Toolbox for Apprenticeship Coaches: Increase Apprenticeships in SMEs

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Introduction

**AC4SME** is a large-scale European project implemented by the Chambers of Commerce & Industry in 12 Erasmus+ countries (AT, BE, BG, CY, CZ, ES, FR, IT, LV, RO, RS, TR) and under the coordination of EUROCHAMBRES, the Association of European Chambers of Commerce & Industry.

This project was launched as a response to the observation that small and medium sized enterprises (SMEs) are less likely to take on apprentices than larger companies, whereas they represent two-thirds of private sector employment in Europe.

The main obstacles encountered by SMEs to offer apprenticeship placements seem to be a lack of time and human resources, scarce knowledge of the legislation and administrative requirements, and the real and concrete benefits of taking on apprentices.

**The final aim of the AC4SME project is to involve a growing number of SMEs in apprenticeships.**

**The main objective of this document is to develop a toolbox for apprenticeship coaches and a set of tools for in-company trainers.**

In the following documents, you will find general tools supporting you in getting ready to host apprentices and better understanding the legal regulation in your country. You will also find practical tools to be used before the start of the apprenticeship period in the company and all along the apprenticeship itself. These tools will help you monitor and evaluate the apprentice training.

*We hope these tools will be useful for you!*

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AWARENESS – RAISING AND PROMOTING APPRENTICESHIP
The tools presented in this section pursue the objective of facilitating raising awareness in favour of Vocational Training and, more specifically, practical learning in the company.

You will find in this section:

- 22 guiding principles → Principles of the appropriate general functioning of the apprentice training. These 22 principles are largely inspired from a publication by the European Commission released in 2015\(^1\).

- Benefits of hosting apprentices → List of the Advantages / benefits of apprentice trainings for all stakeholders involved (students, in-company tutors, VET centres, tutors of VET centres, educational administration).

- Marketing tools → A list of different ideas regarding the promotion of apprentices.

Among these ideas, a flyer summarizing the main benefits of the apprentice training for the different stakeholders is suggested.

As a workshop is an appropriate tool for awareness raising, guidelines on how to prepare a workshop is also suggested in the following pages, as well as a template establishing a structure to facilitate your planning.

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\(^1\) High-performance apprenticeships & work-based learning: 20 guiding principles, European Commission, 2015
Twenty-Two Guiding Principles

Support for SMEs Offering Apprenticeships

Principle 1: Supporting measures to make apprenticeships more attractive and accessible to SMEs.

Principle 2: Finding the right balance between the specific skill needs of training companies and the general need to improve the employability of apprentices.

Principle 3: Using experienced companies, if available, in order to act as an opinion leader for inexperienced companies.

Principle 4: Supporting inexperienced companies with apprentices.

Principle 5: Motivating and supporting companies to assign qualified mentors/experts and tutors.

Principle 6: Developing tools to support training companies.

Principle 7: Establishing “one-stop shop” institutions of direct information points for upcoming questions (such as apprenticeship offices).

Attractiveness of Apprenticeships and Improved Career Guidance

Principle 8: Promoting the permeability between VET and other educational and career pathways.

Principle 9: Improving the image of VET and apprenticeships by promoting excellence.

Principle 10: Career guidance to empower young people to make well-founded choices.

Principle 11: Enhancing the attractiveness of apprenticeships by raising the quality of VET teachers.

Principle 12: Promoting the attractiveness of VET and apprenticeships through a broad range of awareness raising activities.

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Quality Assurance in Work-Based Learning

**Principle 13:** Providing a clear framework to guarantee apprenticeship quality at the system, provider and company levels ensuring systematic feedback.

**Principle 14:** Ensuring the content of VET programmes is responsive to changing skill needs in companies and society.

**Principle 15:** Fostering mutual trust and respect through regular cooperation between the apprenticeship partners.

**Principle 16:** Ensuring fair, valid, and authentic assessment of learning outcomes.

**Principle 17:** Supporting continuous professional development of in-company trainers and improving their working conditions.

National Governance and Stakeholder Involvement

**Principle 18:** A clear and consistent legal framework that enables apprenticeship partners to act effectively and guarantee mutual rights and responsibilities.

**Principle 19:** A structured, continuous dialogue between all apprenticeship partners including a transparent method of coordination and decision-making.

**Principle 20:** Strengthening the role of social partners by capacity building, assuming ownership and taking on responsibility for implementation.

**Principle 21:** Systematic cooperation between VET school or training centres and companies.

**Principle 22:** Sharing costs and benefits for the mutual advantage of companies, VET providers and students/apprentices.
Benefits of Apprenticeships

FOR THE APPRENTICE:

✓ He / She is in contact with the real world of the company and acquires professional experience.

✓ He / She experiences working in real conditions.

✓ He / She checks, in a practical way, if his/her formation in the VET centre corresponds with his / her profile, interests and competences.

✓ An Apprenticeship inside a company increases his / her motivation.

✓ In some countries, he / she can receive some remuneration and benefits from the social security system.

✓ In some countries, starting to work at an early age in combination with earning money make him / her independent from his parents.

✓ Apprenticeships facilitate the transition from school to work and increase the employability of the apprentice.

FOR THE HOSTING SME:

✓ SME meets in person the apprentice and grooms potential future employee who has solid theoretical knowledge. Apprentices contribute to the “freshness” of the company and generates dynamism and innovation. Indeed, a change of generation guarantees the future of business.

✓ Apprenticeship grooms apprentices according to the SME’s personality and skills needed.

✓ Apprenticeship enables continuous adaption of the training contents to the needs of a job market in continuous change.

✓ Apprenticeships offer a return on investment: in many cases, the company recovers the apprenticeship cost.

✓ Productive work generates necessary products or services for the company.
✓ Apprenticeship allows strong integration in the company environment (such as company philosophy, colleagues, customers, equipment) and fosters the identification of the apprentice with the company’s values and required skills. Hosting an apprentice promotes the social responsibility of the company. It conveys an image of dynamism, modernity and commitment to society. In this way, the company can gain media coverage and then increase its visibility.

✓ Apprenticeship can identify and train potential candidates for higher qualified jobs.

**FOR THE IN-COMPANY TRAINER:**

✓ Be an in-company trainer is a way to reach higher qualifications for experienced employees.

✓ Be a company trainer gives you the opportunity to acquire or improve skills such as teamwork, organisation, conflict management and communication.

✓ The in-company trainer can convey his knowledge and professional skills to the new generations as well as his accumulated practical know how.

✓ He / She is constantly updated.

✓ He / She is in contact with the educational world.

✓ Being assigned with the task of tutoring apprentices is a sign of trust and recognition by which the company means "We trust you. We value your work. And we want you to pass it on to our future employees."

**FOR VET CENTRE/VET SCHOOL:**

✓ They are aware of the company and sector trends of and will convey them to the students / apprentices.

✓ Teachers can have access to facilities, machineries and modern technologies held by the company.

✓ Being linked with companies increases the VET centre educational offer along with its prestige.

✓ It supports to fulfil the vocational mission of “VET schools” to provide necessary skills and qualifications for the labour market.

✓ They train motivated, mature and responsible apprentices.
FOR VET TUTOR:

✓ It allows the tutor to have a regular update as to the level of knowledge of the students / apprentices in day to day business

✓ He / she is constantly enriched by his / her contacts with the company tutor for whom he can even become a reference.

✓ He / she meets motivated, mature and responsible students/apprentices.

FOR EDUCATIVE ADMINISTRATION:

✓ The connection between the VET Training Centres and the companies increases their awareness on the exact needs so that they can update and adapt their training offer of vocational training.

✓ It promotes the "updating" of the teaching staff because of the relationship with the companies in the sector.

✓ It increases the number of people professionally qualified and even provides access to the labour market from the beginning of the training.
Marketing Tools

Ideas

• **Flyers**: Benefits for the companies, VET centres, students and families

• **Promotion inside schools**: VET centres / Cooperation between schools

• **Online information and diffusion**
  • Online Strategy
  • Online Tools / Dissemination Campaign: Web or Social Medias

• **Fairs**: Vocational training day, Open Days

• **Workshops**: Planning Guidelines
Involve More Apprentices in SMEs

What’s an Apprenticeship?

"Apprenticeship is a particularly successful form of work-based learning, which is based on the following principles:
- Apprenticeships are part of formal education and training programmes and lead to a nationally recognised qualification;
- Apprenticeships combine company-based training (periods of practical work experience at a workplace) with school-based education (periods of theoretical/practical education in a school or training centre);
- Most often there is a contractual relationship between the employer and the apprentice, with the apprentice being paid for his/her work.
- Apprenticeships differ from other types of in-company learning, such as internships/traineeships which are often outside formal education and training programmes and not linked to recognised qualifications."

(EAfA definition)

Benefits for the Apprentice:

• The apprentice comes into contact with the real world of the company and acquires professional experience.
• The apprentice works under real conditions.
• The apprentice makes sure, in a practical way, that his/her studies are what he is looking for in his future.
• This kind of training increases his/her motivation.
• In this kind of training, the apprentice can receive remuneration and benefits from social security system (depending on the type and country)
• The apprentices formed in this kind of training have a high labour insertion.

Legal Regulation

Spain:
Royal Decree 1529/2012, of 8th November, which establishes the contract for training and learning and establishes the basis of dual vocational training.

Catalonia:
Law 10/2015 on Vocational Training and Qualification.
Decree 284/2011 of Ordinance of the initial VET.
ENS / 1204/2012, of 25th of May, on the organization of training in alternation in the teaching of initial vocational training.

How Can Apprenticeship Help You?

The Benefits of Apprenticeship For All Actors

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Benefits for Companies

The apprenticeship enables the companies:

- To meet the apprentice in person and groom potential employees, with solid theoretical knowledge, who will contribute to the “freshness” of the company. Indeed, welcoming young people guarantees the future of these companies.
- To train apprentices according to the specific necessary skills of their future job.
- Adapt the training contents to the needs of an ever-changing working market.
- To lower the recruitment costs and make a profitable investment.
- During this period of training, the apprentices are productive and generate a necessary product or service for the company.
- The apprenticeship allows for strong integration in the company environment (such as company philosophy, colleagues, clients, equipment) and fosters the identification of the apprentice with the company’s values and requested skills.
- To promote the social responsibility of the company by becoming a training company. It conveys an image of dynamism, modernity and commitment to the society. In this way, the company can gain media coverage and increase its visibility.

Benefits for the VET Centers and the Educative Administration

The apprenticeship:

- Is aware of companies/sectors trends and conveys them to the students/apprentices.
- The teachers can access facilities, machinery and new technologies held by the companies.
- Increases its educational offer along with its prestige.
- Helps to fulfill the vocational mission of “VET schools”: providing necessary skills and qualifications for the labor market.
- Improves the relationship between VET Training Centers and companies. This gives the opportunity to the VET centers to better understand the needs of the companies. As a result, they will be able to update and adapt their training offer.
- Keeps the teaching staff updated via the relationship with the companies in the sector.
- Increases the number of people professionally qualified and even provides access to the labor market from the beginning of the training.

Why Choose Vocational Training?

Vocational Training is in constant response to match the people’s and the different sectors’ demand. Indeed, theoretical and practical trainings for students are adapted to the social and economic reality. As a consequence, it has allowed people who completed their VET studies to have the highest rates of labor insertion in Spain.

Co-funded by the Erasmus+ Programme of the European Union
Promotion Inside Schools

Schools are in the key position to change the perception of apprenticeships, being the ones accompanying young people when they are faced with decisions about their future for the first time.

The most popular method for an organisation to promote apprenticeships in schools is to organise ‘Career Days’ or hold assemblies, seminars and workshops in which company representatives – who could be apprentices themselves – can present the schemes on offer, promote them and answer any questions young people may have.

Another idea, simple and economic, is to distribute posters, brochures, flyers as well as career magazines. It obviously provides a good and relatively simple method of promotion for businesses.

Online Information & Diffusion

ONLINE STRATEGY

In order to better target the online tools and provide information to stakeholders, it is important to identify specific elements. The following table is the baseline to build a more structured editorial plan that can offer useful information and promote apprenticeship systems and its benefits.

<table>
<thead>
<tr>
<th>Goal to Achieve</th>
<th>Target</th>
<th>Target needs</th>
<th>Kind of Content</th>
<th>Diffusion of Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.G. Information</td>
<td>E.G. students</td>
<td>E.G. Understand how the apprenticeship is structured</td>
<td>E.G. Timing</td>
<td>- Article on blog (with all the detailed information)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Post on FB addressing to the article</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>E.G. Training part</td>
<td>- Explanation in Knowledgebase</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Post on FB addressing to the expert</td>
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</tbody>
</table>
ONLINE TOOLS / DISSEMINATION CAMPAIGN

Web resources are the first research methods used by school and college pupils when they start searching for employment or internship opportunities. Most of them use Google while some others use job websites to find out about companies’ potential job opportunities.

Of course, you cannot talk about young people and the Internet without talking about social media. Nowadays, school and college pupils use social media for everything they do. Social medias allow pupils to meet employers and ask them questions. Facebook and Twitter are the most popular channels, followed by LinkedIn, Instagram and Google+. An employer using Twitter or LinkedIn could reach both school and college graduates as well as their teachers.

Interestingly, a company’s presence on careers advice or job websites is deemed more important that the company’s own website. These tools can also be used together but it is important that they are used in an integrated way, linked to each other.

Therefore, it would be a good approach for employers hoping to recruit apprentices to ensure they have an appealing and informative website with a dedicated apprenticeships section, a good Google search ranking, an active and reactive social media presence (at the very least an active Twitter account), and advertise on career or job websites.

Fairs

An ‘Apprenticeship Fair’ is an opportunity to bring together a wide range of businesses that offer apprenticeships, allowing people to meet key local employers and talk to them directly about available opportunities. Stakeholders can engage with a range of businesses at exhibition stands, which will be staffed by representatives from companies and other organisations that offer apprenticeships. This is an opportunity for them to ask questions and decide what kind of apprenticeship might suit them.

Apprenticeship Fairs are events where employers, training companies and colleges promote their apprenticeship opportunities directly to those looking for a new challenge.

Fairs should be free to attend and are usually set up as a collection of exhibition stands staffed by representatives of companies and other organisations offering apprenticeships. It is recommended that the Fair is organised as a drop-in event, with constituents able to attend anytime and stay for as little or long as they like during the Fair’s opening hours.

Promoting Apprenticeships Fair is essential to attract lots of exhibitors and attendees. It is crucial to promote the Fair on website, social media, in the local press, and by partnering with local schools, colleges and job centres to advertise the event amongst students, young people and jobseekers. Produce promotional materials, including posters and flyers, and supply them to all exhibitors, partner schools and colleges in advance of the Fair. Encourage schools and colleges to display the posters and promote the Fair during assemblies. Ask schools and colleges to arrange a coach to the Fair from their campus.
## Workshop Planning Guidelines

### Preliminary

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Purpose of Workshop</td>
</tr>
<tr>
<td>B. Target Audience</td>
</tr>
<tr>
<td>C. Desired Outputs</td>
</tr>
<tr>
<td>D. Workshop Objectives</td>
</tr>
</tbody>
</table>

### General Preparation of Workshop

1. **DEFINE THE OBJECTIVES OF THE WORKSHOP**
   Every workshop must have a goal. Your objective may be to teach a concrete skill or to deliver general information or guidance about a specific topic. A clear goal defined will enable to be more productive. Without this clear goal, there is really no point in getting people together.

2. **DETERMINE THE NEEDS OF WORKSHOP PARTICIPANTS**
   When teaching a specific skill, for example, understanding the participants' needs regarding skill level and learning pace will assist you in delivering appropriate content. The more you tailor the workshop to your audience, the more effective the workshop will be.

3. **CHOOSE A DATE AND LOCATION FOR THE WORKSHOP**

4. **SELECT FACILITATOR**
   Ideally, it is good to know in advance who will teach the workshops. It is important to intentionally match a tutor to a group. It may be important to consider expertise, gender and relationship with the group.

5. **SELECT PARTICIPANTS**

6. **CREATE AN OUTLINE FOR YOUR WORKSHOP PRESENTATION**
   Now that you know your primary objective and who will attend, you can start to develop an outline of how you'll achieve the workshop's goal.

   a) Create an introduction. Decide how you will introduce yourself, the topic and the participant members.
b) List the main points you will cover. Create a comprehensive bulleted list.

c) Decide on the order of the topics you will discuss. Move the most important skills or information to the early part of the workshop. Depending on the main topic of the workshop, it may also be useful to introduce and build on each topic, beginning with the simplest or most straightforward topic and concluding with the more difficult or complex topic.

d) Establish ground rules for the workshop. Rules or guidelines such as only one person speaks at a time, or raising a hand to speak, as well as turning off any cell phones or distracting devices are good to establish at the onset of the workshop.

e) Decide how you will wrap up the workshop. You might include a brief review of learned skills, announce the next level in a series of workshops and/or implement a participant feedback form.

f) Assign an estimated length of time to each item on the outline. For particularly complicated topics or skills, allot a sufficient amount of time in case participants get stuck or have questions. It is also important to factor in scheduled breaks during the workshop.

7. INCORPORATE INTERACTIVE ACTIVITIES INTO YOUR WORKSHOP
Activities or games can increase engagement and participation.

8. CREATE SUPPORTING MATERIALS FOR YOUR WORKSHOP
a) Decide the presentation form and identify documents needed.
   Use visual tools: presentation tools, movies, pictures and other elements may be useful in conveying concepts or skills. Choose visual tools that complement your presentation and do not distract attention away from your core message or objective.

b) Prepare handouts for participants. Convert your presentation outline into an agenda for participants and/or prepare hard copy handouts of valuable information or graphs.

Final Preparation of Workshop

9. REVIEW YOUR WORKSHOP AND RESOURCES
Do not forget to thoroughly review the session you will teach as well as all necessary resources. You need to feel confident and comfortable with what and how you will teach on the D-day.

10. CONFIRM THE TIME, LOCATION AND PARTICIPANTS
One week before your workshop starts, do not hesitate to check that nothing has changed. You can send a last reminder to participants about confirming attendance.
11. PREPARE YOUR EQUIPMENT AND ARRANGE TO OBTAIN / PRINT MATERIALS FOR THE PARTICIPANTS

It might be worthwhile to look over your preparation list and gather all your materials a few days before the date of the workshop.

As far as the EU projects are concerned, a list of participants is imperatively required. Indeed, this list should be signed by each participant to confirm his/her participation in the workshop and make all costs refundable to the European Commission.

Day of Workshop


You should arrive at least an hour before the workshop starts. Set up the room or space to encourage discussion. Arrange the chairs in a horseshoe shape or a semi-circle to facilitate conversation and post the ground rules on a board or wall where all participants can see them. Ensure a blank piece of paper on a board or wall or a writing board to brainstorm or document ideas and notes from the participants.

13. AFTER THE WORKSHOP: FEEDBACKS

The only way to find out if your workshop was a success is to have a feedback form. Create a questionnaire to give to all participants at the end of the workshop. In the questionnaire, ask their opinion about the content, the structure, the atmosphere (group spirit) or whether the convenience of the location and the timing of the workshop. Give them plenty of opportunities to share their opinions and even propose to bring constructive suggestions to improve future activities / meetings / workshops. Collect the forms if completed. This is the best way to learn and improve for the next time.

A final report should also be written for the learners (short and relevant material) as well as for the clients/organisers (short with an overview of the work and recommendations for the next steps).
Workshop Planning Template

Guideline for Designing and Conducting a Workshop to raise awareness on the benefits of apprenticeships

- The quality of apprenticeships depends on the cooperation and communication between the different stakeholders.
- This tool outlines the content and methodology for organising joint workshops.

<table>
<thead>
<tr>
<th>Timing</th>
<th>Topic / Theme / Activity</th>
<th>Content Description</th>
<th>Expected Outcomes</th>
<th>Methods Used</th>
<th>Handouts</th>
<th>Resources</th>
</tr>
</thead>
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</tbody>
</table>

CCI
CONTEXT AND LEGAL REGULATION OF THE APPRENTICESHIP SYSTEM
This template aims to synthetically capture the learning situation in each country, so that companies understand the basic aspects of the regulation in their country: regulation, financing as well as the role of the different stakeholders that are part of the process.

<table>
<thead>
<tr>
<th>Regulation</th>
<th>Financing</th>
<th>Role of Government</th>
<th>Role of VET Centre</th>
<th>Role of Companies</th>
<th>Role of the Chambers (or Other Institutions)</th>
</tr>
</thead>
</table>

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3 This table has to be filled in by each Chamber, according to the country’s own regulation.
BEFORE THE APPRENTICESHIP
Minimum Requirements the Company Must Fulfil

Check List

The main objective of this tools is to make a diagnosis of the readiness of company to welcome apprentices. It is relevant to define the minimum steps and requirements needed to satisfy the objectives of apprentices.

This tool can also be used by the Chambers or by other institutions to facilitate apprenticeship and to support companies evaluate their readiness to host apprentices.

Moreover, in case the answer to a specific point is negative, the grid is linked to other tools solving that specific issue.

<table>
<thead>
<tr>
<th>BEFORE THE APPRENTICESHIP</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you aware of the full potentials of apprenticeships for all stakeholders?</td>
<td></td>
<td>Benefits of Apprenticeship</td>
</tr>
<tr>
<td>Are you aware of the legal framework in your country? Do you know the aids or benefits your company can receive?</td>
<td></td>
<td>Context and legal regulation - Technical information – Country XXX</td>
</tr>
<tr>
<td>Have you considered the economic / financial aspects (costs and benefits) of hosting an apprentice?</td>
<td></td>
<td>Studies (e.g. Bertelsmann)</td>
</tr>
<tr>
<td>Has your SME a potential to host an apprentice?</td>
<td></td>
<td>Explore the potential of your Enterprise</td>
</tr>
<tr>
<td>Is your company ready to host apprentices?</td>
<td></td>
<td>Please check the steps needed</td>
</tr>
<tr>
<td>Do you know how to interview a young adult?</td>
<td></td>
<td>Interview selection guidelines</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Text</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Do you know how to select the right apprentice?</td>
<td></td>
<td>Evaluation &amp; selection of apprentice</td>
</tr>
<tr>
<td>Is there anyone in your company trained to mentor the apprentice all along the apprenticeship period?</td>
<td></td>
<td>Online training for in-company trainers</td>
</tr>
<tr>
<td>Have you already defined the apprentice activity plan for the duration of the apprenticeship?</td>
<td></td>
<td>Apprentice plan inside the company</td>
</tr>
<tr>
<td>Have you ever written an agreement contract with an apprentice?</td>
<td></td>
<td>Agreement template</td>
</tr>
<tr>
<td>Have you already prepared a folder with all practical information for the first day of the apprentice?</td>
<td></td>
<td>Apprentice’s folder</td>
</tr>
<tr>
<td><strong>DURING APPRENTICESHIP</strong></td>
<td><strong>YES</strong></td>
<td><strong>NO</strong></td>
</tr>
<tr>
<td>On the first day, do you know how to welcome the apprentice?</td>
<td></td>
<td>First day: Requirements checklist</td>
</tr>
<tr>
<td>Do you have a clear list of all important aspects of the company which should be introduced to the apprentice on the first day?</td>
<td></td>
<td>First day: Hosting plan</td>
</tr>
<tr>
<td>Do you know how to monitor all skills to be acquired and linked it to the activity plan?</td>
<td></td>
<td>Apprentice Activity Plan in the Company – Monitoring</td>
</tr>
<tr>
<td>Do you know how to monitor the skills evolution of the apprentice?</td>
<td></td>
<td>Skills Follow-up Evolution</td>
</tr>
<tr>
<td>Do you know how to monitor and evaluate the apprenticeship inside the company?</td>
<td></td>
<td>Monitoring and Evaluation of the apprenticeship inside the Company</td>
</tr>
<tr>
<td>Do you know what are the main aspects to guarantee quality apprenticeships?</td>
<td></td>
<td>Webinar on quality framework for apprenticeship</td>
</tr>
<tr>
<td><strong>AFTER THE APPRENTICESHIP</strong></td>
<td><strong>YES</strong></td>
<td><strong>NO</strong></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Have you already organised exams inside the company?</td>
<td>Webinar / Online training (Feb 2018)</td>
<td></td>
</tr>
<tr>
<td>Do you know how to evaluate the apprentice at the end of his apprenticeship period?</td>
<td>Final evaluation – Aspects to Assess</td>
<td></td>
</tr>
<tr>
<td>Have you ever hosted an apprentice? Or would you like additional information regarding the host of apprenticeship?</td>
<td>Please contact the local chamber</td>
<td></td>
</tr>
</tbody>
</table>
Explore the Potential of Your Enterprise to Host an Apprentice

Task

Sit with your colleagues and discuss the issues raised on this sheet. Please find the most appropriate answers to the following questions.

- What are the main products or services offered by your SME? Which sector?
- How many employees does your company have?
- What are the main departments composing your enterprise?
- What are the main occupations/professions of your skill labour force?
- How do you recruit employees for these occupations/professions/fields of work?
- Could starting to host apprentices in your company be an option to fill vacancies and to invest in long-term development and therefore provision of your own skill labour force?
- Are there already apprentices inside the SME? If yes, how many?
- Which job profiles are being taught in your SME?
- Who is the in-company trainer?
- Describe the most important activities of your work

Possible topics for further questions:

- When was the company founded?
- Ask about responsible persons in various departments (e.g. production manager, plant manager, department manager, market leader, etc.)
- Questions about individual products or services
- Questions about the company name (what does the name of the company stand for, why is it called that way). What is our advertising slogan?
- Who are our main customers or target groups?
- What is our general e-mail address?

---

4 With the support of ibw Austria – Research & Development in VET
Is My Company Ready to Host Apprentices?

Steps Needed

Please find below a series of questions the company will have to check before hosting an apprentice.

This tool can be used directly by the company or it can be used as guidelines during a meeting between the Chamber and the company itself (before the reception of apprentices).

• Know the regulation regarding apprentices’ training
• Choose the training specialty in which you want to train apprentices
• Define the number of apprenticeship placements and the type of recruitment
• Establish a relationship with the VET centre or educational administration
• Define the company’s requirements from the in-company trainer
• Select and train the in-company trainer
• Plan the training/modules (establish times and stages) of the apprentices
• Find and select the right apprentice
• Discuss some formalities with the apprentice such as accessibility of your company by public transports, means of communication (phone, emails, ...), specific protection equipment or safety regulations inside the company, benefits for the apprentice (free lunch, salary, insurance, ...)
• Formalize contracts and agreements (as appropriate) between the company and the apprentices (VET centre if applicable)
• Plan the reception of the apprentices in the company
• Plan the monitoring of the achievement of skills by the learner
• Plan partial and final evaluation
How Should I Select the Right Apprentice?

Interview Selection Guide

The procedure to select an apprentice will depend on his age and previous experience. If you are recruiting 16 to 18-year-olds, the approach is different than for adults. They do not have the same confidence and ability to communicate their skills than more experienced workers. In this case, conventional interview techniques are not appropriate. As a complement to these techniques, we recommend using more informal approaches assessing their enthusiasm rather than simply focusing on academic credentials and technical skills.

If you are dealing with older candidates or candidates who have experience in the workplace, you may want to ask some more job-relevant questions. Essentially, you don’t need to redevelop your recruitment from scratch, but look at what you are doing already and adapt it to apprentices. In some cases, you might already be recruiting 16-year-olds for other roles in your organisation, so you can take those recruitment methods and apply them to your apprenticeship programme. Even if you currently do not recruit young people, you can adapt your adult recruitment methods to your apprenticeship scheme as it will be key that these are right for your organisation.

Below are some sample questions that you can use when interviewing an apprentice. It is important to remember that this may be the young person’s first job interview, so they may need guidance and support through the interview. It is best if you ask no more than 8-10 questions.

Sample Questions Apprenticeship Interview

<table>
<thead>
<tr>
<th>Name of the candidate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>VET centre</td>
<td></td>
</tr>
<tr>
<td>Date of interview</td>
<td></td>
</tr>
<tr>
<td>Interviewer</td>
<td></td>
</tr>
</tbody>
</table>

Introduce yourself briefly; tell me a little about yourself.

How would you define yourself?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did you apply for this apprenticeship?</td>
<td></td>
</tr>
<tr>
<td>What do you think we are looking for in an apprentice?</td>
<td></td>
</tr>
<tr>
<td>What makes the field of study you have chosen attractive to you and ensure you complete your work on time?</td>
<td></td>
</tr>
<tr>
<td>How would you organise yourself to balance your study and job?</td>
<td></td>
</tr>
<tr>
<td>How would you rate your organisational skills on a level of 1-5 (1 being the lowest)? Please give us an example to illustrate this?</td>
<td></td>
</tr>
<tr>
<td>Can you give us an example of when you have had to work independently and use your initiative either through study or work?</td>
<td></td>
</tr>
<tr>
<td>Can you tell us how you cope under pressure and in stressful situations?</td>
<td></td>
</tr>
<tr>
<td>Can you give an example of when you have had to deal with an inconvenient situation either at work, in life or school, and how you managed it?</td>
<td></td>
</tr>
<tr>
<td>Can you tell us about something new that you have learned in the last 6 months and what you have gained from it?</td>
<td></td>
</tr>
<tr>
<td>What do you understand by working in a team and what are 3 important attributes of a good team player?</td>
<td></td>
</tr>
<tr>
<td>What do you expect from this apprenticeship?</td>
<td></td>
</tr>
<tr>
<td>How and where do you see yourself in 3 to 5 years’ time?</td>
<td></td>
</tr>
<tr>
<td>Three strong points</td>
<td></td>
</tr>
<tr>
<td>Three weak points</td>
<td></td>
</tr>
<tr>
<td>Is there anything we haven’t asked you that you would like to tell us about yourself to support your application?</td>
<td></td>
</tr>
</tbody>
</table>
1. THE INTERVIEW ITSELF

Whilst not always the most reliable, interviews remain the most widely used assessment and selection tool. The key to making interviews a success for you is by asking the right questions, keeping the process consistent for all applicants and remaining impartial throughout the process.

Throughout the interview, the evaluation of the candidate can be done by making a test, based on a checklist of qualifying factors and technical skills required for the placement. This test can be designed and carried out by the company.

<table>
<thead>
<tr>
<th>Assessment of the Candidate.</th>
<th>Numerical rating (1: Poor – 10: Excellent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject knowledge</td>
<td>10</td>
</tr>
<tr>
<td>Technical skills</td>
<td>10</td>
</tr>
<tr>
<td>Methodological skills</td>
<td>10</td>
</tr>
<tr>
<td>Confidence</td>
<td>10</td>
</tr>
<tr>
<td>Communication skills</td>
<td>10</td>
</tr>
<tr>
<td>Team spirit</td>
<td>10</td>
</tr>
<tr>
<td>Punctuality and time management</td>
<td>10</td>
</tr>
<tr>
<td>Creativity and innovativeness</td>
<td>10</td>
</tr>
<tr>
<td>Dedication</td>
<td>10</td>
</tr>
<tr>
<td>Training background</td>
<td>10</td>
</tr>
<tr>
<td>Personal balance</td>
<td>10</td>
</tr>
<tr>
<td>Resistance to pressure / stress / failure</td>
<td>10</td>
</tr>
</tbody>
</table>

In addition to the interview, other tools for recruitment can be used by the interviewer to assess the candidate and define in more concrete terms his/her skills and abilities.

2. ASSESSMENT FORM BASED ON A TRIAL DAY

<table>
<thead>
<tr>
<th>Name of the apprentice:</th>
<th>Date of birth:</th>
<th>Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of supervisor:</td>
<td>Date of apprenticeship trial:</td>
<td></td>
</tr>
<tr>
<td>Job Profile (Vocational Field):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Please tick the appropriate box:

<table>
<thead>
<tr>
<th>Interest</th>
<th>Very interested</th>
<th>Interested</th>
<th>Moderately interested</th>
<th>Indifferent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociable skills/Openness</td>
<td>Very sociable</td>
<td>Sociable</td>
<td>Rather shy</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>Friendliness</td>
<td>Very friendly</td>
<td>Friendly</td>
<td>Moderately friend</td>
<td>Rather unfriendly</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Very good</td>
<td>Express itself well</td>
<td>Moderate</td>
<td>Language deficiencies</td>
</tr>
<tr>
<td>Independence</td>
<td>Very independent</td>
<td>Independent</td>
<td>Not very independent</td>
<td>Needs a lot of guidance</td>
</tr>
<tr>
<td>Punctuality</td>
<td>Over-punctual</td>
<td>Punctual</td>
<td>Sometimes unpunctual</td>
<td>Always unpunctual</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Very accurate</td>
<td>Quite accurate</td>
<td>Moderately accurate</td>
<td>Sloppy</td>
</tr>
<tr>
<td>Uptake/Perceptivity</td>
<td>Very fast</td>
<td>Quite fast</td>
<td>Rather slowly</td>
<td>Very slowly</td>
</tr>
<tr>
<td>Endurance</td>
<td>Concentrate very well on one thing and lead it to the end</td>
<td>Concentrate well on one thing and bring it to an end</td>
<td>Can be easily distracted</td>
<td>Concentrate with difficulty on one thing</td>
</tr>
</tbody>
</table>

Overall assessment of the apprenticeship trial:
- Very suitable
- Suitable
- Rather unsuitable
- Not suitable
- I have been satisfied by this apprenticeship trial and would agree to host the student as an apprenticeship in our company.
- I have not been satisfied with this apprenticeship trial.

Date:

Signature of the Supervisor:
3. **SKILLS TESTING**
   This tool is particularly useful for positions which require a level of competency in any specific field. The test will depend on the field of the apprenticeship.

4. **PERSONALITY / PSYCHOMETRIC ASSESSMENTS**
   This tool is perfect for assessing team fit, motivation and work styles. It may be excellent to help hone your interview questions and assess appropriateness for your current team.

5. **APTITUDE AND COMPETENCY BASED ASSESSMENTS**
   Similarly, to the two types of testing and assessment listed above, these tests are effective to identify specific skills.
In-Company Mentor Training Course

In-company trainers are usually great professionals but most of the time, they did not receive any specific training to become trainers (e.g. pedagogical competences). In some chambers of commerce and industry, a training program for trainers is offered by the Chamber following the structure below (or other institutions, depending on the country). In case you do not have access to that training, please follow the online training via a webinar available online.

1. What is Dual Vocational Training?
   1.1. Brief description
   1.2. Origin and successful examples
   1.3. Features and benefits
   1.4. Educational standards/labour law
   1.5. Roles: apprentice
   1.6. VET school teacher
   1.7. In-Company trainer

2. Learning in Dual Vocational Training
   2.1. Adaptation to the level of the learner
   2.2. The learning climate
   2.3. Methodological principles

3. Professional, personal and social skills tutor of the in-company trainer
   3.1. Communication and guidance
   3.2. Teamwork
   3.3. Conflict Resolution

4. Programming, reporting and evaluation
   4.1. The programming and monitoring system of learning in the Dual Vocational Training.

5. Programming and Reporting Apprenticeship
   5.1. Practical exercises

*(methodology: modular and blended)*
Apprentice Activity Plan Inside the Company

Distribution of Work Plan for the Apprentice between VET Centre & Company

During their apprenticeship, apprentices acquire a wide range of knowledge and skills both in VET centres, and in companies. To ease communication and coordination between all stakeholders, you can use the template below. This template specifies where each competence will be acquired. It should be signed by you (the company) and the VET centre to ensure good cooperation. Please find below and example for sales services apprenticeships.

<table>
<thead>
<tr>
<th>Apprentice:</th>
<th>Year of apprenticeship:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement:</td>
<td>Mentor:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task in the Company</th>
<th>Theoretical Subject</th>
<th>Content of the Subject</th>
<th>Training in the Centre</th>
<th>Training in the Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that the product is properly packed and labelled.</td>
<td>Warehousing techniques</td>
<td>Planning the daily tasks of warehouse operations and good flows</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Check that there are enough products in the warehouse.</td>
<td></td>
<td>Implementation of receipt techniques and disposal of goods in the warehouse</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Analyse how the sale of various products evolve.</td>
<td></td>
<td>Determine the conditions of preparation of orders and dispatch of the merchandise</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

Co-funded by the Erasmus+ Programme of the European Union
Agreement Template*

Main Aspects

Depending on the country and on legal regulations the apprentice will have to sign an agreement or a contract. Please find below some fundamental aspects such an agreement should contain:

Below is the list of the fundamental aspects the agreement should contain:

- Identification of all parties (company and/or VET centre, apprentice)
- Name, address, etc.
- Agreement between the parties
- Contents (subject)
- Tasks (plan)
- Deadlines/periods
- Resources
- Responsible persons
- Rights and duties (each of the parties)
- Date and place
- Signature of all parties.

*This agreement template must be adapted according to national regulations.

It might also be important to sign an agreement between the chamber, the company and the VET Centre for further collaboration. Please find below such as template for agreement to be adapted to national regulations.
Trilateral agreement between a chamber, a company and a VET training centre

The … [chamber’s name] with its registered office and address in …, Tax No. …, registered in the register of legal persons with a non-profit purpose under the number …, volume …, page …, according to the company act No. …, represented by the Chief Executive Officer/Managing Director … [full name], hereinafter referred simply as …,

… [company’s name] in the following referred to as …,

and

… [institution’s name], hereinafter referred to as …

conclude this framework agreement for vocational education and training:

Article 1

Objective of the agreement

This framework agreement regulates the conditions and performances between the contracting parties, which are part of the process to develop vocational education and training in … [country’s name], in the profession …

Article 2

Implementation of the training

The training period covers … years. It starts at xx.xx.xxx and ends at xx.xx.xxxx.

The training takes place at two learning places:

- at … [company’s name], where the practical training content is taught;
- at … [institution’s name], where the theoretical knowledge of the profession is taught.

The scope of the practical training is defined in the training contract between the company and the apprentice.

The scope of the theoretical training covers as a whole … hours. The corresponding schedule is part of the annex to this agreement.

The training period ends with the completion of the final examinations required by applicable … [country’s name] law.

If the apprentice does not pass the final examinations, his apprenticeship is extended until the next possible re-examination.

The training regulations to be drawn up by the … [chamber’s name] provide further information on the practical implementation of the training in the particular profession.
Article 3

Duties of … [chamber’s name]

The obligations of … [chamber’s name] towards … [company’s name] result from the respective contract concluded with … [company’s name] on the participation in vocational education and training from the … [date]

The basis for the work between … [chamber’s name] and the … [institution’s name] is the respective Letter of Intent, which was concluded with the … [institution’s name] on … [date]

Art. 4

Duties of … [company’s name]

Within the framework of vocational education and training … [company’s name] practically trains … [number of apprentices] apprentices in the profession …

In order to participate in the theoretical part of the training the apprentices are going to be send to the … [institution’s name].

The obligations of … [company’s name] towards … [chamber’s name] result from the respective contract concluded with the … [chamber’s name] to participate in vocational education and training from … [date]

The obligations of … [company’s name] towards the [institution’s name] are the result of the contract concluded between the two parties on … [date].

Article 5

Duties of … [institution’s name]

The … [institution’s name] conducts the training according to the framework curriculum of the respective profession, which has been coordinated with the competent authority of the public administration in … [country’s name].

The … [institution’s name] informs the … [chamber’s name] and … [company’s name] about the prerequisites that the apprentices must fulfill in order to be able to take part in the theoretical training course. For further details, please see the schedule in the annex on the distribution of theoretical and practical training.

The … [institution’s name] undertakes the appropriate measures necessary in order to carry out the theoretical training of the respective profession.

The learning group consists of the apprentices whose practical training is carried out in different training enterprises.
After completing the final examinations, the … [institution’s name] will provide the apprentices a state-recognized certificate which demonstrates the acquired professional qualification.

**Article 6**

**Liability and force majeure**

Each contracting party shall be liable to the other contracting parties for the breach of contractual obligations. Exceptions are cases of force majeure.

Force majeure, e.g. natural disasters, labor disputes, unrest, armed conflict or terrorism which lead to unpredictable consequences for the performance of the contract shall relieve the contracting parties of their performance obligations for the duration of the disturbance and to the extent of their impact, even if they are in default. Automatic contract resolution is not associated with this. The contracting parties are obliged to notify themselves of such events and to adapt their obligations to the changed circumstances in good faith.

If, in the event of force majeure, performance of the contract becomes impossible in the long term, the contracting parties are entitled to terminate the agreement.

**Article 7**

**Term of the agreement**

The agreement shall enter into force on the date of its signature.

The agreement term ends on xx.xx.xxxx for the training period beginning on xx.xx.xxxx.

The contracting parties may extend the contractual relationship by mutual agreement as often as the will of all parties shows.

**Article 8**

**Termination of the agreement**

The foregoing agreement may terminate as follows:

- by a consensual written declaration by all contracting parties.

- by expiry of the agreed term (see Art. 7).
each contracting party may terminate the agreement without notice for good cause, in accordance with the legal provisions. Any claims for damages remain unaffected.

Article 9

Final provisions

This agreement and its annexes constitute the entire agreement of the contracting parties. There are no silent, verbal or written ancillary agreements. Amendments and additions to this contract require their written form to be effective. This also applies to the amendment or abolition of this font clause.

The contracting parties undertake to keep silence about all their business matters acquired within the framework of vocational education and training.

Should provisions of this contract be wholly or partly null, invalid or unenforceable, or lose their legality or feasibility later, the validity of this agreement shall not be affected. The same applies to the extent that a breach should arise in the agreement. In place of the ineffective or impracticable regulation or the filling in of the contractual gap, the parties will make an appropriate regulation which, as far as legally possible, comes closest to what the contracting parties had wanted or according to the purpose and purpose of the agreement.

The parties to the contract undertake to carry out a mediation procedure in the event of disputes arising from this agreement before the legal proceedings are terminated, with the aim of an amicable agreement with the aid of a jointly commissioned mediator. The mediation procedure is initiated by written notification of a contracting party. The contracting party has to propose a mediator. The proposal is not binding on the other contracting parties. If the contracting parties cannot agree on a common mediator within one month after receipt of the notification, the mediation procedure shall be deemed to have failed.

This agreement has been made in three copies, one for each party.

The parties agree … [city], … [country’ name], as the court of their mutual rights and obligations under this agreement … [country’s name] law applies to this agreement.

…

Place, date

Signatures [chamber’s name] [company’s name] [institution’s name]
Welcome to the Team!

*Dear apprentice!* [or another personalised salutation]
Short introductory text from the management to the team of the company in which the apprentice is welcomed.

*On behalf of the whole team, I wish you all the best.*
*Much success in your apprenticeship!*

[First name & last name]
Management

**Personal Data**

This apprentice’s folder belongs to:

Name: ________________________________
Address: ________________________________
Phone: ________________________________
E-Mail: ________________________________

My apprenticeship occupation: ________________________________

I decided to choose this apprenticeship because:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

---

*With the support of IBW - Institut für Bildungsforschung der Wirtschaft in Austria*
My Apprenticeship - Facts about the training company at a glance, e.g.:

Foundation:

Management:

Number of employees:

Number of apprentices:

Trained apprenticeship occupation:

Location:

Brief description of the company:

My Contacts in the enterprise - Add as many contact details as required

- Name:
- Function:
- Phone:
- E-Mail:

My Education

Brief description of the training procedure in the company.
Here you can also find the rules and explanations on how to deal with each other, the information on the safety briefings as well as descriptions of seminars, workshops, premium systems, etc.

My Vocational Training Center

In the vocational school, theoretical training and general education are taught. The VET centre thus complements your practical training in the company.

My vocational school:

- Address:
- Phone:
- E-Mail:
- Website:
Number of days at the vocational school:

1. Year of apprenticeship: ____________________________
2. Year of apprenticeship: ____________________________
3. Year of apprenticeship: ____________________________

Hints

▪ As an apprentice, you are obliged to attend the vocational school.
▪ In case of illness on a school day, the teaching company and the vocational school must be informed!
▪ The number of days at the vocational school is counted as working time and paid accordingly.

My Rights and Duties

Through the apprenticeship agreement both the authorized apprenticeship trainer and the apprentice assume certain rights and obligations, please find some of them below. The list below is not exhaustive, it is up to you to adapt it to your company’s policy.

My rights/obligations towards the apprenticeship

▪ Skills and knowledge of the occupation taught must be taught by the authorized apprenticeship teacher, or by an in-company trainer. You have the right to learn the full training content detailed in the job profile during the apprenticeship period.
▪ The apprentice may neither be assigned work that does not fall under his / her job profile nor work that exceeds his or her competences.
▪ If it is not clear in the job assignment why this is part of your vocational training, ask your in-company trainer.
▪ The apprentice must not be physically chastised. He is also protected against ill-treatment by members of the company and the household.
▪ Parents and school teachers must be informed of important incidents.
▪ The apprentice must be free of company work for attending vocational school and revising for exams.
▪ If the boarding costs exceed the apprenticeship remuneration, the additional costs should be paid by the training company.

The apprentice must be given the time necessary to take final apprenticeship examination During the apprenticeship period as well as during the obligatory retention period after the termination of the apprenticeship, the apprentice must be free of examination fee or any possible material costs.
My Duties

- The apprentice must strive to learn the skills and knowledge of the apprenticeship occupation he/she is being taught.
  - The responsibility for a successful apprenticeship is also with you! You have the right to have a comprehensive education (see rights). Please also make sure yourself that all the knowledge is brought to you.
- The transmitted tasks must be carried out properly.
  - Especially, at the beginning, apprentices will have to undertake a ‘simple help’ which is not so much fun. But these tasks also belong to your profession and help to ensure that the business runs smoothly. Explain clearly why these tasks are important for the company.
  - You can economically harm your company if you do not work properly. Remember that your apprenticeship position as well as remuneration will depend on the business success.
- The apprentice must adapt his behaviour according to the specificities of the company.
  - In each company, there are guiding principles or behavioural guidelines that must be observed and respected.
  - Note that you must not harm your company on the Internet (Facebook, etc.). Do not write any untruths or insulting remarks about other persons!
- Business and trade secrets must be respected.
  - Important: This rule also needs to be applied on the Internet. Do not quote people who have not given their permission and do not betray business secrets!
- Tools and materials must be carefully handled.
  - Important: Damage to tools and materials will cause economic harm to your business.
- In case of illness or other prevention, the in-company trainer must be informed immediately.
  - Tip: Save the phone number directly in your mobile phone!
  - In case of illness on a school day, the VET centre must also be informed!
- Certificates of the vocational school must be submitted to the training company immediately after their receipt, exercises book upon request.
Weekly Review

Name of the apprentice: ____________________________________

The weekly review will give you an overview of the tasks achieved during the past weeks. The topics can be discussed with your in-company trainer.

Date: ________________
Calendar week: ________________
What kind of work have I mainly done this week?

What have I learnt new this week?
DURING THE APPRENTICESHIP
# First Day: Requirements Check-List

<table>
<thead>
<tr>
<th>Before the Apprenticeship (Preparation)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are all managers and employees informed of the apprentice's starting day?</td>
<td>☐</td>
</tr>
<tr>
<td>Is it determined who will be the responsible trainer of the apprentice?</td>
<td>☐</td>
</tr>
<tr>
<td>Is the apprentice working place, cupboard, documents etc. already prepared? (professional clothing, name tag, computer password, etc.)</td>
<td>☐</td>
</tr>
<tr>
<td>Are the program and procedures for the first day of apprenticeship already planned?</td>
<td>☐</td>
</tr>
<tr>
<td>Is each person responsible for the apprentice available on the first day of teaching? E.g.: Who welcomes the apprentice? Who shows his / her workplace?</td>
<td>☐</td>
</tr>
<tr>
<td>Is the contact person and the in-company trainer on the first day of instruction in office?</td>
<td>☐</td>
</tr>
<tr>
<td>Make sure the apprentice passed the obligatory instructions on the prevention of risks at workplace or, if applicable, that he/she will do it when joining the company</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On the First Day of Apprenticeship</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcoming the apprentice</td>
<td>☐</td>
</tr>
<tr>
<td>Take the time to receive the apprentice. Keep in mind that he / she will probably be nervous. Try to ease the situation with personal conversations.</td>
<td>☐</td>
</tr>
<tr>
<td>Company tour/showing premises</td>
<td>☐</td>
</tr>
<tr>
<td>Take a tour so that your apprentice gets a first impression of the training company. Show him / her the toilets. Maybe your apprentice is still shy in the first few days and some questions are embarrassing.</td>
<td>☐</td>
</tr>
<tr>
<td>Introducing the team</td>
<td>☐</td>
</tr>
<tr>
<td>Present all relevant employees to the apprentice. Make sure that the apprentice knows who his / her contact persons are.</td>
<td>☐</td>
</tr>
<tr>
<td>Introduction to the apprenticeship training</td>
<td>☐</td>
</tr>
<tr>
<td>Discuss the procedure of the apprenticeship training and the main points of the company's internal regulations (house rules, breaks, lunch etc.).</td>
<td>☐</td>
</tr>
</tbody>
</table>

---

7 With the support of IBW - Institut für Bildungsforschung der Wirtschaft in Austria
<table>
<thead>
<tr>
<th>Introduction to the workplace and initial professional activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give the apprentice everything he needs to start the apprenticeship in the company (work clothes, passwords, etc.). Show the apprentice his / her workplace. Involve the apprentice in first interesting, but also workable tasks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion: debrief discussion and outlook</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of the first day, review the day. Answer questions. Provide an overview on what the apprentice is expected to be working on in the coming days. Ensure that the apprentice leaves your company with a positive feeling.</td>
</tr>
</tbody>
</table>
First Day: Hosting Plan

This hosting plan can be used when a new person joins a company. It reminds all important aspects to be considered and discussed during an apprentice’s first day.

In general, you should take charge of the apprentice in the same way as you do with the new workers and introduce him / her with all important aspects related to the company.

- The company – brief historical review
- What does the company do?
- Values and mission of the company
- Areas of the company
- Data of contact (e.g. in-company trainer’s name & function, telephone number, email...)
- Definition of the apprentice workplace:
  - Objective
  - Position (hierarchical dependency)
  - Profile
  - Tasks
  - Monitoring and evaluation
  - Rights and obligations
**Apprentice Activity Plan Inside the Company – Monitoring**

This template supports you to check the apprentice’s skills acquisition.

Prior to the apprenticeship, the skills to be acquired should be defined in relation with the vocational training centre. It should also be clear with whom and with what resources each competence will be acquired in the aim to ensure concrete learning outcomes of the apprenticeship.

<table>
<thead>
<tr>
<th>Technical Skills</th>
<th>Activities Implemented</th>
<th>When</th>
<th>With Whom</th>
<th>Resources</th>
<th>Acquired</th>
<th>In Process of Acquisition</th>
<th>Not Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social / Personal Skills</td>
<td>Activities Implemented</td>
<td>When</td>
<td>With Whom</td>
<td>Resources</td>
<td>Acquired</td>
<td>In Process of Acquisition</td>
<td>Not Acquired</td>
</tr>
<tr>
<td>Attitudinal Skills</td>
<td>Activities implemented</td>
<td>When</td>
<td>With Whom</td>
<td>Resources</td>
<td>Acquired</td>
<td>In Process of Acquisition</td>
<td>Not Acquired</td>
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</tr>
</tbody>
</table>

In-company trainer’s Signature: ____________________________  Apprentice's Signature: ____________________________

Place and Date: ____________________________
Skills Follow-up Evolution Template*

This tool enables a constant evaluation of the acquisition of learning outcomes that were established in the activity plan. This evaluation must be completed by the company's trainer.

<table>
<thead>
<tr>
<th>Skills</th>
<th>First Assessment date</th>
<th>Second Assessment date</th>
<th>Third Assessment date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. Consultation, complaints and complaints telephone management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methodological Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. Ability to work autonomously</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. Participate actively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. Shows motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. Punctuality</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Additional comments:

VET teacher’s Signature: ____________________________

Company trainer’s Signature: ____________________________

Apprentice's Signature: ____________________________

Place and Date: ____________________________________________

*The evaluation schedule must be defined a priori weekly, monthly, quarterly and must be signed by the parties.
The overall time for acquisition and evaluation may vary depending on the competence or knowledge to be acquired.
Monitoring and Evaluation of the Apprenticeship Inside the Company

This tool can be used for the evaluation of the accomplishment of the tasks foreseen in the plan of activities. The modules and training activities as well as the evaluation criteria will be adapted according to the requirements of the company and will be based on national expectations. This evaluation should be completed by the company trainer.

For Example:

| TRAINING MODULE: COMMUNICATION AND CUSTOMER SERVICE |
|-----------------------------------------------------|----------------|
| Training Activities                                 | Assessment     |
| Consultation, complaints and complaints telephone management | Very suitable | Fairly adequate | Suitable | Not Suitable |
| Face-to-face consultation, complaints and complaints management | Very suitable | Fairly adequate | Suitable | Not Suitable |
| Development of documents                            | Very suitable | Fairly adequate | Suitable | Not Suitable |
AFTER THE APPRENTICESHIP
Final Evaluation of the Apprenticeship - Aspects to Assess

To discuss and assess the apprenticeship process and guidance, an evaluation should take place at the end of the apprenticeship. On the one hand, the company evaluates the apprentice and his achievements on social and technical levels. It is important to offer a clear feedback with concrete examples. On the other hand, this final evaluation is also an opportunity for both the apprentice and the trainer to exchange points of view and give each other suggestions to improve the vocational education system.

Assessment from the Company

<table>
<thead>
<tr>
<th>Very successful</th>
<th>Successful</th>
<th>Less successful</th>
<th>Not successful</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion on the apprentice’s strengths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion on the integration of the learner into the company and the work team</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion on the apprentice own initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion on the compliance of the apprentice with the working plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion on the effectiveness of the apprentice in the performance of assigned tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This following table allows the company to assess the apprentice, per module, according to the skills specific to each module.

<table>
<thead>
<tr>
<th>Professional and technical skills associated with in-company apprenticeship</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Title MODULE 1]</td>
<td></td>
</tr>
<tr>
<td>[Title MODULE 2]</td>
<td></td>
</tr>
<tr>
<td>[...]</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Very successful</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Discussion on the apprentice’s individual experiences during the apprenticeship period</td>
<td></td>
</tr>
<tr>
<td>Discussion on how the infrastructure (facilities, equipment) and organisational aspects of the apprenticeship were</td>
<td></td>
</tr>
<tr>
<td>Discussion on the apprentice’s professional challenges, personal responsibilities or training tasks he/she was offered during his/her apprenticeship in the company</td>
<td></td>
</tr>
<tr>
<td>The apprentice shares his/her personal satisfaction regarding his/her apprenticeship</td>
<td></td>
</tr>
<tr>
<td>The apprentice gives suggestions for improvement to the SME</td>
<td></td>
</tr>
</tbody>
</table>
Satisfaction Survey

When the apprenticeship comes to an end, it is important to assess if the company is satisfied with the experience and with the apprentice. It is important to know if they intend to continue hosting apprentices. The survey should be sent to the responsible chamber of commerce. Please always specify any answer.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you satisfied with the initial schooling of the apprentice when he arrived at the company?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the answer is negative, indicate the reasons why and insist on the background knowledge the apprentice should have had before joining the company.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you satisfied with the educational centre services?</td>
<td>Very satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Are you satisfied with the progression of the apprentice during the training period in your company?</td>
<td>Very satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Are you satisfied with the overall added value of the apprentices in the company?</td>
<td>Very satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Will you maintain this collaboration?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>For what reasons? (positive or negative)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of the Company (name and position):

Place and Date:
BIBLIOGRAPHY AND FURTHER INFORMATION

Additional information can be found under: www.ac4sme.eu
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