

The role of the placement coordinator

illustration by examples from ETF Partner Countries and EU Member States

Didier Gelibert, ETF

Eastern Partnership Annual Regional forum on Work based Learning in VET

09-11 October 2018, Telavi - Georgia

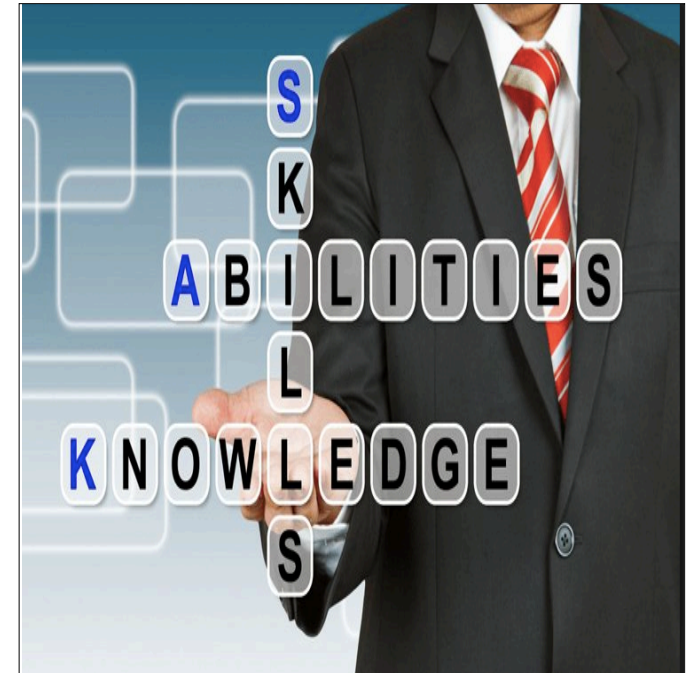




WHO



ROLE



PROFILE



			
			
			
			
<h1>WHO</h1>			

Teacher
Specific staff
Management staff
External body

Shared activity





ROLE



Directly linked with work placement

- Before work placement period
- During the work placement
- After the work placement



Networking with companies

- All year long
- Specific actions



Directly linked with work placement

Before work placement period

- Finding companies
- Contacting the actors
- Application of the learner /trainees
- Matching process
- Practicalities
- Preparation including the training content during internship



Directly linked with work placement

During work placement period

- Integration trainees
- Follow-up (tutoring)
- Assessment

Directly linked with work placement

After work placement period

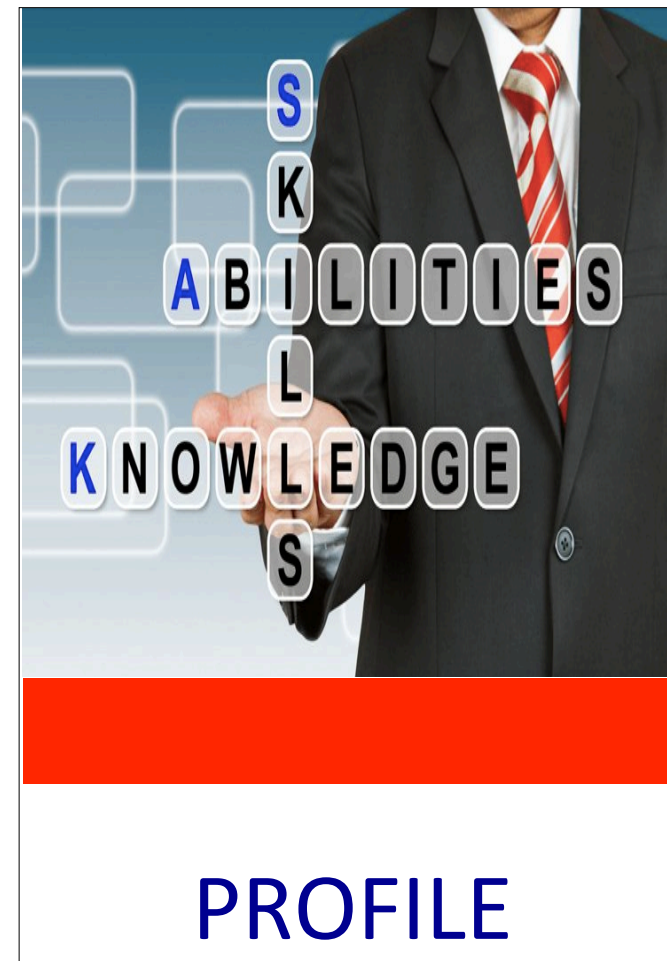
- The trainee's report
- Assessment of skills acquired
- Evaluation of the work placement process
- Recognition / Validation (“certification”)



Networking with companies

- All year long
- Specific actions





Desirable Skills & Experience

- Mentoring abilities
- Companies knowledge: targeted networking, business development and telephone prospecting experience
- Demonstrated capacity to meet targets and deadlines
- Good time management and organisational skills
- Good interpersonal and communication competences (oral & written)
- Sense of Initiative- ability to react to emergency





*Get
inspired*



Portugal The cooperation and communication between VET institutions and companies is established by specific legislation which also identifies the frequency and modalities of cooperation and communication between training coordinators and tutors.

France: the law provides the framework of the work placement. It defines the duty of the VET institution including a guidance teachers (or member to the pedagogical team) the latter function are to establish the relationship between the institution and the tutor, to organise the follow-up of the internship and coordinate the work of preparation of the report

Georgia: Law on VET states the VET institution arrange and administer company-based training for students



Moldova: Students are monitored during their internships by the teachers from their school, who visit the companies

Turkey: Coordinators of internship programmes attached to vocational schools visit firms to decide whether their facilities are appropriate, whether they have trades workers with qualifications at master level, and how many apprentices they can train. A formal contract is then signed between the school and the enterprise.

Spain: during the work placement students receive guidance and support from a teacher at the VET institution they attend and from the person who supervises their work at the company



Netherlands: VET teachers are responsible for developing and delivering educational programmes for learners. They provide study and career counselling, supervising workplace placements (internships) and mentoring

Denmark: quality assurance mechanisms for workplace training in postsecondary programs have three key features

- 1- Work placement arrangements are designed to be linked to learning outcomes.
- 2- Further to their placement, learners report back
- 3- They are assessed to check if they have met their learning objectives.

To ensure this, each student has a teacher or a supervisor for guidance.

Finland: cooperation arrangements are implemented at institutional and at individual level by the VET teachers .



External bodies involved in the organization of workplace learning

Norway: training offices (opplæringskontor) are owned by companies and usually concern specific trades. They work actively to identify potential training companies and establish new apprenticeship places, supervise companies with apprentices, and train staff involved in the tutoring of apprentices. Many training offices organise the theoretical part of the apprentices' training. They often sign the apprenticeship contracts on behalf of smaller training enterprises, thereby becoming accountable for completion of the training and its results.



External bodies involved in the organization of workplace learning

Spain: Regional authorities (e.g. Catalonia). VET Department is a facilitator and catalyzer in internships. For VET school it is compulsory to register their school-company partnerships. A software devised to register and monitor the implementation of all student placements in internships and apprenticeships in a centralized database has been designed. The system allows for assessment of students' work at workplace, assessment of the company supervisor and work placement conditions, and overall implementation of work-based learning schemes by school management and regional government representatives.



Follow up with companies	Follow up of the Learners	Assessment
Finding companies	Provision of assistance (year round)	Report (trainee)
Networking activity (Development of strong relationships)	Application of the trainee	Assessment (trainee)
Memorandum of Understanding	Matching process	Evaluation (work place)
Curricula development	Preparation	Evaluation internship process
	Integration phase	
	Linkage with the tutor	
	Work placement follow up	



Thank you for your attention





**EUROPEAN VOCATIONAL
SKILLS WEEK**
5 to 9 November 2018 | Vienna, Austria
#DiscoverYourTalent

