

AGREEMENT BETWEEN SCHOOL AND COMPANY ABOUT THE STUDENT'S INTERNSHIP

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21st century coaching

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1. Introduction

In general, learners can learn in many ways. In this project, the focus is on worked-based learning in a learning company. It always has been a question how to recognize new competences. In Europe, since 2009, an important tool has been introduced. This tool is called the European Credit system for VET (ECVET). At the start it was about recognition of learning results during internships (abroad). Later, also recognition of learning results in companies during student's internships and lifelong learning was added.

Definition competence

Competence is a set of skills, combined with knowledge and abilities that makes it possible to perform effectively in a job or situation. (reference)

Definition performance

Performance is an activity to realize a given task and involves "doing." Through performance you can show that you have a competence. It includes knowledge, skills and attitudes. (reference)

2. Entrepreneurial competences

The European Commission has proposed 'A New Skills Agenda for Europe: Working together to strengthen human capital, employability and competitiveness' to address the skills challenges that Europe is currently facing. The aim is that everyone should have the key set of competences needed for personal development, social inclusion, active citizenship and employment.

The Entrepreneurship Competence Framework, also known as EntreComp, offers a tool to improve the entrepreneurial capacity of European citizens and organisations. This framework aims to build consensus around a common understanding of entrepreneurship competence by defining three competence areas, a list of 15 competences, learning outcomes and proficiency levels, which current and future initiatives can refer to. In the above-mentioned framework, the project is dealing with the 21st century skills and the definition the competences are suitable for different for VET coaches.

3. 21CC competences

In the 21CC-project after detailed research, we defined the six most important competence areas for VET coaches:

- ✓ Communication and Collaboration,
- ✓ Critical, thinking, problem-solving and decision making,
- ✓ Leadership,
- ✓ Workplace Leadership and educational ethics,
- ✓ Social skills,
- ✓ Life competencies.



These competences and their performance indicators are available as a starting point to a learner to become a VET coach or to the self-improvement of their competences as a VET coach. The 21CC-project will also serve as a basis for the self-assessment tool that is available at this personal action plan site and a web platform where the necessary material will be available.

4. Learning outcomes

Learning outcomes are statements of what a learner knows, understands and is able to do after completion of learning. Such statements can be designed and used for educational planning and curriculum development or for different types of accountabilities such as legal accountability or professional accountability.

Practical entrepreneurial experiences are educational experiences where the learner has the opportunity to come up with ideas, identify a good idea and turn that idea into action. They require the involvement of external partners in the design and/or delivery of this learning, to ensure relevance to the real world. Practical entrepreneurial experiences provide students with a supportive environment, where mistakes are embraced and failure is a learning tool, so that they gain the confidence and experience to turn their ideas into action in the real world. Practical entrepreneurial experiences should be a student led initiative either individually or as part of a small team, involve learning-by-doing and producing a tangible outcome (Thematic Working Group on Entrepreneurship Education, 2014).

5. Agreement between school and learning company about the learning program of the VET-student's internship

In practice, the implementation of the VET student's internship requires a procedure of signing an agreement between the involved parts of the student's internship (school – learning company – student).

This agreement between school and learning company about the learning program of the VET-student's internship should have the following content. It based on the Agreement between the school and the learning company as a recognised learning company.

This content is a recommendation to schools and responsible bodies, how to develop an agreement between the partners for a cooperation for an internship of the VET-student in the 21st century. This is not a legal document; the purpose is to define the main topics that a VET-student and a Learning company must resolve in connection with the practical details of the training.



Agreement between VET-school, learning company and VET-student

Agreement tools	Description																					
§ 1 Personal data/information of the contractual partners	Name, addresses of the school, the training company with the coach and the VET-student <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><u>A) school</u></th> <th style="text-align: left; padding: 5px;"><u>B) learning company</u></th> <th style="text-align: left; padding: 5px;"><u>C) VET-student</u></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Name of the school:</td> <td style="padding: 5px;">Name of the learning company:</td> <td style="padding: 5px;">Name:</td> </tr> <tr> <td style="padding: 5px;">Name of the director:</td> <td style="padding: 5px;">Name of the head of the company:</td> <td style="padding: 5px;">Birthday:</td> </tr> <tr> <td style="padding: 5px;">Name of the responsible teacher:</td> <td style="padding: 5px;">Name of the company coach, incl. his specialization and the domain of work:</td> <td style="padding: 5px;">Class Nr.</td> </tr> <tr> <td style="padding: 5px;">Street, postcode, city:</td> <td style="padding: 5px;">Street, postcode, city:</td> <td style="padding: 5px;">Street, postcode, city:</td> </tr> <tr> <td style="padding: 5px;">Telephone:</td> <td style="padding: 5px;">Telephone:</td> <td style="padding: 5px;">Telephone:</td> </tr> <tr> <td style="padding: 5px;">E-Mail:</td> <td style="padding: 5px;">E-Mail:</td> <td style="padding: 5px;">E-Mail:</td> </tr> </tbody> </table>	<u>A) school</u>	<u>B) learning company</u>	<u>C) VET-student</u>	Name of the school:	Name of the learning company:	Name:	Name of the director:	Name of the head of the company:	Birthday:	Name of the responsible teacher:	Name of the company coach, incl. his specialization and the domain of work:	Class Nr.	Street, postcode, city:	Street, postcode, city:	Street, postcode, city:	Telephone:	Telephone:	Telephone:	E-Mail:	E-Mail:	E-Mail:
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Telephone:	Telephone:	Telephone:																				
E-Mail:	E-Mail:	E-Mail:																				
§ 2 Training profession	Name of the profession																					
§ 3 Type and objective of the training	The contents to be imparted to the trainee in his/her occupation are regulated in the training plan. The training plan is part of the contract and provides information on the contents of the vocational training. Example: Type: Practical work in the laboratory Objective: data acquisition and processing																					
§ 4 practical learning program	The detailed program should be described here Example: <ul style="list-style-type: none"> - formulate the chemical reaction equation of biogas - performing biogas determinations 																					

§ 5
Competence-based learning outcomes

In this §, the learning outcomes that are to be achieved during the VET student's practical activity are to be described. Instead of describing the general outcomes, as is traditionally the case, the competence-based learning outcomes should be formulated. It should be an integral part of the learning process.

We recommend dividing the competence-based learning outcomes into 2 competence areas:

- a) Entrepreneurial competences and their performances
- b) 21st century competences and their performances.

Before formulating these competences and performances, please read the following documents.

Example:

A. Entrepreneurial competences (Domain specific)		
Topic	Entrepreneurial competences	Performances
Composting of organic waste and management	Identifying needs and technological responses: to assess needs and to identify, evaluate, control the process of biological material, control the combustion process, know and be able to analyse the chemical, thermal, and biochemical methods.	Independently, according to my own needs, and solving well-defined and non-routine problems, I can: <ul style="list-style-type: none"> • Determine and select the quantity of raw material components used • Control and evaluate the process results and plant performance • Help to eliminate faults Carry out care and maintenance work
Management	Identifying needs and mechanism of the overall managing the biogas production process.	Independently, according to my own needs, I can: <ul style="list-style-type: none"> • Implementation of the specifications for documentation • Document the process in detail Information of customers and market partners about the environmentally sound operation of plants for energy production from biomass



	B. 21 st century competences (Cross-sectoral competences for the 21 st century)		
	Cluster	21 st century competences	Performances
	Communication and Collaboration	Effective communication	I am able to listen actively and try my best to understand the tasks and accept problems.
			I am able to communicate with my coach, my teacher in a positive, goal-oriented way
Workplace and educational ethics	Responsibility	I take responsibility of all aspects of my tasks and consistently I give my best efforts to produce quality results in my learning process.	
§ 6 Training location	The location of the training and any extra-company further training measures are recorded here.		
§ 7 Working hours	<p>The daily working hours are regulated by labour law and are often based on collective agreements.</p> <p>Regular training time: The provisions of the Youth Labor Protection Act apply or the Working Hours Act. The regular training period amounts: 6 hours daily.</p>		
§ 8 Start and duration of training	<p>The duration of the training is specified by the Vocational Training Act for the individual occupations. It also specifies the date on which you start training.</p> <p>Training period: The training starts: day/month/year The training ends: ay/month/year</p>		

§ 9
Control during the internship

Educational coaching includes 4 aspects:

1. Goal setting
The learning goal for the practical work must be set together with the school (see § ..). This learning goal is crucial for the coach in terms of his professional and pedagogical orientation and supporting the student during his practical training in the company.
2. Learning process for the VET-student
The company coach has an important role for the success of the learning process for the VET-student. Characteristics such as Ensure confidentiality and are honest, have prior experience with coaching, Have the 'right fit' in terms of personality, are empathetic, are organised and communicate clearly and are self-confident... are essential for a successful learning process in the company.
3. Observation and data collection
Observation and data collection is an essential prerequisite for feedback. Important rules should be followed:
 - Record only the facts.
 - Record every detail without any omitting anything.
 - Do not interpretate as you observe and record.
 - Do not record anything you do not see.
 - Use words that describe but do not judge or interpretate.
 - Record the facts in order they occur.
4. Reflection
Reflective practice is a crucial aspect of the practical learning. VET-students are encouraged to reflect on their practical learning experiences, analyse their improved knowledge and competences. Daily/monthly reports, written reflections, and discussions are common tools for fostering reflective practice.

<p>§ 10 Documentation of the learning process</p>	<p>VET-students are required to write a training report. It should provide an overview of the learning content, learning outcomes and competences achieved in the training company.</p> <p>The purpose of keeping the report book is to encourage the student to present the knowledge and competences they have acquired from their own perspective and thus to document the level of training they have achieved from a subjective point of view or to reflect on this critically. The trainee also learns to improve their written documentation skills through feedback from their trainer. Through regular monitoring by the coach, it should take its rightful place in the training programme as a document and means of competence development.</p> <p>You should use the report-template of the student's internship.</p>
<p>§ 11 Obligation</p>	<p>By concluding the agreement, all contractual partners undertake to accept the contractual conditions and to implement them in practical training. The obligations of the contractual partners are listed below:</p> <p>A) company</p> <ul style="list-style-type: none"> ➤ Engage a qualified trainer for the training, ➤ discuss and coordinate the training plan with the school and students, ➤ to provide the training materials free of charge, ➤ support, advise and assess the student, ➤ regularly analyse and discuss the training with the school and the students, ➤ to supervise and monitor the keeping of report books and training records. <p>b) Company coach</p> <ul style="list-style-type: none"> ➤ authorized to give instructions in practical training, ➤ Obligation to train, ➤ teaching knowledge and skills, are described in the training plan and that lead to the achievement of the training goal and are relevant, ➤ regular contact with the student and the school, ➤ regular supervision and support in practical work, ➤ ensure the safety of the student, ➤ regular feedback.



	<p>c) school</p> <ul style="list-style-type: none"> ➤ define the learning content and goal for the practical education, ➤ regular contact with the company coach and the student, ➤ regular feedback. <p>d) student</p> <ul style="list-style-type: none"> ➤ Obligation to participate in practical training, ➤ compliance with the operating rules, ➤ follow the coach's instructions, ➤ regular reports on practical training and their evaluation, ➤ Obligation to inform in the event of illness (also to the school), ➤ regular feedback-meetings.
<p>§ 12 Feedback</p>	<p>In this chapter you find all information about feedback and tips for giving and receiving feedback: Feedback practical rules and example.</p>
<p><i>If necessary</i></p>	
<p>§ 13 Payment</p>	<p>The amount of remuneration varies according to occupation and sector. It must increase depending on the apprenticeship year and must be stated in the contract. A really important content of the apprenticeship contract.</p>
<p>§ 14 Duration of holiday</p>	<p>Your entitlement to leave is regulated by labour law. How many days of leave you have is stated here.</p>
<p>§ 15 Termination options</p>	<p>You can find out when and how the training contract can be terminated here. In addition to termination, there is also the possibility of dissolution or cancellation of the training contract.</p>

6. How to make the agreements (roadmap)

The question for the school is: how I can make an agreement with the learning company? Which steps are necessary to get an agreement for the student's internship.

Based on the agreement and the learning company it will be described the steps for a successful agreement:

	Step	Description
Find the goal and competences	definition of the learning program in the company	
	definition of the 21CC competences for the student	(use as reference the 21cc project?)
	decision of a learning company (recognition) and coach	agreement
	Fix the date and time	
Define who will be the responsible teacher and VET coach	responsible teacher	This is mentioned in the agreement
	responsible coach	This is mentioned in the agreement
Arrange a meeting	meeting school and company with coach	Goal, program, student level and level want to be developed
	meeting school and student	Level of knowledge – start of student's internship and end of his internship -, goals of the internship
Use the template	preparation of the agreement	
	Discussion between the school and the company	
	agreement signed by school (teacher) company with coach and student	

7. Sources

Margherita Bacigalupo, Panagiotis Kampylis, Yves Punie, Godelieve Van den Brande: EntreComp: The Entrepreneurship Competence Framework, 2016 / <http://europa.eu>

Thematic Working Group on Entrepreneurship Education, 2014,