of the APP
- ✓ if the use of the APP has improved the young person’s approach to traineeship
- ✓ if the mobile phone could have optimized the time spent in the company

## 4.5 CONCLUSION

The trial of the APP was very interesting and stimulating because speaking and working on a mobile App for educational use in 2018 is something exciting, as it was for all those with whom we exchanged views in these two years.

To date, when promoting and sharing a guide that deals with an App, teachers involved expressed a strong interest and curiosity. The teaching and the new technologies place countries in front of not only educational choices, but in some cases, even economic ones. Having a mobile phone implies not only its use but also that families purchase it.

Most people think that it is easier for a camel to go through the eye of a needle than find a young person without a smartphone. Which is true. All possess it and unfortunately from an early age (reasonably psychologists recommended its use from 8 but the majority have it when 6).

Our problem, as partner and trainers of three different **countries**<sup>7</sup> is to find a just and viable way for everyone to assess young people’s traineeship in the company, whether they take place in their country or abroad. And to do this without burdening companies, without burdening teachers’ work and intriguing young students, the partnership has developed and proposed an App that give the opportunity to all stakeholders to take advantage of what technology has to offer and above all to use such desired and familiar tool for young **people**<sup>8</sup>.

The partner responsible for the evaluation, overcoming the resistance of some partners who considered absolutely heavy and **redundant**<sup>9</sup> to administer too many questionnaires at all stages and for all the duration of the project, has implemented suitable tools to test the impact, especially on young people. In fact, the emerging findings not only confirm the effectiveness but lead us to hope for additional funds to make it more flexible and performing.

The questionnaires were designed and implemented to be administered to students, teachers and company tutors before the start of the trial of the App and at its natural conclusion.

<sup>7</sup> Romania, Belgium and Italy. Consider that the Italian partner was responsible for evaluation and monitoring and not involved in the trial.

<sup>8</sup> We talk a lot about smartphones and excessive use that young people do ... but can we talk about the use that adults do?

<sup>9</sup> Certainly the administration and compilation of questionnaires is likely to tire out. but monitoring can also be done through other methods, for example observation (always and however done by experts that are external to the action under observation) ... but the funds available do not allow it, even if particularly effective.

# CHAPTER 5

## Annexes

### ANNEX 1 EXPECTATION QUESTIONNAIRE STUDENT

NAME OF THE STUDENT:  
COMPANY:

DATE:

SCHOOL:  
COUNTRY:

#	QUESTION	ANSWER
1	What do you expect from the internship experience?	<p>An experience that allows me to increase my knowledge <input type="checkbox"/> a</p> <p>An experience that allows me to put into practice the professional skills acquired <input type="checkbox"/> b</p> <p>An experience required but not essential to my training <input type="checkbox"/> c</p> <p>A more interesting experience than classroom work <input type="checkbox"/> d</p> <p>To understand if what I have learned so far is useful in the world of work <input type="checkbox"/> e</p>
2	What is your state of mind at the idea of starting the internship?	<p>interested <input type="checkbox"/> a</p> <p>enthusiastic <input type="checkbox"/> b</p> <p>anxious <input type="checkbox"/> c</p> <p>other ... <input type="checkbox"/> d</p>
3	During the internship what activities are you going to do?	<p>Activities completely different from my studies <input type="checkbox"/> a</p> <p>Rather than doing activities, I think I have to watch others doing them <input type="checkbox"/> b</p> <p>I will do simple activities, supported by a company tutor <input type="checkbox"/> c</p> <p>I will do simple activities, without the support of the company tutor <input type="checkbox"/> d</p> <p>I will do activities of a certain importance, supported by the company tutor <input type="checkbox"/> e</p> <p>I will do activities of a certain importance, without the support of the company tutor <input type="checkbox"/> f</p>
4	Do you expect any problem?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5	If so, what problems do you expect to meet?	...
6	Do you think that the internship can be an added value for your training?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7	Why?	...
8	Do you think you are well trained to carry out this internship experience?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not at all
9	If NO or NOT AT ALL what else would you need?	...
10	Are the objectives of the internship clear for you?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not at all

## ANNEX 2 EXPECTATION QUESTIONNAIRE STUDENT

NAME OF THE STUDENT:  
COMPANY:

DATE:

SCHOOL:  
COUNTRY:

#	QUESTION	EVALUTATION
1	Before your insertion in the company, were your tasks and what you would have done in the company cleared up?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2	What did you learn in the classroom until today has been useful in the company?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3	For values from 3 to 5, what was most useful for you?	...
4	Please, indicate how often you are doing the following activities in the company:	
4a	Simply observe how much company employees do	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4b	Simple and repetitive activities, without particular skills or competences	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4c	Autonomous activity without excessive control	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4d	Complex activities in supported by the tutor or company employees	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5	Up to now, do you think you have improved some skills?	<input type="checkbox"/> Yes, many skills <input type="checkbox"/> Yes, some skills <input type="checkbox"/> Not at all
5a	If so, what do you think you have improved?	...
6	For each of these statements, state what is true for you:	
6a	I am learning new things compared to those learned at school / VET	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
6b	I am getting an idea of how the world of work is	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
6c	I am getting an idea of the kind of work I can do with my qualification	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
6d	I think it is an important experience regardless of the work I will do later	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
7	Until today have I encountered difficulties?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7a	If so, indicate which ones	...
7b	How did you overcome the difficulties?	With a greater personal commitment <input type="checkbox"/> a Asking for help to the school tutor <input type="checkbox"/> b Asking for help to the company tutor <input type="checkbox"/> c Looking for support from my family <input type="checkbox"/> d Looking for support from other employees <input type="checkbox"/> e Looking for peer support <input type="checkbox"/> f
8	How do you feel with your experience up to date?	With interest <input type="checkbox"/> a With enthusiasm <input type="checkbox"/> b With a little anxiety <input type="checkbox"/> c Other <input type="checkbox"/> d
9	How do you rate the experience to date?	Exciting <input type="checkbox"/> a Boring <input type="checkbox"/> b Demanding <input type="checkbox"/> c Training <input type="checkbox"/> d Interesting <input type="checkbox"/> e Funny <input type="checkbox"/> f

## ANNEX 3 FINAL QUESTIONNAIRE STUDENT

NAME OF THE STUDENT:  
COMPANY:

DATE:

SCHOOL:  
COUNTRY:

#	QUESTION	EVALUTATION
1	Overall, how are you satisfied with the internship experience?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2	Before your insertion in the company, were your tasks and what you would have done in the company cleared up?	...
3	Did the subjects studied in the path have been useful for you?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4	Please, indicate how often you are doing the following activities in the company	
4a	Simply observe how much company employees do	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4b	Simple and repetitive activities, without particular skills or competences	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4c	Autonomous activity without excessive control	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4d	Complex activities in supported by the tutor or company employees	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5	Do you think you have enhanced your personal skills? For example, in	
5a	communicating	<input type="checkbox"/> Yes <input type="checkbox"/> No
5b	work in team	<input type="checkbox"/> Yes <input type="checkbox"/> No
5c	work to pursue a goal	<input type="checkbox"/> Yes <input type="checkbox"/> No
5d	manage problems	<input type="checkbox"/> Yes <input type="checkbox"/> No
5e	listen	<input type="checkbox"/> Yes <input type="checkbox"/> No
5f	organize the work	<input type="checkbox"/> Yes <input type="checkbox"/> No
6	Are you satisfied with the duration of the internship?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7	Did the internship help you understand what you like and what you do not like doing?	<input type="checkbox"/> Yes <input type="checkbox"/> No
8	Did the internship help you better understand your professional goals?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9	Express your degree of satisfaction with the acquisition of professional skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
10	Did the internship help you get professional contacts?	<input type="checkbox"/> Yes <input type="checkbox"/> No
11	For each of these statements, define what is true for you:	
11a	I learned new things compared to those learnt at school	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
11b	I have an idea of how the world of work goes	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
11c	I have an idea of the kind of work I can do with my qualification	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
11d	It was an important experience regardless of the work I will do later	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12	Has the tutor been an important presence during the internship?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
13	How do you rate the experience?	Exciting <input type="checkbox"/> a Boring <input type="checkbox"/> b Demanding <input type="checkbox"/> c Training <input type="checkbox"/> d Interesting <input type="checkbox"/> e Funny <input type="checkbox"/> f

## ANNEX 4 EXPECTATION QUESTIONNAIRE COMPANY

NAME OF THE TUTOR:  
NAME OF THE STUDENT:

COMPANY:  
DATE:

COUNTRY:

#	QUESTION	ANSWER
1	In which sector will the student be included?	...
2	What knowledge should a trainee have to work in that sector?	...
3	What do you expect from him/her?	...
4	What skills, in your opinion, should the trainee have to be included in this company?	...
5	Is it important that the trainee knows how to work in team?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6	After how long do you think the trainee can work independently?	<input type="checkbox"/> From the beginning <input type="checkbox"/> At least after 1 month <input type="checkbox"/> He will never have to work independently
7	Does the trainee have initiative?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes, but any initiative must be shared with the tutor
8	What characteristics do you believe important to work in this company?	...
9	Do you consider important before starting the internship to have an exchange of ideas with the school tutor / teacher?	<input type="checkbox"/> Yes <input type="checkbox"/> No
10	Do you consider it important to have a dialogue with the school tutor / teacher?	<input type="checkbox"/> Yes <input type="checkbox"/> No
11	If yes, how often do you consider important to have a contact?	Every week <input type="checkbox"/> a Once per month <input type="checkbox"/> b Often <input type="checkbox"/> c Occasionally <input type="checkbox"/> d Only in case of problems <input type="checkbox"/> e
12	Do you believe that hosting a young trainee can add value to the company?	<input type="checkbox"/> Yes <input type="checkbox"/> No
12a	If yes, which one?	...
13	Do you think that an internship can be a useful tool with a view to new job insertions?	<input type="checkbox"/> Yes <input type="checkbox"/> No

## ANNEX 5 FINAL QUESTIONNAIRE COMPANY

NAME OF THE TUTOR:  
NAME OF THE STUDENT:

ENTERPRISE:  
DATE: COUNTRY:

#	QUESTION	EVALUTATION <sup>1</sup>
1	Are you satisfied with the traineeship done by the student?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2	Was the student's knowledge adequate?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.a	If the answer is max 2, in which field was not?	...
3	Has the student met your expectations?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.a	If yes, what skills the student has shown?	...
3.b	If not why?	...
4	Is the trainee able to work in team? <sup>2</sup>	<input type="checkbox"/> Yes, always <input type="checkbox"/> Yes, but not always <input type="checkbox"/> No
5	Did the trainee work independently?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5b	If yes, after how long?	According to the timing indicated <input type="checkbox"/> a in the initial questionnaire <input type="checkbox"/> b Earlier than expected <input type="checkbox"/> c Late than expected <input type="checkbox"/> d
6	Has the trainee shown initiative? <sup>3</sup>	<input type="checkbox"/> Yes, always <input type="checkbox"/> Yes, but not always <input type="checkbox"/> No
8	Are you satisfied with the exchange of information with the school tutor/or teacher?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
9	Did the internship give added value to the company? If yes, which one?	<input type="checkbox"/> No <input type="checkbox"/> Yes ...
10	Would you repeat this experience in the future?	<input type="checkbox"/> Yes, with the same planning <input type="checkbox"/> a <input type="checkbox"/> Yes, but with some changes: <input type="checkbox"/> b ... <input type="checkbox"/> Yes, but with a technically <input type="checkbox"/> c more technically trained student <input type="checkbox"/> Yes, but having the possibility <input type="checkbox"/> d to choose the student <input type="checkbox"/> No <input type="checkbox"/> e

<sup>1</sup> 1 minimum value, 5 maximum value

<sup>2</sup> Only in the case where the importance of the ability to know to work in team was indicated in the initial questionnaire

<sup>3</sup> Only if the sense of initiative was indicated in the initial questionnaire

## ANNEX 6 INTERNSHIP PROJECT

STUDENT'S NAME AND SURNAME	...
HOST COMPANY	...
TUTOR'S NAME AND SURNAME	...
START-END INTERNSHIP DATE	...
DAYS AND TIMES	...
TUTOR'S TELEPHONE NUMBER	...
TUTOR'S EMAIL ADDRESS	...
COMPANY'S LOCATION	...
REFERENCE PROFESSIONAL PROFILE	...
EQF LEVEL	...
SKILLS OF THE PROFESSIONAL FIGURE	<input type="checkbox"/> 1. ... <input type="checkbox"/> 2. ... <input type="checkbox"/> 3. ... <input type="checkbox"/> 4. ... <input type="checkbox"/> 5. ... <input type="checkbox"/> 6. ...
ACTIVITIES SCHEDULED IN THE INTERNSHIP	<input type="checkbox"/> 1. ... <input type="checkbox"/> 2. ... <input type="checkbox"/> 3. ... <input type="checkbox"/> 4. ... <input type="checkbox"/> 5. ... <input type="checkbox"/> 6. ...
PROFESSIONAL SKILLS TO PERFORM IN THE INTERNSHIP	<input type="checkbox"/> 1. ... <input type="checkbox"/> 2. ... <input type="checkbox"/> 3. ... <input type="checkbox"/> 4. ... <input type="checkbox"/> 5. ... <input type="checkbox"/> 6. ...
SOFT SKILLS IDENTIFIED FOR THE PROFESSIONAL FIGURE	<input type="checkbox"/> 1. ... <input type="checkbox"/> 2. ... <input type="checkbox"/> 3. ... <input type="checkbox"/> 4. ... <input type="checkbox"/> 5. ... <input type="checkbox"/> 6. ...

*Date*

*Company's Signature*

*Student's Signature*



## ANNEX 7 LOGBOOK

STUDENT'S NAME AND SURNAME	...
HOST COMPANY	...
TUTOR'S NAME AND SURNAME	...
START-END INTERNSHIP DATE	...
DAYS AND TIMES	...

*DIARY OF THE DAY (dd/mm/yy)*

### PERFORMED ACTIVITIES

1. ...

2. ...

3. ...

4. ...

5. ...

6. ...

*Notes (observations, problems, other)*

...

*DIARY OF THE DAY (dd/mm/yy)*

### PERFORMED ACTIVITIES

1. ...

2. ...

3. ...

4. ...

5. ...

6. ...

*Notes (observations, problems, other)*

...

## ANNEX 8 INTERNSHIP EVALUATION FORM

STUDENT'S NAME AND SURNAME	...	
HOST COMPANY	...	
TUTOR'S NAME AND SURNAME	...	
START-END INTERNSHIP DATE	From ...	To ...

### IN ITINERE<sup>1</sup> EVALUATION<sup>2</sup>

WEEK	...																															
EVALUATION PERFORMED ACTIVITIES <sup>3</sup>	...																															
EVALUATION SOFT AND RELATIONAL SKILLS*	<input type="checkbox"/> a communication <input type="checkbox"/> b flexibility <input type="checkbox"/> c problem solving <input type="checkbox"/> d team work <input type="checkbox"/> e leadership <input type="checkbox"/> f OTHER ...	<table border="0"> <tr> <td><input type="checkbox"/> 1</td><td><input type="checkbox"/> 2</td><td><input type="checkbox"/> 3</td><td><input type="checkbox"/> 4</td><td><input type="checkbox"/> 5</td> </tr> <tr> <td><input type="checkbox"/> 1</td><td><input type="checkbox"/> 2</td><td><input type="checkbox"/> 3</td><td><input type="checkbox"/> 4</td><td><input type="checkbox"/> 5</td> </tr> <tr> <td><input type="checkbox"/> 1</td><td><input type="checkbox"/> 2</td><td><input type="checkbox"/> 3</td><td><input type="checkbox"/> 4</td><td><input type="checkbox"/> 5</td> </tr> <tr> <td><input type="checkbox"/> 1</td><td><input type="checkbox"/> 2</td><td><input type="checkbox"/> 3</td><td><input type="checkbox"/> 4</td><td><input type="checkbox"/> 5</td> </tr> <tr> <td><input type="checkbox"/> 1</td><td><input type="checkbox"/> 2</td><td><input type="checkbox"/> 3</td><td><input type="checkbox"/> 4</td><td><input type="checkbox"/> 5</td> </tr> <tr> <td><input type="checkbox"/> 1</td><td><input type="checkbox"/> 2</td><td><input type="checkbox"/> 3</td><td><input type="checkbox"/> 4</td><td><input type="checkbox"/> 5</td> </tr> </table>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
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<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5																												
COMMENTS	...																															

### FINAL EVALUATION

#### ACTIVITIES SCHEDULED IN THE INTERNSHIP/TRAINING PROJECT

SCHEDULED ACTIVITIES <sup>4</sup>	PERFORMED (YES/NO)	
<input type="checkbox"/> 1 ...	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> 2 ...	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> 3 ...	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> 4 ...	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> 5 ...	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> 6 ...	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> 7 ...	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> 8 ...	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> 9 ...	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> 10 ...	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> 11 ...	<input type="checkbox"/> Yes	<input type="checkbox"/> No

#### EVALUATION OF PROFESSIONAL SKILLS<sup>5</sup> TO PERFORM IN THE INTERNSHIP

SKILLS	EVALUATION (FROM 1 TO 5)
<input type="checkbox"/> 1 ...	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 2 ...	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 3 ...	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 4 ...	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

#### EVALUATION OF SOFT SKILLS

SKILLS	EVALUATION (FROM 1 TO 5)
<input type="checkbox"/> 1 ...	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 2 ...	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 3 ...	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 4 ...	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

<sup>1</sup> In itinere it is hoped at least once a week

<sup>2</sup> From 1 to 5, 1 indicates the minimum value and 5 the maximum value

<sup>3</sup> It is required to express a general assessment

<sup>4</sup> The activities listed in the internship project will be reported

<sup>5</sup> the skills of the internship project will be listed

## ANNEX 9 SELF-ASSESSMENT EVALUATION

NAME OF THE STUDENT:  
ADATE:

SCHOOL:  
COUNTRY:

### E.G. ACCOUNTING TECHNICIAN'S COMPETENCE

#### EXPECTATION

SKILLS TO BE ACQUIRED	EXPECTED VALUE <sup>1</sup>	COMPETENCE TO BE REACHED	EXPECTED VALUE <sup>2</sup>
1 Configuring the logical and structural architecture of the accounting system in line with the company sector and the national and European standards	...	Supporting the formulation of the accounts plan by developing procedures for handling administrative and accounting data	...
2 Identifying and defining the instructions and operating procedures for the transactions accounting	...		
3 Planning and scheduling the administrative and accounting activities (functions and timing)	...		
4 Evaluating management software features for accounting for suppliers and internal and external professionals	...		

#### PERCEIVED

SKILLS TO BE ACQUIRED	VALUE <sup>3</sup>	COMPETENCE TO BE REACHED	VALUE <sup>4</sup>
1 Configuring the logical and structural architecture of the accounting system in line with the company sector and the national and European standards	...	Supporting the formulation of the accounts plan by developing procedures for handling administrative and accounting data	...
2 Identifying and defining the instructions and operating procedures for the transactions accounting	...		
3 Planning and scheduling the administrative and accounting activities (functions and timing)	...		
4 Evaluating management software features for accounting for suppliers and internal and external professionals	...		

<sup>1</sup> To be inserted by the teacher

<sup>2</sup> To be inserted by the teacher

<sup>3</sup> To be inserted by the student

<sup>4</sup> To be inserted by the student

## ANNEX 10 SELF ESTEEM TEST

NAME OF THE STUDENT:  
DATE:

SCHOOL:  
COUNTRY:

#	QUESTION	EVALUTATION
1	I think I am an appreciable person, at least to the same extent as others.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
2	I think I have good qualities.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
3	I am able to do things well just like the other people.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
4	I have a positive attitude towards myself.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
5	In general, I am satisfied with myself.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
6	I feel I do not have many reasons to be proud.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
7	Usually, I tend to think that I'm a loser.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
8	I would like to have more respect for myself.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
9	Sometimes I feel a completely useless person.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
10	Sometimes I feel I'm not a good person.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D

And now score yourself according to the answers you gave:

Statement 1.	A = 4; B = 3; C = 2; D = 1.
Statement 2.	A = 4; B = 3; C = 2; D = 1.
Statement 3.	A = 4; B = 3; C = 2; D = 1.
Statement 4.	A = 4; B = 3; C = 2; D = 1.
Statement 5.	A = 4; B = 3; C = 2; D = 1.
Statement 6.	A = 1; B = 2; C = 3; D = 4.
Statement 7.	A = 1; B = 2; C = 3; D = 4.
Statement 8.	A = 1; B = 2; C = 3; D = 4.
Statement 9.	A = 1; B = 2; C = 3; D = 4.
Statement 10.	A = 1; B = 2; C = 3; D = 4.

Finally sum the points and get your score.

If the result is:

- **Less than 15** you have a very low self-esteem.
- **Between 15 and 30** your self-esteem is in the average even if slightly low.
- **Once the 30 points** have been reached, your self-esteem is balanced and healthy, typical of a person satisfied with his life and emotionally stable.
- **Over 30** you have a very high self-esteem.
- **Over 40** indicates that the person has an extremely high self-esteem, which could also be a symptom of something else: the subject has no real awareness of himself, is overestimating himself or is unable to recognize his mistakes and his own limits.

## ANNEX 11 SCHEME PROFESSIONAL COMPETENCE

### OCCUPATIONAL PROFILE:

### MECHATRONIC

**Title of the work task/work process** MECHATRONICS: SYSTEMS, PROCESSES, AND STANDARDS SUPPORTING THE APPLICATION OF INTEGRATED MANUFACTURING SYSTEMS

**Knowledge**

- Knowledge of design techniques
- Knowledge of machines and tools
- Mathematics
- Physics
- Chemistry
- English Language

**Skills**

- Complex Problem Solving
- Communicating effectively in writing
- Reading Comprehension
- Time Management

**Competence**

- Understand the necessary steps to plan, execute, and control a mechatronic system.
- Program, calibrate, configure, test, start-up, and operate a mechatronic system.
- Understand mechatronics as the integration of multiple disciplines in industrial processes.
- Identify major application areas for mechatronics. Apply mechatronics in various manufacturing, scientific, and technical applications.
- Abide by mechatronics industry codes, standards, and regulations.
- Research and apply emerging and future mechatronics technologies.

**Title of the work task/work process** MECHANICAL: PRINCIPLES AND APPLICATION OF MECHANICAL COMPONENTS USED IN MANUFACTURING MACHINERY AND SYSTEMS

**Knowledge**

- Mathematics
- Physics
- English Language
- Knowledge of circuit boards, processors, chips, electronic equipment
- Computer Science

**Skills**

- Complex Problem Solving
- Communicating effectively in writing
- Reading Comprehension
- Time Management

**Competence**

- Select, install, align, adjust, and repair mechanical components.
- Demonstrate troubleshooting, lubrication, preventive and reactive maintenance procedures for mechanical components.
- Calculate and measure speed, torque, power, pitch, ratio, mechanical efficiency, and motor current in both English and S.I. units for a variety of drive types and configurations.
- Use mechanical drawings and measuring devices to size, check tolerances, and assemble mechanical components.

## ANNEX 11 SCHEME PROFESSIONAL COMPETENCE

### OCCUPATIONAL PROFILE:

### MECHATRONIC

Title of the work task/work process **ELECTRICAL: PRINCIPLES AND APPLICATION OF ELECTRICAL SYSTEMS IN A MANUFACTURING ENVIRONMENT**

Knowledge  
 Mathematics  
 Physics  
 English Language  
 Knowledge of electrical measurement instruments

Skills  
 Complex Problem Solving  
 Communicating effectively in writing  
 Reading Comprehension  
 Time Management

Competence  
 Install, document, and maintain electrical components and systems.  
 Apply the basics of transformers to include operation, application, sizing, and various types.  
 Apply the basics of circuit protection to include fuses, circuit breakers, disconnects  
 Understand and apply knowledge of industrial power distribution

## ANNEX 12 SCHEME PROFESSIONAL COMPETENCE

### OCCUPATIONAL PROFILE: ACCOUNTING TECHNICIAN

Title of the work task/work process **SETTING UP THE COMPANY ACCOUNTING SYSTEM**

Knowledge	<ol style="list-style-type: none"> <li>1. Fundamentals of corporate organization: structure, functions, and work processes for the planning of accounting activities</li> <li>2. Nature and characteristics of corporate accounting systems and subsystems</li> <li>3. Nature, function and content of the financial statements and consolidated consolidated financial statements to support the formulation of the account plan</li> <li>4. Civil and fiscal legislation - national and European - in the field of corporate accounting</li> <li>5. Main accounting and integrated accounting software</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Configuring the logical and structural architecture of the accounting system in line with the company sector and the national and European standards</li> <li>2. Identifying and defining the instructions and operating procedures for the transactions accounting</li> <li>3. Planning and scheduling the administrative and accounting activities (functions and timing)</li> <li>4. Evaluating management software features for accounting for suppliers and internal and external professionals</li> </ol>
Competence	<p>Supporting the formulation of the accounts plan by developing procedures for handling administrative and accounting data</p> <p>Supporting the formulation of the accounts plan by developing procedures for handling administrative and accounting data</p>

## ANNEX 12 SCHEME PROFESSIONAL COMPETENCE

### OCCUPATIONAL PROFILE: ACCOUNTING TECHNICIAN

#### Title of the work task/work process PREPARING AND MANAGING THE ADMINISTRATIVE AND ACCOUNTING SYSTEM

Knowledge	<ol style="list-style-type: none"> <li>1. Double entry method: scripts, tools, and applications to capture, archive, and record structured administrative accounting documentation</li> <li>2. Main accounting software and integrated accounting software</li> <li>3. Manual and digital techniques for archiving and classifying documents and data</li> <li>4. Type of accounting documents and their characteristics and procedures for processing and recording</li> <li>5. Analytical accounting methods and tools for measuring results for budgeting</li> <li>6. Nature and characteristics of corporate accounting systems and subsystems</li> <li>7. Civil and fiscal law and VAT taxation - national and European - in corporate accounting</li> <li>8. Concepts and techniques of general accounting for the management of accounting and administrative data, the development of registrations and the annual accounting closure</li> <li>10. Chart of accounts and double-entry method in order to manage the activities related to the general accounts</li> </ol>
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Skills	<ol style="list-style-type: none"> <li>1. Defining standards for drafting and issuing sales and purchase documents (orders, bills, receipts, invoices)</li> <li>2. Developing procedures to acquire, archive, and record administrative accounting documents</li> <li>3. Applying the basic rules imposed by the civil tax legislation and accounting principles for accounting and considering and managing the impact</li> <li>4. Applying general accounting techniques (double-entry records, summary of the chart of accounts, keeping of schedule, etc.)</li> <li>5. Building the chart of the accounts in terms of purpose, general logic, design criteria, links with the financial statements and type of business</li> <li>6. Identifying and defining the instructions and operating procedures for the accounting of transactions</li> <li>7. Carrying out and coordinating the accounting and tax records periodically and making any corrections</li> <li>8. Make customers and suppliers records of the accounts by making any corrections</li> <li>9. Detecting major accounting transactions arising from the activity of the company</li> </ol>
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Competence	Carrying out and drafting of the financial statements in compliance with civil and tax regulations, by calculating the financial statement ratios and reclassifications and making projections based on specific cost items
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#### Title of the work task/work process REDAZIONE ED EMISSIONE DEI DOCUMENTI DI VENDITA ED ACQUISTO

Knowledge	<ol style="list-style-type: none"> <li>1. Concepts and techniques of general accounting for the management of accounting and administrative data, the development of registrations and the annual accounting closure</li> <li>2. Manual and digital techniques for archiving and classifying documents and data</li> <li>3. Type of accounting documents, their characteristics and procedures for processing and issuing sales and purchase documents</li> </ol>
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Skills	<ol style="list-style-type: none"> <li>1. Defining standards for drafting and issuing sales and purchase documents (orders, bills, receipts, invoices)</li> <li>2. Update the personal data sheets and tables of customers and suppliers</li> <li>3. Compiling the paper documentation and IT documentation relating to sales and purchases (orders, bills, receipts, invoices)</li> <li>4. Register the outgoing sales and purchase documentation</li> </ol>
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Competence	Organization and management of the accounting administrative system by developing procedures for the acquisition, storage and recording of administrative and accounting documentation
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## ANNEX 13 SCHEME PROFESSIONAL COMPETENCE

### OCCUPATIONAL PROFILE: PAINTER

#### Title of the work task/work process SETTING UP THE COMPANY ACCOUNTING SYSTEM

Knowledge	<p>Knows and applies facts, principles, procedures and general concepts to:</p> <ul style="list-style-type: none"> <li>• layout of wallpapers</li> <li>• manufacture - printing process</li> <li>• wallpaper types</li> <li>• quality of wallpapers</li> <li>• wallpaper dimensions</li> <li>• test assessment before working with the wallpapers</li> <li>• wallpaper identification (DIN EN 235)</li> <li>• wall coverings (types, processing)</li> <li>• glue and paste</li> <li>• wallpaper underlays (tasks, types)</li> <li>• design (color theory)</li> <li>• room concept (the effect of wallpaper)</li> <li>• overview of working methods for subsoil preparation (cleaning, roughening, removing, neutralization and isolation)</li> <li>• overview of tools, machines, devices, ladders / scaffolding</li> <li>• overview of materials auxiliary materials</li> <li>• legal foundations of the painting craft</li> </ul> <p>(contract completion, professional contract implementation (standards, technical guidelines and regulations, education, working conditions))</p>
Skills	<p>Has a wide range of cognitive and practical skills which enable to do such tasks on his/herself: task processing, problem solving, assessment of work results and processes with inclusion of action alternatives and interactions with neighboring areas.</p> <p>Is able to arrange the workplace in such way, so that the daily tasks can be carried out professionally.</p> <p>Processes clothing, wallpapers and coverings as well as coating materials / techniques using acquired knowledges.</p> <p>Determines time- and material needs.</p> <p>Can use know-how (practical knowledge).</p> <p>Documents and presents solutions and arguments.</p> <p>Manages work equipment properly.</p> <p>Cares for order and cleanliness at the workplace</p>
Competence	<p>Has competences for independent planning and processing of the professional tasks in one comprehensive, changing study area or occupational field.</p> <p>Can work within the parameters of working and learning context, which are usually known.</p> <p>Can work on his/herself.</p> <p>Sets learning and working goals, reflects and realizes them.</p> <p>Supervises the routine work of other persons, at the same time takes certain responsibility to assess and improve work and learn activities.</p> <p>Develops solutions and arguments of the problems and processes them further.</p> <p>Formulates subject-related positions and solving of the problems and defends them in an argumentative way.</p> <p>Exchanges with professional representatives and with laypersons about information, ideas, problems and solutions.</p>

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## ANNEX 13 SCHEME PROFESSIONAL COMPETENCE

### OCCUPATIONAL PROFILE: PAINTER

#### Title of the work task/work process SETTING UP THE COMPANY ACCOUNTING SYSTEM

Knowledge	<p>Knows and applies facts, principles, procedures and general concepts:</p> <ul style="list-style-type: none"> <li>• checking and analyzing the subsoil</li> <li>• subsoil preparing</li> <li>• determination of the wallpaper needs</li> <li>• knowing the wallpapering tools and equipment and choosing them</li> <li>• technological process</li> <li>• determination of the time and material needs</li> <li>• choosing of suitable tools, machinery, equipment, ladders / scaffolding, materials and supplies, working and coating processes</li> <li>• industrial and environment safety at painter s work and protection in the professional life of the painter, contact with dangerous materials and electric devices, safety signs, work with leaders and scaffoldings, personal protective equipment</li> <li>• legal foundations of the painting craft (Contract completion, professional contract implementation (standards, technical guidelines and specifications), education, working conditions)</li> </ul>
Skills	<p>Has a wide range of cognitive and practical skills which enable to do such tasks on his/herself: task processing, problem solving, assessment of work results and processes including action alternatives and interactions with neighboring areas.</p> <p>Is able to arrange the workplace in such way, so that the daily tasks can be carried out professionally.</p> <p>Processes clothing, wallpapers and coverings as well as coating materials / techniques using acquired knowledges.</p> <p>Determines time- and material needs.</p> <p>Can use know-how (practical knowledges).</p> <p>Documents and presents solutions and arguments.</p> <p>Manages work equipment properly.</p> <p>Cares for order and cleanliness at the workplace.</p>
Competence	<p>Has competences for independent planning and processing of the professional tasks in one comprehensive, changing study area or occupational field.</p> <p>Can work within the parameters of working and learning context, which are usually known.</p> <p>Can work on his/herself.</p> <p>Sets learning and working goals, reflects and realizes them.</p> <p>Supervises the routine work of other persons, at the same time takes certain responsibility to assess and improve work and learn activities.</p> <p>Develops solutions and arguments of the problems and processes them further.</p> <p>Formulates subject-related positions and solving of the problems and defends them in an argumentative way.</p> <p>Exchanges with professional representatives and with laypersons about information, ideas, problems and solutions.</p>

## CHAPTER 6

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<sup>10</sup> Morris Rosenberg, professor and doctor of sociology who has dedicated several years of his life to the study of self-esteem and self-concept. Initially he presented the scale in his book Society and the adolescent's self-image (Adolescent society and adolescent self-esteem). Subsequently, however, it was also adapted for adults and then translated and validated in Italy in 1997.

