

Documento Normativo Português – Guia

Management of Curricular Apprenticeships – Part 1 - Requirements for education and training organizations

Gestión de l'apprentissage – Part 1 - Exigences pour organismes
d'éducation/formation

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Preamble

DNP Guide XXXX-1 originates and is an adaptation of the Evaluation Criteria for Curricular Apprenticeships defined by the Consortium responsible for the European project ApprenticeshipQ – Mainstreaming Procedures for Quality Apprenticeships in Educational Organisations and Enterprises (www.apprenticeshipq.eu).

DNP Guide XXXX-1 is part of a set of two Guides for management of curricular apprenticeships, where the second (DNP Guide XXXX-2) contain requirements for organizations who provide apprenticeship placements.

DNP Guide XXXX-1 was developed by CT 187 – Formal, non-formal and informal learning, which secretariat is held by IPQ - Instituto Português da Qualidade.

1 Objective and scope

DNP Guide XXXX-1 describes the technical requirements to be observed by educational organizations in the management of curricular internships.

It aims to raise the quality levels of curricular internships and the accountability of organizations in carrying out them, ensuring their consistency and promoting continuous improvement.

It can be used both by the organization itself for the purpose of self-assessment, and by external entities, for the purpose of external assessment and / or service certification.

This Guide applies to any organization that promotes curricular internships, regardless of their size, geographical location, legal nature (public or private) and commercial purpose (with or without profit).

2 Referências normativas

This document does not contain normative references.

3 Termos e definições

For the purposes of this document, the following terms and definitions apply.

3.1 Apprenticeship

Learning that alternates between a workplace and an education or training institution; that is part of formal education and training; and that on successful completion, learners acquire a qualification and receive a officially recognized certificate.

(Adapted from CEDEFOP)

3.2 Evidence

Data supporting the existence or verity of something

(Adapted from ISO 9000:2015)

3.3 Helpdesk

Centralized service which helps users resolve their issues.

3.4 Issue

Situation which requires an action.

3.5 Management System

Set of interrelated or interacting elements of an organization to establish policies and objectives and processes to achieve those objectives.

(Adapted from ISO 9000:2015)

3.6 Personal Data

Information relating to a person who can be identified by reference to an identification number or to one or more factors specific to his physical, physiological, mental, economic, cultural or social identity.

(Adapted from Directive 95/46/EC)

3.7 Process

Set of interrelated or interacting activities that use inputs to deliver an intended result.

(Adapted from ISO 9000:2015)

3.8 Professional Higher Education

Form of higher education that offers a particularly intense integration with the world of work in all its aspects (including teaching, learning, research and governance) and at all levels of the overarching Qualifications Framework of the European Higher Education Area.

3.9 Professional Higher Education Institution

Institution which provides Professional Higher Education.

3.10 Quality

Degree to which a set of inherent characteristics (of an object fulfils requirements.

(Adapted from ISO 9000:2015)

3.11 Requirement

Need or expectation that is stated, generally implied or obligatory.

(Adapted from ISO 9000:2015)

3.12 Small and Medium Enterprise (SME)

Enterprises which employ fewer than 250 persons and which have an annual turnover not exceeding EUR 50 million, and/or an annual balance sheet total not exceeding EUR 43 million

(European Commission, 2003).

3.13 Interested Party

Any group or individual who is affected by or can affect the achievement of an organization's objectives.

(Adapted from Freeman, 2010)

3.14 Workflow

Depiction of the actual sequence of the operations or actions taken in a process

(Adapted from ISO 18308:2011).

4 Requirements

4.1 Involvement of interested parties in defining learning outcomes

The educational organization shall determine:

- a) the interested parties that are relevant to the definition of learning outcomes;
- b) the relevant requirements of these interested parties.

The organization shall maintain and retain documented information on the method, frequency and results of consultations with interested parties respectively.

NOTE 1: Interested parties can be employers, HEIs, apprentices, among others.

NOTE 2: Relevant requirements may include regulatory requirements and their adaptation to sectorial realities.

4.2 Definition and assessment of learning outcomes

The educational organization shall define learning outcomes for apprenticeships. These shall be described in terms of knowledge, skills, competences, responsibility and autonomy.

The learning outcomes shall be periodically assessed and documented information retained on the results obtained.

The methods chosen by the educational organization to define and assess learning outcomes shall be maintained as documented information.

4.3 Transparency

The organization shall maintain and made publicly available the following documented information:

- a) method used to identify interested parties and their requirements;
- b) learning outcomes defined;
- c) criteria used for assessment of learning outcomes.

4.4 Definition of requirements for apprenticeship placement providers

The educational organization shall determine requirements to select apprenticeship placement providers. These shall cover:

- a) knowledge of, and agreement with the learning outcomes defined;
- b) conditions for mentoring and/or supervision;
- c) conditions of employment (when applicable);
- d) management workflow.

NOTE 1: The conditions for mentoring can include workload (financially and time-wise specified), bonuses, etc.

NOTE 2: The management workflow can include timelines, responsibilities and reporting requirements.

4.5 Identification of apprenticeship placements

The educational organization shall establish a marketing and/or advertising strategy to identify placements. This shall include provisions for:

- a) engaging staff;
- b) engaging apprentices;
- c) engaging potential employer's representative bodies;
- d) recruiting potential employers.

The educational organization shall nominate a coordinator for placements which, regardless of other functions, shall be responsible for the implementation of the marketing and/or advertising strategy and for assuring it considers the needs and expectations of apprentices.

4.6 Capacity building for placement providers

The educational organization shall make introductory information on apprenticeships publicly available. This shall include a Frequent Asked Questions (FAQ) or Knowledge Base (KB) that allows experience sharing from and for mentors.

The educational organization shall organize events for potential placement providers. These shall include, as adequate:

- a) recruiting fairs;
- b) training sessions;
- c) events to recognise and/or award placement providers for their excellence.

The educational organization shall provide educational resources and cost sharing agreements for placement providers.

4.7 Management of placement supply database

The educational organization shall keep a database of apprenticeship placements.

The educational organization shall establish a process to manage the database of apprenticeship placements and maintain it as documented information. The method shall establish:

- a) who can access and edit which part of the database;
- b) how to update the database in what regards:
 - b.1) relevant metadata from the learning agreement;

- b.2) all evaluation data linked to the placement;
- b.3) the history of apprentices assigned to the placement;
- b.4) the list of placement providers providing suitable apprenticeships;
- b.5) the list of qualified mentors at each placement provider.

4.8 Data Protection

The educational organization shall maintain documented information with requirements for:

- a) document traceability;
- b) anti-tampering;
- c) privacy, including protection and managing of personal data.

4.9 Establishing the Agreement

The educational organization shall establish apprenticeship agreements and offer apprentices the opportunity for engagement in agreement negotiations. The timelines for signature and specific roles of signatories, as well as model contract for apprenticeships shall be defined and maintained as documented information. The model contract for apprenticeships shall include:

- a) duration
- b) programme objectives
- c) learning activities
- d) possible competences gained
- e) evaluation of learning activities
- f) assessment of competences
- g) conditions of employment, namely:
 - g.1) position to be held by the apprentices within the placement provider
 - g.2) remuneration
 - g.3) occupational health and safety provisions
 - g.4) working hours
 - g.4) holiday entitlement
 - g.5) social protection, including the necessary insurance in line with national legislation
 - g.6) identification of supervisors and/or mentors, including their roles and responsibilities and approval of placement provider mentor;
 - g.7) description of the roles and responsibilities of supervisors and/or mentors;
 - g.8) apprentice responsibilities
 - g.9) requirements for apprentice reporting;
 - g.10) modes of communication;
 - g.11) methods of assessment; monitoring arrangements;
 - g.12) resolution mechanism for issues, including conflicts;
 - g.13) forms of certification and/or recognition to be issued for apprentices, for the placement provider and for the educational institution

NOTE: Signatories of the agreement may be apprentices, educational institutions and placement providers.

4.10 Matching apprentices with placements

The educational organization shall establish a process to match apprentices with placements and maintain it as documented information. The process shall consider the identification of apprentices' needs and expectations and an information system for apprenticeships, covering the following aspects:

- a) dissemination of informational material;
- b) organization of information sessions;
- c) availability of personalised consultation services;
- d) preparation for matching interviews;

4.11 Monitoring of placement providers' activities

The educational organization shall appoint a named supervisor for each apprenticeship and establish a schedule for communication with placement providers. The schedule shall identify the frequency of correspondence and visits.

The educational organization shall define requirements to conduct visits, including those for:

- a) planning (how, who and communicated to whom);
- b) evidence collection (means and tools);
- c) record and report the visit.

4.12 Monitoring of apprentices' activities

The educational organization shall establish a schedule for communication with apprentices. The schedule shall identify the frequency of correspondence and visits.

The educational organization shall define requirements apprentices to report progress, including those for:

- a) the information to be reported (what);
- b) frequency of reporting (when);
- c) report method (how);
- d) report channel (to whom).

4.13 User Support and issue resolution

The educational organization shall establish a helpdesk and promote its existence to the users. The promotion material shall include information on how to contact the helpdesk (Example: phone number, email address, url).

Specifications for how to resolve issues, including critical issues, shall be maintained as documented information.

4.14 Evaluation of apprenticeships

The educational organization shall evaluate the placement provider performance regarding the placements provided and its mentors.

The specifications for these evaluations shall be determined, maintained as documented information and reviewed periodically to assure relevance and adequacy. The specifications shall cover:

- a) moments of evaluation;
- b) methods to collect and analyse information from apprentices and from placement providers;
- c) minimum information to be collected;
- d) questionnaire(s) to be used;
- e) method to assure the transparency of the evaluation;
- f) whom to report any corrective and improvement actions needed;
- g) arrangements to identify mentors' excellence and recognising this excellence publicly;
- h) records to be kept, including, when applicable, of tracking information regarding employment and career progression of the apprentice;

NOTE: Arrangements to recognise mentors' excellence publicly, can be their involvement in career days, in media events, etc.

4.15 Assessment design

The educational organization shall determine a method to evaluate the apprenticeship and maintain it as documented information. This shall be publicly available and include:

- a) clear rules for shared assessment;
- b) evaluation criteria and weighting for placement provider and educational organization;
- c) timelines and responsibilities for collecting assessment data;
- d) template for the assessment report to be filled by the apprentices including assessment of competences;
- e) template for assessment of apprentice progress to be filled by placement providers.

4.16 Performing and monitoring the assessment

The educational organization shall provide placement providers with guidelines on how to conduct assessments.

4.17 Grading

The educational organization shall establish a grading system and maintain it as documented information. This shall include:

- a) list of grades;
- b) description of grades;
- c) method for determination of grades;
- d) template to record the grades attributed;
- e) e) clear rules for shared grading.

4.18 Certification and recognition

The educational organization shall determine how to award credit, including:

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- a) requirements for allocation of transferable credit;
- b) model for the certificate to be used;
- c) model for any supplemental information to the certificate including extra gained knowledge;
- d) requirements to keep records of awarded certificates;
- e) method to respond to requests for verification of certificates;
- f) requirements for the recognition of prior learning.

NOTE: A model for supplemental information might be internal to the education organization or provided by regulators, such as diploma supplement, Europass, etc..

4.19 Complaints and Appeals

The educational organization shall established a complaints and appeals system, including:

- a) documented methods of where to submit a complaint or appeal;
- b) templates for submission of complaints and appeals;
- c) criteria to:
 - c.1) define the scope of complaints and appeals;
 - c.2) investigate complaints and appeals affecting the educational organization;
 - c.3) investigate complaints and appeals affecting placement providers;
 - c.4) investigate complaints and appeals affecting apprentices;
 - c.5) decide on the complaint/appeal.
- d) information on the timeline to give feedback on the complaints and appeals to their authors.

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