

GOOD PRACTICE GUIDE IN WORK EXPERIENCE PLACEMENTS (WEP) MANAGEMENT

From the Project Erasmus+ 2017-1-ES01-KA202-038452

Improvements in the Management of Work Experience Placements

IMWEP Erasmus+
Improvements in the Management of Work Experience Placements



Co-funded by the Erasmus+ Programme of the European Union





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PROJECT SUMMARY

Training activities in companies (WEPs) are an essential part in VET and Dual VET European student's learning process. These activities are increasingly being carried out abroad (within the EU). For this reason, it is convenient to compare the different aspects involved (training activity durability, types and contents of the agreements between companies and institutions, means and criteria to select companies, tutor and instructor coordination, etc.) to improve them. In Europe, there is great concern regarding young people's unemployment (European average rate over 20%), for it is important to contrast experiences between different countries to improve VET's functioning in order to improve students' qualification and their subsequent employability.

The Project “Improvements in the Management of the Work Experience Placements” has the mission of improving the management of WEP in the countries of the three entities which have taken part in the Project, and in EU. This will contribute to increase VET's quality and social-educative prestige as well as the number of students who will study VET and Dual VET.

The three partners have distinguished profiles, but at the same time complementary, and a common interest: improving WEPs in Europe.

- USIE, Inspectors' Union, Spain. The Education Inspectorate is a supervisor and assessor of the management of VET and Dual VET in the educational field, as well as an interlocutor between Administration, the educative community, and companies.

- KAIROS Europe Ltd., company specialised in students that perform WEPs in the UK. It looks for companies, controls the teaching-learning process, and performs student's tutoring. For this reason, this institution is aware of the problems that emerge in WEPs.

- SCF, Scuola Centrale Formazione associazione, Italy. Non-profit organization that encompasses entities responsible for 94 VET/Dual centres. It works with youngsters that carry out their WEPs, some of them disabled, allowing us to have a differentiated experience in the matter.

The partners have shared a common network of education and labour fields, taking into account VET and Dual VET institutions and companies of the three countries.

The Project has lasted for 15 months, with a previous phase and 4 development phases. 3 National Work Teams (NWT) and 3 Transnational Teams plus the Coordinator, each one of them with their own responsibilities, have worked and carried out activities cooperatively according to the established plan.

Throughout the Project, 30 activities have been carried out, applying the expected timeline and the





Quality Plan, respecting a multidisciplinary perspective, cooperative working, and consensual agreements.

The objectives and the Project's mission are directly related with the expected activities and in accordance with the designed methodology:

1st- Diagnostic, based on evidence (registers, surveys...).

2nd- Analysis of the obtained data to detect proper and mistaken practices, with the objective of elaborating our final outcome:

-The Good Practice Guide of WEP Management in Europe.

-Political and Administrative Recommendations aimed at educational and entrepreneurial authorities to improve VET's quality and young people's inclusion in the labour market.

For this, three transnational meetings together with one Training Activity have been carried out, in which all of the NWT have participated, as well as the selected participants by each country.

The dissemination activities and the impact have had and will go on having as beneficiaries the members of the partners, as well as the educative and entrepreneurial communities, governmental authorities and other social agents. The impact can be measured by the number of participants through the partner's activities throughout the project, since companies and institutions have been visited in the three countries, interviews to the agents involved in WEP have been done, formative sessions have been carried out, highlighting the Final Conference that took place in Spain in October, which was attended by more than 250 participants. Furthermore, meetings with technicians or relevant people of each country have been held. A specific blog has been created: <https://imweperasmusk202.wordpress.com/> a logo, and webs and social networks have been used by the partners (Twitter and Facebook, above all).

The Project's dissemination and sustainability have been carried out and will continue by attending activities (meetings/seminars with institutions and companies, interviews to political and employment officials, etc.), highlighting the Final Meeting, which took place in Spain, the Project's specific Blog and each partners' webs and social networks.

The Project's success will be related to the impact obtained applying the Guide of Good Practices by the institutions and companies, and the Political and Administrative Recommendations through changes in legislation and procedures in labour and education fields.





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ABOUT US

USIE. ORGANIZATION COORDINATOR

USIE (Unión Sindical de Inspectores de Educación) is the only existing Education Inspectorate Union in Spain (state level organisation). It was founded in 1978 and it is registered in the Ministry of Employment. The associates include Education Inspectors from the whole Spanish territory, which means that inspectors are civil servants working for the state within their own regional administrations. Every member participates in the organisation through their own regional authorities (assemblies and committees), annual assemblies and executive committees. Through these assemblies the USIE's administration is regulated and supervised.

It is a non-profit entity which aims at defending inspectors' professional interests, their representation within public administrations and other social agencies, their professional development and counselling. USIE has a specific formation programme which can be conducted either on-site or online. To do so, the organisation brings together congresses and annual seminars with the Ministry of Education and the regional governments help. Moreover, it counts with a virtual Campus that is fostered through an agreement with the International University of la Rioja (UNIR).

Furthermore, this organisation does not only defend the interests of its associates, but also counts with two of its own communication channels: the digital magazine "Supervisión 21" (published every three months and of free access) and an annual printed magazine called "Educa Nova", through which scientific and opinion articles, relevant bibliography, professional and Union information are disseminated.

USIE firmly believes in education at a European scale and therefore considers essential the involvement of education inspectors in European projects.

Over the past few years, we have participated in a Comenius Regio "School Museum: An Inclusive Strategy" and a KA1 Project named The Education Inspectorate and Vocational Training in Europe". During the academic year 2017-18 USIE started the Project: "Improvements in the Management of Work Experience Placements"

AUTHORS of the Guide and the document of the Recommendations for the Authorities from USIE:

- Mr. Jesús Abel Marrodán Gironés (president of USIE. Inspector Comunidad Valenciana. Dirección Territorial de Educación de Valencia)
- Mrs. M^a Inmaculada Vaquero García (Coordinator of the Project. Inspector DT Valencia)
- Mr. Daniel McEvoy Bravo (Inspector Comunidad Valenciana. DT Alicante)
- Mrs. Rosalía Pérez Olivares (Inspector Comunidad de Murcia)





- Mrs. Laura Navarro Guerola (Inspector Comunidad Valenciana. DT Valencia)
- Mr. Pablo Márquez Soler (Inspector Comunidad Valenciana. DT Valencia)
- Mrs. Inmaculada Beatriz Murgui Muñoz (Inspector Comunidad Valenciana. DT Valencia)
- Mrs. Silvia Viñolo Gil (Inspector Andalucía. Cádiz)
- Mrs. M^a Pilar González Ortega (Inspector Comunidad Madrid. Madrid Norte)

SCF. SCUOLA CENTRALE FORMAZIONE

Scuola Centrale Formazione (SCF) gathers together 46 organisations managing 100 VET centres distributed in 11 regions in Italy.

We mainly work for youths aged 14-18 still in compulsory education: 25,215 in 2017 and 2,194 staff people involved.

Our goals? fostering innovation and quality of our members, developing methodologies and learning materials, promoting qualification of staff, supporting exchange of best practices.

Some figures:

- Investment on digital skills and media education: more than 2 million euros since 2013
- Engagement on apprenticeship and the dual training: 968 trainees in 2016-2017 and 1550 in 2017-2017; apprentices passed from 10% the first year to 19% last year
- 40 EU funded projects implemented and a network of partners in 27 countries
- 2692 beneficiaries of transnational mobility grants
- ECVET tools developed and applied to more than 100 EU mobilities
- More than 1200 members of our associates' staff training.

AUTHORS of the Guide and the document of the Recommendations for the Authorities from SCF:

- Mr. Simone Mongelli

KAIROS EUROPE

Established in 2011, Kairos Europe is a London based organisation promoting international education and training. We are dedicated to implementing programmes fostering cooperation and intercultural exchanges between European countries. Our mission is to provide quality training opportunities for learners of all ages, to help build on their skills and knowledge, nurturing positive life changes as well as improving career prospects. We have contributed to the promotion and implementation of several international projects within the framework of established European Programmes.





OUR MAIN AREAS OF EXPERTISE ARE:

- Training for professionals in the education sector: these courses focus on languages, digital classrooms, new teaching methodologies, promoting integration and equality; increasing students motivation and participation;
- Welcoming and organizing high standard work experience in London, for students participating in transnational mobility projects under the Erasmus Plus and other programmes.
- English Courses, through partnerships with numerous UK based language schools.
- Consulting on European Programmes Funding

Since our foundation we have taken part in more than 30 different projects focused on: languages and ICT, social inclusion, employability and entrepreneurship, social innovation, equality and diversity, among others.

AUTHORS of the Guide and the document of the Recommendations for the Authorities from KAIROS:

- Mr. Daniele Trevisan
- Ms. Heshani Jayaratne





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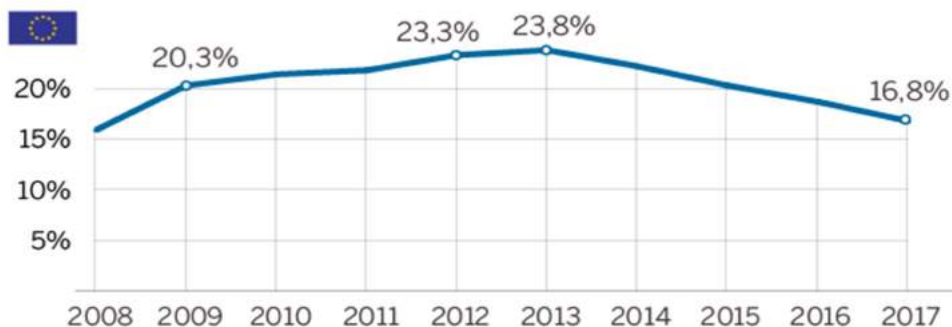
INTRODUCTION

Youth unemployment is a big concern within European societies. Not only has it important social and economic consequences, but it is also a phenomenon that can have a serious future impact in areas such as pensions or health care.

A recent publication by Eurostat (2017) examined the European data for young people under 24 years old who were neither in education nor in employment between 2008 and 2016.

http://ec.europa.eu/eurostat/statistics-explained/index.php?title=Employment_statistics/es

The results showed a decreasing pattern in the percentage of youth unemployment rates from 2008 to 2017 at EU level. See the following graph:



More precisely, looking at the graph, it is possible to notice that the percentage of youth unemployment remained constantly above 15% in the EU as a whole.

Since 2008 unemployment continuously increased until 2013, which is the year with the highest percentage of unemployed youth within the considered time span.

That is why, considering the high and growing youth unemployment rate in the EU member states, in December 2012, the European Commission proposed a package of measures called «Promoting youth employment». This package presented several proposals, two of which are particularly interesting as they are especially relevant for the topic of the current project:





- That all young people under 25 receive a quality job offer, a life-long education, an apprenticeship training or an internship offer within the four months from completion of formal education or at the end of a job;
- A consultation of the European social partners about a quality framework for the practice period that allows young people to acquire quality work experience in safety conditions.

In 2013, the EU's efforts to reduce youth unemployment continued, and the European Commission presented the [«Youth employment initiative»](#). This initiative aims to support unemployed youth who are not receiving education or training, in regions with a youth unemployment rate higher than 25%. This was followed by another Communication: ["Work together for young Europeans. A call to action against youth unemployment"](#), made to accelerate the implementation of the [Youth Guarantee](#) and to help EU states and companies to hire more young people.

Despite all these efforts, the data on youth unemployment were still very negative, as it appears from the following table which includes data from 2015 in specific countries:

<i>State</i>	<i>%</i>	<i>State</i>	<i>%</i>
Belgium	22.2	Cyprus	32.9
Bulgaria	22.3	Luxembourg	21.7
Denmark	10.1	Austria	10.1
Germany	7.2	Poland	21.7
Greece	50.1	Portugal	31.2
Spain	49.6	Sweden	21.2
France	23.7	United Kingdom	15.3
Italy	40.9	Norway	9.3
		EU 28	20.7
Euro zone			22.3





In 2016, the European Commission adopted [The capacities Agenda for Europe](#) under the heading «Working together to strengthen human capital, employability and competitiveness».

The decrease of youth unemployment rates has not been homogeneous throughout the EU and different countries have followed different patterns. According to the Eurostat report published in January 2018, contrasts among the EU countries are striking, as it also appears in the table below which includes data from October - November 2017:

<i>State</i>	<i>%</i>	<i>State</i>	<i>%</i>
Greece	43,7	Poland	14,1
Spain	36	Luxembourg	13,8
Italy	31,5	Lithuania	13,7
Cyprus	25,1	Ireland	12,4
Croatia	24,5	United Kingdom	12,1
Portugal	22,2	Slovenia	11,8
France	21,7	Bulgaria	10,7
Finland	18,7	Hungary	10,4
Latvia	17,9	Denmark	10
Euro Zone	17,7	Malta	9,7
Slovakia	17,1	Austria	7,4
Sweden	16,9	Netherlands	6,6
Romania	16,8	Germany	6,5
Belgium	16,3	Estonia	5,8
Poland	14,1	Czech Republic	
European Union			16,1

On the one hand, it is satisfactory to note that youth unemployment has decreased in the EU, though its values are still higher than in 2008 (15,8%, compared to 16,1 % in 2018). On





the other hand, it is worrying to see that this decrease has not been such to go below the rates measures in 2008, at least in most of the European countries. In this scenario, countries such as Greece, Spain and Italy are presenting particularly concerning figures as their youth unemployment rates are twice as high as the European average.

In addition to the above, it is important to consider that employers, either private or public, require skilled workers. Therefore, professional training is an excellent tool against youth unemployment and Vocational Education and Training (VET) can also be used as a mean to improve the technical and cultural preparation of citizens and social cohesion. The EU is aware of this and has launched the European Reference Framework for Quality Assurance in Vocational Education and Training (EQAVET), a reference instrument designed to help EU countries to promote and channel continuous improvement of their vocational training systems based on commonly agreed references. EQAVET (<http://eqavet.eu>) is being implemented within the context of the Europe 2020 strategy.

https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester/framework/europe-2020-strategy_es

In all European countries, in regulated professional training - whether dual or not - there is a key training module: Work Experience Placement (WEP), which constitutes the link between



the academic and labour world, and helps the application of theoretical knowledge to the working and practical world for many young people. There are many young people





who land their first jobs in companies where they have carried out their WEP. Teachers also benefit from WEPs as they get to know more about technical, management and quality progress processes being in contact with companies when they tutor their students during WEP. As a result, companies and educational centres can mutually benefit from their collaboration.

In the management of the WEP, in addition to companies and educational centres, the Education Governing Bodies are also involved, with more or less incidence, in different countries. Proper management of the WEP is a key element to ensure the existence quality systems and smooth youth social-labour insertion.

Conscious of the relevance of the WEP management as an instrument to improve employability USIE (Trade Union of Education Inspectors) from Spain, launched in September 2017 a European Project KA202 called: **Improvements in the Management of Work Experience Placements**, together with Kairos Europe Limited (United Kingdom) and Scuola Centrale Formazione (Italy). Participating in this Project, which ended in November 2018, were not only teachers; managers of vocational training centres; tutors and managers of companies from the three participating countries but also, as a novelty, education inspectors, a professional group in the educational field that due to their technical qualification and educational commitment, can contribute in a relevant way to the improvement of the educational system at European level.

The valuable collaboration of all educational centres, institutions, companies and administrations that have collaborated actively and selflessly with their proposals and means at





their disposal to the success of this project are also worth mentioning and thanking.

The outcome of the project, as initially planned, is a ***Guide of good practices for the management of the WEP in Europe***, whose recipients are administrations, companies and educational centres, and a ***Document with political and administrative recommendations for the Education and Employment Authorities*** to improve the quality of vocational training and youth labour insertion.

In the following pages, we expose in detail what was previously proposed. The dissemination and training activities that are being carried out and will be carried out by the three partners, which contribute to widespread and to improve the quality of the already mentioned professional training and youth labour insertion.

It is possible to get full information on the project development and related documents in the project's blog:

<https://imweperasmusk202es.wordpress.com/>

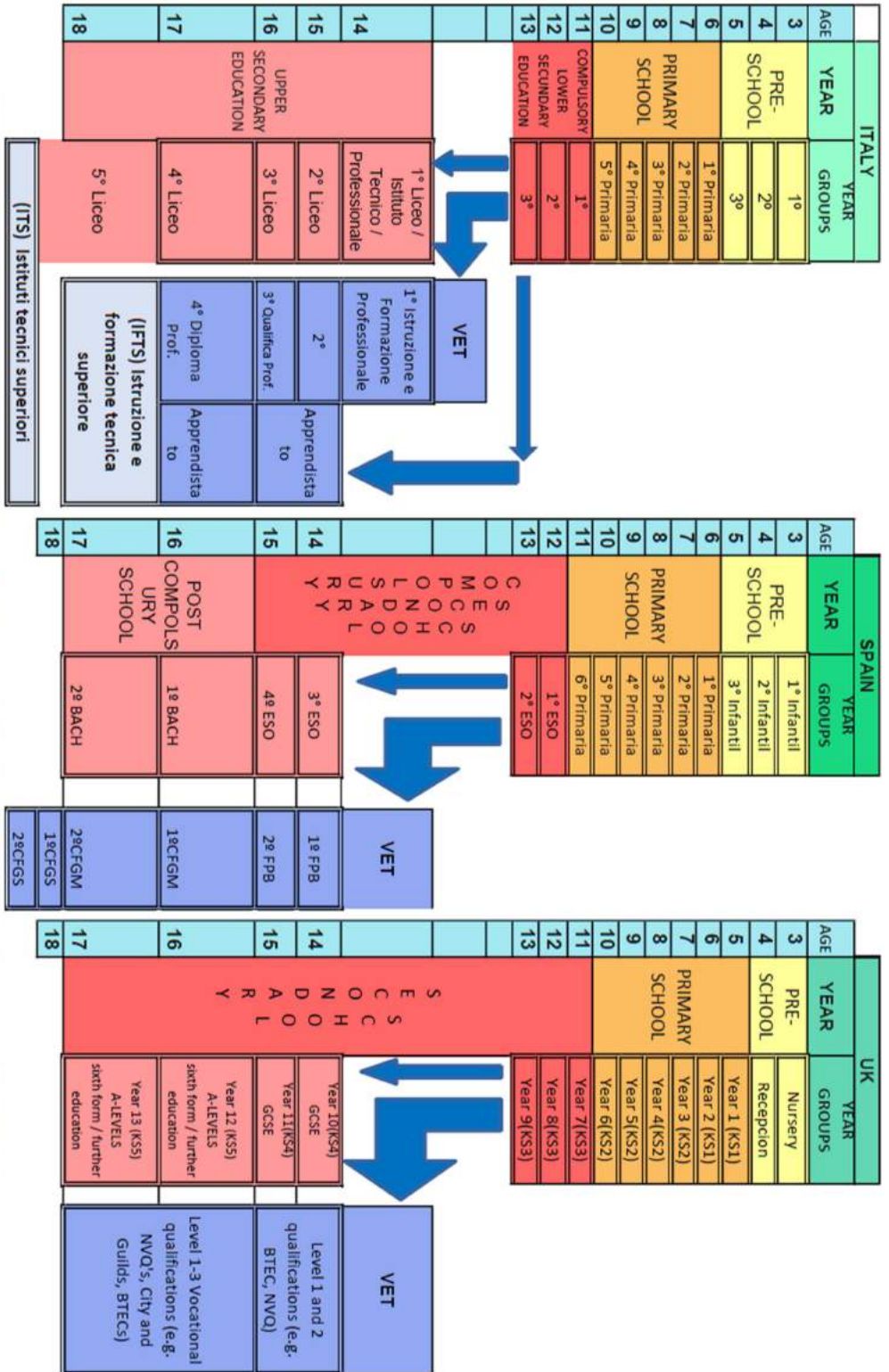
All our means and contact details have been made available to all stakeholders who wish to continue working together in favour of European professional training.





2

EDUCATIONAL SYSTEM COMPARISON BETWEEN ITALY, SPAIN AND UK





3

SPANISH, ITALIAN AND BRITISH VOCATIONAL EDUCATION AND TRAINING

It is estimated that, in the common space that makes up the European Union work market, only one in three jobs will require a university degree by 2020, and half of the workforce will be made up by professionals with intermediate qualifications, namely those who are prepared through Vocational Training.

However, there is still a great divergence in the implementation of VT studies in the different countries of the Union, as well as clear diversity in the education system of the different countries that are part of it.

Through our research, we have concluded that while there are some similarities between the Spanish and the Italian models, the United Kingdom has a rather different system. Nevertheless, a reform has been announced, and the implementation of the so-called T-Levels will narrow the differences among the UK and the other two countries.

The next pages of this chapter will be dedicated to a clear explanation of the education system in the three different countries involved in the current project.



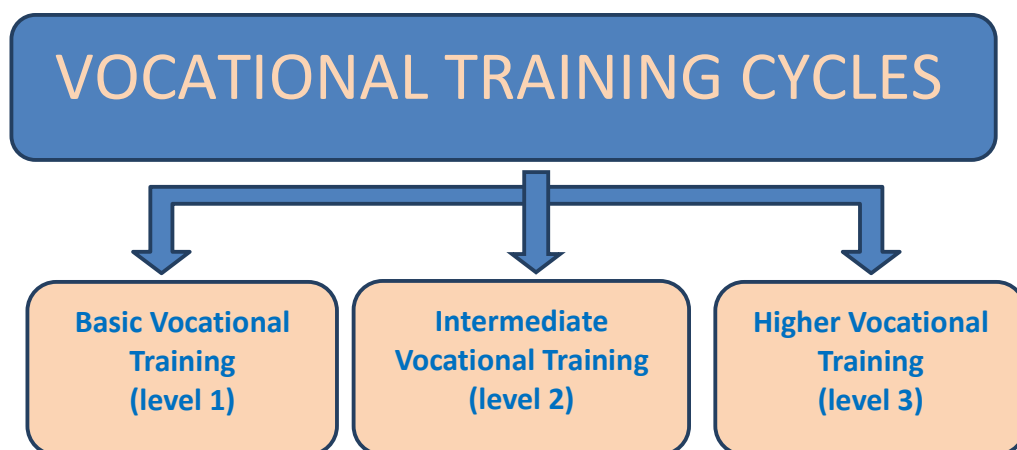
Spanish education system

In the **Spanish education system**, apart from primary education, secondary education is also compulsory. This lasts four years and all students receive the same common teaching for the





first three years of their secondary studies. Once students start the fourth year of secondary studies, they can choose between academic studies which imply going on to upper secondary education, or applied studies which means Vocational Training. More precisely, Vocational Training in Spain is intended as an alternative to studying after compulsory secondary education or after higher secondary education.



There are three educational levels for Vocational Training in Spain:

- ✚ Basic Vocational Training (level 1)
- ✚ Intermediate Vocational Training (level 2)
- ✚ Higher Vocational Training (level 3)

All VT cycles must last 2000 teaching hours (two academic years) and include conceptual contents, practical contents, skills training and a minimum of a whole trimester of practice in a company.

The length of this professional module is determined in the official curriculum of each VT cycle. Work practice is normally carried out during the school term and in working centres (it could also be just one centre) previously established. Generally, school holidays are avoided except for extraordinary cases and depending on the specific nature of the sector or other causes. The exact dates are agreed between the school tutors and the company according to





the number of hours needed for every professional profile. During this period, the daily working time for the trainee in the company is the same (or very similar) to the company's working hours, as a general rule between 7:00 and 22:00, and compulsory and periodic follow-up meetings, with the school's WEP tutor, must be held.

Within the different Vocational Training Titles we can distinguish:

- In **Basic Vocational Training**, the duration of the professional module of Work Experience Placement will be, as a general rule, at least 12% of the total length of the VT studies, equivalent to 240 hours.
- In **Intermediate and Higher Vocational Training** adapted to the “*Ley Orgánica de Educación*” (current Education Act), the Work Experience Placement's professional module will always have a duration of 400 hours. Work placements take place in the first semester of the second school year, generally between March and June.
- In both **Intermediate and Higher Vocational Training**, which are still being taught



according to LOGSE (former Education Act), and have a 1200/1400 hours scheme, work experiences take place in the first semester of the second school year, generally between March and June. Their length

may vary between 350 and 700 hours, depending on each title.

There is also the possibility to go on Dual Vocational Training or Dual VT. Dual VT is a work-linked vocational training modality, consisting in a kind of sandwich course in the company and at school.





The main objectives of Dual VT are to help students have a closer knowledge of the sector they'll work in, as well as to facilitate the future insertion of young people in the labour market, help them to improve their professional qualifications, increase social responsibility of companies within the vocational training field and, finally, enhance the relationship between VT teachers and companies in specific sectors, favouring knowledge transfer.



Italian education system

In Italy, secondary education is organised into two levels: a lower compulsory level (lasting 3 years), called first level of secondary school (*scuola secondaria di primo grado*) and an upper secondary education (5 years long), called second cycle of education (*secondo ciclo di istruzione*).

The first three years of the second cycle of compulsory education includes pupils aged between 11 and 14 years. Once this is completed, students continue onto upper secondary education which offers general education or technical and professional education to students aged between 14 and 19 years old for a total of five years.

The main objective of the general access route (*licei*) is to prepare students for upper studies and for the labour market, giving them the appropriate skills and knowledge, as well as cultural and methodological instruments for the development of their own critical attitude and planning.

The qualifications awarded once the second cycle of education (high school) is successfully completed, specifically for the technical and vocational schools, are at EQF level 4 and a State leaving exam at the end of them is necessary before accessing tertiary education. In 2015, a





reform of the educational system (law 107) reinforced the school-work relationship making WEP compulsory for all learners in the last three years of upper secondary schools and setting the limit to 200 hours in general education and 400 hours in technical and vocational schools.

The WEP can be arranged either during the academic year or in the summer and can also take place abroad. The aforementioned law foresees the creation of a number of tools and mechanisms, such as a statute defining rights and duties of students who engage in such schemes and a national repository of companies and organisations that offer places for school-work alternating programmes.

In Italy, just like in Spain, students can undertake placements in companies within a specific sector related to their studies and these can be in the Dual VT modality. In both cases, the

objectives are very similar to those previously stated for the Spanish case. More in detail, the dual system was launched by the State-Regions Agreement on 24/09/2015 and gives



young people the possibility to achieve a qualification and/or a professional diploma through training courses characterised by a real alternation between training and work (not less than 400 hours each year are spent in the company). In particular, such courses could take the form of:

- WEP.
- Simulated enterprise training (especially, but not only, for trainees attending the 1st year).
- Apprenticeship.





Dual programmes as well as leFP, are regulated by the Regions.

Post-secondary VET programmes were reorganised in 2008 (DPCM 25/01/2008) and are mainly aimed at developing professional specialisations at post-secondary level to meet the requirements of the labour market in the public and private sectors. There are two different options:

Higher technical education and training programmes (*Istruzione e Formazione Tecnica Superiore, IFTS*): these programmes last 2 to 4 semesters (800/1200 hours) and include compulsory work placements (not less than 30% of total hours, but some could even be 50%). In this case, at least half of the teaching staff must represent companies.

Programmes at the higher technical institutes (*Istituti Tecnici Superiori, ITS*): these are 2 or 3-year-long programmes (about 1800/2000 hours or 4-6 semesters) including compulsory periods in companies for about at least 30% of total duration; moreover, at least 50% of trainers should represent the labour world. The final qualification is EQF 5.



British education system

In the United Kingdom, vocational qualifications can be studied from the age of 14. The qualifications attained from the ages 14 to 16 are called Technical Awards and include a mix of academic and vocational subjects. Technical awards are high-quality level 1 and 2 qualifications that provide 14 to 16 year olds with applied knowledge and practical skills.





Technical Awards are designed to equip learners with the practical, transferable skills and core knowledge they need to progress to further general or vocational studies, including Level 3 qualifications, employment or apprenticeships. Main taught subjects covered in the Technical Awards include: Art & Design, Graphic Design, Accounting & Finance, Business, Child Care, Construction, Engineering, Hair & Beauty, Health & Social Care, Hospitality, ICT, Media, Music & Performing Arts, Retailing, Science, Sport, Travel & Tourism.

There are three categories of technical and applied qualifications for 16 to 19-year-olds:

Applied General qualifications – these are rigorous advanced (level 3) qualifications that equip students with transferable knowledge and skills. They are for post-16 students wanting to continue their education through applied learning. They fulfil entry requirements for a range of higher education courses, either by meeting entry requirements in their own right or being accepted alongside and adding value to other qualifications at the same level.

Tech Levels – these are rigorous advanced (level 3) technical qualifications, on a par with A levels and recognised by employers. They are for post-16 students wishing to specialise in a specific industry, occupation or occupational group. They equip a student with specialist knowledge and skills, enabling entry to an Apprenticeship or other employment, or progression to a related higher education course. In some cases, these qualifications provide a ‘licence to practice’ or exemption from professional exams.

Technical Certificates – these are rigorous intermediate (level 2) technical qualifications for post-16 students wishing to specialise in a specific industry, occupation or technical role. They cover occupations where employers recognise entry at level 2 or where a level 2 qualification is required before students can progress to a Tech Level. They equip students with specialist knowledge and skills, enabling entry to an Apprenticeship, employment or progression to a Tech Level. In some cases, they provide a ‘licence to practice’ or exemption from professional exams.





Level 3 courses can be up to 2 years long depending on the qualification chosen. They can lead to Higher education programmes at Level 4 and 5 (HNC/ HND), a degree at university, an advanced apprenticeship or employment.

In respect to the already mentioned Dual VT , what can be most associated with this system would be the so-called Apprenticeships. Apprentices are aged 16 or over and combine working with studying to gain skills and knowledge in a specific job. Host organisations could



get government funding to cover some of the costs of the training and assessing an apprentice. During their practice period, an apprentice will work alongside experienced staff, gain job-specific skills, earn a wage, get paid holidays and be given time for study

related to their role (the equivalent of one day a week).

All apprenticeships, which may last from 1 to 5 years, include elements of 'on the job' and 'off the job training', leading to industry recognised standards or qualifications. Some apprenticeships also require an assessment at the end of the programme to assess the apprentice's ability and competence in their job role.

It is important to notice that the UK government is introducing changes in the system that will make VET education more similar to other countries such as Spain and Italy. These changes will include the introduction of the so-called T-Levels. T Levels are new 2-year, technical programmes designed with employers to give young people the skills that a specific industry needs. From 2020, students aged 16 to 18 will be given a technical alternative to A





levels and will be helped with getting a skilled job. T Levels will provide a mixture of:

- Technical knowledge and practical skills specific to their chosen industry or occupation.
- An industry placement of at least 45 days in their chosen industry or occupation.
- Relevant maths, English and digital skills.
- Common workplace skills.

The T Level action plan announced that some T Levels from 3 technical routes will be delivered by a small number of providers from September 2020. Those T Levels are:

Digital route	Construction route	Education and Childcare route
Software applications design and development T Level	Design, Surveying and Planning T Level	Education T Level

After that, more subjects will be gradually introduced from the following years.

Regarding the duration of work placements, there is no defined length for a work placement, but it should:

- Enable students to experience the real demands of the working environment, independent from their peers and their tutors.
- Help students put into practice the transferable and sector-specific skills they have learned.
- Enable students to get employer references for their performance that provides evidence for their CV, or even the offer of a job on completion of their course.





ANNEX

DURATION OF WEP MODULES IN SPAIN, ITALY AND THE UK.

SPAIN

	Duration of WEP module		
VT Cycle	According to LOGSE (former Education Act)	According to LOE (current Education Act)	Period of practice
Basic VT (level 1)	-----	240 hours	In the first semester of the second school year, generally between March and June. Exact dates agreed between school tutor and company, according to number of hours of every professional profile.
Intermediate VT (level 2)	350/700 hours (1)	400 hours	
Higher VT (level 3)	350/700 hours (2)	400 hours	

(1) e.g. Technician in Jewellery: 380 hours.

Technician in Nursing Auxiliary Care Assistance: 440 hours.

(2) e.g. Higher Technician in Occupational Risks Prevention: 380 hours.

Higher Technician in Environmental Chemistry: 440 hours.





ITALY

Mainstream Education	200 hours in general education	400 hours in vocational and technical schools	During the last three years (3, 4, 5) even during summer time or abroad
leFP 3-years-long programmes <i>(qualifica professionale)</i>	Durations vary from one region to the other, from 20 to 50% of total hours. Usually WEPs are longer the 3 rd year than the 2 nd one.		None during the first year as trainees are too young to work
leFP 4th year <i>(Diploma-professionale)</i>	Usually 50% (495 hours)		Most programmes are DUAL based programmes integrating Apprenticeship
IFTS	At least 30% of total hours (800-1000)		Durations vary from one region to the other (from 30 to 50% of total hours).
ITS	At least 30% of total hours (1800-2000)		Durations vary from one course to the other in the same region (from 30 to 50% of total hours).





UNITED KINGDOM

<p>Year 10(KS4) GCSE</p>	<p>Level 1 and 2 qualifications (e.g.</p>	<p>There is currently no minimum or maximum number of hours for WEP. IT is at the discretion of each school/college</p>
<p>Year 11(KS4) GCSE</p>	<p>BTEC, NVQ)</p>	
<p>Year 12 (KS5) A-LEVELS sixth form / further education</p>		<p>There is currently no minimum or maximum number of hours for WEP. IT is at the discretion of each school/college</p>
<p>Year 13 (KS5) A-LEVELS sixth form / further education</p>	<p>Level 1-3 Vocational qualifications (e.g. NVQ's, City and Guilds, BTECs)</p>	<p>From 2020, with the rolling out of the new T- Levels, students aged 16-18 will have a technical alternative to A-Levels and they will have to do:</p> <p>an industry placement of at least 45 days in their chosen industry or occupation</p>





4

ANALYSIS OF PROTOCOLS AND PROCEDURES CARRIED OUT BY COMPANIES AND EDUCATIONAL BODIES IN ITALY, SPAIN AND THE UK FOR THE MANAGEMENT OF WEPS

Work Experience Placements (WEPS) are, without any doubt, a fundamental aspect within regulated Vocational Education (VET). WEPS are, for many students, their first real contact with the labour world but, also, they are the natural link between the labour and the educational worlds.

For this reason, it is of prime importance that companies and educational institutions develop protocols and procedures to guarantee a correct development of WEPS, so that both students, in academic terms, as well as companies, in terms of transfer of knowledge, can benefit from it.

Within our project, which tries to identify the aspects which could be further improved in the management of WEPS in the United Kingdom, Italy and Spain, one of the questions we have



tried to focus on has been, precisely, the way those protocols and procedures are established in these three countries.

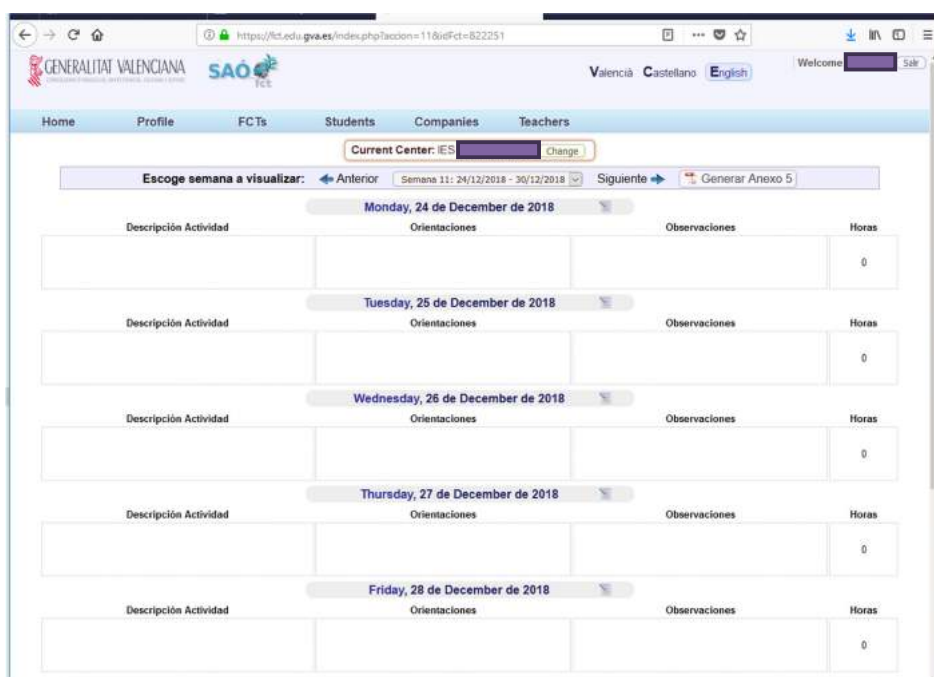
After our interviews with different educational institutions, with

companies and authorities in the three countries, and from the field research carried out by



our project, and the sharing of all the information and data by the latter, we have reached a series of conclusions on this point.

The first one refers to the way the agreement, between the companies and the schools, is made. Concerning this matter, in Spain, although it may vary from one autonomous region to another, standard forms are usually used. There are several web platforms, created by the competent educational authorities in the different autonomous regions (the SAO platform, for instance, in the Valencian Region), where those forms may be filled in and downloaded. In any case, those documents are very similar in the whole country. In Italy, there aren't web



platforms, as in Spain. The situation changes from one region to another (our Italian partners come from Emilia Romagna, Lombardia and Veneto regions), but there is not such a platform

in either region similar to the one used in Spain. There, each school prepares their model of the document which, after being signed, is sent to the educational authorities of their respective regions to be validated. Nevertheless, in the region of Lombardia) there is a digital platform, used as an internal management system (counting training hours, daily routines, signatures, activities, etc.). In Veneto there is not such a platform, but they use a set of software applications called SIFER (Sistema Informativo della Formazione) which allows the implementing entities to speed up their obligations towards the public administration.





In the United Kingdom, it is first necessary to point out that under the current policy and practice, schools are still free to decide whether work experience is delivered at Key Stages 3 (from 14-16 years old) and 4 (from 16-19 years old). Since 2012, government policy has focused on encouraging the take-up of work experience placements post-16. This has resulted in an increase in the creation of study programmes for this target group.

That being said, in the organisation of work experience placements, each school establishes their own agreements, many times through the public job centres or authorised private agencies the centres have contact with; in other occasions, it is the school staff who directly identify the employers for the work experience. There are also cases where the students themselves have to find the placement on their own.

This is also the case in Italy, where is up to the VET centres to find companies for their trainees' WEPs. In any case, the agreement is not a formal document; sometimes a simple



mail confirming the agreement is enough.

The first document to be filled in, in all cases, is the agreement between the company and the school or college. In this case, it is common for the three countries that the agreement is signed by

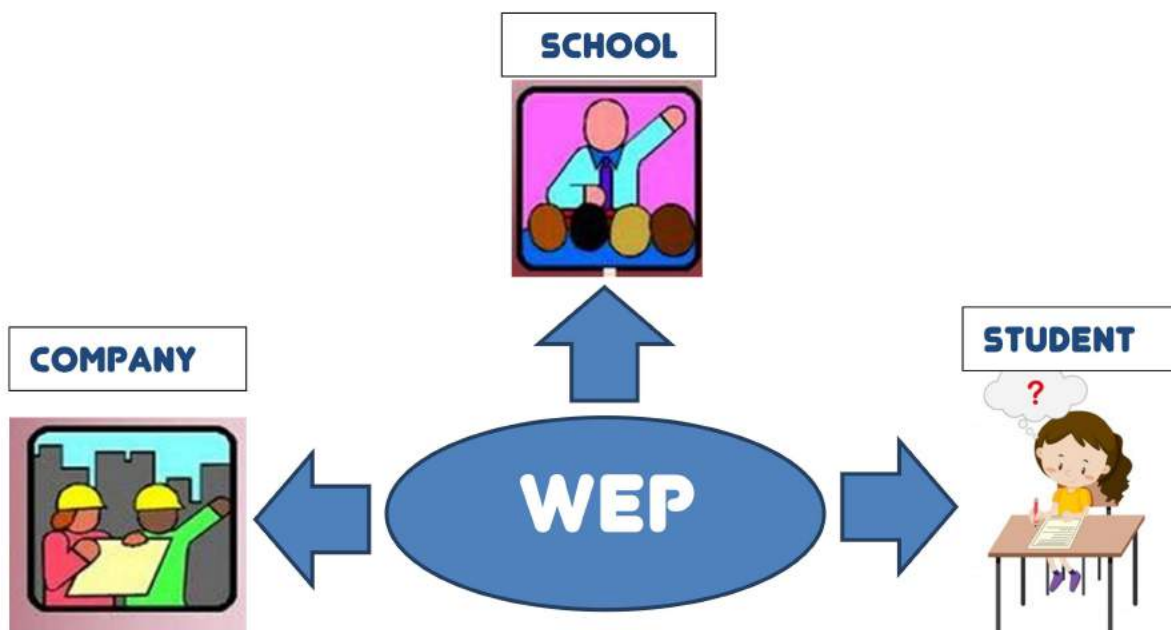
the headmaster of the school and a representative of the company or institution where the students are doing their WEP. The common complaint in Spain and Italy is that this process should be simplified as, in some cases, it is complicated to have the documents signed in due time, especially in big companies. The general suggestion is that a telematic procedure, and one of digital signature, are implemented for signing the agreements.

Besides, both in Spain and Italy – in the UK, although there are some documents to be filled in that are similar to the ones used in Spain and Italy, there is no common framework -it is





necessary to fill in a whole series of documents in the course of the WEP: Concierto centro educativo-empresa (Convenzione per esercitazioni pratiche in azienda)¹; Asociación alumno-centro de trabajo (Dichiarazione sostitutiva)²; Programa formativo del módulo profesional de FCT (Piano formativo individuale)³; Hoja semanal de seguimiento (Diario di bordo)⁴; Informe valorativo del instructor (Valutazione istruttore)⁵.



Another aspect which is considered of vital importance for the correct development of the WEP is the relationship between the Tutor of the student at school and his/her Instructor in the company. In fact, this relationship is not only highly recommended, but also mandatory by law in Spain and Italy. In the UK it is strongly recommended, as it is considered essential for an appropriate result of the WEP. Regarding this point, the procedures of the three countries concerned in our survey are very similar, with periodic visits of the tutor teachers to the companies (twice at least). In all cases, there is periodic contact via telephone or e-

¹ Agreement school-company.

² Agreement student-company.

³ Training programme.

⁴ Weekly follow-up form.

⁵ Instructor's assesment form.



mail, especially if problems arise. This relationship between Tutor and Instructor is also helpful to settle matters related to health and safety in the workplace, especially in those sectors that imply higher risks (building and construction or other industries, etc.). In any case, suggestions concerning this topic insist on the need to reduce “paperwork” and to encourage telematic means.

As for the possibility of performing the WEP in a foreign country, from the experience we’ve gathered through our research, we can conclude that the circumstances are very different in the three analysed countries. Whereas in the UK most vocational schools don’t contemplate a work experience abroad (except in the case of specific EU projects), in Spain and Italy it’s becoming ever more common. In fact, one of the greatest demands of Spanish students is the increase in WEP posts abroad. There is no doubt that this possibility widens the opportunities for the future employability of young people, thanks to both the experience they gather and the improvement of their competence in foreign languages; besides, it promotes the feeling of European citizenship. Nevertheless, it has become a common complaint among Spanish students (and so is reflected, at least, in the questionnaires that they submitted) the lack of information related to this possibility.

Anyway, in Spain -
although competences
belong to the different
autonomous regions-
WEPs abroad are widely
implanted and well
organized, through a
program called FCT



Europa. Educational authorities find and offer the positions for students. In the case of the Valencian Community, for instance, positions are offered in the United Kingdom, Ireland and France; this means a great opportunity for students to do their WEP in countries with a





different cultural and professional atmosphere, which will help them in their future employability. Schools must appoint a tutor teacher to coordinate the FCT Europa programme. This teacher will be responsible for keeping in contact with the educational authorities, for informing the students, and will also have to be in contact with the instructors of the WEP. Students, to be selected, must pass a level test in the language of their destination country.

In Italy, there is a similar programme, which started in 2013 called GORES, which deals with



the international mobility of students. Evaluation and self-assessment produced respectively by the company tutor and the beneficiary of the mobility are validated once the beneficiary has returned to Italy. The validation process in the GORES model is entrusted to institutions sending students abroad.

This programme called GORES has got two main objectives:

- First, to govern the processes aimed at "guaranteeing the quality" of transnational mobility through a targeted didactic planning, and creating the conditions for mobility to become a recognised learning tool within the professional training pathways.
- Second, to respond efficiently to the European and Italian national priorities in terms of mobility projects, specifically in terms of standardisation and recognition of skills acquired in the mobility paths and use of ECVET tools, defining paths and conditions for real recognition of the learning process and the achieved experience.





In the United Kingdom, as previously commented, unfortunately, most of these programmes are for university students, and there is not much offer for VET students aged 14-19.

As far as VET schools are concerned, most of these schools' students carry out the work placements in their own country. This has resulted from interviews carried out with staff from VET schools working in the WEP department, or from emailing relevant school staff. Schools are open to the idea of having students carry out work experience abroad. However certain criteria need to be in place so that the experience has the same value as doing it in their own country. Generally speaking, the main criteria are the following: students can propose an organisation abroad where to do the work experience, but the school has to verify that the organisation is suitable for the candidate, and they will need to get in touch with the organisation overseas to make sure that everything is in place; there is a concrete training plan and the tasks are in line with the course of studies of the student; the minimum number of hours required is respected; the required documentation is in place; parents give their consent.



However, if one is to point out a common denominator in the three countries, demanded by teachers, companies and students, that would be the fact that there should be more grants for students, even that new

legislation is passed, allowing companies to pay students during their WEP. Current laws in Italy and Spain agree in considering that students cannot have a contractual relationship with companies, and so the latter are not able to remunerate students. It is a more or less general practice that companies give students a small "tip" or that they help them with their transport and food expenses; nevertheless, everyone (students, schools and companies) agree on what we have already stated: this practice should be systematic, through public





grants, or through a contractual model which could allow students to get a salary from companies. In the UK, students doing a WEP are not entitled to receive a minimum wage and companies are not obliged to pay a salary to the WEP student, although they can decide to do so. But in practice, if companies were to pay a salary to each student, this would limit their availability to host students, unless there was a model allowing companies to claim this money back from the government or other sources.

With all that, both schools and students, and also companies rate the system of practice



through WEP in a very positive way. This is true for the three countries subject to our study: in all of them, the high degree of satisfaction of all actors implied is underlined. But, and this is obvious, there are also areas for further improvement, and they are almost the same for Italy, Spain and the United Kingdom. In essence, this could be epitomized in

the need to reduce the burden of bureaucratic tasks related to WEP, the difficulty for some students to get to and from their working place and, in some occasions, the complaint some students put forward when their expectations are not fulfilled (repetitive or boring tasks, or activities not related with their studies). On the other hand, some companies also remark the lack of better training of students in questions related to health and safety in the workplace; in a small percentage of cases, they also complain about the poor motivation of some students.

As a matter of fact, in questions related to health and safety for students, there are certain divergences among the three countries analysed. As already stated before, there cannot be a contractual relation whatsoever between the student and the company where he carries out his WEP. That is the reason why students need insurance. In Spain, that insurance is covered by the educational authorities, which hold such insurance with certain private companies. In Italy, every school is responsible for the insurance of the students during their WEP; for this,





they have a public society called INAIL (Istituto nazionale Assicurazione Infortuni sul Lavoro), that takes care of the insurances for the students during all their working activities. In the UK, all companies employing people need to have liability insurance in place, which caters for any possible event.





5

THE ROLE OF THE INSPECTORATE OF EDUCATION, TUTORS, AND INSTRUCTORS IN THE MANAGEMENT OF WEP IN EACH PARTNER COUNTRY.

INSPECTORATE OF EDUCATION



In some of the countries analysed, the inspectorate of education performs several actions before the start of the WEP.



In Spain, for example, the Inspectorate of Education needs to know the agreement which binds the students with the workplace where they are going to perform their WEP, as well as the individualized formative programme. Then, the WEP vocational training module has to be authorized by the Inspectorate of Education.

Besides, the Inspectorate has to sort out the authorisation applications, so that the WEP can be activated. This is relevant especially when the WEP is going to be performed in an extraordinary period or timetable, in line with the exceptions which are considered by the legislation, or when students perform their WEP at their education centres or other formative experiences away from Spain, among other cases.

Generally speaking, in all three countries the Inspectorate of Education advises and supervises the development of the WEP module and suggests the adoption of measures which contribute to improve it.

There are several differences in the role of the Inspectorate of Education in each country with regards to WEPs, as described below.





In Italy, WEPs are subjected to at least three different LEVELS of inspections:

LEVEL OF ACTIVITY: by the VET Regional Authorities. This includes a verification:

- During the work experience: regional inspectors may verify *in situ* if the WEP is really progressing according to what declared in the individual WEP project by the VET provider/school.
- At the end of the overall training programme: all documents are to be submitted for analysis before the Regional VET department issues the final payment.

LEVEL OF LABOUR LEGISLATION: by the local Labour inspectors who may verify *in situ* that the WEP complies with all labour laws and regulations.

LEVEL OF ORGANIZATION: by the VET Regional Authorities, who may verify that accreditation requirements are still complied with (this is more a verification at the “systemic” level).

The situation in the Italian VET centres and schools, as far as the inspectors’ role is concerned, varies from one region to another, but in almost all regions, inspectors do not alert the centres before the inspection. Inspections made by public authorities do not relate in any way to the evaluation of learning outcomes during WEPs.



In Spain, the Inspectorate of Education has the following responsibilities:

- 1) To issue reports related to the applications received from the centres, before the corresponding Directorate makes the final decision.
- 2) To sort out the authorisation applications in due time, so that the related activities can be developed.
- 3) To advise and supervise on the development of the WEP vocational training module and suggest the adoption of measures which can contribute to improve it.





- 4) To communicate the authorisations to the corresponding Directorate, competent in Vocational Training Studies.
- 5) To approve the visiting arrangements and/or follow-up.

The WEP vocational training module requires the performance of an individualised formative programme which includes the formative/productive activities which must be carried out by the student in the workplace for the time and periods established for that purpose. The activities mentioned above are the final complement to acquire the professional competence for the qualification. Therefore, the programme must be arranged, achievable and assessable and, as a consequence, useful for its aims.

The tutor and the instructor, in all three countries, design the formative programme, which must be individualised for every student and formative positions and as an example, the Spanish one, must include, at least, the following items:

- Minimum abilities following the Law published in 1990: LOGSE, or learning results, following the Law published in 2006: LOE, for the vocational training module of WEP according to legislation.
- The formative/productive activities related which will be carried out by the student at the workplace.



In the UK, inspections in the field of education are mainly carried out by OFSTED, the Office for Standards in Education, Children's services and skills. The aim of this organisation is to achieve excellence in the care of children and young people and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, schools, colleges, initial teacher training, work-based learning and skills training. In dealing with the work experience placements, inspectors are entitled to assess the outcomes of such experience; hence OFSTED does not perform any particular action prior to the start of the WEP. Nonetheless, their assessment will affect future work experience placements.





Inspectors assess students' outcomes. They check students' development in terms of employability and vocational skills. Ofsted also assesses schools' study programmes taking into consideration the type of progression for students. If it is a progression to higher education, the inspectorate would not expect to find external work experience in the study programme. On the contrary, if students are progressing toward an apprenticeship or work, Ofsted will normally expect the student's study programme to include work experience with an external employer⁶.

Leadership and management are other elements that inspectors look at in the evaluation of work experience. More specifically, they evaluate the extent to which work experience is purposeful for each student, how well it fits in the overall study programme purpose and which measures have been taken by the employers to provide a safe environment.



THE TUTOR

The tutor's role is to follow up the WEP module in collaboration with the instructor. Besides, the tutor assesses it together with the education team, taking into account the instructor's opinion. It's important to highlight that it is up to the tutor to perform the follow-up programme and the visits to the students in the work placements.

The tutor of the training module ***in Spain*** and ***Italy*** is the competent body for carrying out the assignment of students to training positions according to:

- 1) The criteria determined by the team.
- 2) The characteristics of the workplaces, the potential for acquiring skills and

⁶Department for Education, *Post-16 work experience as a part of 16 to 19 study programs and traineeships*, March 2015





abilities in the workplace, and the students' personal constraints.

In the UK, it is the employer/tutor from one side and from the school side, it depends on the framework that schools apply. Some schools have special teams dedicated only to work experience placements (members of these teams are called work experience advisors). Others have a work experience coordinator who can be a member of the admin/managerial staff or a member of the teaching body.

In Spain and Italy, there is a tutor for each group of students performing the WEP module. The tutor at the educational centre and the instructor at the workplace establish the appropriate channels of communication, (i.e. telephone calls or emails), as well as the visiting arrangements for the tutor in the work place, so that they can guarantee the optimal follow-up and assessment of the students.

MONITORING

In Spain, tutors visit the work centre at least twice a month, once per fortnight. One of these visits can be exchanged with an online counselling session. Without limiting the foregoing, the visits must be, at least, every 30 days. Every fortnight or with the frequency established, the tutor will hold a meeting at the education centre with the students performing the WEP module, to carry out the follow-up, counselling and support activities.

In the UK, generally, students have to complete a daily journal with the activities carried out day by day, which will need to be signed by the tutor.

In Italy, the monitoring can happen in different ways: visiting the company, calls, asking information to the company, and so on. Officially it is mandatory to have one at the beginning and one at the end of the work experience.





THE INSTRUCTOR

The role of the instructor in the development of WEP is:

In Spain,

- 1) To tutor the students they are in charge of during their stay in the workplace.
- 2) To keep track of timesheets.
- 3) To keep in contact with the tutor from the school.
- 4) To issue an individualised final report for every student of the WEP module they have supervised.

In the UK, instructors need to take the student under their guidance. They are in charge of providing an induction to the students so that they can understand the main aspects of the workplace on their arrival, including health and safety regulations, code of conduct, management of sensitive data, and so on. The instructors should also have a clear idea of the skills of the students and plan the training programme in advance, in collaboration with the school staff, and follow the training plan once the work experience has started. The instructors are also in charge of monitoring the students during the work placements, and complete an evaluation form at the end of the placement.

In Italy, the instructors have a fundamental role for the success of WEP in terms of educational value, since it is up to them to give concreteness to the value of the company as an educational place, ensuring the necessary coordination activities with the promoter.

The instructor's role is to constantly support the trainee in the workplace, ensuring the continuous supervision of all the activities included in the individual training project. He/she must therefore be in possession of appropriate professional skills that are consistent with the training project.





The company tutor is identified among the workers hired with a permanent or temporary contract, or with a non-occasional collaboration contract lasting at least 12 months. The working members or the associated freelancers can also act as corporate tutors.

In specific, the company instructor:

- **COLLABORATES** with the VET provider's WEP tutor for the drafting of the training project, the selection of the trainee, the preparation of the organisational aspects and the evaluation of the WEP;
- **TAKES CARE** of the insertion of the trainee from the very first days, presenting him/her to the staff and illustrating all the regulations and rules governing company life (from the anti-accident and hygiene regulations, to the behavioural and organizational standards) and the company's activities, with particular attention to the activities of the trainee, as well as clarifying some practical aspects (working time, possible meal vouchers and / or reimbursement of expenses, work tools, etc.);
- **SPECIFIES** in detail the activities to be carried out, periodically monitoring the trainee's progress according to the objectives agreed and described in the training project;
- **ASSISTS** the trainee in possible problems encountered during the WEP;
- **PROVIDES** feedback on the quality of the trainee's performance, both in progress and at the end of the WEP, evaluating the outcomes reached, filling out all supporting documentation.

The instructor is designated by the workplace responsible person to tutor and instruct the students along the formative training in the programmed terms in all three countries.





6

ANALYSIS OF THE INTERVENTION OF OTHER SOCIAL AGENTS AND/OR OF ADMINISTRATIONS IN THE MANAGEMENT OF WEPs

WEPs are usually carried out in all types of companies (industries, commerce, retail, services etc.), but can also be carried out in entities or institutions that are not companies such as town halls, public entities, foundations, NGOs, and so on.

In the three countries, students can carry out WEPs both in private and public institutions.

In Spain, there are institutions such as the Chambers of Commerce (private entities), who have agreements in place with the Ministry of Education to manage WEPs and also to promote them among their stakeholders. This is not as common in the UK. It may happen, though, that certain Ministries advertise open work placement positions, should they be in the situation where they can offer that to students of specific fields.



In Italy, according to national laws and regulations, VET providers/schools may (but it is not compulsory) sign agreements to promote and facilitate WEPs with social agents such as Chambers of Commerce, entrepreneurs' associations, etc. These are normally general agreements or frameworks which help matching VET providers' needs (and of course trainees' too) with companies' needs.



As a consequence, every single entity or federation can create agreements to facilitate the cooperation between other agents, but there is not an established role for this situation.





In the three countries, there are no differences regarding the management of the WEP in institutions and entities that are not companies (with regards to documents to be completed, deadlines, responsibilities, etc.). There are no specific legal regulations for the performance and management of WEPs in institutions and entities that are not companies. The legal regulations are the same for all kinds of WEP, but in Italy, there can be some small changes due to regional laws.

In relation to the management of the WEPs within public institutions and entities, the most positive aspect is the fact that it can open the doors to a variety of job opportunities. Most



of the people who choose to work in these kinds of institutions say the reason for their choice is related to the big number of opportunities

that are available, the shared values and the flexibility allowed. There is flexibility, transversal competencies between trainees and employers and sometimes more opportunities to have a future job in that place.

In Spain, the percentage of students that have performed their WEP in these public institutions and entities that are not companies is a small number, in most cases it does not exceed 10%.





7

DESCRIPTION OF THE WEP ASSESSMENT AND CERTIFICATION SYSTEM IN EVERY COUNTRY.



In **Spain**, the assessment of the WEP is carried out through mentors. Mentors are in the workplace and cooperate with the school tutors to evaluate the WEP module.

The **ASSESSMENT** is aimed to check if the students complete the acquisition of the professional skills of each cycle, in real situations at work. To do this, it is necessary to have the following documentation: the mentor's report, the follow-up sheets completed by the students and the necessary documents to carry out a systematic and objective assessment.

The WEP module will be marked as "apto" (passed) or "no apto" (failed).

The WEP module can only be assessed twice.

In the same way, in Spain, it is compulsory that the students get a positive assessment of the WEP module, and of all the modules that comprise the formative cycle, to obtain the corresponding vocational qualification.

Those students who do not get a positive assessment in all the Vocational Training modules, will only get certification and accreditation for the modules they completed positively.

Professional skills thus evaluated that fail to complete the qualifications listed in a Vocational





Training Diploma or Certificate of Professional Standards may be recognised through cumutable partial accreditation with the finality, where applicable, of completing the proper Diploma or Certificate. To get the qualification of Vocational Training using this system, students have to meet the access requirements.

It's worth adding that, in Spain, students can ask for the total or partial exemption of the WEP module if they have previous work experience related to the vocational training cycle.

The **ACCREDITATION** of the competencies will recognise a professional qualification of the National System of Qualifications and Vocational Training. This accreditation will be issued for:

- People who have passed all the modules.
- People who have the recognition or the accreditation of all the units of competence.

The Labour Administration is the body in charge of issuing this accreditation.



In **Italy**, the performance of the WEP is compulsory in all kinds of secondary studies, but not in the same way. As said, the total amount of hours spent in a workplace setting and even the distribution of these hours is different than in mainstream education or regional VET and from one region to the other.

Trainees are supposed to do no less than 45% (percentages vary from one region to the others, around 40 to 70% of the total amount of hours) of the WEP hours; if a trainee loses too many hours, he/she can do a summer working programme in order to recover some of the missed hours and not fail the year. In-fact, it is possible to fail the year if the minimum amount of hours of WEP is not attended, but this case is really rare.

The **EVALUATION PROCESS** of WEPs is conducted by the school tutor in connection





with the company tutor. The main instruments can be identified as questionnaires, reports from the company tutor, activities carried out and final general reports of the whole experience.

During the IMWEP Erasmus project, VET centres from 4 different Italian regions (Lombardia, Puglia, Emilia Romagna and Veneto) were interviewed. Specifically, in the region of Veneto,



the evaluation of the WEP for the first three years does not have any standard format. On the other hand, in the 4th year the Region provides a common format for all the schools/centres in Veneto.

Regarding the regions of Lombardia, Emilia-Romagna and Puglia, no standard formats for the evaluation process are provided. Anyway, regional regulations specify what evaluation of WEP is about, roles of the different professionals involved, rules for assessment, etc.

WEP is an integral part of the VET curricula and therefore contributes to the evaluation to access the following training year or the final examination. To be assessed, trainees must attend each year at least 75% of the training hours considering both WEP and classes and practical activities (laboratories). Positive assessment at the end of each training year is necessary to continue the training programme; if a trainee fails in this, he/she receives a **COMPETENCE CERTIFICATION** (*Attestato di competenze*) describing the acquired competencies. This certificate is issued according to the Model provided in Annex 7 of the State/Regions Conference Agreement of 27 July 2011.

VET programmes are in fact based on different Learning Outcomes related to competences which can therefore be evaluated and then certified.

At the end of the second year of all kinds of secondary studies, each student obtains the Certificate of compulsory studies accomplishment (*Certificato di assolvimento dell'obbligo di istruzione*) according to DM n. 9 of 27 January 2010.

At the end of the three-year VET programme or the 4th year VET programmes, trainees must





undertake a final examination according to the applicable regulations. The acquired qualification is finally registered in the “Citizen’s training record Book” (*Libretto formativo del Cittadino*).

Some of the Italian regions have also regulated professionals who can be involved in the assessment process of VET programmes.

The recognition of the professional competencies acquired through work experience or non-formal and informal learning was introduced in Italy on 16 January 2013 through the legislative decree n. 13. Not all regions have already regulated certification of previous learning, but this does not apply to initial VET but mostly continuous VET and adult education as well as active labour policies to support and favour work placements.



In **the UK**, until 2012, secondary schools in England were given funding to coordinate work experience for students in year 10 (from 14 years old). Then funding was interrupted, and many secondary schools dropped work experience or now charge students a fee between £30 and £50 to cover health and safety risk assessments and teacher visits.

16 to 19 study programmes were introduced in September 2013 for students between the ages of 16 and 19 studying on academic, technical and applied pathways. A key component of these study programmes is to gain experience and knowledge of the workplace.

WEPs are currently not compulsory in the UK (until the next changes in VET legislation in the UK in 2020) and schools can decide whether they want to include it as a part of the curriculum or not. If the work placement were a compulsory part of a VET





cycle in some schools/colleges, it's likely that it would be formally assessed or accredited.

ASSESSMENTS vary and might include the completion of specific tasks or projects, writing a report or reflective log, or using the learning from a work placement in another assignment or course activity. However, the main criteria, in order to pass, is to have completed the required number of hours as specified in the course curriculum.

The assessment of work experience in Vocational Training is performed with different aspects. The educational centres can get the work assessment in different ways. Some can apply for a report to the employer signed by the student, others can apply for a more formal



individual assessment, and, in some cases, the companies can ask the students for a written report. Many companies use direct feedback that is received from the students about the value of the programmes that they offer, and to learn what they need to improve in future WEPs. When the assessment is carried out, the companies should also take into account factors such as, "the measure in which the goals and objectives were achieved, the real use of the

resources spent in the implementation of the WEP and the implication of the costs". The assessment allows the involved parties in the WEP to get to know what has not worked well. The assessment considers aspects such as the administration functioning and its preparation. Like in the case of the report, the assessment must take into account all those who are involved in the WEPs, which includes students and employers, as well as teachers.

The **CERTIFICATION** of the work experience is carried out, at a general level, for the providers of work placements who issue a certificate of work experience, which the students can use like a reference when they look for a job at the end of their studies.

It is also possible for students performing a WEP to request the so called Certificate of Experience of Student's Work, issued by the National Council of Work Experience, which is designed to be a register of a student's achievements and the skills acquired





through work performance. When the work experience is complete, the students can ask this institution for a certificate which lists the competencies acquired during the time spent in their company. This certificate will also include:

- Name of the company
- Student's name
- Details of the post
- Skills acquired and goals achieved in the performance.



It is worth adding that, in the UK, it is possible to get the validation of Work Experience Placement through the recognition of the vocational skills acquired through the work experience or non-formal training. The system to accredit the non-formal and informal learning, that is to say, the skills that have been obtained out of the formal education system, or for the people who do not have the formal knowledge, is known in the UK as the Recognition of Previous Learning (RPL) or Accreditation of Experience and Previous Learning (APEL). To look up the procedure, please check here:

<http://scqf.org.uk/guide-to-rpl/rpl-tool/>



8

ANALYSIS OF THE NECESSITIES THAT STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (SEN) MIGHT ENCOUNTER DURING THEIR WEP

In Spain, Italy and the UK, SEN students include:

Students with disabilities

Students with Specific Learning Disorders

Students with socio-economic, linguistic and cultural disadvantages.

SEN students generally have a curricular adaptation at school and the same sort of adaptation applies to formative or working places when they undertake a WEP. They can be enrolled in mainstream VT cycles or into special ones for SEN students depending on their degree and the kind of disability they have. Such decision is taken based on a report prepared by a specialist together with the student and his/her parents. SEN students enrolled in mainstream VT cycles will have to be able to achieve the final goals required for the VT cycle.

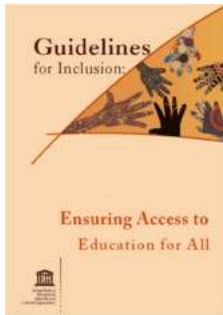
SCHOOLS/EDUCATIONAL INSTITUTIONS WITH SEN STUDENTS

In Italy, Spain and the UK, one of the main goals of the educational system is the promotion of inclusion. Hence, in all countries some reforms have been implemented to better identify and support young people with SEN. Italy was the first European country to include





generalised school inclusion for students with disabilities in 2009 (August 2009) through the 'Guidelines for the School Inclusion of the Disabled Students'.



<https://unesdoc.unesco.org/ark:/48223/pf0000140224>

In all three countries, schools assess each student individually before they enrol into a course by taking into account the student's academic records up to that point and evaluating their level of disability. This leads to the preparation of a legal report/specific learning plan, an official document describing a child or young person's special educational, health and social care needs. Such report clarifies the extra help that will be given to the student in order to meet his/her needs and how these measures will support the child or young person to achieve what they would like to attain in life. In Britain, local authorities draw up this plan based on a report made by the school. In Italy, the personalised learning plan ("Piano Formativo Individuale") and the necessary curricular adaptations and guidance are prepared by the "support teacher" (tutor), authorised by the student's family and social workers responsible for their "life path". In Spain, it is made by the "support and guidance" teacher and authorised by the family.



The report/learning plan, together with the students and their parents, determines the course in which course a SEN student can be enrolled. Many SEN students will be admitted to special VT cycles where the focus is on how to make them employable.

In Spain there is at least one "support and guidance" teacher in each school, in charge of designing and monitoring the individual learning plan and the curricular adaptations for every SEN student along with the tutor teacher and,





when necessary, the medical staff following the student. Apart from this, they also provide academic and career guidance to students. In addition to the ‘support and guidance’ teacher, there is another specialised teacher, also known as Community Service Teacher who is in regular contact with families and the town council’s social workers. This teacher helps the “support and guidance” teacher in his/her tasks.

In Italy, in each school, there is a team of regular teachers and “support” teachers who are specialised in following SEN students. Support teachers are assigned to students who are certified to have special educational needs and they develop their personalised learning plan (PLP) together with the students’ doctors, their families and the regular teaching staff. The PLP defines the criteria for the students’ testing and evaluation.

In many schools in the UK, job coaches will be assigned to SEN students for their guidance on a one-to-one basis. Considering that each individual case is different from others, schools will allocate a member of staff to support them in the classroom activities.



In all three countries, schools sometimes encounter difficulties when adapting their formative programmes to SEN students and, depending on the type and severity of the disability, schools will decide whether to focus their programmes on the development of employability and soft skills or on vocational skills.

It is often difficult to find companies or institutions willing to take in SEN students for WEP. Usually, only large companies and companies or institutions that work in the field of social integration are willing to take in SEN students for their WEP. There is also a number of charities and NGOs that give preference to SEN students when selecting people for a work placement. As a consequence, in order to place SEN students in the workplace, schools





mainly look for big companies, organisations that have the capacity to welcome students with SEN or organisations that have declared in their mission statement that they favour people with SEN. More in detail, within those big companies or organisations, schools will try to find mainly companies that have Corporate Social Responsibility (CSR) that contemplate giving the opportunity to conduct work experience placements to people with special needs and can support SEN students adequately in terms of appropriateness and accessibility of the work placement.

COMPANIES WITH SEN STUDENTS

In the UK Companies do not have any tax incentives for welcoming students with SEN for their WEPs and apprenticeships, not even in the case of dual VET. However, there is the so-called Disability Confident Scheme. The Disability Confident Scheme supports employers to make the most of the talents disabled people can bring to the workplace, it also aims to help employers successfully recruit and retain disabled people and those with health conditions. The scheme is voluntary and access to guidance, self-assessments and resources is completely free.

There are 3 Disability Confident levels to support you on your Disability Confident journey:





To become Disability Confident Committed employers will need to agree to the following commitments:



Generally companies tend to not have specific instructors for students with SEN, but they value positively the integration of students both from a social and employment point of view.

On the contrary, in Italy and Spain, companies receive yearly tax benefits when they hire students with SEN once they have finished their studies. In Italy in particular, according to the law, some companies have the legal obligation to hire disabled people – therefore, there are specially targeted WEPs for the insertion of the SEN students in the job market. Usually, VET centres activate a convention that envisages the presence of “support teachers” and qualified tutors for job insertion. The aim is to prepare the students to the activation of a “formative internship” once they finish their educational path. The collaboration between “support teachers” and the staff of the Targeted Job Placement Offices aims at designing an adequate formative pathway for the young disabled students, taking them towards a gradual and “well matched” job insertion.

In all three countries the criteria VET centres/schools use to choose a company for students with SEN to do their WEP are the same as for other students; the selection of





the companies is based on the presence of well-prepared company tutors in order to adequately host and follow the students (usually the companies that have a long relationship with the school). There is an ongoing debate regarding the special measures necessary to guarantee the right to follow a continuous pathway between orienting/training and work transition for SEN students, including the WEP experiences. Sustainable pathways are aimed at searching for real job places, avoiding the insertion of SEN students in



“simulated enterprises”. In Italy, the Legislative Decree n. 151/2015 aims at interventions that facilitate the access of the SEN persons to the job market, envisaging the creation of the “disability manager” inside working places and the reform of the “tax incentives system” for companies hiring

students with SEN.

In conclusion, companies offer trainings or WEP places for students with SEN, but there is a need to introduce a change in the mentality regarding job offers for people with severe disabilities and the adaptation of the working places to their needs – event through the new technologies.

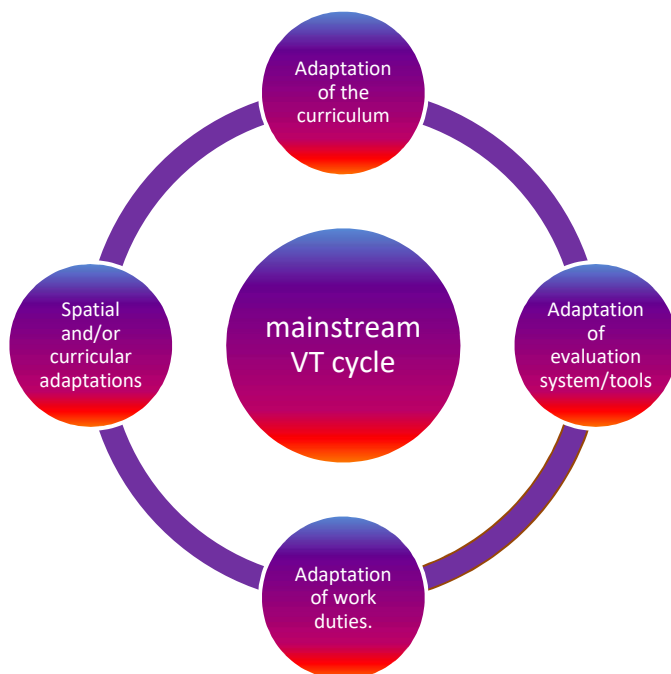
REGARDING EDUCATIONAL INSPECTORS/AUTHORITIES AND LEGISLATION RELATED WITH SEN

In Italy, Spain and the UK, the measures applied to enforce equal opportunities for students with SEN are curricular adaptations, job orienting actions, skills assessments, skills strengthening (working place adaptations) and similar. Tax incentives in Spain and Italy are also a way of enhancing social and labour inclusion for SEN students.





In the three countries, in the case of SEN students following a mainstream VT cycle, special measures may include:



● Adaptation of the curriculum of the different professional modules (making sure in any case that this doesn't mean a lack in the acquisition of the curricular learning outcomes for the student).

● Spatial and/or curricular adaptations for students with hearing, visual or mobility disabilities.

● Adaptation of evaluation system/tools.

● Adaptation of work duties.

Special VET programmes are designed for students with a severe level of disability. In schools that have special VET programmes as part of their study programme, students with SEN are supported to find routes to employment, building on work experience, and independent living.

Generally, SEN students are well integrated into mainstream VET and the workplace depending on the number of companies willing to host them and the adaptation of the training programme. In Britain, an Access to Work (AtW) grant can cover the additional support a young person may need for the in-work element of a supported internship or traineeship. Students with SEN can also be integrated into the mainstream VET if they can prove their abilities through an exam.





9

ANALYSIS OF MATERIAL, HUMAN AND ECONOMIC RESOURCES IN THE MANAGEMENT OF WEPS



SPAIN

In Spain, the material resources to develop WEPs are the classrooms and workshops in Secondary and VET schools, which are provided with furniture, computers and technical equipment adapted to the specific VET studies delivered in the school. As the competences in education are transferred to the different regions, it is their duty to cater for schools to have all the necessary equipment.

The human resources in the schools to assist WEPs are the Tutor, the Head of Department and the Head teacher, with the essential help of the Instructor at the company, of course.

The students can't receive any money for their work during WEP (except in dual VET, but not when they are in the period of WEP). They do not even receive any money for their travel expenses to and from the company, neither do they receive a subsistence grant.



ITALY

Italy has a full set of rules at both national and regional levels that support the planning and implementation of WEPs in mainstream education and in the regional vocational and training system. In mainstream education (depending on the Ministry of Education – MIUR), full regulations and compulsory





integration of “sandwich education” (*alternanza scuola-lavoro*) was introduced in 2015 with the “Buona Scuola” Law (n.107/2015), thus including work experience in all kinds of general and professional secondary education. To support the creation of networks with companies, quality of experiences, training of teachers, and so on, MIUR manages a dedicated ESF national operational programme.

PON http://www.istruzione.it/pon/avviso_alternanza_2ed.html

Moreover, MIUR has signed agreements with big national and international companies to foster high quality apprenticeships and sandwich training schemes as well (i.e. ENEL, ENI, Allianz, McDonald’s).

Global funding for VET in Italy is about 700 million Euros (including financial resources dedicated to the experimentation of the DUAL system), but most come from the Regional and Provincial Administrations (about 40% of spending in VET). Especially in the North-Eastern regions of the country. These resources are still insufficient to fully respond to families’ and young people’s demand for VET (*source: INAPP, XV Rapporto di Monitoraggio delle azioni formative realizzate nell’ambito del diritto-dovere a.f.2015-2016*).



These resources cover all costs related to VET programmes, including WEP. For each class/training course, according to national and regional regulations as well as the accreditation systems, VET centres must assure skilled staff to guarantee quality and standards of training, tutoring, WEP, counselling, recognition of acquired competences, support to the disabled, transition from school to the labour market. During the last few



years, and also thanks to a dedicated national operational programme (PON F1xO) aimed at encouraging the development or reinforcement of

labour support services within VET centres to facilitate dialogue between VET and the labour market, many VET centres have strongly invested in the qualification of their





staff to manage WEP and other forms of WBL experiences (including extra-curricular traineeships, mobilities in EU countries, etc.) as well as placement programmes. VET centres usually have their own networks of companies, they collaborate with all their VET programmes and initiatives, but they also actively cooperate with public and private labour services which can help them to better understand the economic situation of their territories and develop relationships with new companies.

Specific dedicated funding from regional administrations (but this varies from one region to the other) may support the purchase of material resources such as software, computers, digital and mobile devices to innovate pedagogical approaches to VET as well as to WEP.



THE UNITED KINGDOM

UK has a solid set of rules and protocols that fully support WEP development through the companies.

As a study commissioned by the Department for Education showed, most of the schools and colleges in UK have a centralised system for organising/administering work-related activities. In many schools there is a work-experience coordinator or a coordinating team that help making arrangements with companies or external partners.

The survey showed that there is a difference between schools and colleges in arranging work-experience. There are more work-experience coordinators in schools rather than colleges. The reason is that teacher-staff in colleges play a larger role in making arrangements for the work-experience.



Colleges have a more staff-led approach while schools take a student-led approach that





means more responsibility is placed on young people and their parents/carers on finding a placement⁷.

Government annual funding: with T-levels reform extra funding of £500m a year will be allocated both to pay for the new system and to develop WEPs.

“Organizations who will receive the funding will have to ensure that “the substantive work placements being delivered meet the published principles, so the sector is ready for large scale delivery, when T levels are rolled out. These include:

On average 50 days of length covering a minimum of 315 hours

Occupationally specific and focused on developing practical and technical skills

Taking place with an external employer on a site external to the student’s learning environment

Monitored by actual site visits

Adequately supervised

CDF funding will be allocated from September 2018 for academies and in August 2018 for all others institutions based on the number of qualifying students in the 2015 to 2016 academic year at a funding rate of £250 per qualifying student. Institutions with low qualifying students’ numbers will be allocated a flat rate – those with 1 to 10 qualifying students will be allocated £2,500, those with 11 to 20 qualifying students will be allocated £5,000. Government is also providing funding for each institution for those individual students with learning difficulties or disabilities with the highest needs, funding for bursaries, care standards funding and other financial support for students.”

⁷ Department for Education, *Work experience and related activities in schools and colleges*, Nat Cen Social Research 2017





10

THE CONTRIBUTION OF WEPS TO THE PROMOTION OF THE EUROPEAN DIMENSION, THE IMPROVEMENT OF ICT AND THE LINGUISTIC COMPETENCE IN OTHER LANGUAGES

The Erasmus + Programme allows schools and other training organisations to apply for funding to send their teachers and students to other EU countries. One of the aims of these mobility project is to promote European citizenship among teachers and students in Vocational Training Education. Students, through these programmes, can also perform a WEP in another European country. In some national syllabuses, there is a module or subject called “Vocational Training and Guidance”. One of the contents of this module is “Employment and learning opportunities in Europe”. To increase the promotion of European citizenship among teachers and students in Vocational Training, free courses of English and other European languages for students and teachers would be needed, so that they can get at least a basic level of communication in a European language. This is necessary to promote the teachers and students’ participation in European programmes.



As far as the inclusion of migrant students is concerned, this is one of the basis of the Spanish education system, but there is no legislation or a specific organisation for migrant



students' Vocational Training Education. In conclusion, the inclusion of migrant students needs improvement, and a common nationwide legislation for the admission to Vocational Training Education is highly needed. Due to different regional legislations, some regions tend to give





preference to local inhabitants who want to enrol to Vocational Training. Therefore, people from other regions or countries are adversely affected by this.

With reference to ICT improvement through the performance of WEP, in Spain ICTs in Vocational Training are integrated in the teaching-learning process. Evidence to this is the many references to the use of ICT in the teaching-learning process that can be found in the syllabuses of all the Vocational Training studies. Its use in the teaching-learning process is established, specifically, in the pedagogical recommendations for teachers in all the syllabuses.

According to syllabuses in Spain, the teaching activities should contribute to improve the students' ICT skills, but the extension of this improvement sometimes depends on the studies of Vocational Training (some are more technological) and the teachers' skills.

In Spain, changes should be made in this respect. ICT skills are basic for the current work market. It is very important for the teachers to keep updated, not only through training in ICT general skills, but also through corporate training.



With reference to ICT improvement in Italy, digital skills are fully integrated in the teaching-learning process at all levels of education, since the primary to the secondary cycle: all syllabuses describe digital skills learning outcomes, according to EU (Recommendation 2006/962/EC on key competences for lifelong learning recently reviewed in May 2018) as



well as national regulations.

On the other hand, this document analyses how the linguistic competences, as well as the different European culture knowledge, improve through the performance of WEPs.

Through the performance of WEPs in Europe,





students improve their linguistic competences, as well as the European culture knowledge.

Through the performance of WEPs, the goals pursued are the following ones:

To **extend** the student's formative curriculum.

To **participate** effectively in the work market.

To **improve** their linguistic and cultural competences.

While they are performing the WEP in the corresponding country, learning and living, first hand, its cultural characteristics and interacting in the language of the foreign country. This increase in linguistic and cultural pluralism is basic to produce citizens of the XXI century. Consequently, future workers will be prepared with the technical-linguistic knowledge demanded by employers.

The situation in the UK is different to the other two countries. Surveys have revealed that Britain has the lowest rate, among EU countries, of people feeling a sense of European identity, with more than 60% of people denying they feel in any way “European”.

Surveys also show that among young people between 18 and 30, only just above 10% have ever worked abroad, and also less people, compared to other nationalities, are well travelled. It's worth noting that only 1 in 3 people are proficient enough to speak a foreign language at a basic level.

The situation in the UK is currently quite mixed and presents some levels of uncertainty. From one side, it's worth noting that the UK embraced the European dimension with a considerable number of organisations only fairly recently. Compared to other countries such as Italy and Spain, the number of mobility projects for VET students is





proportionally lower. There has been a sharp increase over the last 10 years in the number of applications, and more and more VET organisations are looking for funding opportunities for sending their VET students abroad.

On the other side, the UK referendum of June 2016, when the majority of voters decided to leave the European Union, has put this achievement at risk. At the moment of writing this guide, there is still uncertainty on whether the UK will be able to continue to receive funding under EU funded programmes. Therefore, the achievements of the last few years might be scrapped by the exit of the UK from the EU.



Whether this will happen or not, will depend on the terms of the agreements that will be reached between the UK and the EU. If the UK is still able to access the funding for mobility projects, the country will certainly continue on the path undertaken.

According to the contributions submitted by the UK in this sense, it's important to carry on with the promotion of performing a WEP abroad.

Regarding Spain, they consider and propose that, in order to improve linguistic competences through the WEP, it would be necessary for students to have the opportunity to easily access language courses before the performance of the WEP in such a way that they can get familiar with the language and develop their communication skills.

As far as Italy is concerned, “**Scuola Centrale Formazione**” (SCF) promotes the transnational mobility of young IVET students in order to let them perform a period of work experience abroad. The mobilities are mostly realized in the framework of the Erasmus Plus programme, Key Action 1.



In 2015 SCF was awarded with VET Mobility Charter. Thanks to this Charter, SCF can promote





every year 250/300 work experiences abroad lasting from 2 to 4 weeks in other European countries such as Spain, France, Ireland, Great Britain and Germany.

The recognition at “home” of the work experience abroad depends on the regional authorities. The IVET system in Italy is regionally organized – every regional authority has their own rules and statements to govern and manage the IVET offer.

Regions such as Lombardia, Liguria, Emilia Romagna, Marche, Veneto and Puglia recognise the work experience abroad financed by the Erasmus+ framework as:

work experience hours (in replacement of an amount of work experience hours every student should do at home)

training hours, only in the case of Liguria (in replacement of an amount of training hours every student should do at home).

For recognition purposes, SCF and the sending schools produce:

- a Register (regional model) for students and companies (the register collects signatures and hours of work experience)
- a Diary of Mobility
- an Assessment Model, to be completed by the company
- a Self-Assessment Model, to be completed by the student.

To support the Recognition of the Work Experience abroad financed by the Erasmus + programme within the formal VET pathway, SCF has set up a methodological model named GORES. Methodology and tools of the model are available and downloadable from the website of Scuola Centrale Formazione

<http://www.scformazione.org/gores/>





GORES has been used in almost 400 mobilities and it is now used at national level by many national IVET providers.



It is essential to start from the premise that the knowledge of the European culture undoubtedly improves thanks to the performance of a WEP in a foreign country. That's because it facilitates the effective development of the professional activity in a different cultural context, encouraging multilingualism and facilitating the improvement of foreign language skills. It contributes to improving professional and personal skills, as well as the possibilities of employment, improving the European competitiveness and creating a European dimension of education.

Some changes would be necessary in order to improve the knowledge of the European culture through the performance of WEP. Such changes, for example, include the



establishment of a better and more effective dissemination to the students on the possibility of performing the WEP abroad. Consequently, the increase in the efforts to provide students with proper guidance would be essential.

In the same way, it would be necessary, before the performance of WEPs, to provide the students who are going to perform the WEP abroad, with information about basic cultural aspects of the country they are going to, as well as to facilitate the possibility of attending courses to acquire the basic linguistic skills of the foreign country.

In the same sense, the UK adds the necessity of facilitating and making WEPs abroad accessible to a bigger number of students.





11

GOOD PRACTICES IN THE MANAGEMENT OF WEPs



ITALY

Italian educational system: promotion of VET and apprenticeships through work-study programmes.

Italy has reformed its education and training system by reinforcing vocational and technical education as well as apprenticeships through work-study programmes.

The system guarantees that each young person has a mainstream or vocational qualification (through apprenticeships too) before entering the job market.

After finishing the first-grade of secondary education at the age of 14 (*Scuola Secondaria di Primo Grado*), pupils can then choose from:

- **MAINSTREAM EDUCATION**, to continue their studies in an upper secondary school for 5 years (*liceo, istituto tecnico, istituto professionale*) ending with the state examination (*esame di stato*), from where pupils can enter higher education.
- **REGIONAL VET** (IeFP), to enrol into vocational training under the aegis of the regions for 3/4 years, in order to obtain a vocational qualification or diploma. Since





2016, leFP also includes dual programmes. A vocational diploma gives students the possibility to join the IFTS (*Istruzione Formazione tecnica superiore/non-university higher technical training*) and the ITS (*Istituti tecnici superiori/higher technical schools*).

- **AN APPRENTICESHIP**, which alternates between work experience and the classroom and allows young people to acquire basic knowledge plus skills that will be useful for future job perspectives. Apprenticeships lead to the same qualification provided by the corresponding regional VET programme - including dual systems - or mainstream education.

Compulsory education lasts 10 years, up to the age of 16, and includes the first two years of upper secondary general education or VET.

Horizontal mobility in both directions is possible between the mainstream education system and vocational training.



Vertical and horizontal flexibility of VET programmes in the educational system.

The flexibility of the Spanish educational system not only affects the vertical progression in VET, but also the horizontal flow between different educational programmes: students awarded a basic VET diploma may obtain the ESO (Compulsory Secondary





Education) diploma. Equally, students awarded Intermediate VET Diplomas may obtain the *Bachillerato* Diploma by passing the relevant core subjects of *Bachillerato*.

There is direct access from lower to higher level VET programmes (Basic, Intermediate and Higher VET) and from higher VET programmes to university studies.

Besides, there are free access exams for people without academic requirements who, after passing the exam, can directly access VET studies.

Dual VET.

Dual VET was implemented nationally in 2012 to increase VET attractiveness and support young people in the transition into the labour market. Participants in dual training programmes may sign an apprenticeship contract (one to three years) and get at least the minimum wage.

The number of companies providing training for dual VET has multiplied by ten, from 513 in 2012 to 5665 in 2015 (OECD Economic Survey : SPAIN – 2017).

SEN Students.

- All high schools (including VET schools) have a full-time guidance teacher.
- SEN students have reserved places when they access VET programmes, so that their access to these programmes is guaranteed.

VET Distance Learning:

In order to promote learning for students over 18 (and, in exceptional cases, workers over 16 unable to attend a regular school regime or elite athletes) educational centres that provide face to face training also offer VET studies as distance learning. This kind of





learning has grown considerably in the past years. These courses have tutors – the same teachers as in the traditional classroom-based education - set for this type of learning regime and students are assessed using the same criteria as their peers in the traditional classroom regime. Diplomas obtained are the same and valid all across the country.

Teacher training

- Teachers can receive training from a provider of their choosing, in order to be updated on technical matters, ICTs, management, etc. They obtain a training certificate.



UNITED KINGDOM

Grants/payments to students

Companies might be willing to pay students for travel and meal expenses, unlike Italy and Spain, where students don't receive any money from the school or from companies.

Students from less advantaged backgrounds may require additional support in order to overcome barriers faced in order to access placements. These may include, for example travel tickets.





Flexibility.

Schools have a lot of flexibility in managing WEPs. There is also less paper work, as school-companies agreements are direct (most of them verbal) and they are not previously supervised by the School Inspectorate or by the school governing body. Accountability is the way to guarantee that schools and companies meet the educational and labour objectives. The number of visits to schools from the School Inspectorate depends on the marks obtained by the school in the previous inspection.

Certification of WEP.

Generally, work placement providers issue a work experience certificate, which can be used by students for reference purposes when they look for a job at the end of their studies. There is also a system called “The Student Work Experience Certificate, issued by the National Council for Work Experience, which is designed to be a record of students’ achievements and of the skills that they have acquired through their work placement. Upon completion of their work experience, students can apply to the National Council for Work Experience to receive a certificate that will include: name of the company; name of the student; details of the placement; short bullet points of skills gained and accomplishments achieved whilst on the placement.

The new regulated qualifications framework introduced in 2015 gives awarding organisations increased freedom and flexibility to develop qualifications that meet specific labour market needs.





Work placement opportunity for non-VET students in compulsory education

Some schools and colleges enrolling students in non-VET courses, at Key Stages 4 or 5, might offer their students the opportunity to find a work placement. The work experience might be taken either during the holiday period, or schools can set a time during the academic year (usually 1 week) when all students can take their work experience.

Traineeships.

- Traineeships are designed to help young people who want to get an apprenticeship or job but don't yet have appropriate skills or experience.
- A traineeship is an education and training programme with work experience that unlocks the great potential of young people and prepares them for their future careers by helping them to become 'work-ready'.
- Designed to help young people aged 16 to 24 who don't yet have the appropriate skills or experience, traineeships provide the essential work preparation training, English, maths and work experience needed to secure an apprenticeship or employment.
- 60 different certifications can be obtained through an apprenticeship lasting from 1 to 3 years. Apprentices receive a wage and most of them have the status of salaried personnel.





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- Over 85,000 employers offer apprenticeships covering over 200 trades and crafts.
 - The UK Government has made available an Apprenticeship Grant for Employers incentive (AGE 16-24) in England, providing financial assistance for businesses employing less than 1000 people to take on 16-24 year old Apprentices within a formal Apprenticeship programme (CEDEFOP – 2015).





12

PROPOSALS/SUGGESTIONS TO IMPROVE THE MANAGEMENT OF WEPS

INTRODUCTION.

The following tables seek to provide a little summary of the contributions made by the partners of the IMWEP project to the questions that arose during our transnational training activity in London, from the 7th to the 11th of May, 2018.

It is not an analytic index of the situation of work experience placements in the three countries focus of this study, but the result of the brainstorming that occurred during the above-mentioned event. The final conclusions will be reflected in the chapter of political and technical recommendations of this guide of good practices.

The following tables reflect suggestions, that may be common to a specific country, to two, or to all three of them.

1. REFERRING TO PROTOCOLS AND PROCEDURES CARRIED OUT BY COMPANIES AND SCHOOLS TO DEVELOP WEPS.

SPAIN	ITALY	UNITED KINGDOM
Reduce paperwork and have the possibility to do it online		
Establish unified European protocols and procedures		
Improve the policies related to grants for pupils and, also, change the law so that companies could pay the students a salary		
Have an interview or visit to the company before the student starts their WEP		
Have an official database, at regional level, with companies willing to host students for their WEP		





2. REFERRING TO THE ROLES OF INSPECTORS, TUTORS AND INSTRUCTORS IN THE DEVELOPMENT OF TRAINING ACTIVITIES IN COMPANIES.

SPAIN	ITALY	UNITED KINGDOM
All regions or autonomous communities should have the same regulations		
There must be a balance between the regulations and a higher degree of flexibility of schools to manage WEPS		
Inspectors should have access to the companies, so they can directly supervise WEPS		Inspectors should have access to the companies, so they can directly supervise WEPS
Inspectors should have interviews with students to check their degree of satisfaction with their WEP. It would be necessary to implement a system for doing so with pupils under 18		Inspectors should have interviews with students to check their degree of satisfaction with their WEP. It would be necessary to implement a system for doing so with pupils under 18
Schools should be evaluated and if they get a low score, then they should be further monitored and visited again		Schools should be evaluated and if they get a low score, then they should be further monitored and visited again
The time-frame for WEP should be improved.		
The number of tutors for WEPS should be increased		
		Tutors should visit companies more often
Final WEP reports should be more complete, and include a series of self-evaluation questions for students		
There should be one legislation at EU level, with standardised procedures common for inspectors, tutors and instructors during the development of WEPS		





3. REFERRING TO THE EVALUATION OF THE WEP MODULE.

SPAIN	ITALY	UNITED KINGDOM
	The mark given for the WEP module is a numeric one. The system used in Spain, Pass/Fail, is considered more suitable.	The WEP module is not compulsory for the moment

4. REFERRING TO STUDENTS WITH SPECIAL EDUCATIONAL NEEDS.

SPAIN	ITALY	UNITED KINGDOM
Despite the achievements of the last years, policies promoting, with a bigger strength and effectiveness, inclusion of SEN students, as well as boosting the employability of this collective, are needed.		
Create the figure of a specific Tutor in each school to take care of the management of WEPS for students with SEN		
Create a “badge” of good practices, which the Authorities would grant companies that help in the insertion for WEP and in the labour market of students with SEN so that they can show it as a proof of their corporate social responsibility		
Enable everyone to take part in voluntary courses for tutors and instructors willing to work with students with SEN		





5. REFERRING TO MATERIAL, HUMAN AND ECONOMIC RESOURCES.

SPAIN	ITALY	UNITED KINGDOM
Urgent need to improve the equipment of schools, so they are similar to those used in the real corporate world		
	A process of digitalization of all documents which are still used on paper is recommended	

6. REFERRING TO DOING YOUR WEP IN A FOREIGN COUNTRY.

SPAIN	ITALY	UNITED KINGDOM
The possibility of doing a WEP in a foreign country should be more publicized and promoted		
Create regional platforms with online assistance to solve problems related with language difficulties or with managing and filling relevant documentation		
Promote the creation of posts where foreign students can do their WEP		





MAIN PROPOSALS FOR IMPROVEMENT OBTAINED FROM THE QUESTIONNAIRES

Following is a detail of the main conclusions obtained from the analysis of the data from the questionnaires answered by students, educational institutions and WEP hosting companies, in the three countries object of our study.

The questions made, as well as a statistic study of the results, are available on our project website.

1. DETAILS ON THE RESULTS OF THE QUESTIONNAIRES FOR SPAIN.

QUESTIONNAIRES FOR STUDENTS

SUGGESTIONS MADE:

- *More time, after finishing the WEP, to hand in the project documents (for Higher Vocational Training Cycles).*
- *Introduction of a grant system, managed and paid directly by the schools, which may cater for possible transport and food expenses as well as, if necessary, a compensation.*
- *To write a guide explaining the functions students will be engaged in during their WEP.*
- *To elaborate a reception plan for the work centre, where they lack one, with the support of the tutor.*
- *To encourage the participation of students in the process of choosing a company.*
- *To change the job post, in the companies where this is possible, to avoid repetitive tasks (even making it possible for students to do the WEP in different companies).*
- *To encourage in-service-training for teachers in companies, so they become familiar with the specific procedures of the WEP post and can apply this knowledge in their teaching process.*
- *To organise talks with the employers in schools, to make their companies and their productive sectors known.*
- *To encourage regions to establish the necessary policies, so all schools offer WEPS abroad for their students.*
- *To aim for a greater offer of Dual Vocational Training.*





QUESTIONNAIRES FOR SCHOOLS

SUGGESTIONS MADE:

- *To establish grants for students during their WEP period.*
- *To digitise all documents.*
- *To design action protocols for problem-solving.*
- *To design action protocols in the event of an accident at work.*
- *To design action protocols for the rest of the necessary procedures for the successful completion of the WEP.*
- *To provide tutors and instructors (the latter in a voluntary way) with specific training for the improvement of the students' experience during their WEP.*
- *To establish a database, with the cooperation of the Chambers of Commerce, which may serve as a guide to find companies where students can do their WEP.*
- *To promote an informative campaign so students may know the advantages of offering WEP posts.*
- *To acknowledge the corporate social responsibility of companies that offer posts for students for their WEP, giving them an official recognition stamp to be shown in their documents and Web sites.*
- *To acknowledge the corporate social responsibility of companies that offer posts for students with special needs for their WEP, giving them an official recognition badge to be shown in their documents and Web sites.*
- *To let schools have more autonomy to establish the periods in which WEPs should be done.*
- *To have the students interviewed, before their WEP, by the instructor (in the case of WEPs abroad, this can be done via Skype or a similar method).*
- *To give students questionnaires to evaluate their satisfaction degree with the WEP carried out.*
- *To renovate the equipment of schools, so it is similar to that used by companies.*
- *To delegate to head teachers the competences to sign agreements with companies, in certain cases.*
- *To try to make it possible that the same person is the tutor in subsequent years, so that the relationship with companies is maintained.*
- *To minimise bureaucracy, especially on the part of companies.*





QUESTIONNAIRES FOR COMPANIES

SUGGESTIONS MADE:

- *To design a specific training for instructors.*
- *To make all existing bureaucracy lighter.*
- *To be able to interview proposed students before their WEP and have access to their curricula.*
- *To take a more active part in the process of student selection for the WEP posts.*
- *To give students questionnaires for feedback of the company after the work placement.*
- *To provide the instructor with more information for a correct evaluation of students.*
- *To suggest schools to provide students a more practical training.*
- *To give students more training in the field of labour risk prevention.*
- *To aim for a greater offer of Dual Vocational Training.*
- *To suggest foreign students that they should have a better handling of Spanish before doing their WEP in our country.*

2. DETAILS ON THE RESULTS OF THE QUESTIONNAIRES FOR ITALY.

QUESTIONNAIRES FOR STUDENTS

SUGGESTIONS MADE:

- *Schools should inform the students more about the possibilities of developing placements in companies in a foreign country;*
- *A better selection of enterprises in terms of quality of the company;*
- *Not subject students to repetitive activities but involve them throughout the production process and service delivery;*
- *The process needs to be more organised in the reception of the students in the company and involvement in the business processes;*
- *To have more relevant tasks to the professional figure;*
- *Greater presence and attention of the company tutor towards the student;*
- *To listen more to the students' considerations;*
- *To treat students more like "workers" rather than "interns".*





QUESTIONNAIRES FOR SCHOOLS

SUGGESTIONS MADE:

- *To standardise procedures for the activation and management of WEPs;*
- *To identify strategies to motivate and involve companies more actively in the planning of WEPs;*
- *There should be more dialogue between the companies and the training institutions;*
- *To predict the possibility of making reimbursements for companies that receive WEP students*

QUESTIONNAIRES FOR COMPANIES

SUGGESTIONS MADE:

- *Staff working as a company tutor need more specific training for traineeships (e.g. teaching methods, relationship with young people, communication, evaluation, etc.).*
- *Traineeships should last longer so that the students can get more involved in the company.*
- *To be able to have the students do the internship even on holidays or, anyway, on Saturday and Sunday or at night because the working rhythms are different on those occasions.*
- *Less bureaucracy in all the procedures that complete the WEPs: the ideal would be to have fewer documents to sign and more computerised systems.*
- *The school should work more on the student's work preparation.*
- *To have more possibilities, at the legislative level, to have the student more time in the company to be able to contribute to his/her professional and business growth.*





3. DETAILS ON THE RESULTS OF THE QUESTIONNAIRES FOR THE UK.

QUESTIONNAIRES FOR STUDENTS

SUGGESTIONS MADE:

- *According to the questionnaire, the majority agree that both theoretical and practical knowledge acquired in school has helped them develop successful practices in the company (over 50%).*
- *The choice of companies by tutors has been appropriate in the majority of cases although some students do not agree.*
- *The tasks are not always well explained by instructors in the company and this could be improved*
- *In general, students know what to expect during the practice. However there are still many cases where this is not clear.*
- *Generally, many of the students interviewed were not informed by the school about WEP opportunities abroad, probably because they did not have any. However most students agree that a WEP in a foreign country would be a positive experience.*
- *The main and most recurring suggestions for improvement are:*
 - *Longer work experience*
 - *Improve the matching process*
 - *More specific tasks to their studies*
 - *More preparation from the school in order to be better prepared*
 - *More practical activities in school*
 - *More tailored experiences to the students*
 - *Better coordination between school and company*
 - *Engage more students in the decision process*





QUESTIONNAIRES FOR SCHOOLS

SUGGESTIONS MADE:

- ▣ *According to the questionnaire, the process of finding the right placements for students is not easy.*
- ▣ *The schools have a series of protocols in order to place students for WEP*
- ▣ *It is generally acknowledged and accepted that Tutors would need specific training in order to be able to work in the WEP system.*
- ▣ *The tasks performed by students in placements are generally in line with their studies.*
- ▣ *Students are prepared to meet the health and safety standards required in the workplace.*
- ▣ *There are protocols to tackle possible conflicts or problems students may encounter.*
- ▣ *The majority think there is coordination between the school tutor and the company instructor.*
- ▣ *There are a series of improvements that are suggested, which are:*
 - *Ensuring employers have a full understanding of the WEP requirements.*
 - *Better communications to manage expectations of all parties.*
 - *Tutors, students and employers to have a better understanding of the process.*
 - *Development of protocols to develop the quality of the experience for the learner and employer are constantly under review and being developed/'tweaked'.*





QUESTIONNAIRES FOR COMPANIES

SUGGESTIONS MADE:

- *Improved matching process*
- *Better preparation of students*
- *Make clear what is expected from students*
- *Make sure students' expectations are realistic and in line with their capabilities.*
- *Longer work placements*
- *Better standardised processes*
- *Selection of students done in accordance with the job advertised.*
- *Schools to work more on defining the learning objectives of students*
- *Better preparation from schools*
- *Many companies say they have had international students doing their WEP there. The experience is generally good, however, a good level of English is essential in order to have a meaningful experience. Motivation and enthusiasm of participants are also essential for a successful WEP.*
- *Whenever possible, to have a dedicated team in the company dealing only with trainees and work experience students*
- *Preparation of participants*
- *Best practice protocols in place*
- *Good coordination between the school and the company*



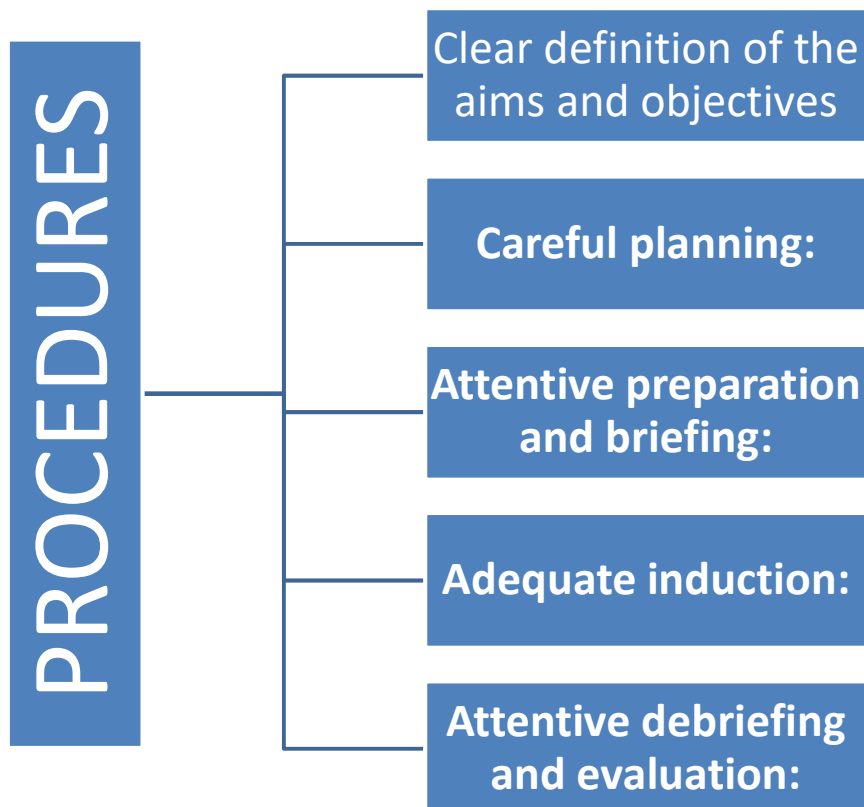


13

WEP MANAGEMENT CONSIDERATIONS

Items that should establish the conditions under which the Work Experience Placement (WEP) Module of all vocational training studies must be done in Italy, Spain and the UK are shown below.

Please note that UK's countries, so as Spain and Italy's regions have different regulations and therefore these are general items.





ITEMS

PROCEDURES

Clear definition of the aims and objectives:

- Clear aims and objectives are relevant to individual students' programmes of study.
- Staff need to know what are the mechanisms for arranging, monitoring and recording work experience placements;
- Employers should understand their responsibility for evaluating each student's performance and providing an adequate reference at the end of the placement.
- Companies should design and elaborate an overall policy regarding WEPs and what they can offer.

Careful planning:

- Staff, students and employers should agree up-front the roles and responsibilities between them.
- The staff should use different resources to find the best and most suitable placements for their students. The WEP has to be related to the field of the vocational training programme, preferably in the area where the educational centre is located. Nevertheless, students can choose a company in another region and even in another country.
- An appropriate level of support should be established as well as specific contact times to contact students while on placement. Apart from the visits from the school tutor to the company, every fortnight tutors should hold a session with their pupils to do follow-up, counselling and support activities.
- The staff have to clearly plan out and schedule their work experience placements. There should be a "tailor-made" WEP program for each work placement, including, among others:
 - a) Areas or departments in the work placement, including a schedule.
 - b) Development of activities in every area or department, with the following specifications:
 - Expected learning results.
 - Training activities or tasks, linked to every expected learning result and associated with every concrete work situation. They will allow pupils to show their professional competencies and will allow the tutor in the Company/organisation to obtain enough evidence about that.
 - Assessment criteria for every activity. They are established by the curriculum of every vocational training programme.
- When a specific WEP is designed, the company's tutor should organise a meeting with the teachers in order to clarify mutual aims and objectives (*in Spain, VET regional legislation sets a number of compulsory visits from the school tutor to the company, depending on the region. In Italy, there should be 3 visits: at the beginning, in the middle and at the end of the WEP*).

Attentive preparation and briefing:

- Students should be trained regarding their responsibility, according to the WEP program.
- Employers should be aware of the capability of the student in order to manage expectations.
- Students should be offered the support with application forms and CVs, interviews, travel arrangements, managing their expectations, etc.



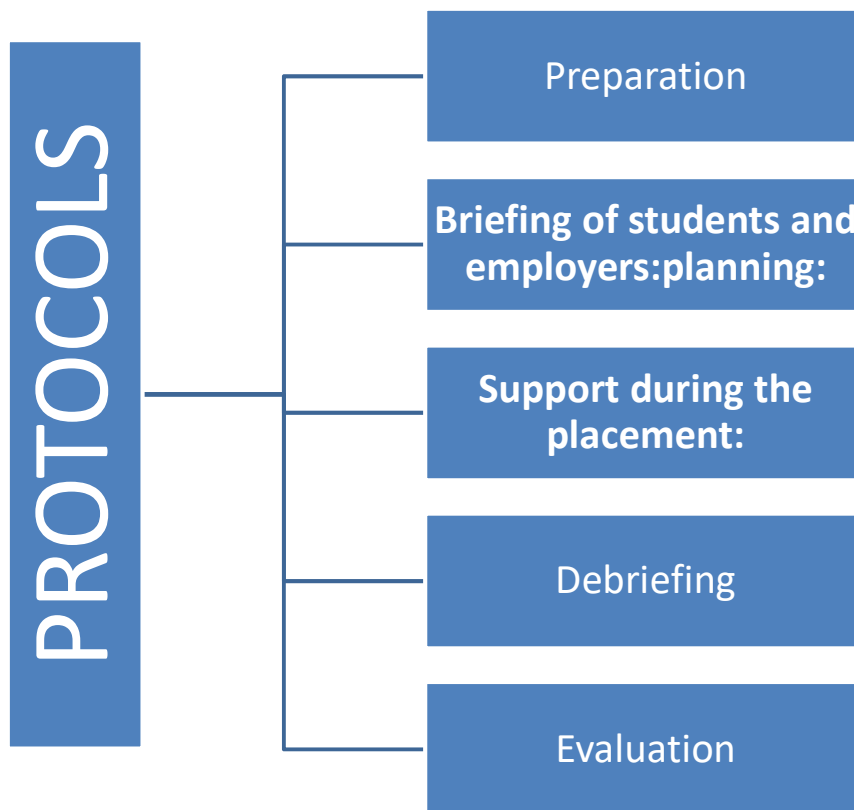


Adequate induction:

- Students should be provided with additional information regarding the company and its work and with details about who in the organisation will be responsible for them.

Attentive debriefing and evaluation:

- The work experience should be sufficiently documented so that it can be scrutinised through the common inspection framework.





ITEMS

PROTOCOLS

Preparation:

- Clarify mutual aims and objectives.
- After identifying the students' needs, teachers should work together with their pupils to set out the objectives of the WEPs (WEP program).
- Aims and objectives should be supported by adequate performance targets.
- Supervisors need to be clear with students about what is expected from them and how to reach the required targets.

Briefing of students and employers:

- During this phase students and teachers should be offered the possibility to visit the organisation, see the activities the student will have to follow and discuss the set targets and objectives.
- Students should also be given the opportunity to meet their direct supervisor and learn about possible risks in the workplace, especially in the case of high-risk environments.

Support during the placement:

- Include acknowledging the values schools put on work experience, checking on students' safety during the placement, addressing any problem that the student or the employer may have, strengthening the links between the school and the employer and opening the door for possible future collaboration.
- Teachers should also verify that the appropriate protection and health and safety procedures are in place and that there is a record of all the monitoring visits that have taken place until that point. Students are familiar with the risk assessment of their placements and that they have all been provided with adequate protective equipment.
- Teachers should have the possibility to talk to students on a one-to-one basis and ask them about the tasks they are undertaking and the level of supervision they have received. In case the supervision is understood to be insufficient, the school, the placement organiser and the employer should all be notified. If there are any additional concerns about the placement of a student, this should be reported to the Work Experience Co-ordinator as soon as possible and more frequent visits should be arranged.
- Students should have a sort of diary where they write the tasks carried out and comments about them on a daily basis. These are called "*Hoja semanal*" in Spain (weekly sheet) or "*Diario di bordo*" in Italy. The tutor in the working centre will review them weekly. In Spain, they will be reviewed by the tutor in the educational centre every fortnight, in the tutoring session.

Debriefing:

- An assessment should be conducted in order to understand how the students did and what could be improved from the schools' side.



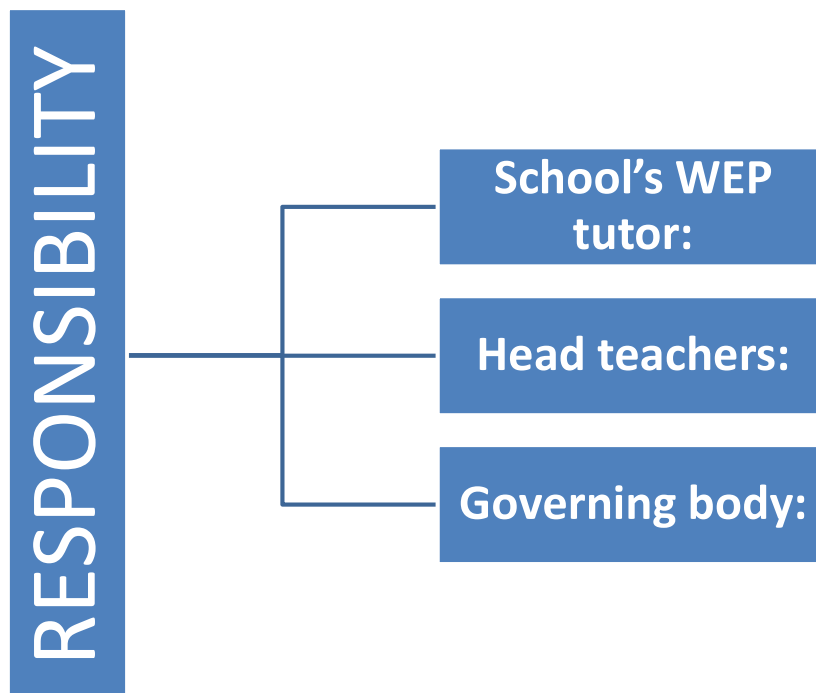


Evaluation:

- A proper evaluation should be carried out in order to understand if it is necessary to improve future WEPs.
- Companies should take into account factors such as the extent to which aims and objectives were achieved.
- The evaluation should also take into account aspects such as how well the administration and preparation have worked.
- The tutor should take into account the weekly sheet (as in Spain and Italy) and other tools that he/she will consider, for example, reports obtained from the meetings with tutors in the work placement.

The tutor in the educational centre will grade the student with Pass/Fail (Spain) or with a mark (Italy). In Spain, if a student gets a "Fail" mark, he/she will have to carry out the WEP module again. The Monitoring part in the report will include a calendar for visits, so that the tutor of the WEP module will have meetings with the tutors in the working centres, will observe directly the activities developed by the student and will register the monitoring.

- The student evaluation must assess the achievement of the learning results of the WEP module. Assessment will be continuous and based on evidence.





ITEMS

RESPONSIBILITY

School's WEP tutor:

- To manage the search of companies or institutions and suggest the signing of new agreements to the educational centre's management.
- To elaborate the WEP programme and evaluate the students and the WEP, with the help of the tutor in the company/institution.
- In general, to guide and advice the students about their academic and professional opportunities.
- In particular, to guide and inform the students about:
 - Individual training programmes.
 - Organisation, structure and characteristics of the economic sector, field of activity and technological resources of the work placement.
 - Health and safety legislation.
 - Relationship with the tutor in the company/institution.
 - Working situations, overview of the preparation and development of activities, of the participation in the work team, etc.
- To have regular meetings with the tutor in the company/institution, for monitoring and assessing the training program.
- To support to the students, in order to deal with their learning problems and appraise the development of the training program.
- To draw facts and conclusions for improving the activities, especially those which suggest the need for changes in the Programming of the WEP module or in the agreement with a company/institution.
- Ensure that students undertaking WEPs are not exposed to risks and that their health and safety are covered by the implementation of strong management systems.
- Ensure that all the school staffs involved in the WEP are aware of their responsibilities towards the students and the companies.
- Ensure that, in the case the WEP is found through a 'placement organiser', the necessary conditions of the contract are met.

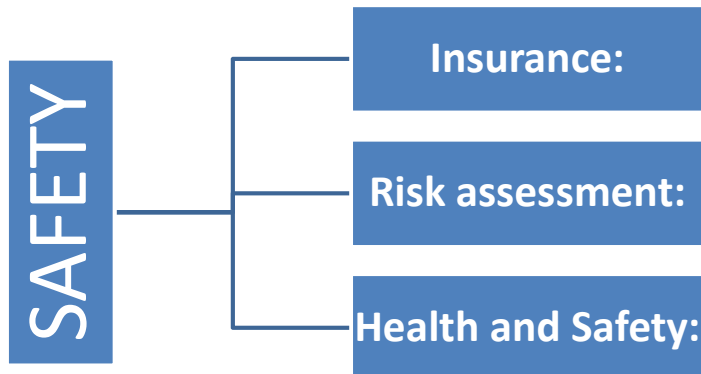
Head teachers:

- Make sure that WEPs are adequately managed and properly implemented.
- Ensure Work Experience tutors are nominated for every group of students and that the suitability of the WEP has been assessed by a competent person.
- Ensure that communication between parties is clear and fluent, that arrangements are in place for the consent forms and risk assessments to be signed before the beginning of the placement by parents/carers.

Governing body:

- Make sure that the Work Experience Policy is correct, that the school's arrangements meet all requirements' and that, in case a WEP is provided through 'Placement Organiser', all the necessary policy-related aspects are covered together with the monitoring arrangements.
- Depending on the country/region, the above-mentioned task is developed by the Education Inspectorate.





SAFETY	Insurance:
	<ul style="list-style-type: none"> • Since it should cover all workers of a given company, there is no need to contract other types of insurance when starting a WEP.
	Risk assessment:
	<ul style="list-style-type: none"> • Companies will have to conduct a written risk assessment of the workplace and duties students will be involved in – unless it is said differently. • When conducting a risk assessment, companies should take into account the following aspects: low-risk environments, medium-risk environments, high-risk environments, higher-risk environments.
	Health and Safety:
	<ul style="list-style-type: none"> • Students should be aware of the dangers inherent a workplace and the control measures that are in place to reduce or eliminate the risk of injury before starting their WEP. • Employers, supervisors and other employees should know how to behave in case of emergency and their legal responsibilities towards the students. • The school or college staff should introduce the students to general health and safety issues at the workplace before the WEP. The tutor has to train students about specific health and safety issues for the workplace. • In case of an accident or if there should be any problem with the health and safety of a student, the school should be notified immediately and decide if it may be the case to interrupt the WEP or not.





ANNEXES





14.1 WEP COMPARISON DOCUMENT BETWEEN SPAIN, UK AND ITALY.

The above mentioned regulation is the norm which establishes the conditions under which the Work Experience Placement Module (WEP) of all vocational training studies in the Valencian Region must be done. Note that in Spain, different regions or Autonomous Communities have different regulations, although in this particular aspect they are very similar. It's already included Andalusia, Murcia and Madrid.

Regarding the WEP in United Kingdom and Italy, it's marked whether the aspects included in it are similar (√) or not (X) to their own regulations and practices.

AIMS OF WEP	UK	IT
Complete acquisition of professional competences of the professional training cycle	√	√
Acquire knowledge and experience of the professional world	√	√
Get students to get involved in and familiar with a real working environment	√	√
WORKPLACE		
Every place, belonging to natural or legal person, company, public administration, or education centre offering, at least, one post for students doing their WEP	√	√
INSTRUCTOR		
Person in a company assigned to tutorage and teach students during their WEP	√	√
COOPERATION AGREEMENTS		
Cooperation agreements are signed between the education centre and the company. They have an indefinite term, unless otherwise stated	√	√
MAIN CHARACTERISTICS OF THE WEP		
Students must have passed all their VT modules before doing their WEP	√	X
Compulsory in order to obtain any vocational training title	√	X
Every pupil has a school tutor and a mentor in the hosting organization	√	√
Students are covered by an insurance of civil responsibility and injuries	√	√
DURATION OF THE WEP MODULE		
Basic Vocational Training: Duration of the WEP must be, at least, 12% the Total duration of the VT cycle (240 hours) Minimum 100 hours / Maximum 150 hours (Andalusia)	360h mini mum	X
Intermediate and Higher Vocational Training: Depending on the title, between 350 and 700 hours (all will have 400 hours once they are adapted to new law)	√	X
PERIODS TO COMPLETE THE WEP MODULE		
WEPs must be carried out during the school term and should avoid school holidays. Usually in the third term of the second year (Murcia).	√	X
Specific timetables and schedules must be agreed between tutors and mentors. The headmaster of the educational centre must make a request to the educational authorities for implementing the WEP module on an extraordinary period (Murcia)	√	√
The length of the training day must be similar to an ordinary working hours (between 7:00 am and 10:00 pm, as a general rule)	√	X





Follow-up meetings between school tutors and workplace mentors are compulsory (every two weeks, at least). At least 3 times during the development of the WEP module (Murcia).	Not compulsory	√
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CRITERIA TO CHOOSE A COMPANY FOR STUDENTS' PLACEMENTS	UK	IT
Willingness to fulfil the formative programme	√	√
Preferably located in the Valencian Community and no further than 30 km from school Preferably located in Andalusia and near the school/institution (Andalusia). Preferably in the area where the educational centre is located. Students can also complete the WEP module in a EU country, but their tutor of the WEP module will be a teacher from their Spanish educational centre (Murcia). Preferably located in Madrid.	√	X
Likely to favour the entrance of students into the labour market	√	√
Included in the list of the certified work placements catalogue	√	√
Socially responsible in the terms stated by law	√	√
Companies where the student does not share any kinship with the owner or his/her tutor (Murcia).	√	X
ALLOCATION OF STUDENTS IN WEP		
According to the criteria established by VT educational team	√	√
According to the characteristics of the company and of the student	√	√
RELATIONSHIP BETWEEN THE STUDENT AND THE WORKPLACE		
WEPs are academic in nature and therefore pupils are not considered employees	√	X
FOLLOW UP		
There will be a tutor teacher for every group of students doing their WEP		√
The tutor and the instructor will establish the necessary relationship to ensure and optimal follow-up of students	√	√
The tutor will visit the company, at least, twice a month (Valencia and Madrid) Minimum: 3 visits (Andalusia and Murcia).	√	X
Every fortnight the tutor will hold a session with his pupils to do follow-up, counseling and support activities	√	√
ROLE OF THE EDUCATION INSPECTORS		
Advise and supervise about the VT modules and the WEP module and adopt all possible measures to improve them	√	X
Authorize any changes in the usual WEP timetables and schedules.	√	X
ROLE OF THE HEADMASTERS OF PUBLIC SCHOOLS		
Promote relationships with workplaces and facilitate the labour market insertion of students	√	√
Sign the cooperation agreements with workplaces	√	√
Make a decision on possible petitions for the exemption of the WEP module (1)	√	√
Supervise the follow-up programme of tutors to the workplaces	√	√
Designate, under the proposal made by the head teacher, the tutors of the WEP module (Murcia)	X	√





Inform students, parents and teachers about the objectives of the educational centre in relation to the collaboration with companies, organisations, vocational training programmes, number of students, marks, assessment, monitoring and labour placement (Murcia)	√	X
Report to the government authorities about the employability of the students six months later of the ending of the WEP (Madrid)	X	√
ROLE OF THE HEADMASTERS OF PRIVATE SCHOOLS		
Promote relationships with workplaces and facilitate the labour market insertion of students	√	√
Sign the cooperation agreements with workplaces	√	√
Supervise the follow-up programme of tutors to the workplaces	√	√
ROLE OF THE WEP TUTOR		
Chair the evaluation meetings of the WEP module	√	√
Assign the students to the workplaces, according to the criteria established by the educational team	√	√
Elaborate the formative programme of the WEP module, in cooperation with the instructor	√	√
Fill in all the forms for the students of the group	√	√
Do the follow-up of WEP, together with the instructor	√	√
Provide tutoring and advice sessions with the students, either face to face or online	√	√
Assess the students in the WEP module, taking into account the instructor's opinion	√	√
Keep in touch with the existing workplaces and look for new ones to make agreements with	√	√
Write a final report of the WEP module	√	√
ROLE OF THE INSTRUCTOR IN THE WORKPLACE		
Supervise the students while they are at the workplace	√	√
Keep in contact with the tutor	√	√
Write a final report about the students under his supervision (in Murcia, the final report is written by the WEP tutor with the help of the instructor).	√	√
(1) EXEMPTION OF THE WEP MODULE		
Students must prove a year's minimum working experience in the field of their Vocational Training Cycle.	X	√
This experience must accredit that students accomplish the competences of their VTC.	√	√
CURRICULAR ADAPTATIONS		
Students with disabilities may ask for an adaptation of the formative programme for their WEP	√	√





14.2 COMPARISON OF THE DOCUMENTS USED TO FULFIL THE PROTOCOLS RELATED TO WEPS IN SPAIN AND ITALY

Name of the document in Spain (Valencian Region) Equivalent document in Italy (Veneto)	Characteristics of the Spanish document	Characteristics of the Italian document
Anexo I. Concierto centro educativo-empresa. Annex I. Agreement school-company. Convenzione per esercitazioni pratiche in azienda Agreement to do the practice in a company	Data of the school and the person in charge Data of the company and its representative Characteristics of the agreement, calendar and timetable. Clauses in the agreement Comments: the section containing the clauses is more accurate in this case.	Data of the school and the person in charge Data of the company and its representative Characteristics of the agreement, calendar and timetable. Clauses in the agreement
Anexo II. Asociación alumno-centro de trabajo Annex II. Association student-company Dichiarazione sostitutiva Sworn statement	Data of the company Data of the work centre Data of the students Comments: it is a bureaucratic document to be sent to the administration. Warnings stated in the Italian documents are reflected in a similar way in the Spanish Annex I.	Student's consent Parent's consent Company's consent Comments: the Italian document includes a series of warnings for the student, such as that the practice is part of the VT cycle, his duty to accept the timetable, the non retributive character of the practice, or the cancellation of the practice in case of misbehaviour.
Anexo III. Programa formativo del módulo profesional de FCT Annex III. Formative programme fo the WEP professional module	Data of the school Data of the work centre Data of the student Formative programme (terminal capacities or	Period to carry out WEP Student's level of satisfaction Student's self evaluation





<p>Scheda informativa sullo stage Information document about the placement</p>	<p>learning results and formative-working activities)</p>	<p>Comments: The documents are not comparable. In the Spanish case, it is a very comprehensive document, which contains much information about the VET studies and WEP. In the Italian case, it is merely evaluative and subjective.</p>
<p>Anexo IV. Adaptaciones curriculares Annex IV. Curricular adaptations</p>	<p>Data of the school Data of the work centre Data of the student Curricular adaptations Resources necessary to carry out the formative-working activities</p> <p>Comments: This document is intended to write down the necessary adaptations for SEN students.</p>	<p>Comments: There is no such document in Italy (we are unaware of its existence).</p>
<p>Anexo V. Hoja semanal de seguimiento Annex V. Weekly follow-up form Scheda accettazione stage Dichiarazione sostitutiva DPR n. 445 Placement acceptance document Sworn statement DPR n. 445</p>	<p>Data of the student Description of weekly routines Guidelines for its development Timing Signature of student, instructor and tutor</p>	<p>Comments: There is no such document in Italy, although those mentioned in this section show the foreseen timing, the first one, and the number of hours effectively developed when finishing the WEP, the second one.</p>
<p>Anexo VI. Informe valorativo del instructor Annex VI. Instructors feedback report Risultati e comportamento durante lo stage</p>	<p>Data of the school Data of the work centre Report: Posts undertaken, formative-working</p>	<p>Data of student Activity developed Result obtained in the work done</p>





<p>Results and behaviour during the placement</p>	<p>activities completed, terminal capacities or learning standards achieved. Global evaluation (apt/not apt) Guidance</p>	<p>(Good, satisfactory, sufficient, not sufficient) Collaboration required from the student Interest shown by the student Problems arose during the WEP Attitude of student towards his duties Suggestions about the VET cycle</p> <p>Comments: the Italian document is much more informal from an administrative point of view, although it may provide more personal information about the student and can help to make improvement suggestions.</p>
<p>Anexo VII. Aceptación de inclusión en el catálogo de centros de trabajo colaboradores Annex VII. Acceptance of inclusion in the catalogue of collaborating working centres</p>	<p>Data of the company Data of the working centre Formative placements offered Number of workers Profile of the formative placements offered Legal clauses</p>	<p>Comments: We are unaware of the existence of an equivalent document in Italy.</p>
<p>Anexo VIII. Certificado de centros de trabajo colaboradores. Annex VIII. Certificate of collaborating working centres</p>	<p>Data of Headmaster and school Name of the working centre Number of students Amount of working hours</p>	<p>Comments: We are unaware of the existence of an equivalent document in Italy.</p>
<p>Anexo IX. Memoria de la FCT del tutor Annex IX. Tutor's WEP report</p>	<p>Data of the school Data of the VET cycle studied</p>	





	Data of the tutor Number of students Day and time of fortnightly follow-up Total amount of practices hours Statistics for the group of students	Comments: We are unaware of the existence of an equivalent document in Italy.
Anexo X. Memoria de la FCT del Departamento de Prácticas Formativas Annex X. Formative Practice Department WEP report	Data of the school Data of the Head of the Practice Department Students' statistics Data of the groups doing their practice Extraordinary authorizations	Comments: We are unaware of the existence of an equivalent document in Italy.
Other documents		
Indagine relativa al periodo di stage Survey of the placement period.	Comments: In Spain (Valencian Region) there is not a standardized form that gathers every student's experience during his WEP period.	Student's personal and academic data Name of the company Questionnaire for the student evaluating his degree of satisfaction and extent of profit from the WEP
Parte de siniestro por accidente Declaration of accident report form Documentazione applicazione D.Lgl.n.81/08 Documents applicable to legislation 81/08	The usual for an accident at work	Declaration by the company of their fulfilment of the legislation on the prevention of accidents, and work health and safety standards.





**14.3.- ANALYSIS OF THE
SITUATION OF THE
LABOUR MARKET
IN
ITALY, SPAIN AND THE UK.**





ANALYSIS OF THE SITUATION OF THE LABOUR MARKET IN SPAIN



Below is the data related to Spain in 2017. It was published by the Public State Employment Service of the Ministry of Employment and Social Security in the "Annual Synthesis of the Labour Market".

ACTIVOS									
Evolución interanual y estructura de la población económicamente activa (en miles)									
CONCEPTOS	MEDIA 2016			MEDIA 2017			VARIACION %		
	Hombres	Mujeres	Total	Hombres	Mujeres	Total	Hombres	Mujeres	Total
GRUPOS DE EDAD	12.213,8	10.608,9	22.822,7	12.172,2	10.569,5	22.741,7	-0,3	-0,4	-0,4
Menor 25	795,2	681,2	1.476,4	807,6	691,7	1.499,3	1,6	1,5	1,6
Mayor 25	11.418,6	9.927,7	21.346,3	11.364,6	9.877,8	21.242,4	-0,5	-0,5	-0,5
ACTIVIDAD ECONÓMICA	12.213,8	10.608,9	22.822,7	12.172,2	10.569,5	22.741,7	-0,3	-0,4	-0,4
Agricultura	759,9	256,9	1.016,8	762,8	271,2	1.034,0	0,4	5,6	1,7
Industria	2.026,7	673,1	2.699,8	2.102,8	715,8	2.818,6	3,8	6,3	4,4
Construcción	1.165,5	91,0	1.256,5	1.173,2	105,4	1.278,6	0,7	15,8	1,8
Servicios	7.089,3	8.210,6	15.299,9	7.173,9	8.319,8	15.493,7	1,2	1,3	1,3
Dejado empleo hace mas de 1 año	977,5	1.120,9	2.098,4	763,3	942,8	1.706,1	-21,9	-15,9	-18,7
Parados que buscan primer empleo	194,9	256,4	451,3	196,1	214,6	410,7	0,6	-16,3	-9,0
OCUPADOS									
Evolución interanual y estructura de la población económicamente ocupada (en miles)									
CONCEPTOS	MEDIA 2016			MEDIA 2017			VARIACION %		
	Hombres	Mujeres	Total	Hombres	Mujeres	Total	Hombres	Mujeres	Total
GRUPOS DE EDAD	10.000,8	8.340,8	18.341,6	10.266,3	8.558,5	18.824,8	2,7	2,6	2,6
Menor 25	446,0	375,3	820,3	488,2	432,9	921,1	9,7	15,3	12,3
Mayor 25	9.555,8	7.965,5	17.521,3	9.778,3	8.125,7	17.904,0	2,3	2,0	2,2
ACTIVIDAD ECONÓMICA	10.000,8	8.340,8	18.341,6	10.266,3	8.558,5	18.824,8	2,7	2,6	2,6
Agricultura	595,9	178,7	774,6	624,7	194,8	819,5	4,8	9,0	5,8
Industria	1.902,1	620,1	2.522,2	1.986,8	660,6	2.647,4	4,5	6,5	5,0
Construcción	989,2	84,7	1.073,9	1.029,2	99,1	1.128,3	4,0	17,0	5,1
Servicios	6.513,6	7.467,3	13.979,9	6.625,6	7.604,0	14.229,6	1,7	2,0	1,9
PARO ESTIMADO									
Evolución interanual y estructura del paro estimado (en miles)									
CONCEPTOS	MEDIA 2016			MEDIA 2017			VARIACION %		
	Hombres	Mujeres	Total	Hombres	Mujeres	Total	Hombres	Mujeres	Total
GRUPOS DE EDAD	2.213,0	2.268,1	4.481,1	1.805,7	2.010,9	3.916,6	-13,9	-11,3	-12,6
Menor 25	350,2	305,9	656,1	319,4	258,9	578,2	-8,8	-15,4	-11,9
Mayor 25	1.862,8	1.962,2	3.825,0	1.586,3	1.752,1	3.338,4	-14,8	-10,7	-12,7
ACTIVIDAD ECONÓMICA	2.213,0	2.268,1	4.481,1	1.805,8	2.011,1	3.916,9	-13,9	-11,3	-12,6
Agricultura	164,0	78,2	242,2	138,1	76,4	214,5	-15,8	-2,3	-11,4
Industria	124,6	53,0	177,6	116,0	55,2	171,2	-6,9	4,2	-3,6
Construcción	176,3	6,3	182,6	144,0	6,3	150,3	-18,3	0,0	-17,7
Servicios	575,7	753,3	1.329,0	548,3	715,8	1.264,1	-4,8	-5,0	-4,9
Dejado empleo hace mas de 1 año	977,5	1.120,9	2.098,4	763,3	942,8	1.706,1	-21,9	-15,9	-18,7
Parados que buscan primer empleo	194,9	256,4	451,3	196,1	214,6	410,7	0,6	-16,3	-9,0

This table will be updated with the data published by the Spanish National Institute of Statistics relating to the situation at the end of March 2018:





http://www.ine.es/dyngs/INEbase/es/operacion.htm?c=Estadistica_C&cid=1254736176918&menu=ultiDatos&idp=1254735976595#

By looking at the latest data from the Economically Active Population Survey (EAPS) obtained by the INE, it's possible to have a first estimate of the employment situation in Spain:

Encuesta de Población Activa - Trimestre 1/2018	Valor en miles
Ocupados	18.874, 2
Parados	3.796,1
Total población activa	22.670, 3
Tasa de paro	16,74

The concept of active population is similar in all countries; it is made up of all the inhabitants of working age (in Spain, from the age of 16) who either work in paid employment (employed population) or are seeking employment (unemployed population).

The labour force is therefore divided into two groups, the employed and the unemployed. The fraction of the active population that seeks employment but is unable to find it determines the unemployment rate.

The **Labour Force Survey** (LFS) in Spain has been carried out since 1964, the current methodology being that of 2005. This is a continuous investigation, carried out on a quarterly basis, aimed at families, the main purpose of which is to obtain data on the labour force and its various categories (employed, unemployed), as well as on the population outside the labour market (inactive, retired, etc.).

Important points

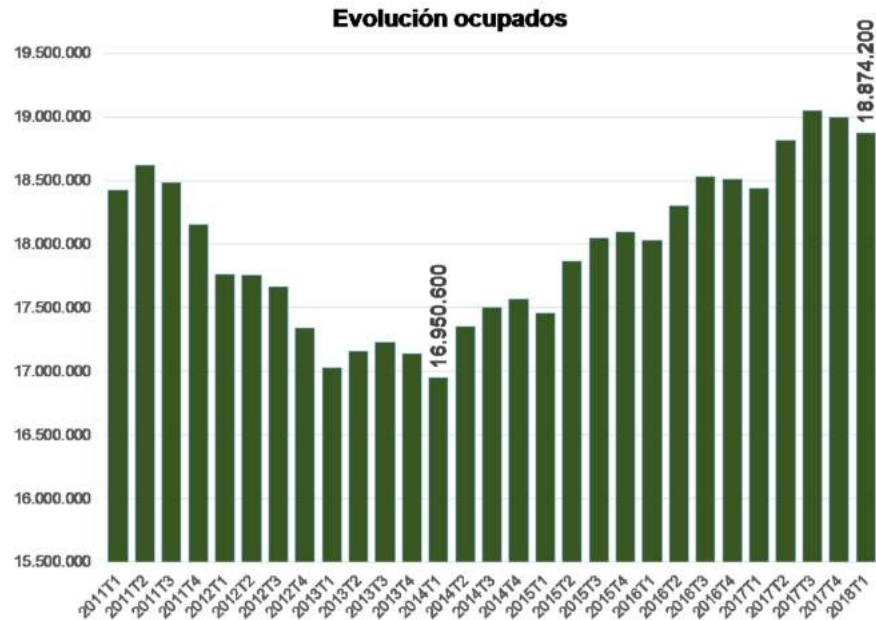
Based on the concept above, relevant data from the official sources consulted the following data is presented:

A - Job creation on a continuous basis over the last 4 years:

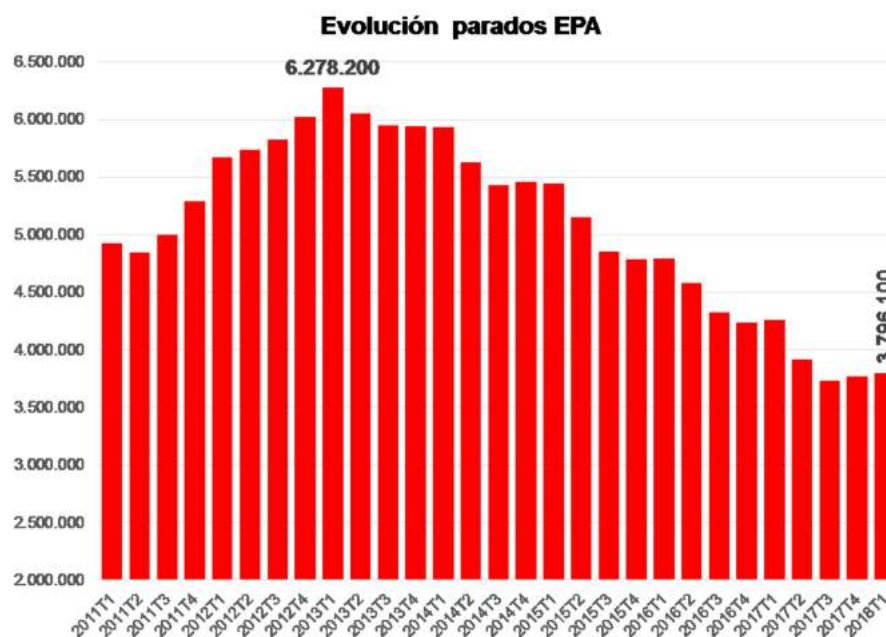




In the last 4 years, an average of 480,900 jobs have been created annually. Occupation is around 19 million jobs.



B - Decrease in unemployment. Logically, as employment increases, unemployment decreases. In the last year, unemployment has fallen by 458,900 people, at a rate of 10.8%. Unemployment has fallen by 2,482,100 since the high numbers in 2013.





The reduction in unemployment in Spain is the largest in the euro area. According to data published in May by Eurostat, Spain is the country that has created the most employment and therefore the one that has reduced unemployment the most, although this is still very high.

**España lidera la reducción interanual del desempleo en la Zona Euro.
Marzo 2018/Marzo 2017**



C - Permanent employment lost at the beginning of the economic crisis (2008-2013) has been recovered. **Almost 75% of the employees** have a permanent contract.





D - Unequal employment growth. If before the crisis construction was the main sector creating jobs, in the past year the industrial sector and the services sector have driven the increase in employment in Spain.



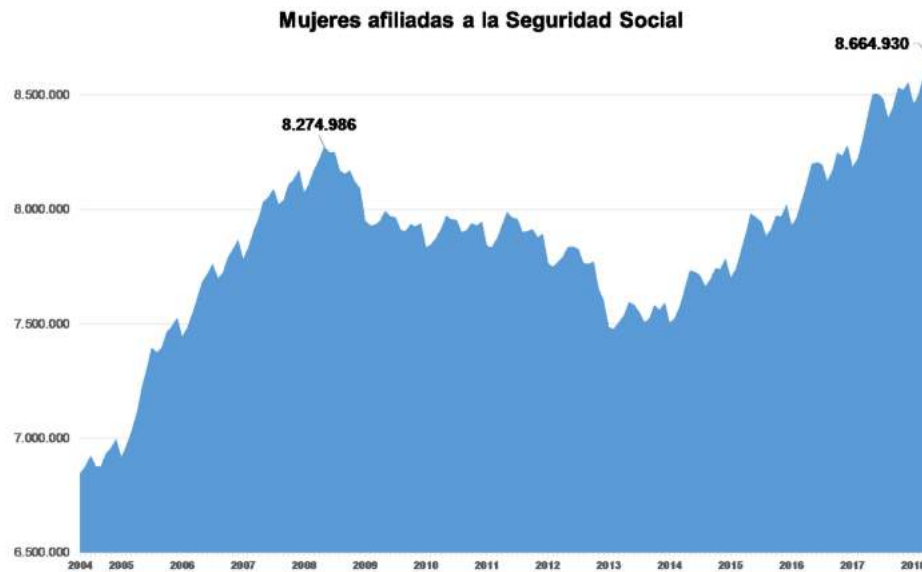
Employment in public services, as can be easily seen, has been reduced as a result of the policies of reduction of the public deficit imposed by the European Union.

E - Female employment. Traditionally, female employment has been lower than male employment. At the end of 2017, the percentage of unemployed women among the total was 52.7%.

As for gender, the number of unemployed men in April 2018 was 1,840,700. Among women, unemployment is 1,955,400. The female unemployment rate has risen compared to December 2017 by 19 cents to 18.54%, while the male rate has risen to 21 cents to 15.18%.

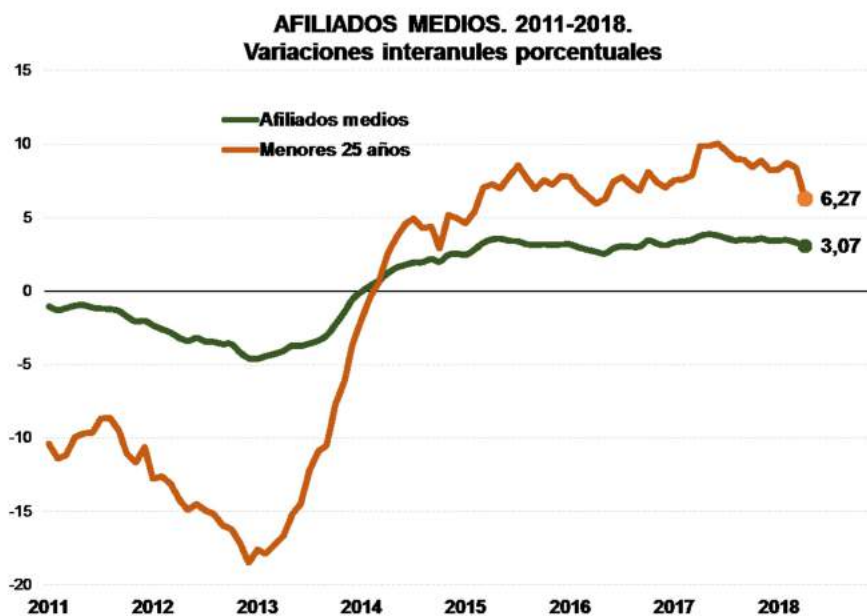
Despite this small increase in unemployment, the number of women employed is higher than in the past, as can be seen in the graph that shows the number of registered for Social Security.





F- Youth employment. The improvement of youth employment has been one of the causes of our Erasmus + Project.

Employment of young people has grown more than twice as much as the average since the end of 2017, according to data from the Ministry of Employment. The evolution since 2015 has been very favourable.



Despite these positive figures in Spain, in April 2018, nearly 1 million young people were still unemployed. Of these, nearly half have not passed beyond the first cycle of compulsory secondary education (ESO), which means that they do not have





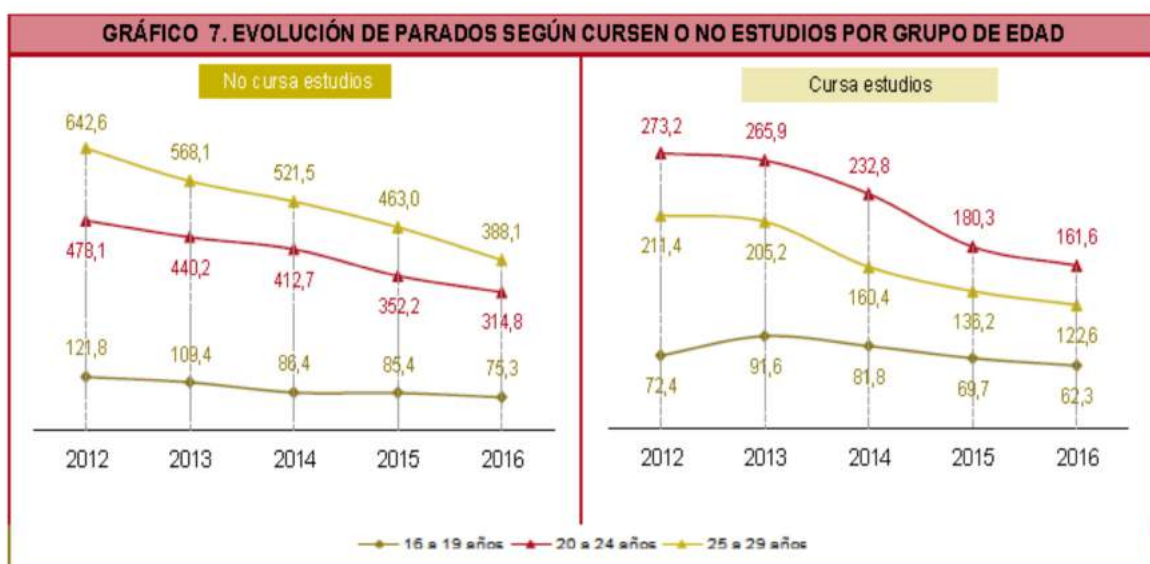
the minimum qualifications to integrate adequately into the world of work and find qualified employment.

According to data from the EAPS for April 2018, the percentage of unemployed young people under 25 years old was 36.3%, with men accounting for 38% and women for 34.4%. The number of young people unemployed is 515,200. Unemployment figures are lower than those of December 2017 but still very high and therefore worthy of efforts, measures and resources to reduce them.

The 2017 State Youth Labour Market Report, but based on data from 2016, published by the State Public Employment Service:

Nivel formativo	Tramos de edad			Total	% variac. 2016/15
	De 16 a 19 años	De 20 a 24 años	De 25 a 29 años		
Analfabetos	-	-	2,3	2,3	43,75
Estudios primarios incompletos	-	2,8	6,6	9,4	-44,38
Educación primaria	9,3	22,7	74,8	106,8	-13,10
Primera etapa de educación secundaria y similar	52,8	200,4	417,4	670,6	5,41
Segunda etapa de educación secundaria, con orientación general	23,1	136,1	158,4	317,6	1,28
Segunda etapa de educación secundaria con orientación profesional (incluye educación postsecundaria no superior)	10,6	123,7	196,2	330,5	4,23
Educación superior	1,1	233,9	756,8	991,8	2,75
Total	97,0	719,7	1.612,5	2.429,2	2,33

Fuente: Elaboración propia a partir de los datos del INE. Encuesta de Población Activa. IV Trimestre. Datos absolutos en miles.



Fuente: Elaboración propia a partir de los datos del INE. Encuesta de Población Activa. IV trimestre de cada año. Datos en miles.





As mentioned in the introduction to this Guide, the above data shows the importance of qualifying young people to find decent employment and also make it possible for them to move around and find a better place in the world of work. In this sense, Vocational Training is the most appropriate training way to respond to the necessities of these young people and also to the needs of society as a whole.





ANALYSIS OF THE SITUATION OF THE LABOUR MARKET IN ITALY



ITALIAN LABOUR MARKET

ISTAT: <http://www4.istat.it/en/economic-trends>

The year 2017 was characterised by a new growth in employment –both in absolute and percentual values – which also involved young people aged 15-34. Moreover, there was a sharp drop in unemployment combined with the decrease in the number of inactive people. On a short-term basis, the dynamics of the labour market emerged within an expansionary macroeconomic framework. In the fourth quarter of 2017 the Italian economy experienced a GDP growth of 0.3% from quarter to quarter and 1.6% on an annual basis. Overall, the economy in the Euro area countries grew by 0.6% compared to the previous quarter and by 2.7% in the same quarter in 2016. The growth in Italy, which was relevant for industry and construction, was associated with a further expansion of the labour input: the hours worked rose by 0.2% on a quarterly basis and by 1.6% on an annual basis in a context showing a slight growth in labour productivity in the short-term.

On the supply side, in the fourth quarter of 2017 employment grew slightly quarter by quarter (+12 thousand, 0.1%), due to the increase in temporary employees (+57 thousand, +2.0%), the downturn/fall in permanent workers (-25 thousand, -0.2%) and in self-employed (-20 thousand, -0.4%). The employment rate stood at 58.1%, 0.1 points increase compared with the previous quarter. The latest monthly data (January 2018), net of the seasonal effect, reported a slight increase in the number of employed persons compared to December 2017. The year on year dynamics showed a growth of 279 thousand employed persons (+1.2% in a year) attributable to employees (+2.2%) – temporary in nearly nine out of ten cases – while self-employed reported a new decline (-1.9%). For the thirteenth consecutive quarter, full-time employment increased, on the other hand, part-time employed decreased after an uninterrupted growth that had started in 2010. On the basis of the data flow, after twelve months, an increase in the change from part-time to full-time was measured, especially for people experiencing involuntary part-time. In the fourth quarter of 2017 the employment





growth rate for 15-34 year-olds was still increasing. The increase in employment, although concerning all genders and territorial areas, was stronger for women and in the South and Islands.

The unemployment rate declined both in comparison with the previous quarter and with the previous year, while the inactivity rate showed a decline compared to one year earlier and a slight increase compared to the previous quarter. Data for January 2018 reported a growth in the unemployment rate combined with the reduction of the inactivity rate, on a short-term basis.

The year on year comparison showed for the third consecutive quarter the decrease in unemployment (-247 thousand in a year), which involved both genders and was particularly significant for young people. The reduction, albeit less intense, for the inactive aged 15-64 (minus 118 thousand in a year) was exclusively due to those who are available for work (the potential labour force).

Considering the data flow the entry in employment increased, solely with relation to the temporary employees; the increase concerned young people, women and particularly the residents in the South and Islands and individuals with high level of education. Transitions from inactivity into unemployment, especially for potential labour force, grew as well.

In enterprise data, short-term signs of growth of labour demand were confirmed, with an increase in employee jobs by 0.5% on the previous quarter and by 3.0% year-on-year, derived from the growth both in industry and services. Also per capita hours worked increased both relative to the previous quarter (+0.5 %) and to the previous year (+0.8%), whereas the decrease in the use of the short-time working allowance hours continued. The vacancy rate, even though stable compared with the previous quarter, increased by 0.2 percentage points year-on-year. Wages remained stable over the previous quarter and showed a slight year-on-year growth (+0.1%). Social security contributions increased by 0.1% on a short-term basis and by 0.9% on a yearly basis. As a result, the cost of labour increased by 0.1% compared to the previous quarter and by 0.3% compared to the same quarter of the previous year.

THE UNEMPLOYMENT SITUATION IN 2017





References ISTAT

The unemployment rate for young people aged between 15 and 24 dates back to December, exceeding 40%. This is what ISTAT says, explaining that the share of the unemployed in total assets in that age group (employed and unemployed) in December is 40.1%, up 0.2 percentage points over the previous month, at the highest level from June 2015.

In December, the unemployment rate is 12%, stable in November - revised up from 11.9% to 12% - and up by 0.4 points on December 2015. For Istat it is the highest level to June 2015 (12.2%).

The unemployed reached 3,103,000 with an increase of 9,000 units in November and 144,000 units in December 2015. The inactive between the ages of 15 and 64 with -15,000 units on November and -478,000 units on December 2015 are still falling. The level of inactivity is stable at historical lows at 34.8%.

During the same period, the number of employees remained broadly unchanged over November (+1,000 units), while it increased by 242 thousand units in December 2015 (+ 1.1%). Employees overall recorded in the month based on seasonally adjusted data were 22,783,000. The employment rate is at 57.3%, unchanged compared to November and up by 0.7 points in December 2015. Employees increased with + 52 thousand units in November (especially temporary employees) while the independents decreased by 52 thousand unit.

On the other hand, employment in the 25-34 years age range is increasing compared to November with 46,000 more work units (+ 1.2%) while the unemployed is increasing in 43,000 units. In this segment, the employed diminished by 20 thousand units compared to the previous year. The employment rate is 60.5% with a growth of 0.8 points on November and 0.5 points in December 2015. The unemployment rate is at 17.8% with a fall of 0.9 points on November and an increase of 0.3 points in December 2015.

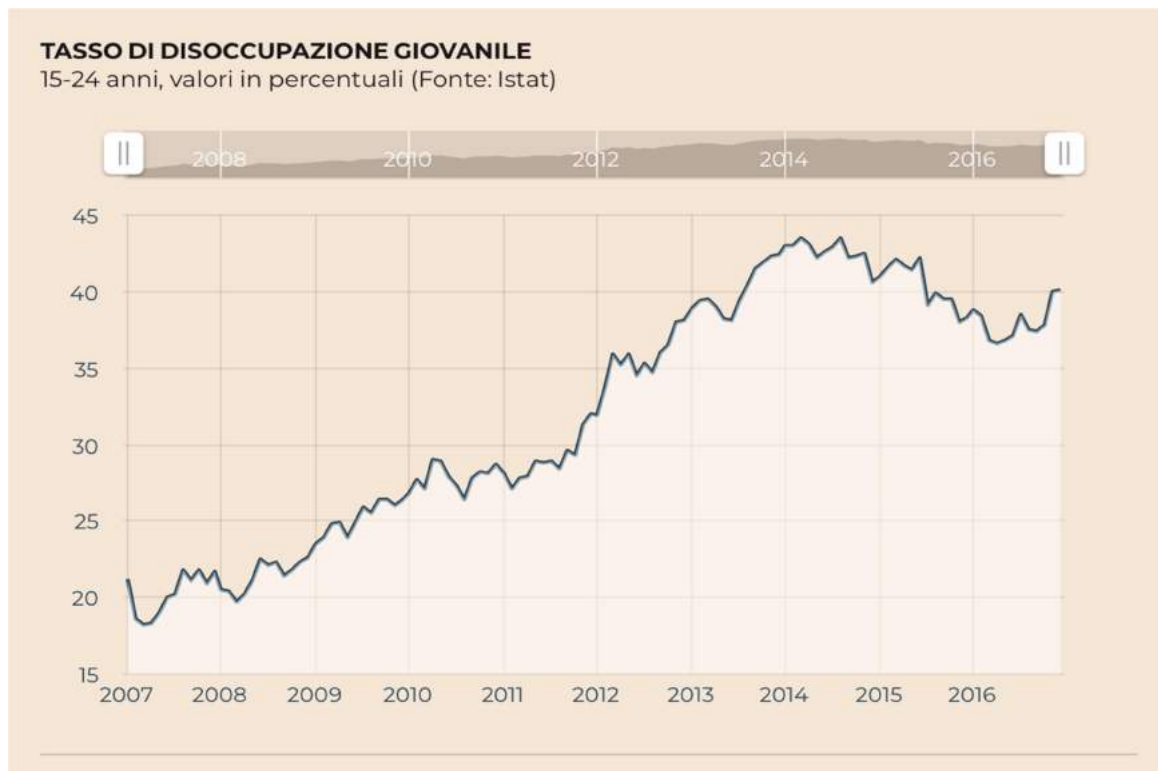




Net demographics employment among young people grows.

Excluding the demographic effects in December 2016, the employment performance of people aged 15-34 is positive (+27 thousand estimated employees) and the negative change observed among the employed (-19 thousand) is entirely determined by the decline in the population in this class of age. This is explained by ISTAT in an analysis of the demographic component attached to the note on Employment and unemployed in December 2016. Even among 35-49 year-olds - explains the Institute - the sharp decline in the population of this age group (-2.0 % in the last year) has a decisive influence on the decline in employment: the change observed is equal to -149 thousand compared to an employment performance net of the demographic effect, with a negative sign of +49 thousand. Among the 50-64 year-olds, population growth contributes to accentuating the increase in employment (from +217 thousand estimated employees net of demographic effects to +350 thousand observed).

Youth Unemployment from 2007 to 2016:





ANALYSIS OF THE SITUATION OF THE LABOUR MARKET IN THE UK



Sources: Office for National Statistics in the UK

The employment rate in the UK, in line with the definition “proportion of people aged from 16 to 64 who are in work” was 75,6% at the beginning of 2018, a higher rate than the previous period in the past year (74.8%) and the highest since comparable records began in 1971.

(estimation January to March 2018)

Estimates from the Labour Force Survey (LFS) by the Office for National Statistics show that, between October to December 2017 and January to March 2018, the number of people in work increased, the number of unemployed people decreased and the number of people aged 16 to 64 years not working and not seeking or available to work (economically inactive) also decreased.

Important points

There were 32.34 million people in work, 197,000 more than for October to December 2017 and 396,000 more than for a year earlier.

- There were 1.42 million unemployed people (people not in work but seeking and available to work), 46,000 fewer than for October to December 2017 and 116,000 fewer than for a year earlier.
- The unemployment rate was 4.2%, down from 4.6% for a year earlier and the joint lowest since 1975.
- There were 8.66 million people aged from 16 to 64 years who were economically inactive (not working and not seeking or available to work), 115,000 fewer than for October to December 2017 and 171,000 fewer than for a year earlier.
- The inactivity rate (the proportion of people aged from 16 to 64 years who were economically inactive) was 21.0%, lower than for a year earlier (21.5%) and the lowest since comparable records began in 1971.
- Latest estimates show that average weekly earnings for employees in Great Britain in nominal terms (that is, not adjusted for price inflation) increased by 2.9% excluding bonuses, and by 2.6% including bonuses, compared with a year earlier.





- Latest estimates show that average weekly earnings for employees in Great Britain in real terms (that is, adjusted for price inflation) increased by 0.4% excluding bonuses, but were unchanged including bonuses, compared with a year earlier.

Summary of labour market statistics for January to March 2018 :

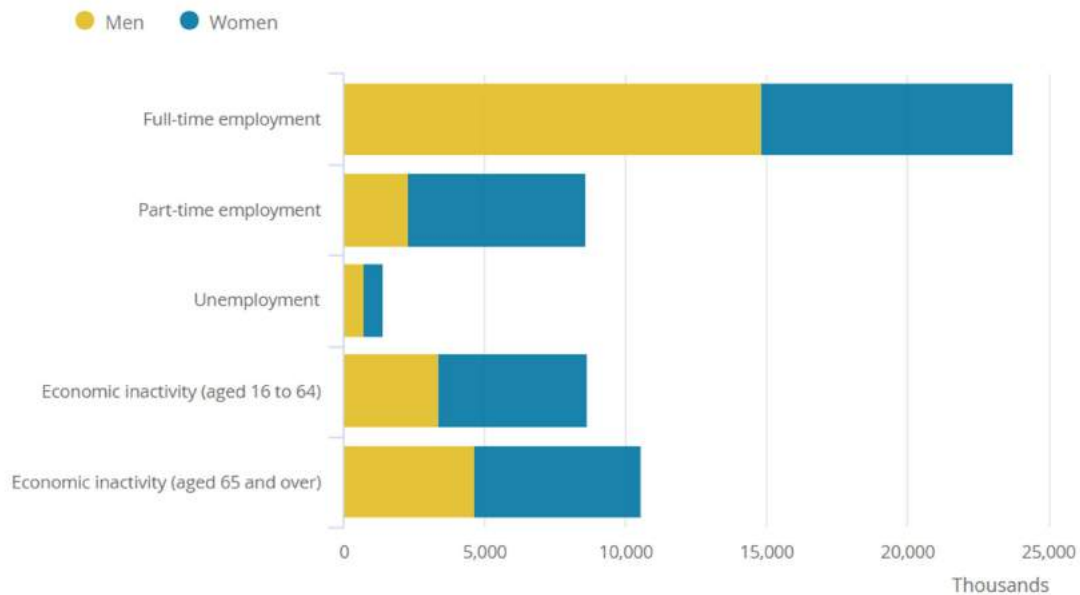
	Number (thousands)	Change on Oct to Dec 2017	Change on Jan to Mar 2017	Headline Rate (%)	Change on Oct to Dec 2017	Change on Jan to Mar 2017
Employed	32,344	197	396			
Aged 16 to 64	31,148	185	401	75.6	0.4	0.8
Aged 65 and over	1,196	13	-5			
Unemployed	1,425	-46	-116	4.2	-0.2	-0.4
Aged 16 to 64	1,402	-46	-125			
Aged 65 and over	22	1	9			
Inactive	19,199	-76	29			
Aged 16 to 64	8,658	-115	-171	21.0	-0.3	-0.5
Aged 65 and over	10,541	39	200			

Source: Office for National Statistics





Figure 1a: Summary of UK labour market statistics for January to March 2018, seasonally adjusted



From January to March 2018:

- 80.0% of men aged from 16 to 64 years were in work, the highest employment rate for men since February to April 1991
- 71.2% of women aged from 16 to 64 years were in work, the highest employment rate for women since comparable records began in 1971

The increase in the employment rate for women over the last few years has been partly due to ongoing changes to the State Pension age for women, resulting in fewer women retiring between the ages of 60 and 65.

Comparing the estimates for [employees and self-employed](#) people for January to March 2018 with those for a year earlier:

- - employees increased by 480,000 to 27.43 million (84.8% of all people in work)
- - self-employed people decreased by 38,000 to 4.75 million (14.7% of all people in work)

Employees and self-employed people do not account for all people in employment as there are two minor additional categories; unpaid family workers and people on government-supported training and employment programmes.





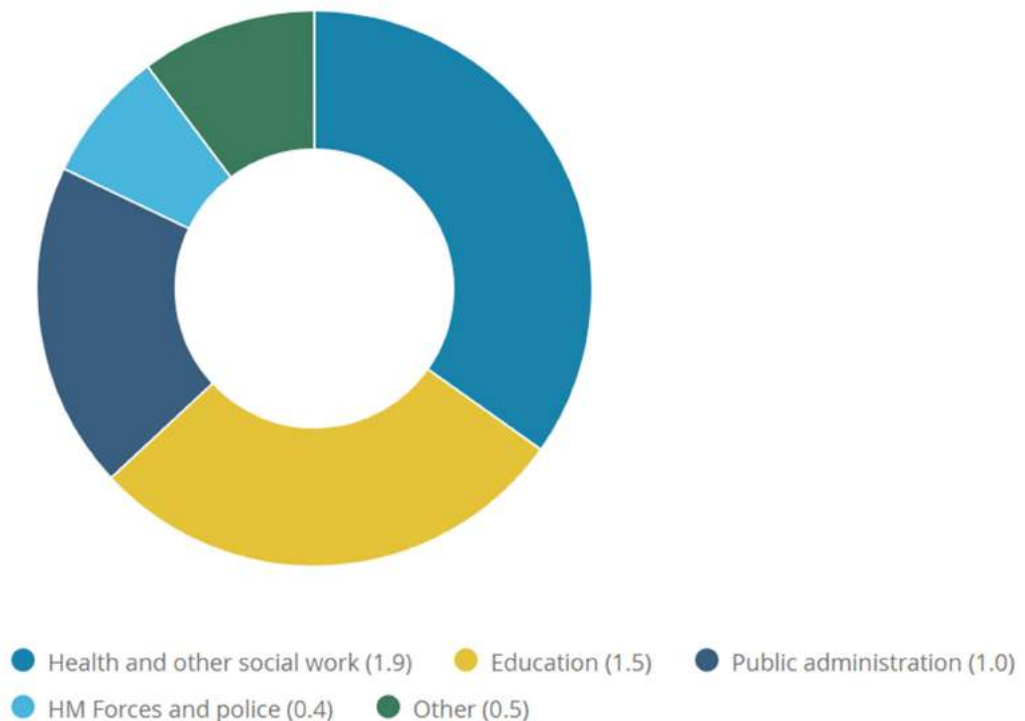
Public and private sector employment (first published in 21 March 2018) :

There were **5.35 million people employed in the public sector for December 2017**. This was 132,000 fewer than for September 2017. This large fall in public sector employment was entirely due to the reclassification of English housing associations. Excluding the effects of this reclassification, public sector employment increased by 9,000 between September and December 2017.

There were **26.90 million people employed in the private sector for December 2017**, 300,000 more than for September 2017. This large increase in private sector employment was partly due to the reclassification of English housing associations. Excluding the effects of this reclassification, private sector employment increased by 159,000 between September and December 2017.

Public sector employment in the UK, millions of people

December 2017



In December 2017, 16.6% of all people in work were employed in the public sector and the





remaining 83.4% worked in the private sector.

Actual hours worked

Actual hours worked measures the number of hours worked in the economy. Changes in actual hours worked reflect changes in the number of people in employment and the average hours worked by those people.

Between October to December 2017 and January to March 2018, **total hours worked per week increased by 6.6 million to 1.03 billion.** This increase in hours worked per week reflected an increase of 197,000 in the number of people in employment

For January to March 2018:

- **people worked, on average, 31.9 hours per week,** unchanged compared with October to December 2017 but 0.3 hours fewer than for a year earlier
 - **people working full-time worked, on average, 37.1 hours per week** in their main job, little changed compared with October to December 2017 but 0.4 hours fewer than for a year earlier
 - **people working part-time worked, on average, 16.3 hours per week** in their main job, 0.2 hours more than for October to December 2017 and slightly more than for a year earlier
- Figure 6 shows total hours worked and the number of people in work, as indices, for the last five years.

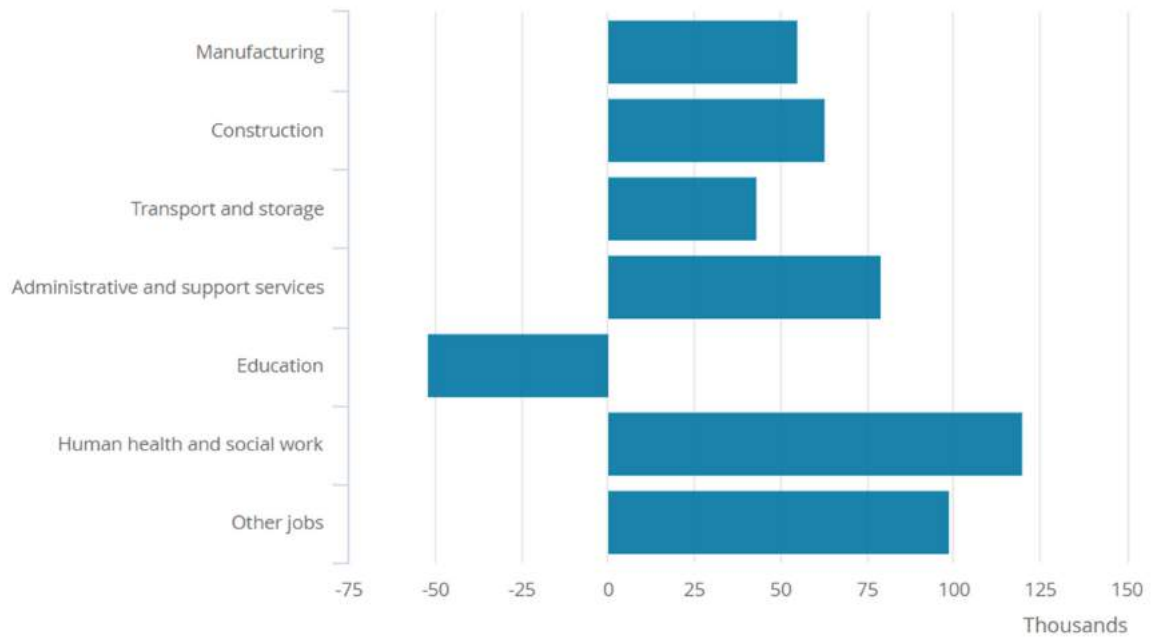
7. Workforce jobs (on 21 March 2018)

Workforce jobs measures the number of filled jobs in the economy. The estimates are mainly sourced from employer surveys. Workforce jobs is a different concept from employment, which is sourced from the Labour Force Survey, as employment is an estimate of people in work and some people have more than one job.





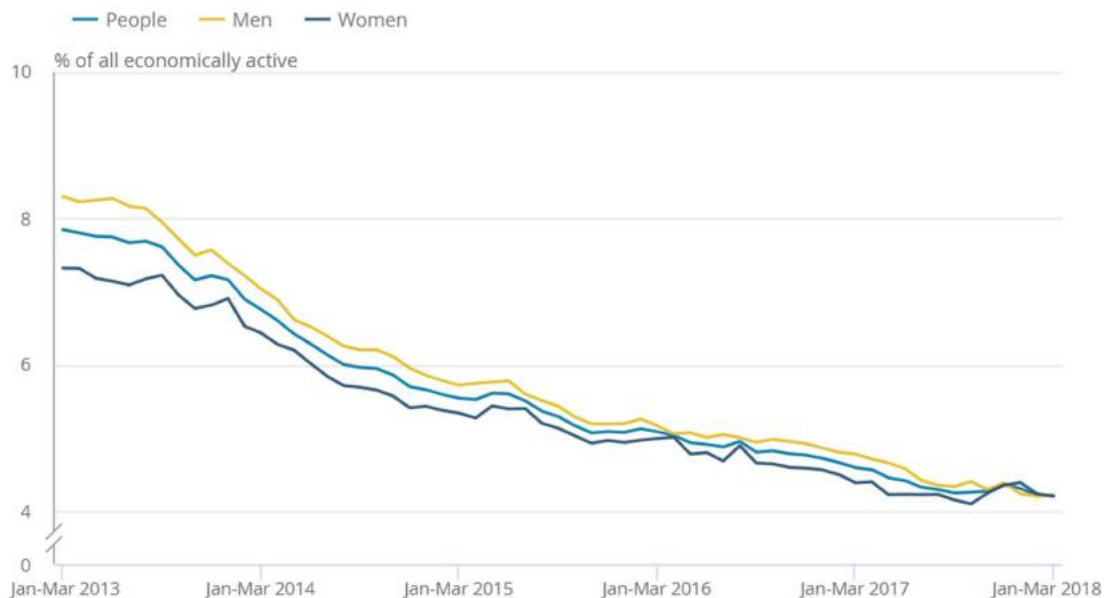
Figure 7: Changes in the number of jobs in the UK between December 2016 and December 2017, seasonally adjusted



Source: Office for National Statistics **10. Unemployment**

UK unemployment rates (aged 16 years and over)

January to March 2013 to January to March 2018





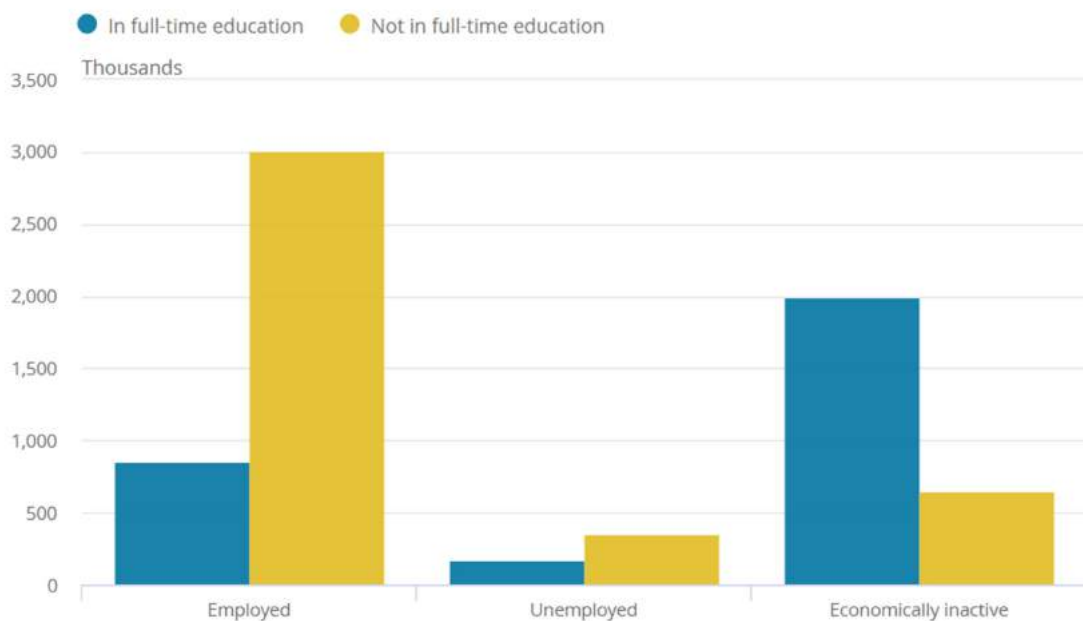
For January to March 2018:

- the overall unemployment rate was **4.2%**, the lowest level since 1975
- the unemployment rate for men was 4.2%; the lowest level since 1975
- the unemployment rate for women was 4.2%, lower than a year earlier (4.4%)

12. Young people in the labour market

This section looks at people aged from 16 to 24 years. It is a common misconception that all people in full-time education are classified as economically inactive. This is not the case as people in full-time education are included in the employment estimates if they have a part-time job and are included in the unemployment estimates if they are seeking part-time work

16 to 24 years old people in the UK labour market for January to March 2018 :



From January to March 2018, for people aged from 16 to 24 years, there were:

- 3.86 million people in work (including 854,000 full-time students with part-time jobs)
- 531,000 unemployed people (including 175,000 full-time students looking for part-time work)
- 2.65 million economically inactive people, most of whom (2.00 million) were full-time students





13.Redundancies

The redundancies estimates measure the number of people who were made redundant or who took voluntary redundancy in the three months before the Labour Force Survey interviews.

From January to March 2018, **96,000 people** had become redundant in the three months before the Labour Force Survey interviews, 11,000 fewer than for October to December 2017 but little changed compared with a year earlier.

Number of redundancies in the UK

March to May 1995 to January to March 2018



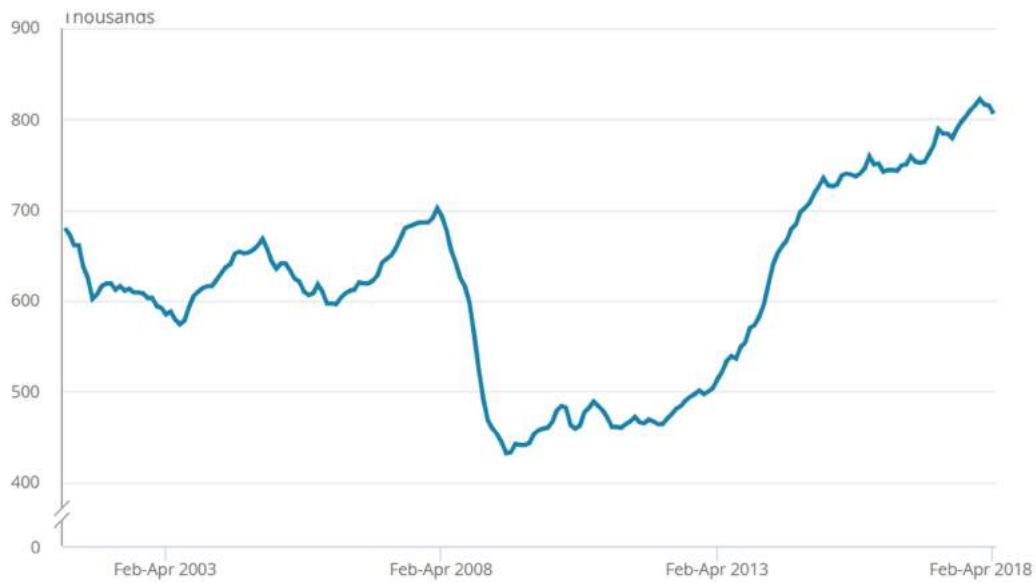
14.Vacancies

Vacancies are defined as positions for which employers are actively seeking to recruit outside their business or organisation.

There were **806,000 job vacancies for February to April 2018**, 16,000 fewer than for November 2017 to January 2018 but 17,000 more than for a year earlier.

Number of vacancies in the UK





Notes:

The estimates exclude the agriculture, forestry and fishing sector.





***14.4 RESULTS OF THE
QUESTIONNAIRES
RELATED TO WEP
SENT TO VET
CENTRES, STUDENTS
AND COMPANIES IN
SPAIN, ITALY AND THE
UK***





QUESTIONNAIRE FOR STUDENTS

IMPROVEMENTS IN THE MANAGEMENT OF WORK EXPERIENCE PLACEMENTS QUESTIONNAIRE FOR STUDENTS

Name of the centre, town (county/province) and VET/dual VET studies:

1) The theoretical knowledge acquired in school has helped me to develop successfully practices in the company.

	1	2	3	4	
Strongly disagree					Strongly agree

2) The practical knowledge acquired in school has helped me to develop successful practices in the company

	1	2	3	4	
Strongly disagree					Strongly agree

3) My tutor in school has selected the most suitable company for me.

	1	2	3	4	
Strongly disagree					Strongly agree

4) My tutor/instructor in the company has clearly explained all the tasks I had to do.

	1	2	3	4	
Strongly disagree					Strongly agree

5) I have learned what I expected during my practices period in the company.

	1	2	3	4	
Strongly disagree					Strongly agree

6) I would recommend the company where I have developed practices to other schoolmates

	1	2	3	4	
Strongly disagree					Strongly agree





7) My school tutor has informed/guided me about:

- **My training program in the company**
- **Characteristics of the company**
- **Health and safety legislation**
- **Relationship with the tutor in the company**
 - **Overview of the preparation and development of tasks in the company**

	1	2	3	4	
Strongly disagree					Strongly agree

8) I have been attended regularly by my school tutor in order to deal with my learning problems and appraise the development of the training program

	1	2	3	4	
Strongly disagree					Strongly agree

9) I have regularly filled in a document tasks and comments about the activities done.

	1	2	3	4	
Strongly disagree					Strongly agree

10) I have been informed in my school about the possibility of developing practices in companies in a foreign country

	1	2	3	4	
Strongly disagree					Strongly agree

11) VET practices in a company in a foreign country would be a positive experience for me

	1	2	3	4	
Strongly disagree					Strongly agree

12) ¿What are your proposals for improving the quality of practices in companies?

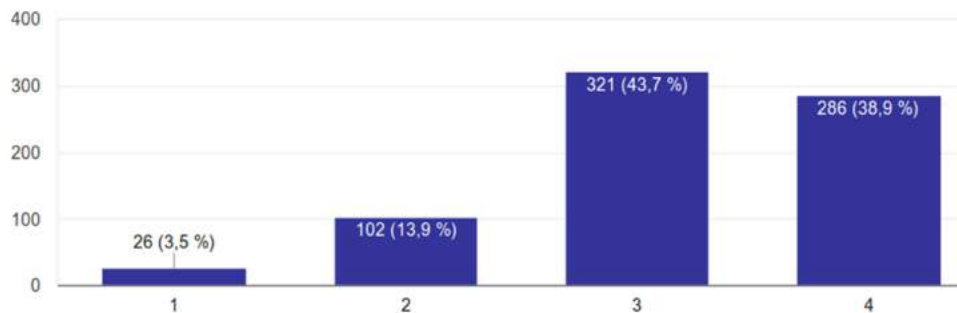




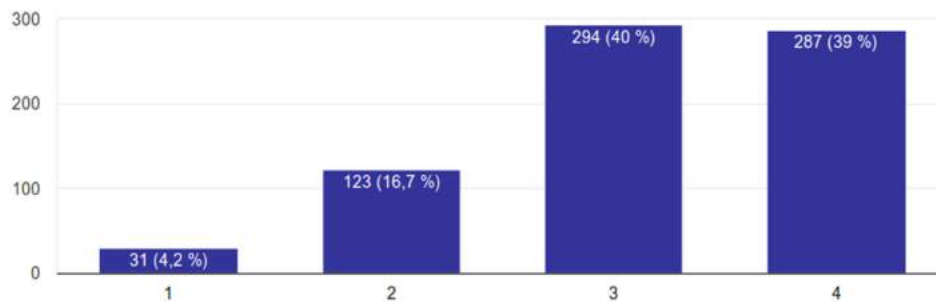
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735 answers

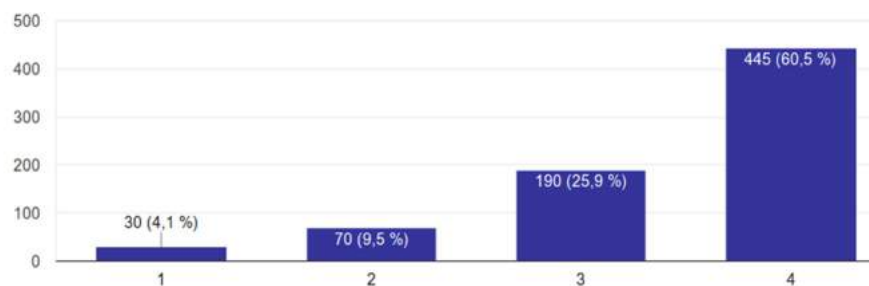
1) The theoretical knowledge acquired in school has helped me to develop successfully practices in the company.



2) The practical knowledge acquired in school has helped me to develop successful practices in the company

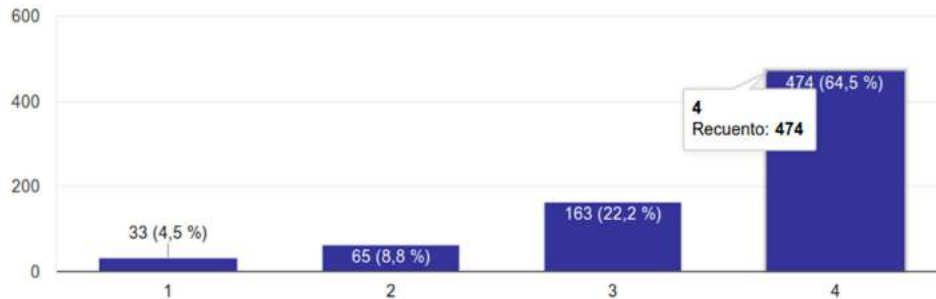


3) My tutor in school has selected the most suitable company for me.

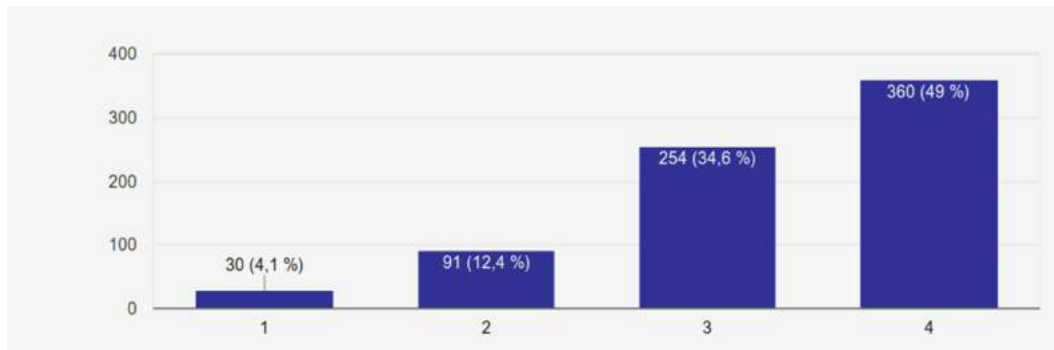




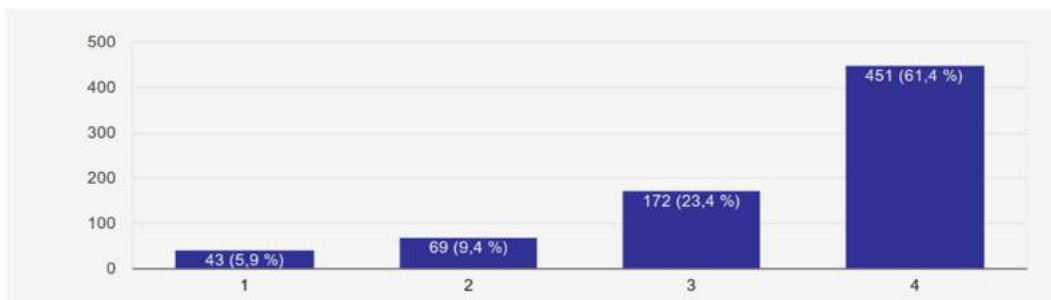
4) My tutor/instructor in the company has clearly explained all the tasks I had to do.



5) I have learned what I expected during my practices period in the company.



6) I would recommend the company where I have developed practices to other schoolmates



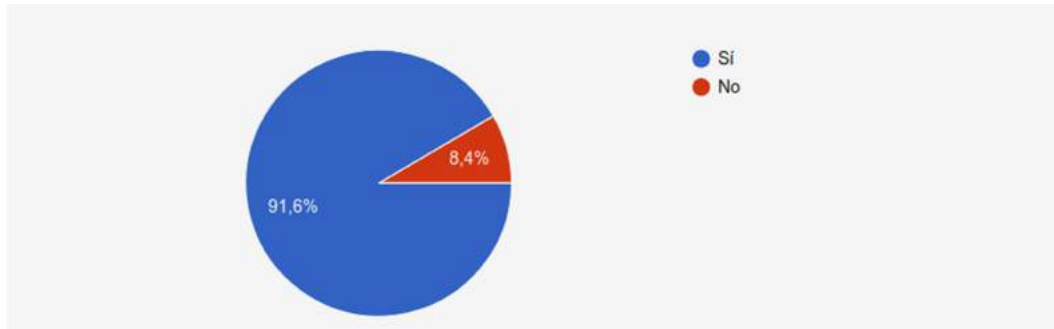
7) My school tutor has informed/guided me about:

- My training program in the company**
- Characteristics of the company**
- Health and safety legislation**
- Relationship with the tutor in the company**
- Overview of the preparation and development of tasks in the company**

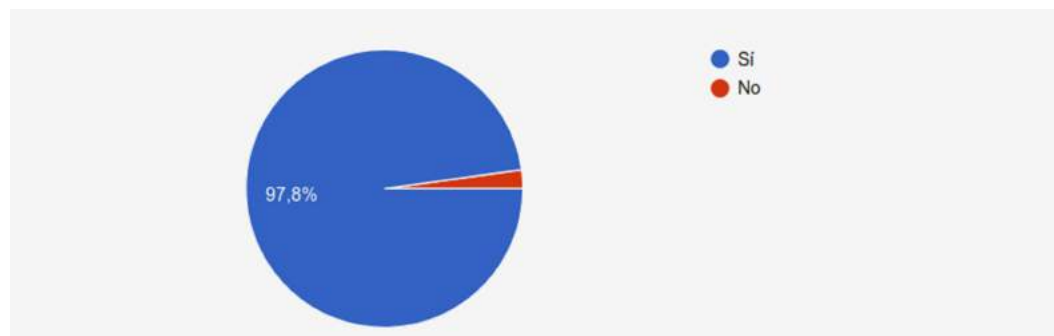




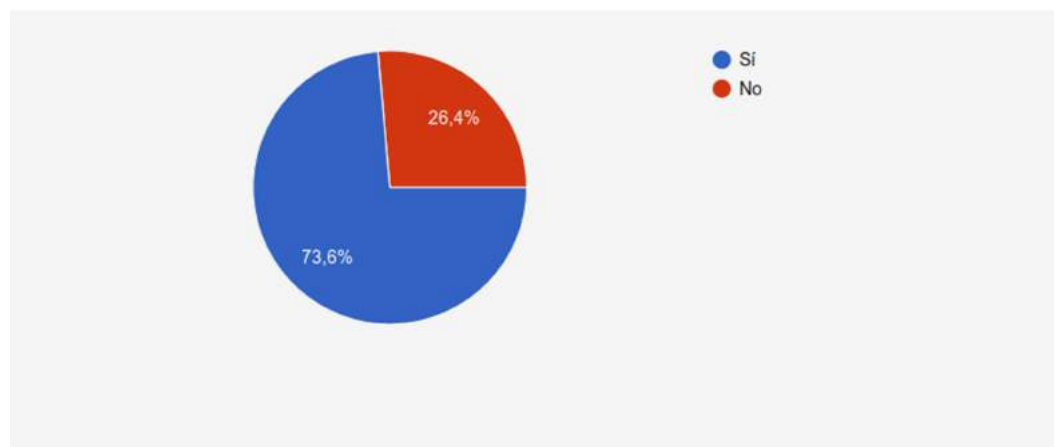
8) I have been attended regularly by my school tutor in order to deal with my learning problems and appraise the development of the training program



9) I have regularly filled in a document tasks and comments about the activities done.

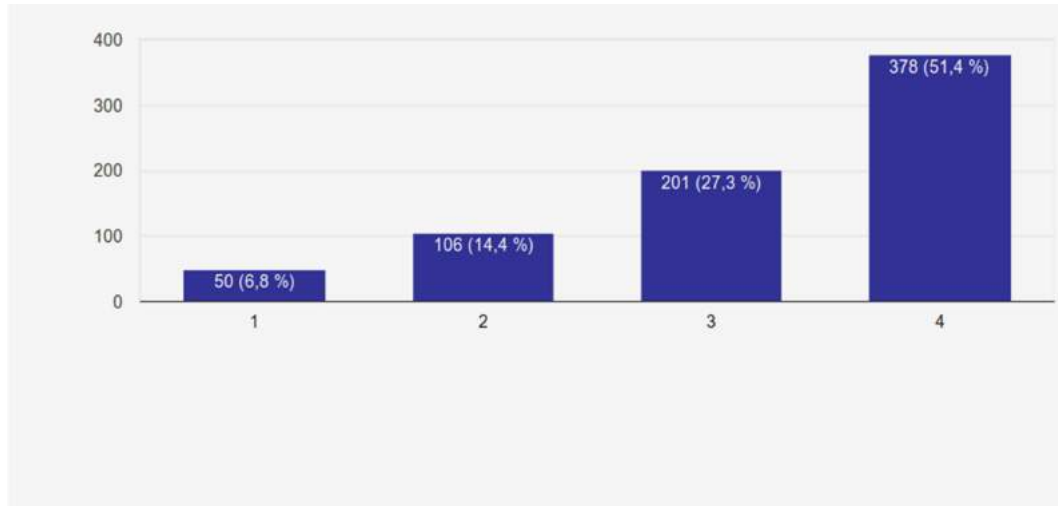


10) I have been informed in my school about the possibility of developing practices in companies in a foreign country





11) VET practices in a company in a foreign country would be a positive experience for me



12) ¿What are your proposals for improving the quality of practices in companies?



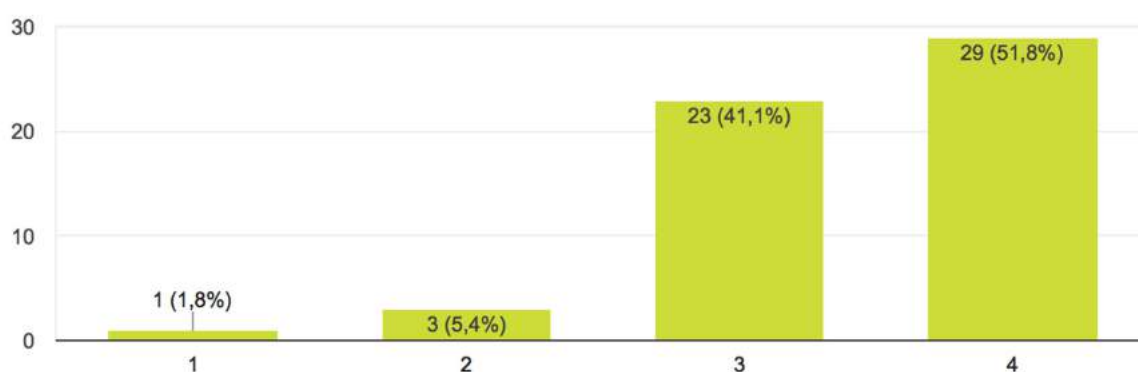


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Questionnaires for the students: 73

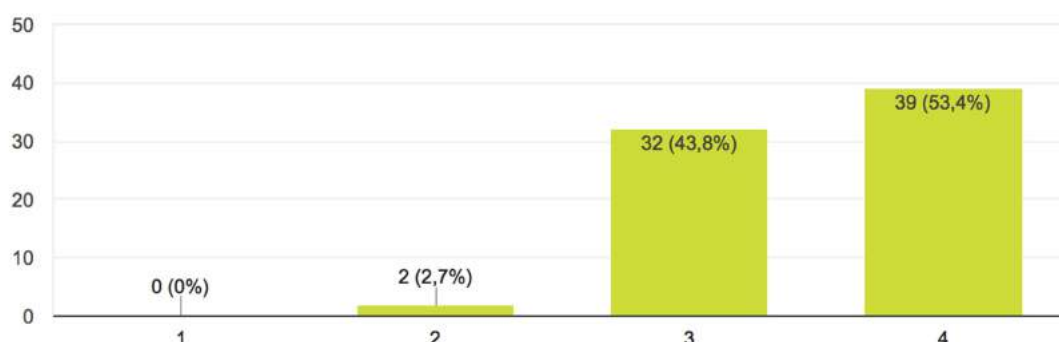
1) The theoretical knowledge acquired in school has helped me to develop successfully practices in the company.

56 risposte



2) The practical knowledge acquired in school has helped me to develop successful practices in the company

73 risposte

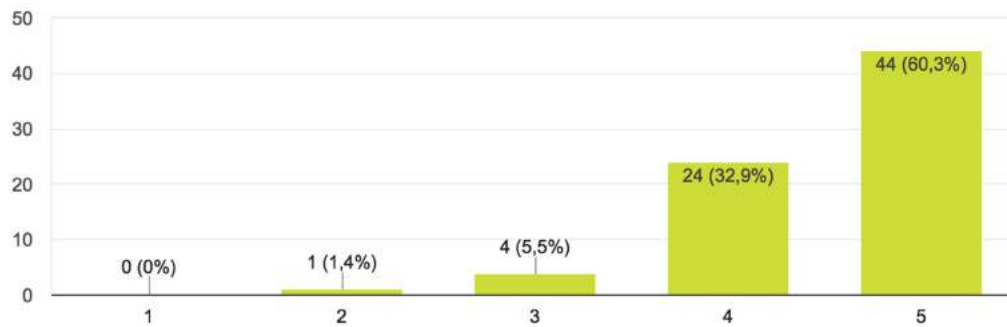


3) My tutor in school has selected the most suitable company for me.



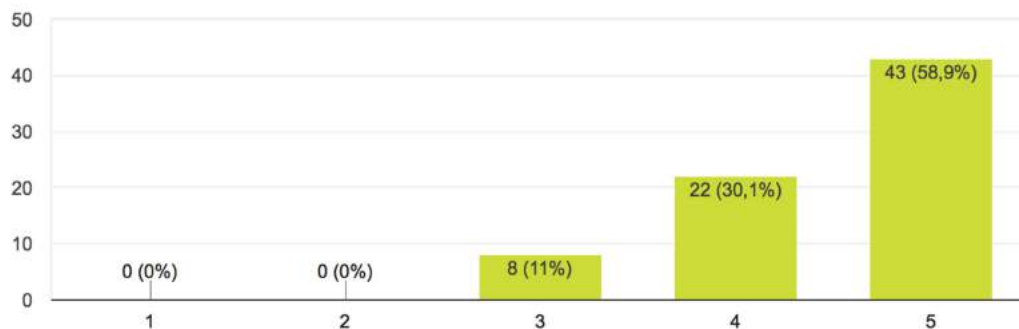


73 risposte



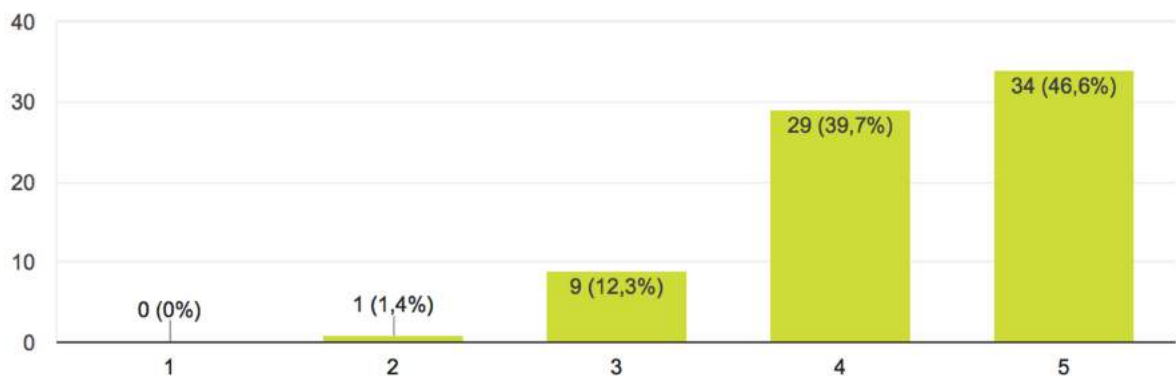
4) My tutor/instructor in the company has clearly explained all the tasks I had to do.

73 risposte



5) I have learned what I expected during my practices period in the company.

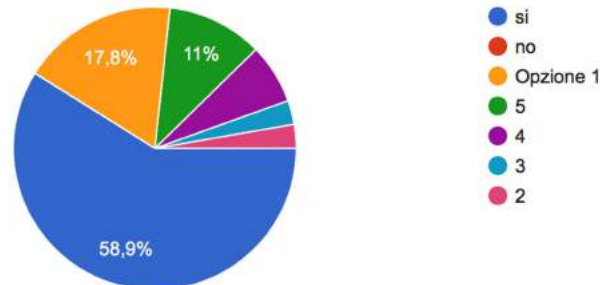
73 risposte





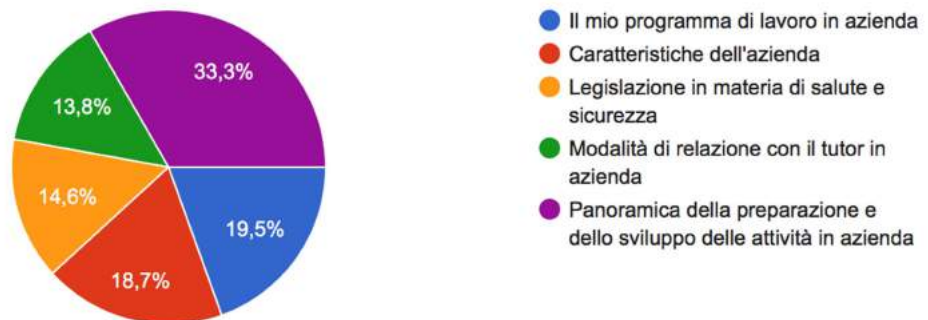
6) I would recommend the company where I have developed practices to other schoolmates

73 risposte



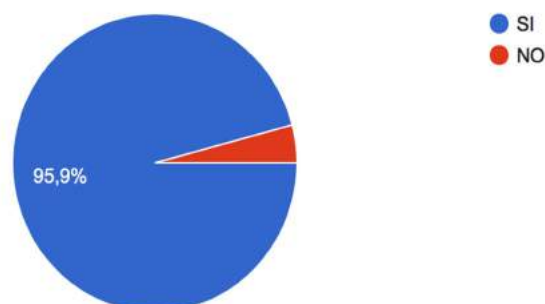
7) My school tutor has informed/guided me about:

73 risposte



8) I have been attended regularly by my school tutor in order to deal with my learning problems and appraise the development of the training program

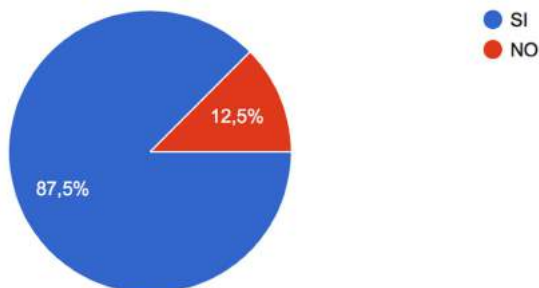
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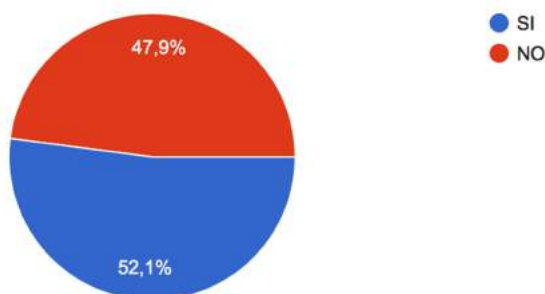
9) I have regularly filled in a document tasks and comments about the activities done.

72 risposte



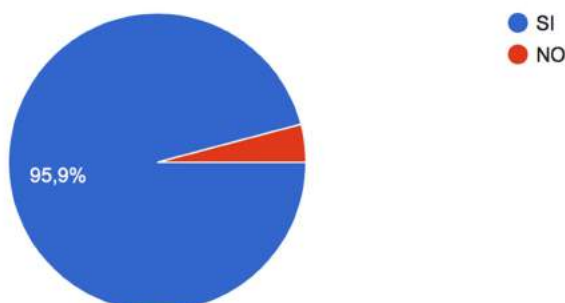
10) I have been informed in my school about the possibility of developing practices in companies in a foreign country

73 risposte



11) VET practices in a company in a foreign country would be a positive experience for me

73 risposte



12) ¿What are your proposals for improving the quality of practices in companies?

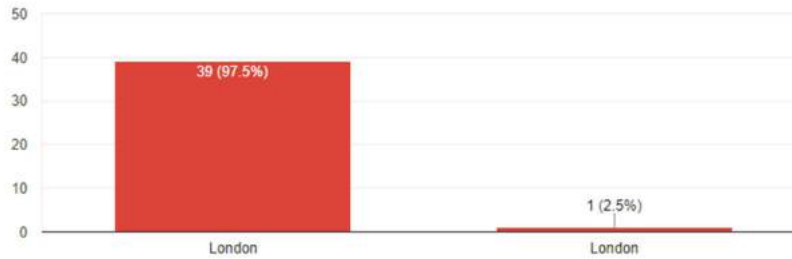




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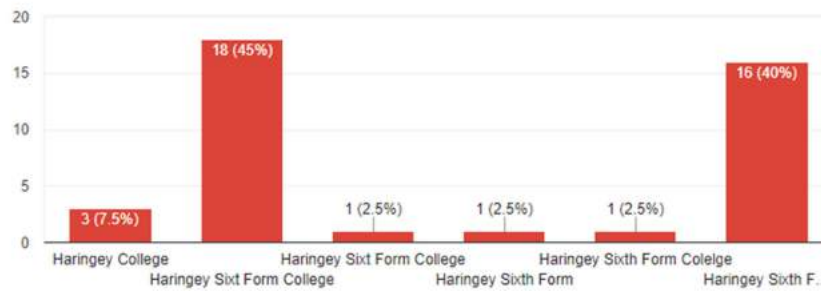
City:

40 responses



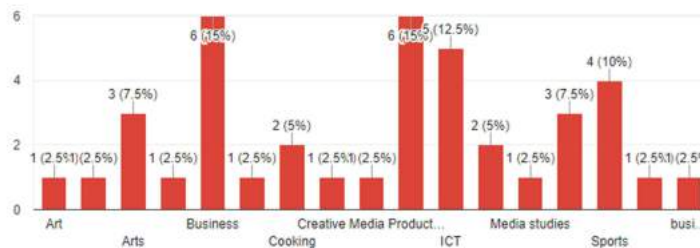
School:

40 responses



VET studies:

40 responses

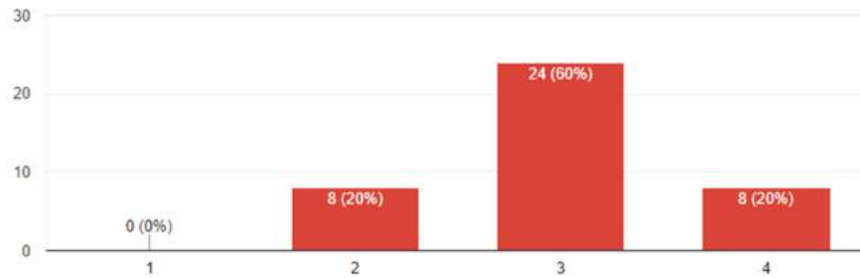




1)

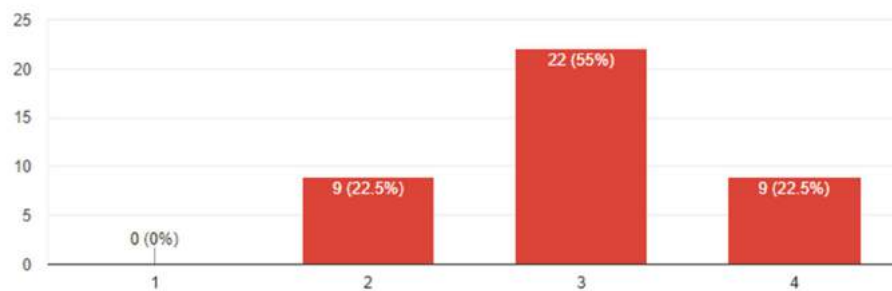
1) The theoretical knowledge acquired in school has helped me to develop successful practices in the company.

40 responses



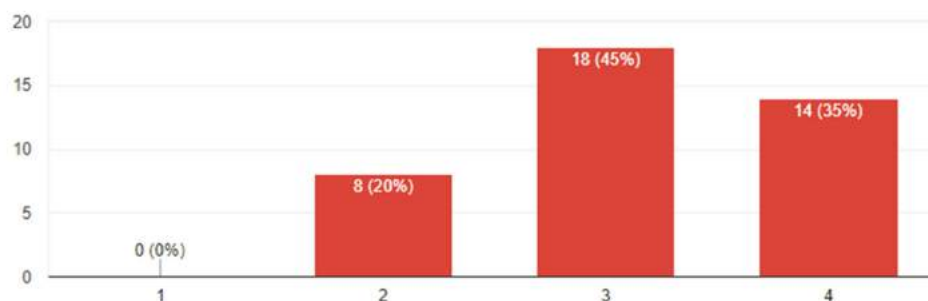
2) The practical knowledge acquired in school has helped me to develop successful practices in the company.

40 responses



3) My tutor/advisor in the school has selected the most suitable company for me..

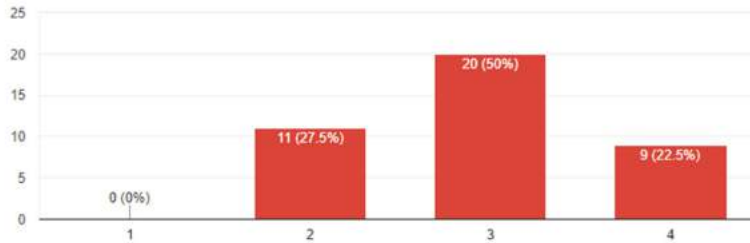
40 responses





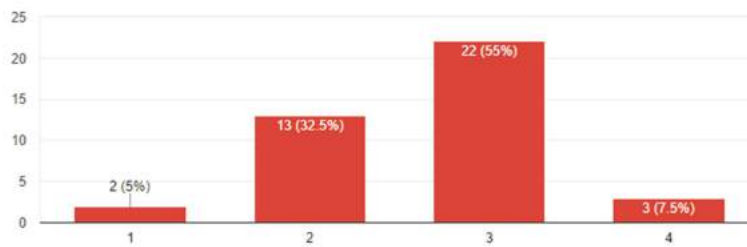
4) My tutor/instructor in the company has clearly explained all the tasks I had to do.

40 responses



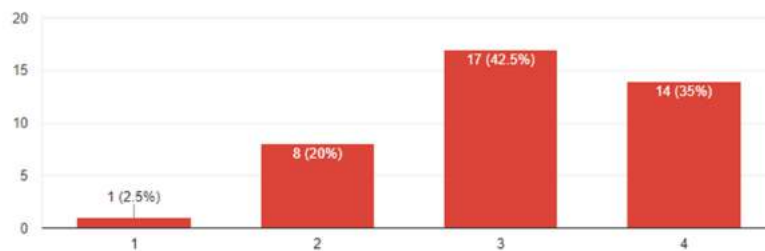
5) I have learned what I expected during my practices period in the company.

40 responses



6) I would recommend the company where I did my work experience to other schoolmates

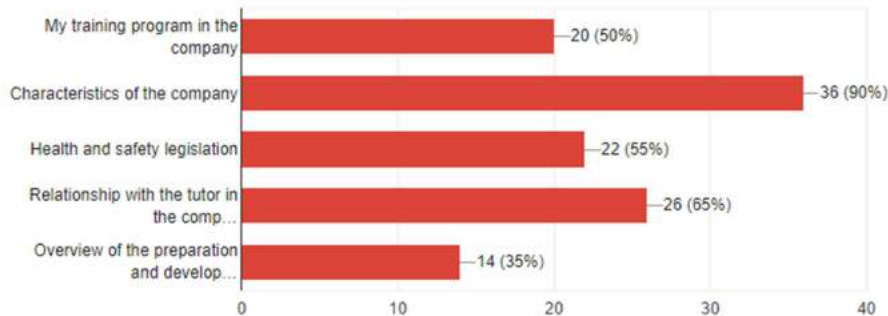
40 responses





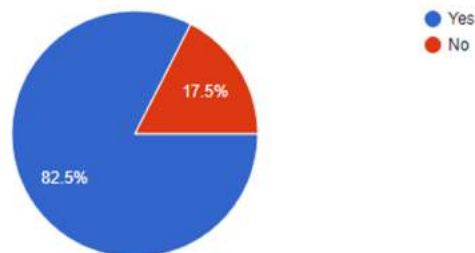
7) My school tutor has informed/guided me about:

40 responses



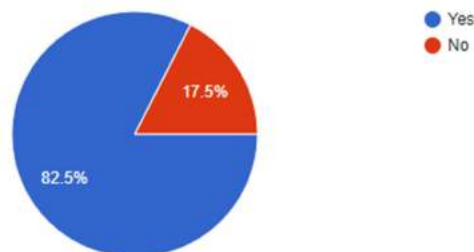
8) I have been regularly supported by my school tutor in order to deal with my learning problems and appraise the development of the training program

40 responses



9) I have regularly filled in a document tasks and comments about the activities done.

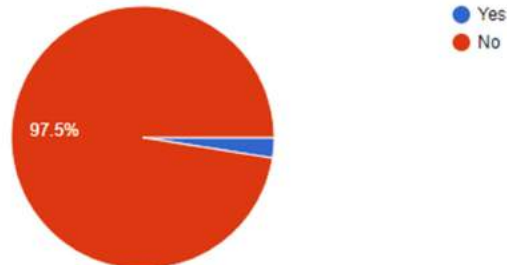
40 responses






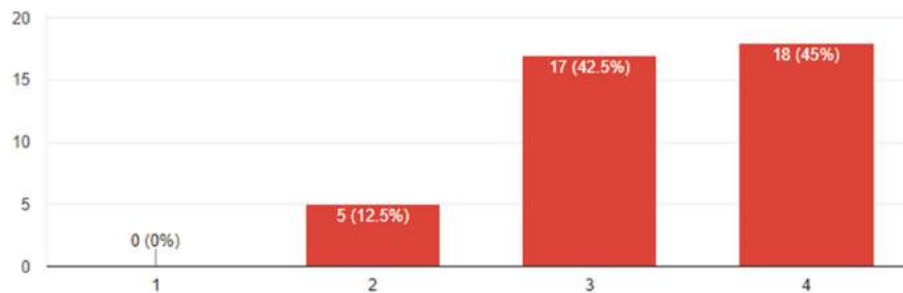
10) I have been informed in my school about the possibility of carrying out practices in companies in a foreign country

40 responses



11) VET practices in a company in a foreign country would be a positive experience for me 

40 responses



12) What are your proposals for improving the quality of practices in companies?

40 responses





QUESTIONNAIRE FOR VET AND DUAL VET CENTRES

Name of the centre, town (county/province) and VET/dual VET cycles that offers:

1. It is a simple task for the school to find a company that meets the necessary requirements to place students for their WEPs.

	1	2	3	4	
Strongly disagree Totalmente en desacuerdo					Strongly agree Totalmente de acuerdo

2. You have a set of established criteria to match each student with a particular company.

	1	2	3	4	
Strongly disagree Totalmente en desacuerdo					Strongly agree Totalmente de acuerdo

3. Tutor training. Tutor would need specific training before working in the WEP systems (eg. soft skills, transversal skills, assessment...).

	1	2	3	4	
Strongly disagree Totalmente en desacuerdo					Strongly agree Totalmente de acuerdo

4. The tasks students handle during their WEPs are in line with the competences acquired in their VET studies.

	1	2	3	4	
Strongly disagree Totalmente en desacuerdo					Strongly agree Totalmente de acuerdo

5. Your students are prepared to meet the health and safety standards of the workplace during their WEPs.

	1	2	3	4	
Strongly disagree Totalmente en desacuerdo					Strongly agree Totalmente de acuerdo

6. There is a protocol to tackle possible conflicts or problems students may encounter during their





WEPS.

	1	2	3	4	
Strongly disagree Totalmente en desacuerdo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree Totalmente de acuerdo

7. Coordination between the school tutor and the company instructor is based on shared procedures and tools.

	1	2	3	4	
Strongly disagree Totalmente en desacuerdo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree Totalmente de acuerdo

8. Please, state proposals for improvement, taking into account the above raised questions.

9. Have your students ever fulfilled their WEP abroad? If the answer is “yes”, please, briefly comment their experience and, if applicable, the proposals for improvement you would suggest.

10. Do you know any good practices in relation to the questions we have previously put forward? Please, explain.

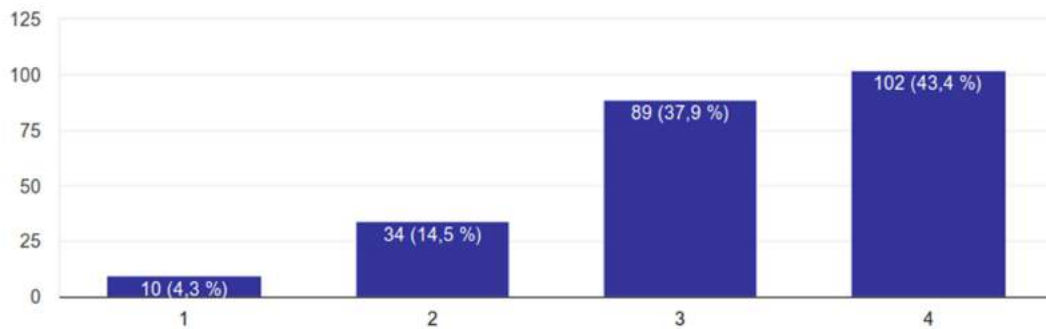




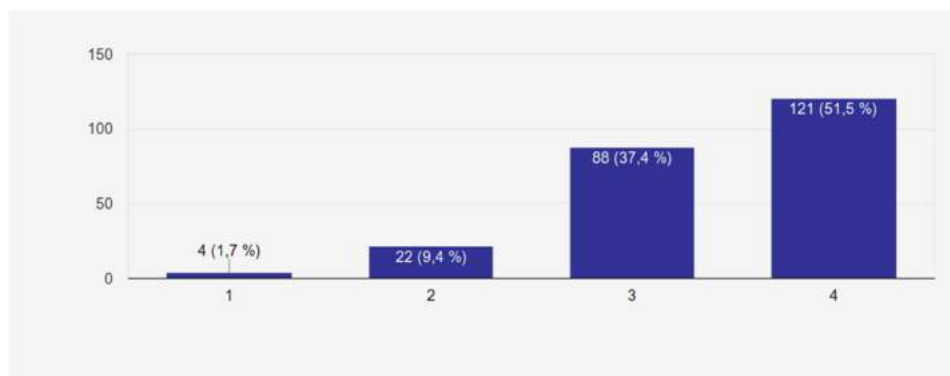
USIE. SPAIN. ANSWERS

235 Answers

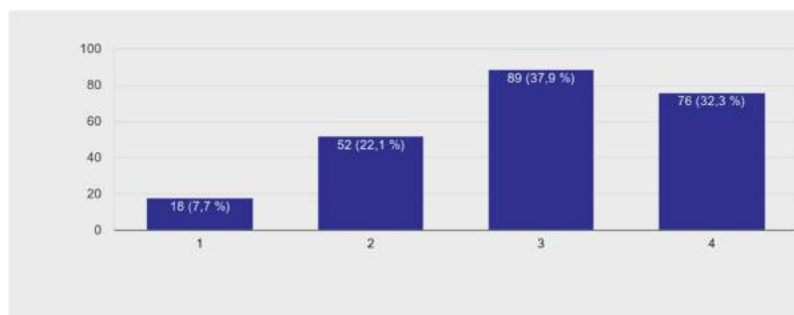
1) It is a simple task for the school to find a company that meets the necessary requirements to place students for their WEPs.



2) You have a set of established criteria to match each student with a particular company.

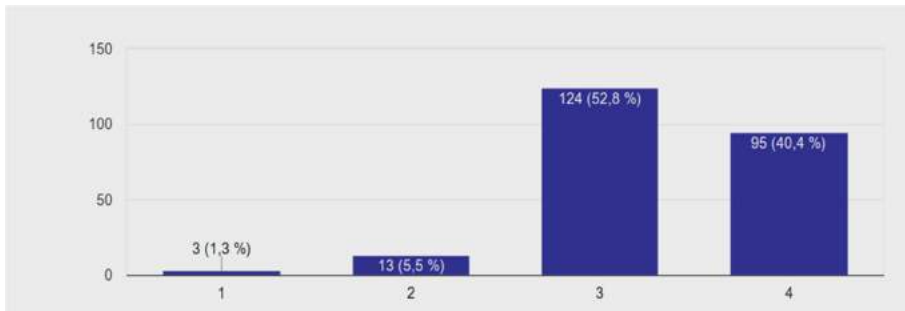


3) Tutor training. Tutor would need specific training before working in the WEP systems (eg. soft skills, transversal skills, assessment...)

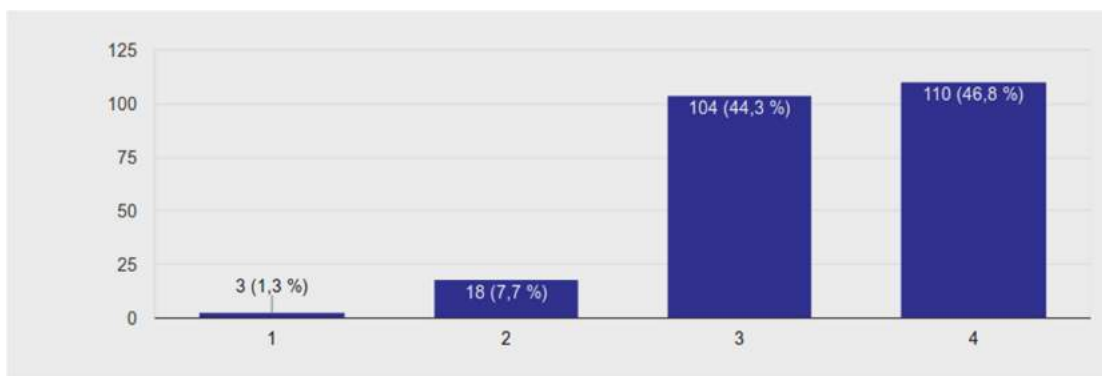




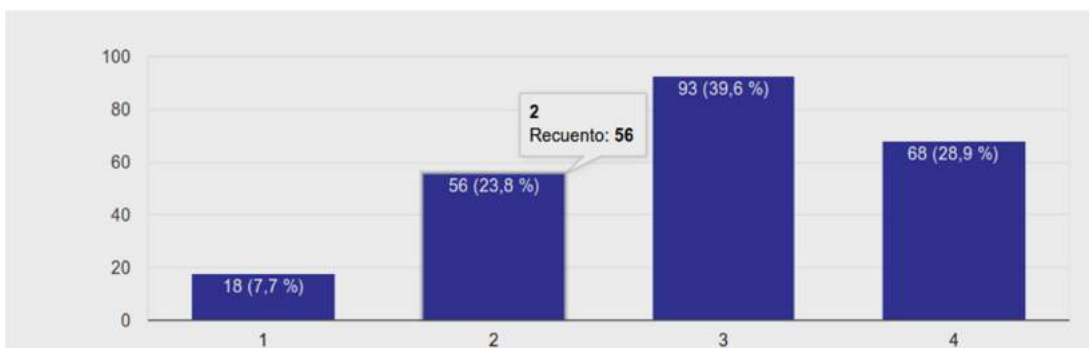
4) The tasks students handle during their WEPs are in line with the competences acquired in their VET studies.



5) Your students are prepared to meet the health and safety standards of the workplace during their WEPs.

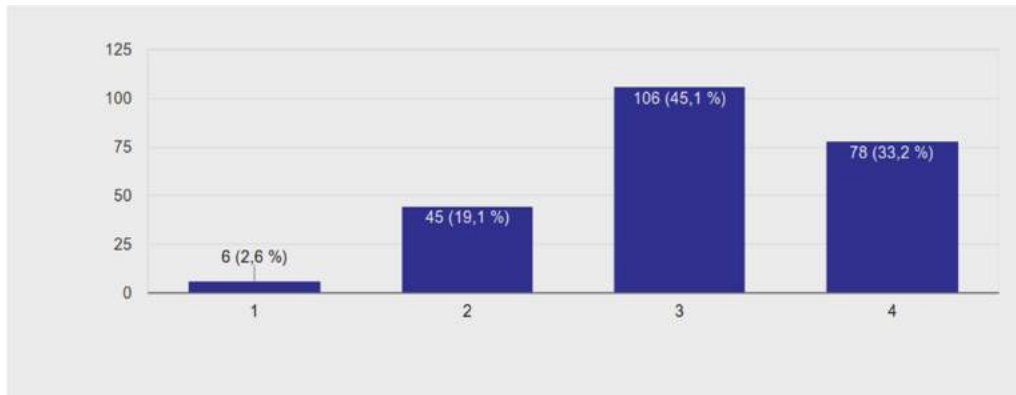


6) There is a protocol to tackle possible conflicts or problems students may encounter during their WEPs.





7) Coordination between the school tutor and the company instructor is based on shared procedures and tools.



8) Please, state proposals for improvement, taking into account the above raised questions.

9) Have your students ever fulfilled their WEP abroad? If the answer is “yes”, please, briefly comment their experience and, if applicable, the proposals for improvement you would suggest.

10) Do you know any good practices in relation to the questions we have previously put forward? Please, explain.



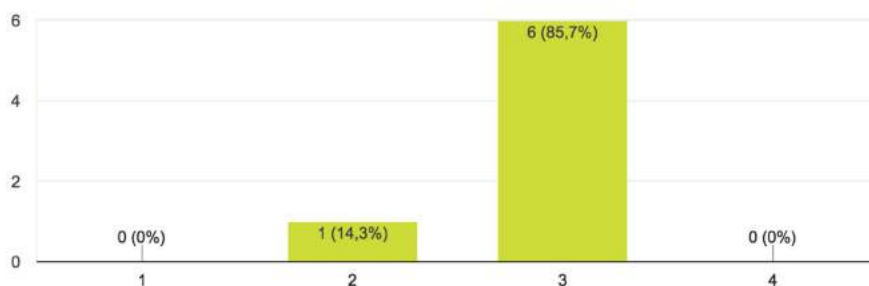


SCF. ITALY. ANSWERS

235 Answers

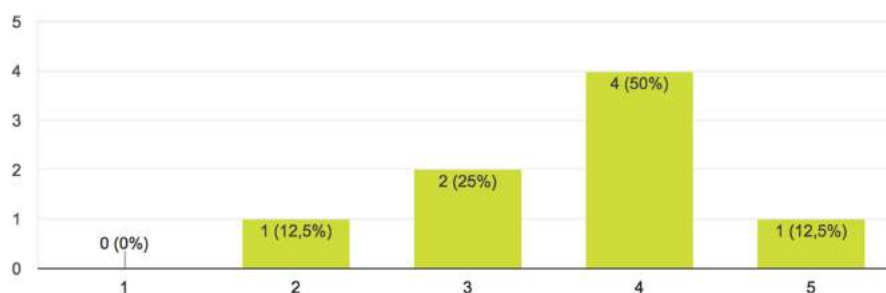
1) It is a simple task for the school to find a company that meets the necessary requirements to place students for their WEPs.

7 risposte



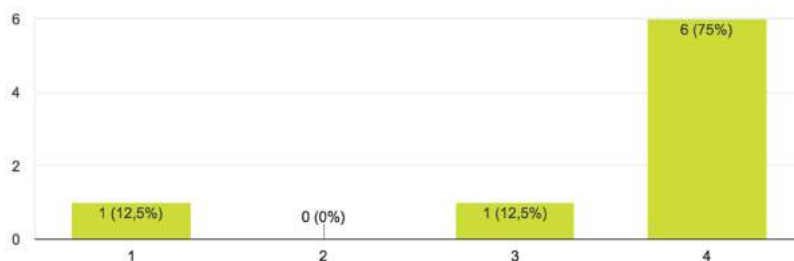
2) You have a set of established criteria to match each student with a particular company.

8 risposte



3) Tutor training. Tutor would need specific training before working in the WEP systems (eg. soft skills, transversal skills, assessment...)

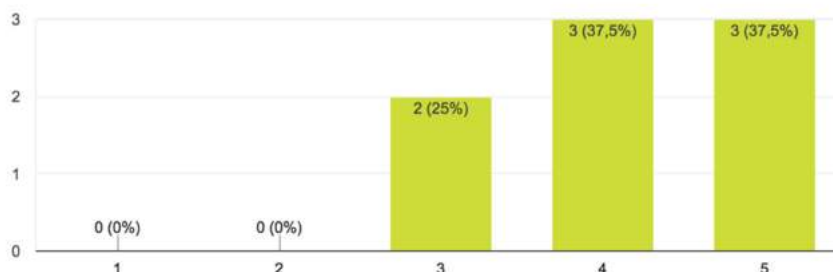
8 risposte





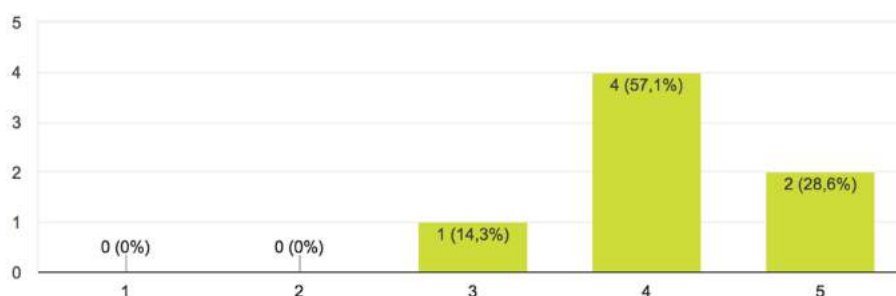
4) The tasks students handle during their WEPs are in line with the competences acquired in their VET studies.

8 risposte



5) Your students are prepared to meet the health and safety standards of the workplace during their WEPs.

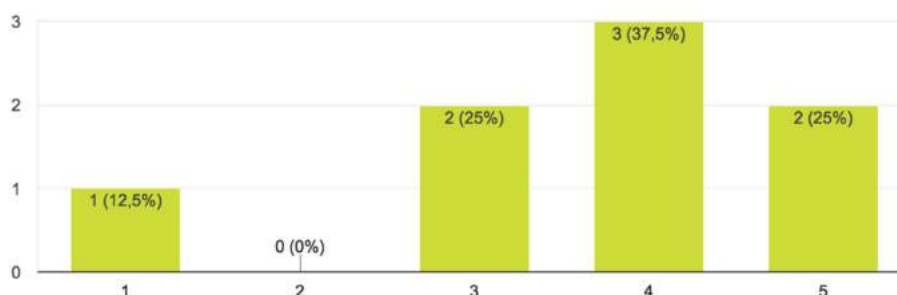
7 risposte



6) There is a protocol to tackle possible conflicts or problems students may encounter during their WEPs.

7) Coordination between the school tutor and the company instructor is based on shared procedures and tools.

8 risposte

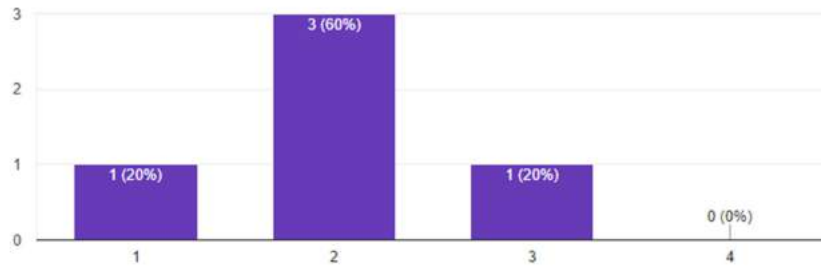




KAIROS. UK. ANSWERS

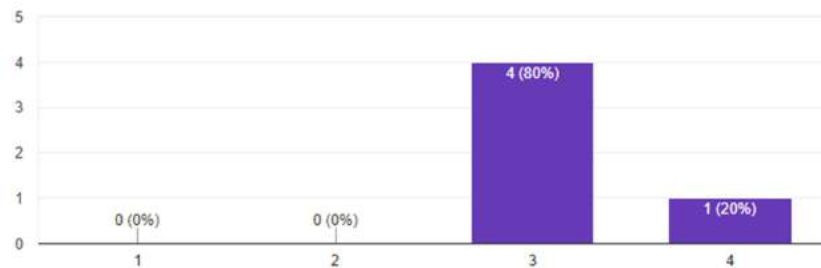
1) It is a simple task for the school to find a company that meets the necessary requirements to place students for their WEPs.

5 responses



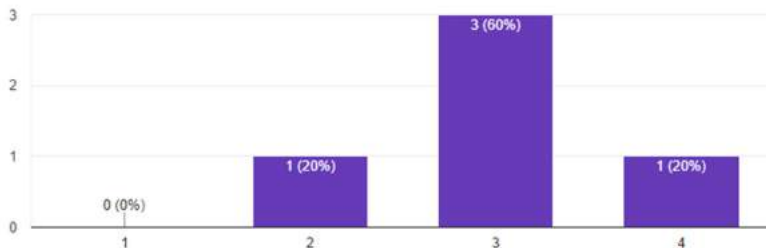
2) You have a set of established criteria to match each student with a particular company.

5 responses



3) Tutor training. Tutor would need specific training before working in the WEP systems (eg. soft skills, transversal skills, assessment...)

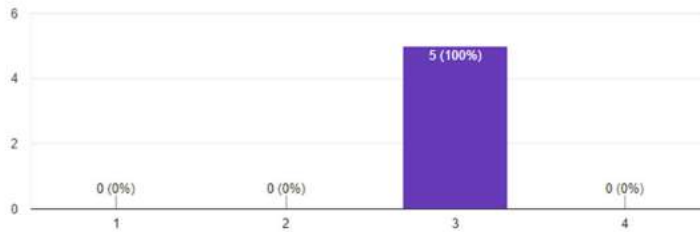
5 responses





4) The tasks students handle during their WEPs are in line with the competences acquired in their VET studies.

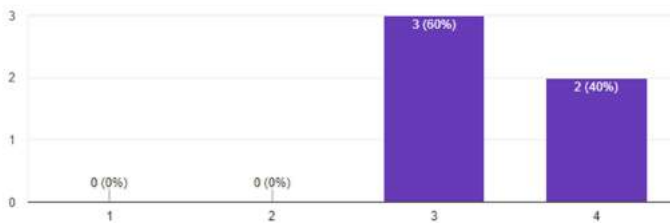
5 responses



5) Your students are prepared to meet the health and safety standards of the workplace during their WEPs.



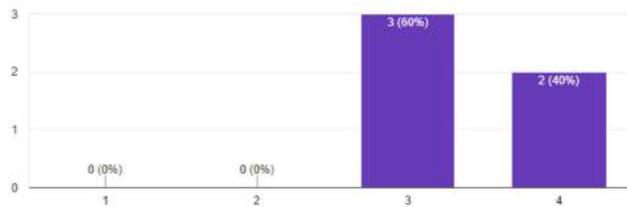
5 responses



6) There is a protocol to tackle possible conflicts or problems students may encounter during their WEPs.

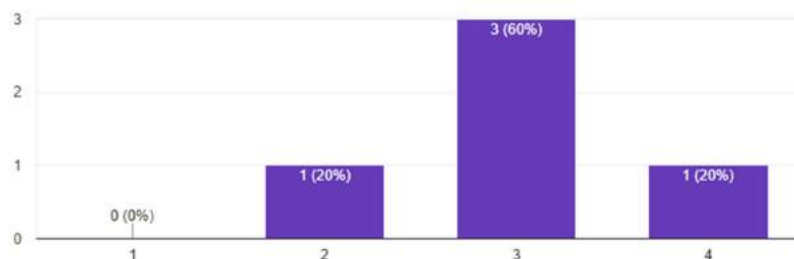


5 responses



7) Coordination between the school tutor and the company instructor is based on shared procedures and tools.

5 responses





QUESTIONNAIRE FOR COMPANIES

Improvements in the Management of Work Experience Placements (IMWEP)

- Questionnaire for companies
 - Name of the company: _____
 - City: _____
 - Is your company a SME (Small and Medium-sized enterprise)?: YES NO
 - Please specify the sector in which your company is active: _____

	Completely disagree 1	Disagree 2	Agree 3	Completely agree 4
➤ Objective and performance. The support you receive in the definition of the objectives and performance targets from the educational institutions is adequate.				
➤ Work load. The amount of work (paperwork, organisational aspects, etc) required for catering effective and successful WEPs is proportionate to the benefits gained by the company.				
➤ Health and safety. Health and safety carried out actions regarding students are appropriate and effective.				





<ul style="list-style-type: none"> ➤ Instructor training. Instructors/Tutors would need specific training before welcoming students (e.g. soft skills, transversal skills, teaching methods and techniques, assessment, etc.) 				
<ul style="list-style-type: none"> ➤ Matching. The matching process through which students are selected for/assigned a specific placement from the schools is adequate. 				
<ul style="list-style-type: none"> • Managing expectations. Students' expectations when starting a WEP are realistic (e.g. they have a comprehensive understanding of the what is expected from them, they behave properly in the working space, etc.) 				
<ul style="list-style-type: none"> • General effects. Students are a positive addition to the organisations which has a constructive and good effect on the staff. 				
<ul style="list-style-type: none"> • Problem solving. The conflict resolution measures, that are in place within the company, are appropriate. 				

9. Please, state proposals for improvement, taking into account the above raised questions. _____

10. Have you ever hosted international students to carry out their WEPs? In this case, please make a brief comment related to their experience and, if needed, any improvement proposals. _____

11. Do you know any good practices in relation to the questions we have previously put forward? Please, explain. _____

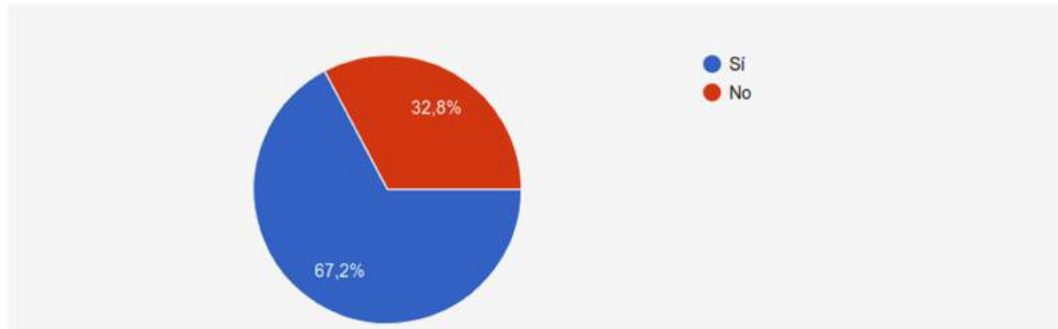




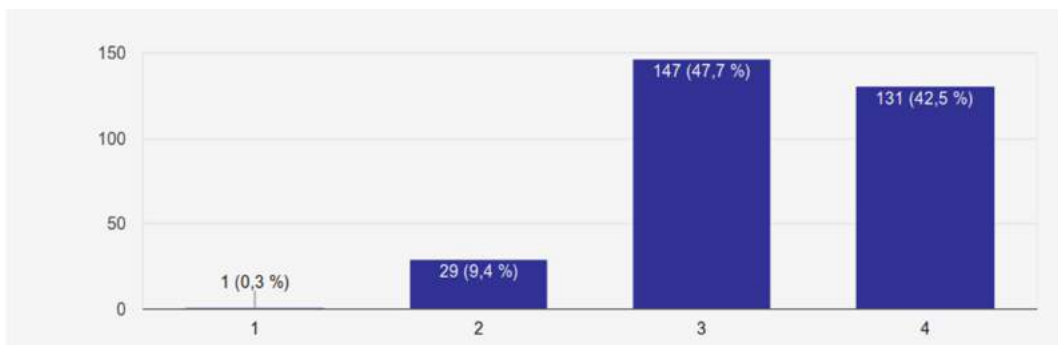
USIE. SPAIN. ANSWERS

308 answers

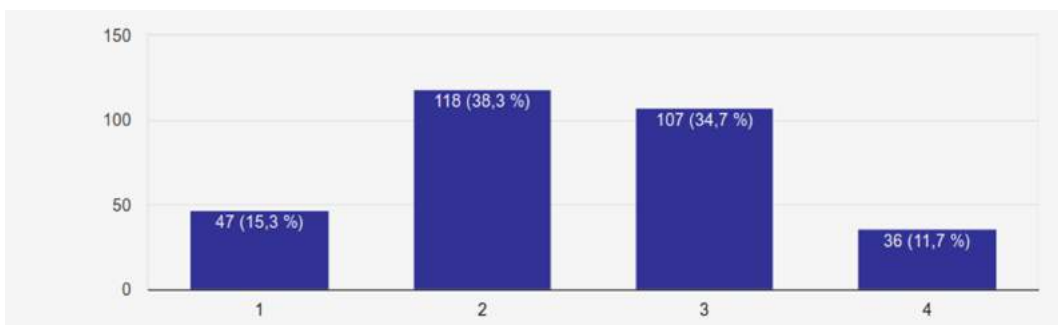
¿Is your company a SME (Small and Medium-sized enterprise)?



1) Objective and performance. The support you receive in the definition of the objectives and performance targets from the educational institutions is adequate.

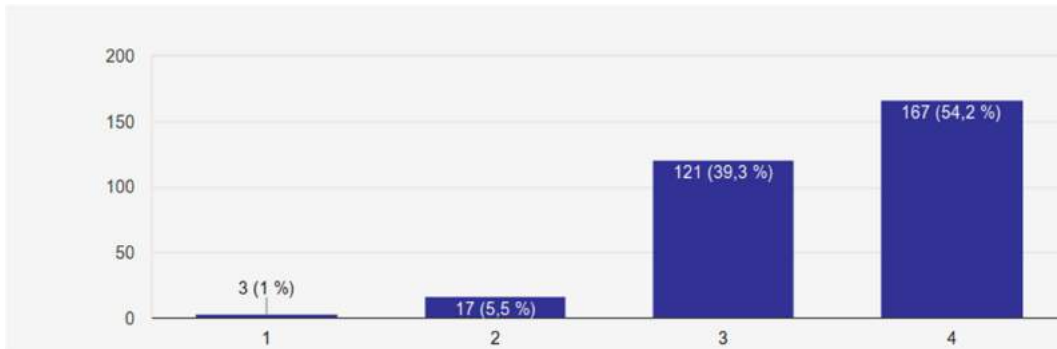


2) Work load. The amount of work (paperwork, organisational aspects, etc) required for catering effective and successful WEPs is proportionate to the benefits gained by the company.

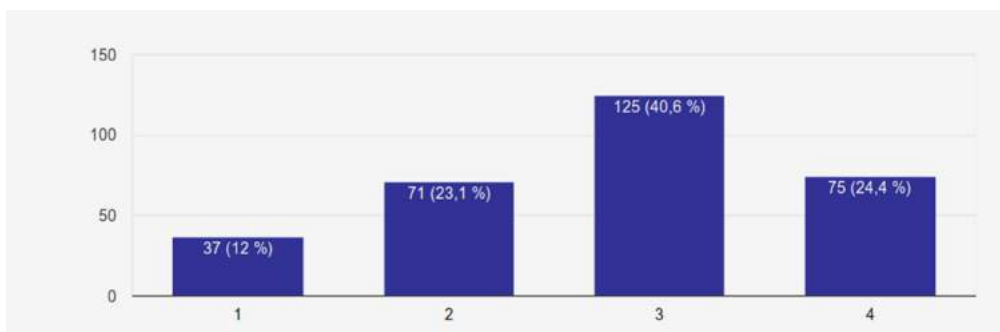




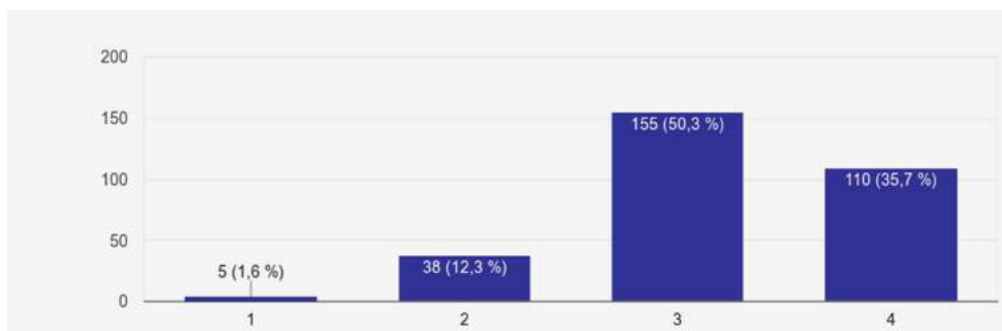
3) Health and safety. Health and safety carried out actions regarding students are appropriate and effective.



4) Instructor training. Instructors/tutors would need specific training before welcoming students (e.g. soft skills, transversal skills, teaching methods and techniques, assessment, etc.)

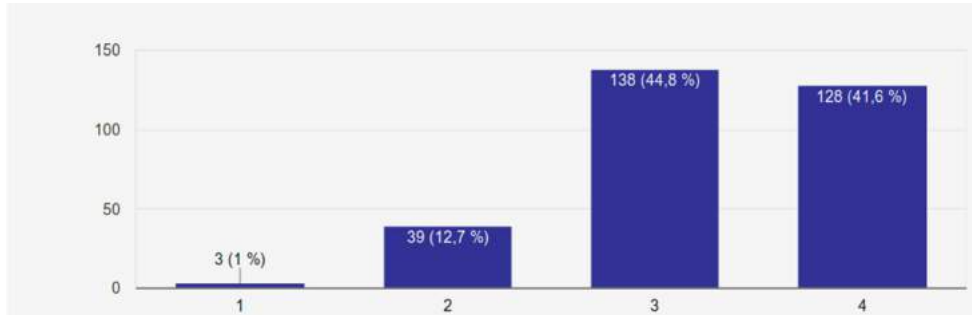


5) Matching. The matching process through which students are selected for/assigned a specific placement from the schools is adequate

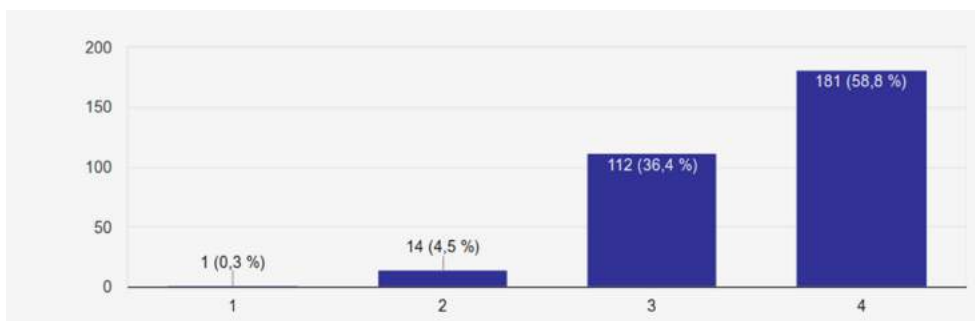




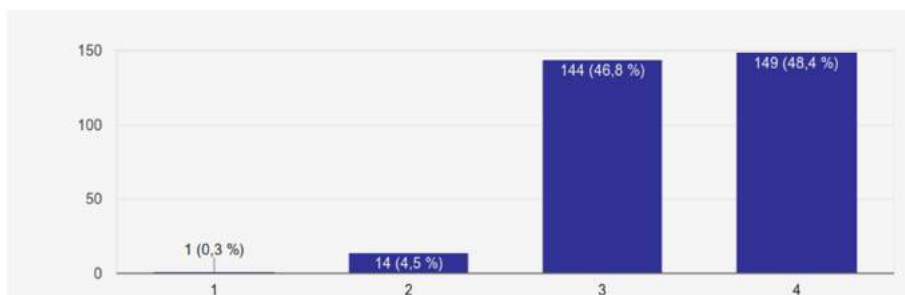
6) Managing expectations. Students' expectations when starting a WEP are realistic (e.g. they have a comprehensive understanding of the what is expected from them, they behave properly in the working space, etc.)



7) General effects. Students are a positive addition to the organisations which has a constructive and good effect on the staff.



8) Problem solving. The conflict resolution measures, that are in place within the company, are appropriate



9) Please, state proposals for improvement, taking into account the above raised questions.

10) Have you ever hosted international students to carry out their WEPs? In this case, please make a brief comment related to their experience and, if needed, any improvement proposals.

11) Do you know any good practices in relation to the questions we have previously put forward? Please, explain.





SCF. ITALY. ANSWERS

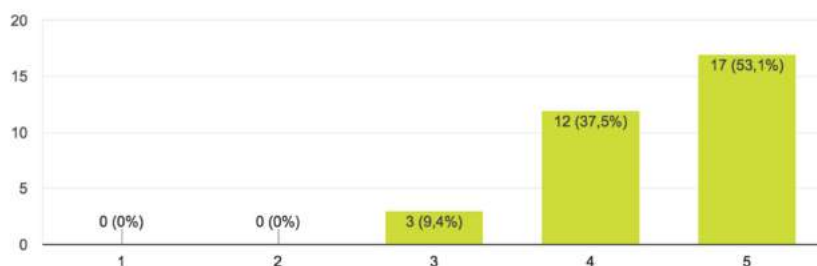
308 answers

¿Is your company a SME (Small and Medium-sized enterprise)?



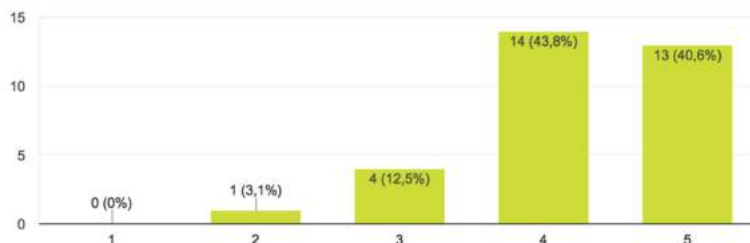
1) Objective and performance. The support you receive in the definition of the objectives and performance targets from the educational institutions is adequate.

32 risposte



2) Work load. The amount of work (paperwork, organisational aspects, etc) required for catering effective and successful WEPs is proportionate to the benefits gained by the company.

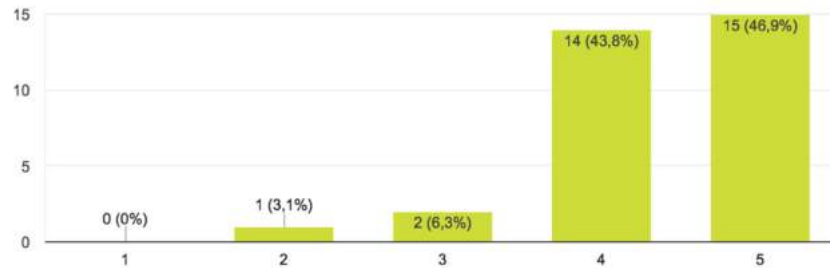
32 risposte





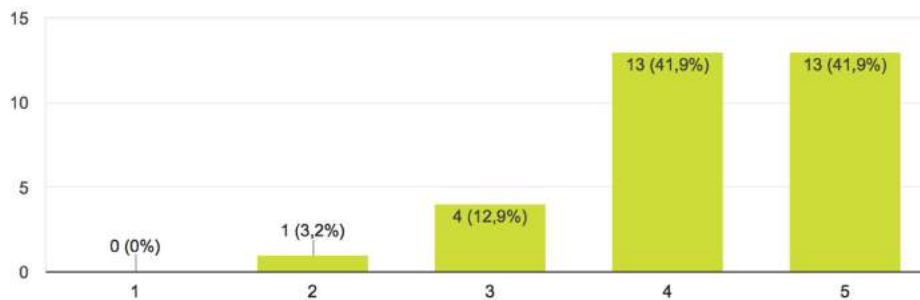
3) Health and safety. Health and safety carried out actions regarding students are appropriate and effective.

32 risposte



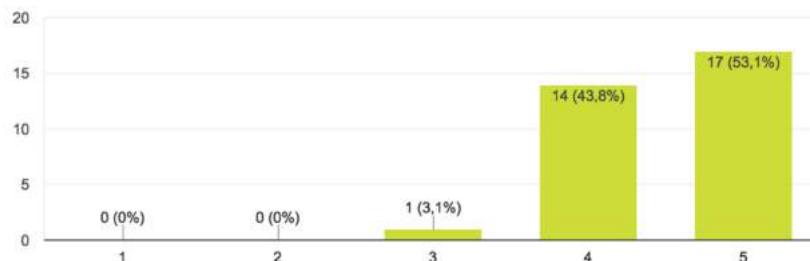
4) Instructor training. Instructors/tutors would need specific training before welcoming students (e.g. soft skills, transversal skills, teaching methods and techniques, assessment, etc.)

31 risposte



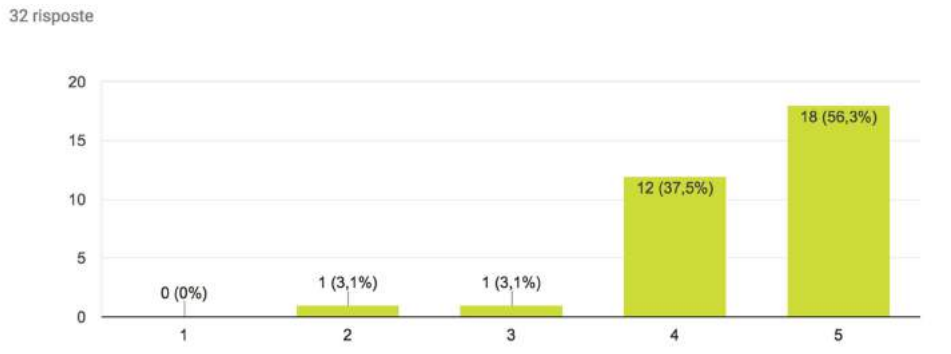
5) Matching. The matching process through which students are selected for/assigned a specific placement from the schools is adequate.

32 risposte

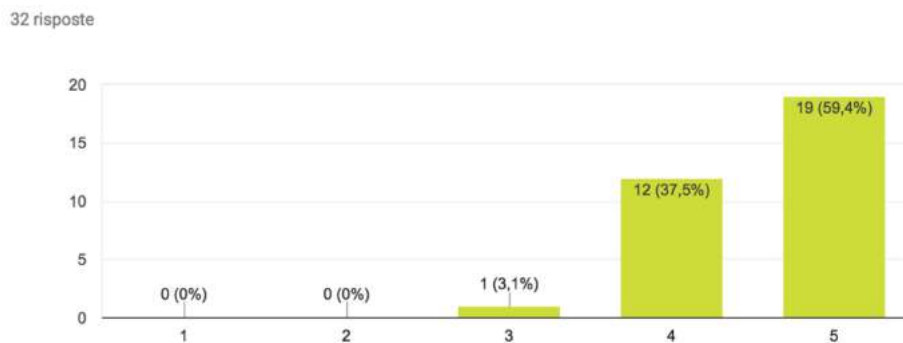




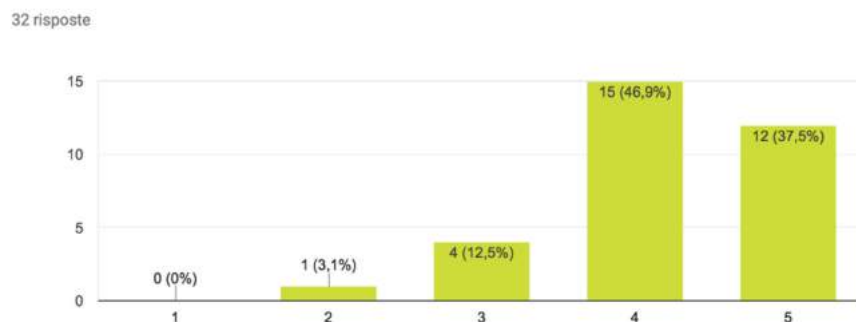
6) Managing expectations. Students' expectations when starting a WEP are realistic (e.g. they have a comprehensive understanding of the what is expected from them, they behave properly in the working space, etc.)



7) General effects. Students are a positive addition to the organisations which has a constructive and good effect on the staff.



8) Problem solving. The conflict resolution measures, that are in place within the company, are appropriate.



9) Please, state proposals for improvement, taking into account the above raised questions.

10) Have you ever hosted international students to carry out their WEPs? In this case, please make a brief comment related to their experience and, if needed, any improvement proposals





KAIROS. UK. ANSWERS

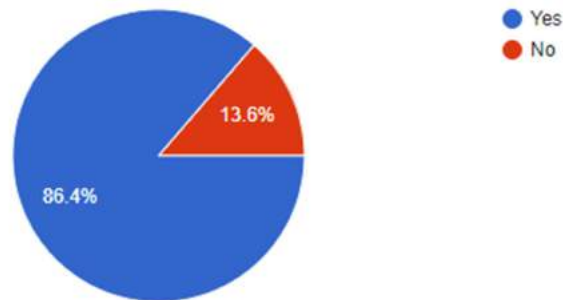
City:

22 responses



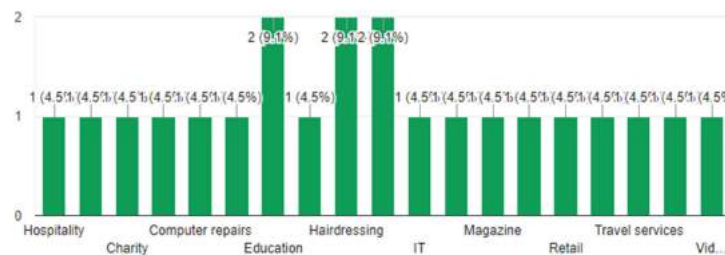
Is your company a SME (Small and Medium-sized enterprise)

22 responses



Please specify the sector in which your company is active:

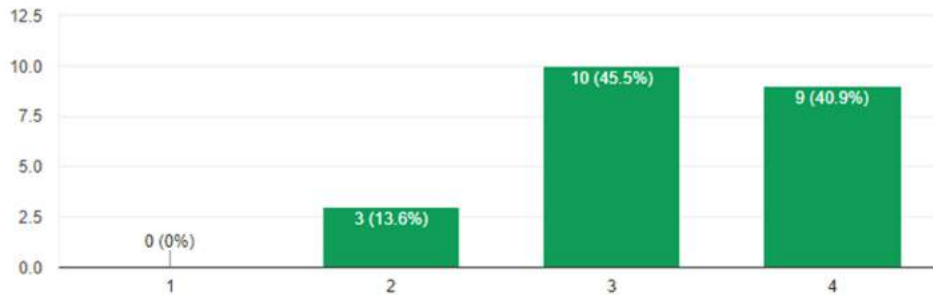
22 responses





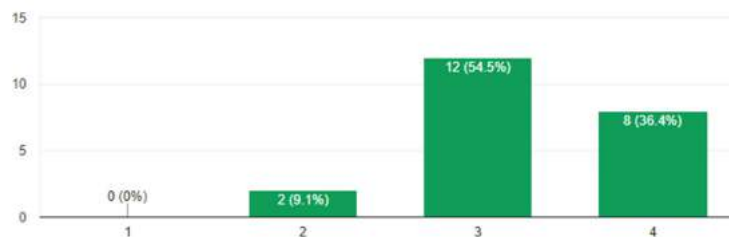
1) Objective and performance. The support you receive in the definition of the objectives and performance targets from the educational institutions is adequate.

22 responses



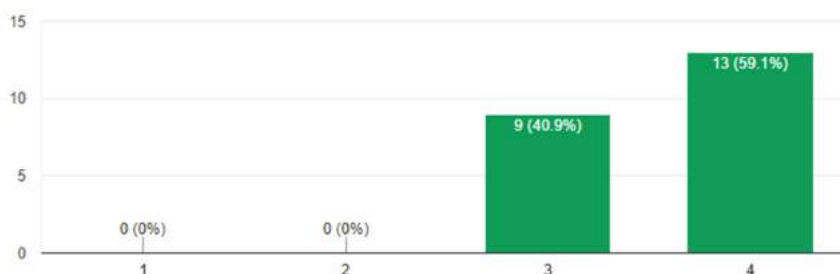
2) Work load. The amount of work (paperwork, organisational aspects, etc) required for catering effective and successful WEPs is proportionate to the benefits gained by the company.

22 responses



3) Health and safety. Health and safety carried out actions regarding students are appropriate and effective.

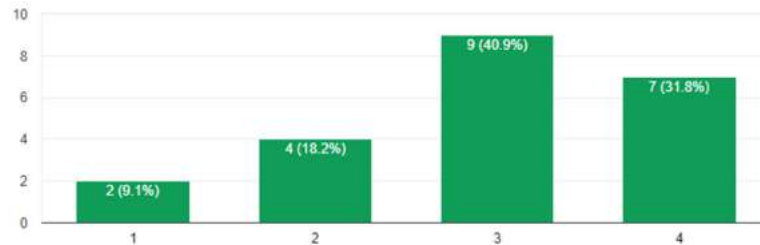
22 responses





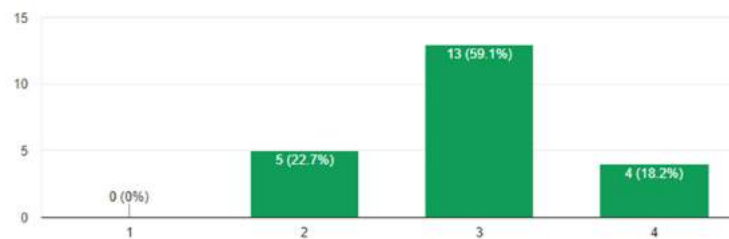
4) Instructor training. Instructors/tutors would need specific training before welcoming students (e.g. soft skills, transversal skills, teaching methods and techniques, assessment, etc.)

22 responses



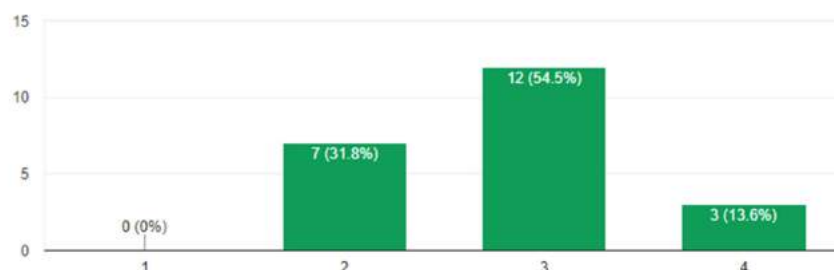
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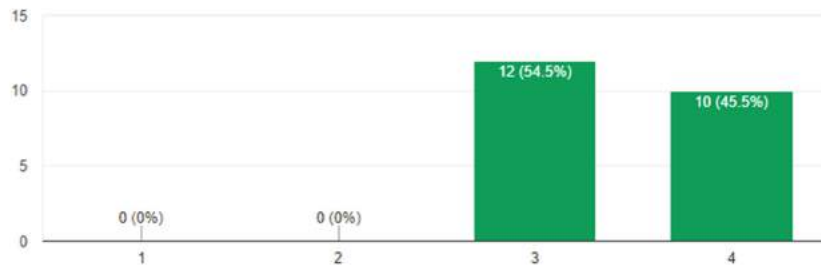
22 responses





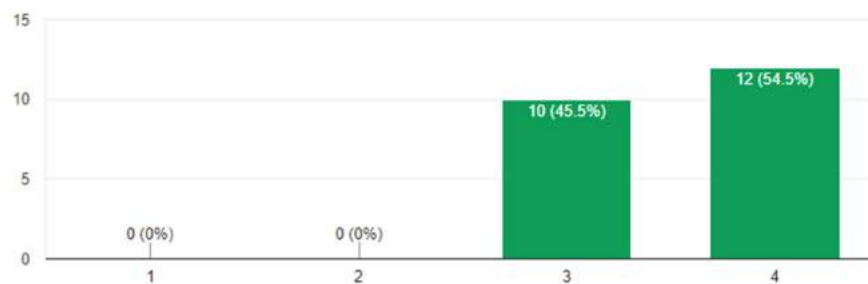
7) General effects. Students are a positive addition to the organizations which has a constructive and good effect on the staff

22 responses



8) Problem solving. The conflict resolution measures, that are in place within the company, are appropriate.

22 responses



9) Please, state proposals for improvement, taking into account the above raised questions.

22 responses





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IMWEP
Erasmus+
Improvements in the Management of Work Experience Placements

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