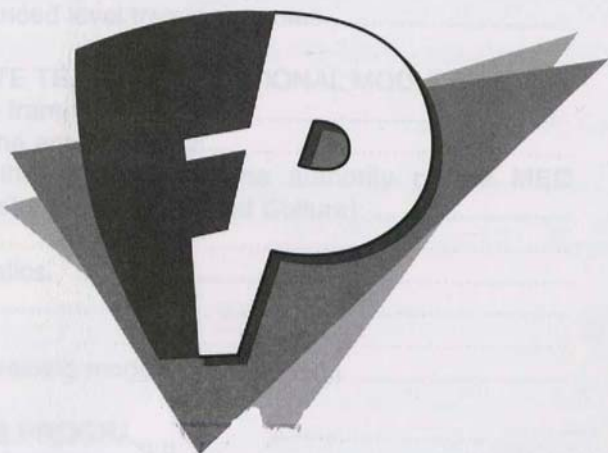


WORK-SITE TRAINING



MINISTRY OF EDUCATION AND CULTURE
GENERAL SECRETARIAT OF STATE FOR EDUCATION, UNIVERSITIES,
RESEARCH AND DEVELOPMENT

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MINISTRY OF EDUCATION AND CULTURE
GENERAL SECRETARIAT OF STATE FOR EDUCATION, UNIVERSITIES,
RESEARCH AND DEVELOPMENT
DIRECTORATE GENERAL OF VOCATIONAL TRAINING AND EDUCATIONAL PROMOTION

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WORK-SITE
TRAINING



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1. NEW VOCATIONAL TRAINING DEFINED IN THE LOGSE (General Act on the Education System)

1.1. INTRODUCTION

The enactment and implementation of the Constitutional Act on the Education System (LOGSE, 1990) instituted an in-depth reform of education and in particular vocational training.

- Firstly, compulsory education is extended under the act to the age of 16.
- Secondly, a new structure is defined for vocational training, based on wide-ranging basic vocational training and occupationally-g geared specific vocational training.

Preparing pupils for an occupation on the labour market is **a purpose reserved to vocational training**, which delivers multifarious training to help pupils adapt readily to the occupational changes that may come about in their future working lives.

Such multifarious training covers both **basic and specific vocational training**.

The main objective pursued under the new approach to vocational training is **to furnish pupils with the know-how** required to perform the tasks expected of them in the **jobs they hold**.

Compared to the educational model in force under former Act 70, the following features are the most prominent innovations in the **new vocational training system**:

- a) **General or basic knowledge** (hence the denomination basic vocational training) is acquired in **compulsory secondary education and baccalaureate**.

b) **The course content** covered in the courses **is fully remodelled**. Syllabi have been made more specific to define the vocational competence¹ required in each specific type of job, based on surveys conducted by the Ministry of Education and Culture as reflected in the occupational profiles comprising the listing of "diplomas"², designed to respond to today's and tomorrow's business needs.

These new diplomas, which comprise what is known as the List of Diplomas, constitute an innovative approach to the new occupational fields arising in different productive sectors. **A total of 135 diplomas is offered, grouped under 22 occupational families.**

c) Another important change is the definition of a new *vocational module*³ called "work-site training", which forms a part of the *curriculum*⁴. The commitment acquired by companies to implement this module is contributing to the attainment of an effective model that guarantees individual competence levels. The enlistment of business in work-site training, ensuring proper quality standards, affords the productive system and society as a whole qualified and highly productive human resources able to compete on an increasingly demanding marketplace.

The work-site training module is implemented on company premises in an attempt to familiarise pupils with real working situations.

1 **Vocational competence:** Ability to perform all the activities characteristic of the jobs comprising an occupation, theoretically and practically speaking, to the standards required in real work-site situations.

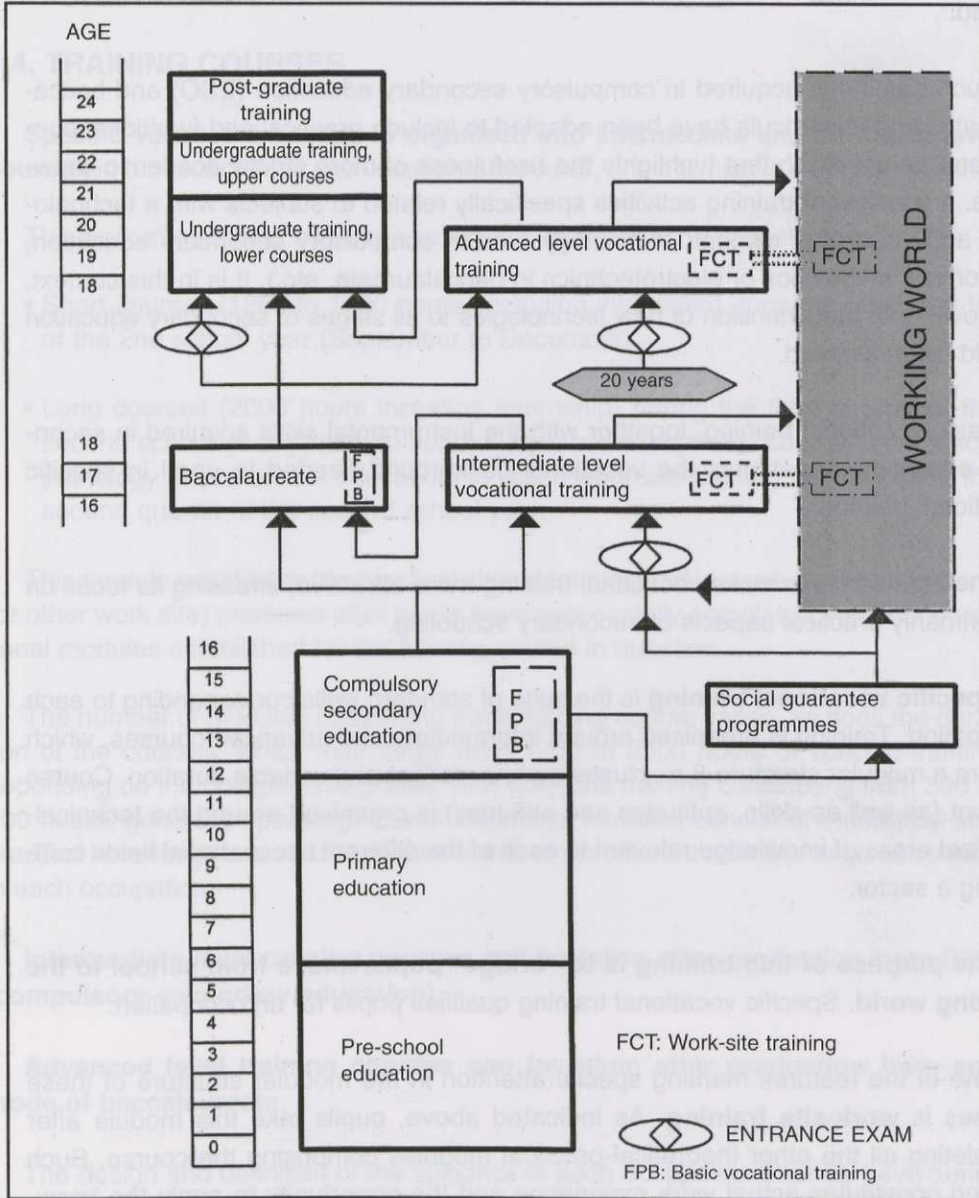
2 Listing of diplomas: Suite of intermediate and advanced level courses defined in the new approach to vocational training.

3 Vocational module: Basic structure of syllabi, authorised by the Ministry of Education and Culture. This is the unit that structures training course content. Equivalent in meaning to "subject".

4 Curriculum: Course content and activities required to acquire the skills defined in training course vocational modules.

1.2. THE EDUCATION SYSTEM DEFINED BY THE LOGSE

The education system defined in the General Act on the Education System (Constitutional Act 1/1990 of 3 October)



1.3. SCHOOLING IN VOCATIONAL TRAINING

In Title I, Chapter IV, the LOGSE defines the new academic structure for vocational training, establishing a new configuration for such training within the education system as well as the schooling covered, namely basic and specific vocational training.

Basic vocational training comprises the suite of general technical know-how associated with certain occupations. It is a pre-requisite for most of the vocational training offered.

Such training is acquired in compulsory secondary education (ESO) and baccalaureate, whose curricula have been adapted to include practical and functional content and an approach that highlights the usefulness of more strictly academic knowledge. It consists of training activities specifically related to subjects with a technological and vocational content (technology area in compulsory secondary education, economics, mechanics or electrotechnics in baccalaureate, etc.). It is in this context, moreover, that the extension of new technologies to all stages of secondary education should be understood.

Basic vocational training, together with the instrumental skills acquired in secondary education, constitutes the vocational background needed to enrol in specific vocational training.

The intention is to make vocational training more attractive, stressing its focus on the primarily practical aspects of secondary schooling.

Specific vocational training is the suite of standard skills corresponding to each occupation. Training is organised around intermediate and advanced courses, which feature a modular structure (i.e., clustering knowledge) and variable duration. Course content (as well as skills, aptitudes and attitudes) is organised around the technical-practical areas of knowledge relevant to each of the different occupational fields comprising a sector.

The purpose of this training is to "bridge" pupils' move from school to the working world. Specific vocational training qualifies pupils for an occupation.

One of the features meriting special attention in the modular structure of these courses is **work-site training**. As indicated above, pupils take this module after completing all the other theoretical-practical modules comprising the course. Such training constitutes actual work experience and the opportunity to apply the know-how acquired in school.

Module content, activities and timing are specified in the "training programme". This involves the establishment of collaboration agreements between schools and participating businesses in the respective sector. Such companies, both public and private, must have the technical and human resources needed for proper training.

The massive enlistment of businesses with suitable quality standards to implement work-site training is prerequisite to ensuring the productive system and society as a whole qualified and highly productive human resources able to compete on an increasingly demanding marketplace.

1.4. TRAINING COURSES

Specific vocational training is organised into intermediate and advanced level courses, in turn subdivided into vocational modules, one of which is work-site training.

The work-site training module is taken during the second school year:

- Short courses (1200 to 1400 hours, including internship) during the first quarter of the 2nd school year (September to December).
- Long courses (2000 hours including internship) during the third quarter of the second school year (March to June). There are exceptions, such as anatomical pathology or pre-school education, in which work-site training begins during the second quarter of the second school year.

This module constitutes the practical side of training and is conducted on company (or other work site) premises after pupils have successfully completed the other vocational modules established for the training course in question.

The number of modules comprising each training course varies, as does the duration of the courses, which may range from 1200 to 2000 hours of specific training depending on the occupational profile, with work-site training constituting from 300 to 700 hours, generally speaking. These vocational modules consist of theoretical and practical knowledge and skills defined in terms of the different activities to be performed in each occupation.

Intermediate level training courses can be taken after graduation from ESO (compulsory secondary education).

Advanced level training courses can be taken after graduation from any mode of baccalaureate.

The design and definition of the specifics of each occupational family have benefited from the active participation of the respective productive sector. "Sectoral surveys" were conducted among educational authorities and social agents, taking

account of economic and social and occupational background, to define basic training needs. Business needs are therefore covered, since enterprise has taken an active role in the configuration of the supply (including geographic distribution) and, furthermore, mechanisms are in place for adaptation to future requirements.

1.5. ELIGIBILITY FOR TRAINING COURSES

According to the LOGSE (Arts. 31 and 32), the following requirements must be met to qualify for the two educational levels into which vocational training is divided:

1.5.1. Intermediate level training courses

INTERMEDIATE LEVEL	
Direct enrolment	Enrolment subject to entrance exam
<p>Anyone holding a secondary education diploma is eligible for direct enrolment in intermediate level specific vocational training.</p> <p>Anyone having reached any of the academic levels listed below is also eligible for direct enrolment in intermediate level specific vocational training:</p> <ul style="list-style-type: none"> * Auxiliary technician. * Technician. * Two full years of Polyvalent Unified Baccalaureate. * Two full years of the first experimental phase of reformed middle school education. * Three full years of schooling under the 1963 Applied Arts and Artistic Trades Education Plan or two full years of requisite courses under the experimental programme. * Other studies declared to be equivalent to any of the above for academic intents and purposes. 	<p><i>Candidates who do not meet any of the preceding requirements may become eligible by passing a test provided they meet at least one of the following requirements:</i></p> <ul style="list-style-type: none"> <i>* Be at least 18 years old or 18th birthday in the year the exam is taken.</i> <i>* Have successfully completed a Social Guarantee Programme.</i> <i>* Be able to substantiate at least one year's work experience.</i>

The entrance exam is designed to enable candidates to prove that they have sufficient know-how and skills to take full advantage of intermediate vocational training. After completion of the intermediate training courses pupils are awarded diplomas as Technicians.

A technicians' diploma qualifies pupils for direct access to any of the modes of baccalaureate.

1.5.2. Advanced level training courses

ADVANCED LEVEL	
Requirements for direct enrolment	Enrolment subject to entrance exam
<p>Anyone holding a baccalaureate diploma is eligible for direct enrolment to advanced level specific vocational training.</p> <p>Anyone having reached any of the academic levels listed below is also eligible for direct enrolment in advanced level specific vocational training:</p> <ul style="list-style-type: none"> * Two full years of any mode of experimental baccalaureate. * University Guidance Course or Pre-University training (successfully completed). * Specialist technician or advanced technician diploma or equivalent for academic intents and purposes. * University or equivalent degree. 	<p><i>* Anyone at least 20 years old and not meeting the academic requirements for direct enrolment (Royal Decree 676/1993 of 7 May, Article 6).</i></p>

The exam will be designed to verify candidates' maturity in respect of the objectives to be met during baccalaureate and their occupational abilities in the field corresponding to the advanced level vocational training course in question.

The certification obtained for passing the entrance exam for intermediate or advanced training courses will be honoured as qualification anywhere in the country. The trial will be graded on a pass-fail basis. A passing grade on the exam for intermediate level courses is valid for any training course, whereas the same grade on the exam for enrolment in advanced courses is valid only for the family involved, as the test is occupation-specific.

After completing these courses pupils are awarded a "**Senior Technician**" diploma for the respective occupation. Such diploma qualifies them for university studies related to the vocational family in question (Royal Decree 777/1998 of 30 April, Official Government Journal of 8 May).

Between 15% and 30% of new enrolments in disciplines for which associate university degrees are offered is reserved to such pupils.

From 7% to 15% of new enrolments in disciplines for which associate and full university degrees are offered is reserved (Royal Decree 701/1999 of 30 April, Official Government Journal 01/03/99).

2. THE WORK-SITE TRAINING MODULE

2.1. REGULATORY FRAMEWORK

2.1.1. For the entire country

The institutional framework providing for the planning, implementation and evaluation of work-site training is defined by:

- ① The **LOGSE** [General Act on the Education System] (Art. 34, point 2) stipulates that an on-site training period is mandatory under the new vocational training design. **Constitutional Act 1/1990 of 3 October** (BOE - Official Government Journal - 4 October).
- ② **Royal Decree 676/93 of 7 May (BOE 22/05/93)**, laying down general guidelines on vocational training diplomas and respective minimum schooling requirements and each and every one of the royal decrees enlarging on the various vocational training course diplomas also serve as a reference.
- ③ **Royal decrees on diplomas and minimum schooling requirements.**
- ④ **Royal Decree 777/98 of 30 April (BOE 8 May 1998)**, enlarging on certain aspects of vocational training in the framework of the education system. Articles 4.2, 6, 16.2, 19.2 and 19.5 do not constitute basic legislation.
- ⑤ **Basic Act 3/1993 on Chambers of Commerce, Industry and Navigation**, (Art. 2, point 1, par. f) (**BOE 23/03/93**), entrusts these associations with collaboration with the education authorities to develop internship arrangements.
- ⑥ To ensure the development of work-site training, a **Framework agreement for collaboration was signed on 15 February 1993 between the Ministry of Education and Culture and the Higher Council of Chambers of Commerce, Industry and Navigation of Spain**, and updated and expanded in 1998. There may also be other similar agreements between education authorities and other entities.

This framework agreement constitutes a valuable instrument in furthering business involvement in training, enabling enterprise to play the leading role attributed to it in the educational reform proposed in the LOGSE.

2.1.2. For areas under the authority of the MEC (Ministry of Education and Culture):

- ① All of the *royal decrees* that set out the different curricula for training courses (work-site training content).
- ② Ministerial Order of 14 November 1994, governing the specific vocational training student evaluation and academic accreditation process defined in the LOGSE. (BOE 24 November).

- 3 Directorate General of Vocational Training and Educational Promotion **Instructions** for the implementation and development of the work-site training module, dated 14 July 1995.
- 4 Directorate General of Vocational Training and Educational Promotion **yearly circular**.
- 5 The collaboration agreements between Ministry of Education and Culture Provincial Delegations and the Chambers of Commerce in their respective areas.
- 6 Other agreements signed and valid at any territorial level.

2.2. DEFINITION

This is a consistent block of specific training whose content is organised around the standard productive activities involved in each occupational profile and which comprises a series of skills to be ultimately acquired (OBJECTIVES) and evaluation criteria that guide the students' training activities (CONTENT) at the work site.

The above module addresses the **identification and development** of a certain number of occupational activities indispensable for **suitable occupational development**, which cannot be learned in the classroom.

The content of the work-site training module is set out in terms of general activities so each school and company can integrate them into the pupil's training process, adapting them to individual case characteristics.

2.3. CHARACTERISTICS

- ⇒ The most relevant and innovative feature of the work-site training module is that it **is implemented in a real productive environment** (on the work site) where pupils can observe and perform the standard activities and functions involved in the different jobs related to their chosen occupation, while becoming acquainted with real productive processes or services and work-site social and labour relations.
- ⇒ It is **compulsory** and is undertaken after all other modules have been successfully completed. (In the former vocational training design laid down in the General Education Act of 1970, internship was voluntary). This module is an **indispensable pre-requisite** for the academic diploma accrediting the level of professional expertise attained.
- ⇒ A series of **skills** that the pupil should master during apprenticeship on the job is defined in each module.

- ⇒ Activities are subject to **prior programming**. The **content** consists of involvement in standard productive activities for the specific occupational profile (set out in the definition of each diploma).

A firm commitment on the part of enterprise is requisite to progress towards an effective model that ensures individual occupational competence.

- ⇒ Two **professionals** are in charge of monitoring the pupil's training process: a **teacher-guide** (at school) and a **supervisor** (on the job). Pupils receive guidance and advice throughout the process from the professionals responsible for their evaluation, designated for the purpose in the agreement between the educational institution and the work site.
- ⇒ Internship schedules are **similar to the work schedule** in place in the participating company (i.e., at times largely coinciding with working hours, although provision must be made for any requisite in-school training sessions).
- ⇒ Since this module is the last phase of specific vocational training, **the pupil can apply the skills acquired in the educational institution at the work site**, thereby acquiring know-how from the direct observation of process initiation and finalisation and taking part in mainstream social and labour relations.
- ⇒ This module **accounts for around 20-25%** of the total course hours for each diploma, although this may vary depending on the competent educational authority.
- ⇒ Considering that pupils begin **intermediate courses** at the age of 16 at the youngest, **work-site training would begin at the age of 17**, whereas **advanced courses are begun at the age of 18 at the youngest**, so work-site training in this case would begin at around the age of 19 or 20.
- ⇒ As a training module, work-site training is subject to **evaluation and grading** and, therefore, a non-passing grade entails failing the training course as a whole and disqualification for the respective diploma.

2.4. GOALS

Pursuant to the provisions of R.D. 676/93, the goals pursued under the vocational work-site training module are, among others:

- a. Round out the occupational competence acquired by pupils in educational institutions via direct involvement in training activities selected from among the productive activities conducted at the work site.
- b. Contribute to the achievement of the general goals of vocational training (to acquire the standard occupational skills corresponding to each diploma and

vocational identity and maturity that spawn enthusiasm for life-long education to be able to adapt to changing qualifications).

- c. Evaluate the most relevant features of the vocational competence acquired by students and, in particular, verify their command of the most prominent aspects of the skills required for a given job (as set out in the profile for each diploma) that can only be observed in actual production situations and therefore are not susceptible to verification in a classroom environment.
- d. Acquire an understanding of the productive organisation corresponding to the occupational profile and experience with work site social and labour relations to facilitate future employability.

2.5. OBJECTIVES

The primary objectives of work-site training are as follows:

- 1) **Apply the theoretical knowledge acquired in educational institutions** and evince the skills acquired in specific productive processes and real work situations, thereby rounding out individuals' occupational qualifications. This is the reason that the Ministry of Education and Culture (MEC) has denominated the tasks that pupils perform on the work site as "productive training tasks".
- 2) **Know and understand the actual socio-labour organisation of a work site** and in particular:
 - ✗ what jobs are involved in a given productive industry;
 - ✗ what functional and organisational relationships exist among the different workers in a company;
 - ✗ how certain tasks or activities are related to others;
 - ✗ how responsibilities are organised and distributed;
 - ✗ what quality control techniques or procedures are actually used in business;
 - ✗ what a real work schedule or shift is like, etc.
- 3) **Evaluate young people's occupational skills in real work situations in conjunction with the participating company.** This enhances recent graduates' employability by contributing to the identity and maturity that spawn enthusiasm for life-long education and the ability to adapt to changing qualifications.

This module is structured in much the same way as all the others comprising each course. A series of evaluation criteria, intended to show whether the pupil has reached the level of competence required, is formulated as a guideline to ascertain whether the objectives proposed in the course have been attained.

2.6. WORK-SITE TRAINING MODULE PROGRAMMING

Among the items that need to be negotiated in advance with the participating company are a definition of the activities conducted in the training firm that are going to be entrusted to the pupil, under what conditions and how the programme can be scheduled within the company's own working hours. A document needs to be formulated that defines a full and duly scheduled programme, monitoring and evaluation procedures, the person who is to be responsible for pupil supervision and the timetable of visits to be made by the school's teacher-guide to monitor student progress.

3. THE "TRAINING PROGRAMME"

The training programme is the document that specifies how work-site training is going to be run and evaluated. It comprises a series of productive training activities to be carried out by the pupil, duly ordered and scheduled, as well as a suite of implementation, monitoring and evaluation procedures.

The **content** is set out in terms of **general activities** to enable educational institutions and participating companies to integrate them in each pupil's training process. The design of activities should draw heavily from the competency units defined for each occupational profile.

It should **realistically** reflect the **training process programme** agreed to by the school and the work site, which should be **feasible and susceptible to evaluation**. It should, moreover, be formulated on the grounds of a consensus reached by management responsible at both the educational institution and the work site, taking account of the training activities as a whole and the productive activities as a whole, as well as of the trials for the intents and purposes of evaluation, that are to be performed by students during the time scheduled for work-site training.

The teacher-guide, with the support of the course educational team (teaching staff for the training course in question) should **draw up** a proposed **training programme** for each participating company and pupil, based on a general programme.

The training programme is formulated to take account of two broad considerations:

1.- The overall vocational competence associated with the respective diploma:

* Generic activities that should address the skills to be ultimately acquired, ascertaining which are the most appropriate for the work environment, group of pupils and educational institution.

* Activities for evaluation (observing the evaluation criteria laid down in each royal decree for the respective diploma).

* Objectives envisaged for the work-site module, in keeping with the characteristics of the work environment.

2.- The work site:

* Goods and services produced by the company.
* Jobs.
* Productive processes.
* Company organisational chart.
* Communications.

3.1. GROUNDS FOR FORMULATING THE PROGRAMME

The point of departure for formulating a training programme is as follows:

- * **The skills to be ultimately acquired, content and evaluation** criteria defined by the education system for each work-site training module.
- * **Resources, organisation and nature of the productive processes or services** in place at each work site.

3.2. ELEMENTS COMPRISING THE TRAINING PROGRAMME

An effective training programme should cover:

- Pupil rotation from one company area or department to another and timing.
- Full description of the activities to be carried out in each area or department, stipulating:
 - ◆ Productive training activities that should ensure or complete the vocational competence required for the job.
 - ◆ Work-site training skills to be ultimately acquired through such activities.
 - ◆ List of evaluation activities that should:
 - Enable pupils to prove their vocational competence.
 - Enable the work site supervisor to verify such competence.
- Evaluation criteria for each activity, extracted from the criteria established for each work-site training module and adapted to specific work-site situations.

3.3. REQUISITES THE TRAINING PROGRAMME MUST MEET

A well designed training programme should:

Be based on the work situations corresponding to the occupational profile and suited to the company's activity (it is for this reason that a consensus is reached by the

management responsible for the educational institution on the one hand and for the work site on the other, taking account of training activities as a whole and productive activities as a whole).

Define a **series of activities that should be real, feasible and susceptible to evaluation**, to be conducted by the pupil during the time scheduled for work-site training.

Be formulated by the educational institution's teacher-guide for each participating company and pupil, on the grounds of a general programme.

Set a **performance level** for the pupil similar to the level required of other employees.

Allow and envisage the use of the participating company's technical documentation, media and facilities, specifying, as appropriate, the restrictions or terms governing such use.

Include **measures for mainstreaming pupils in the productive structure** and enabling them to acquire an understanding of labour relations.

Provide for and define the rotation between **jobs or sections** within the company, in keeping with the occupational profile.

Specify **scheduling**: duration and time frame.

Allow for pupil **decision-making** in the face of possible contingencies.

Avoid repetitive tasks that are not relevant to the acquisition of skills.

3.4. THE WORKING WORLD FROM A PUPIL'S PERSPECTIVE

Generally speaking, when students undertake work-site training, they have a very rudimentary idea of what a company is. Therefore, and notwithstanding the information they may be provided in the educational institution, a series of basic ideas on the company that will round out their training should be addressed, namely:

What business does the company engage in? How is it organised? What are the communications channels? How many people are employed and what does their general profile look like? What image does the organisation try to portray? What is its position with respect to its competitors? etc., ideas which, moreover, are taken into account by both the teacher-guide and the vocational training and guidance counsellor when designing the training project.

Pupils should also be **informed of how to broach their first contact with a working environment** in connection with issues such as personal hygiene, manners and behaviour, and be **given a clear idea** as well of:

- **The training programme and evaluation criteria.**
- How they fit into **company hierarchy** or organisation.
- **On-the-job health rules.**

3.5. INCIDENTS AND CONFLICTS

When pupils are accepted by a participating company they assume a commitment.

Nonetheless, **minor disputes** may arise with respect to company **operating rules** (tardiness, unsuitable grooming), the work itself (student's attitudes towards the tasks assigned), **personal relations** (negative or demanding attitude on the part of the pupil, which may provoke disputes with the company supervisor or other workers). Such situations may occasion a failing grade in the work-site training module or may even prompt cancellation of the agreement between the company and the educational institution.

Just as pupils are required to honour the company's working hours and timetable and justify any failure to do so, the company must likewise be expected to comply strictly with the conditions covenanted with the educational institution.

The following procedures are recommended **to avoid such conflicts:**

Make sure that the pupil is aware of the terms of internship and the company's rules.
Monitor daily compliance.
Settle disputes via dialogue as soon as they surface.
Maintain fluent relations between the teacher-guide and the company supervisor.
Do not allow a conflictive situation to persist.

4. ELIGIBILITY FOR WORK SITE TRAINING, DURATION, TIME FRAMES

The work-site training module is a requisite for all pupils enrolled in intermediate or advanced level specific vocational training, unless they are exempt because they have substantiated relevant work experience.

4.1. ELIGIBILITY

All other modules in the course (i.e., the "academic unit") are pre-requisites to this module.

However, the educational team teaching a course in an educational institution may authorise pupils who have only one occupational module outstanding to enrol in the work-site module, providing the outstanding module accounts for 25% or less of a total year's course load.

The outstanding module must be successfully completed to earn the respective diploma.

4.2. DURATION AND TIME FRAMES

Both the intermediate and advanced level courses may be short or long and in the long courses, the work-site module may be short or long:

4.2.1. Short courses last one school year (3 quarters) + work-site training: 1,200/1,400 hours.

Work-site training: from 300 to 400 hours.

EDUCATIONAL INSTITUTION			WORK-SITE
1st	2nd	3rd	Work-site training
October-December	January-March	April-June	September-December
1st school year			2nd year

4.2.2. Long courses last two school years (6 quarters) including work-site training: 1,800/2,000 hours.

A. Work-site training: from 300 to 400 hours.

EDUCATIONAL INSTITUTION					WORK-SITE
1st	2nd	3rd	4th	5th	
October-December	January-March	April-June	October-December	January-March	April-June
1st school year			2nd school year		

B. Work-site training: 700 hours.

EDUCATIONAL INSTITUTION				WORK-SITE	
1st	2nd	3rd	4th	5th	Work-site training
October-December	January-March	April-June	October-December	January-March	April-June
1st school year			2nd school year		

5. SPECIFIC COLLABORATION AGREEMENTS

Work-site training calls for collaboration between educational institutions and participating companies. This in turn requires:

Formalisation of a collaboration agreement between the two institutions in which they accept to:

- * Designate a **company supervisor** and a teacher-guide in the educational institution to monitor and evaluate pupil performance.
- * **Agree to a "training programme"** addressing the activities that pupils are to undertake on the work site. This is the major decision that should be taken into account in the agreement signed by the educational institution and the work site and should be the result of a consensus between teacher-guides in the educational centre and the supervisor responsible for monitoring and evaluation at the work site.

The above agreement is a contract between the educational institution providing vocational training and a company that offers training positions for work-site internship.

It is officially denominated the *"Educational centre-participating company agreement for implementation of work-site training"*.

The most outstanding features of such "collaboration agreements" are as follows:

- * They entail no employment relationship between pupils and participating companies.
- * School insurance, in addition to the civil liability and accident insurance taken out with the Ministry of Education and Culture for this purpose, covers any possible contingencies in connection with student presence on company premises.
- * Agreements may be cancelled or suspended at the request of either of the parties.
- * They may cover one or several pupils.

They are set out in quintuplicate on self-copying forms, with the clauses containing the agreements on the overleaf. Once completed and signed by both parties (school and participating company), they are sent to the Provincial Delegation for endorsement and circulation to:

- 1 MEC Provincial Delegation (Provincial Committee for Vocational Training).
- 2 Educational institution.
- 3 Participating company.
- 4 Education Inspection Service.
- 5 Provincial Delegation, Ministry of Labour and Social Affairs, where a record is kept of interns in training who are not subject to employment contracts of any kind.

6. FUNCTIONS AND RESPONSIBILITIES OF AGENTS INVOLVED IN THE PERFECT IMPLEMENTATION OF WORK-SITE TRAINING

Finally, it must be stressed that **work-site training** involves various agents: **educational and business**.

6.1. EDUCATION AGENTS

- a) Educational authorities:
 - * Central MEC services.
 - * Provincial Delegations or Territorial Deputy Directorates.
- b) Schools.

6.2. BUSINESS AGENTS

- a) The companies themselves.
- b) Intermediary agents such as Chambers of Commerce or employers' organisations at any level.

6.3. FRAMEWORK AND PRELIMINARY AGREEMENTS

A provincial collaboration agreement will be established between each MEC Provincial Delegation and the provincial Chamber of Commerce, laying down each party's competencies and obligations. Framework agreements are of an institutional nature and concern educational authorities and the intermediary institutions.

The conclusion of certain of these framework agreements has provided access to catalogues of participating companies, such as the ones on file with the Chambers of

Commerce. The companies listed sign provisional collaboration commitments via so-called preliminary agreements between the Chambers of Commerce and companies within the region covered that constitute statements of intention to provide internship facilities.

6.4. EDUCATION AGENT FUNCTIONS

MEC central services, and more specifically, the Directorate General of Vocational Training and Educational Promotion, and the Deputy General Directorate of Formal Vocational Training under its aegis are responsible for:

- * Establishing the general requirements for work-site training, from the academic, administrative and economic standpoints.
- * Formulating guidelines for the "training programme".
- * Encouraging company participation.
- * Conducting ongoing evaluation of the work-site system.

Each MEC Provincial Delegation, through their respective Education Programmes Units (UPE), with the technical support of collaborating institutions: Chambers of Commerce, employers' organisations, and so, are responsible for:

- * Implementing the provincial offer of diplomas, school by school.
- * Accessing a data bank on the business fabric in their province.
- * Developing an information plan intended for companies on the importance of collaboration for the proper development of work-site training.
- * Drawing up a catalogue of participating companies.
- * Allocating each educational institution a list of companies to provide them with a sufficient number of training positions (within their respective areas of influence). Since at times the direct involvement of the local authorities may not suffice to cover the number of training positions required, framework collaboration agreements are envisaged with employers' associations or other organisations able - through their membership - to provide for collaboration with companies or other entities.
- * Endorsing **the specific collaboration agreements** signed by the educational institution and participating company.
- * Handling possible financial remuneration to companies for their collaboration in work-site training.
- * Collaborating in the training for both trainers, i.e., the school's teacher-guide and the company supervisor.
- * Ensuring pupil coverage against accident (school insurance) and civil liability contingencies during their presence on the work site by subscribing an additional insurance policy.
- * Providing the central services with the updated details on work-site training handling and implementation in their respective regional jurisdiction.

The educational institution, through its headmaster, form master, heads of vocational family departments and teacher-guide, is responsible for:

- * Pupil education in keeping with their occupational profile.
- * Formulation, in conjunction with the participating company, of the work-site training programme to be followed by pupils.

- * Teacher-guide counselling for pupils during periodic visits to the work site.
- * Provision of guidance services for pupils during a session held biweekly at the educational institution.

The headmaster's competencies include:

- * Signing specific collaboration agreements with participating companies.
- * Informing all members of the educational community and the School Council of:

* Participating companies.
* Training programmes established.
* Number of pupils in each course involved in work-site training.
* Results of work-site training evaluation and monitoring.

- * Appointing teacher-guides, nominated by the form master.
- * Releasing the sums earmarked for financial remuneration for participating companies.
- * Releasing the sums owed to teacher-guides and pupils.

The **form master's** competencies include:

- * **Co-ordinating department head** activities.
- * **Co-ordinating** and overseeing actions taken by **teacher-guides, pursuant to:**

The Academic and Vocational Guidance Plan and the Tutorial Action Plan.

The **head of the respective vocational department's** competencies include:

- * Co-ordinating training course programming.
- * Collaborating with the executive team to further relations with businesses.

Teacher-guides' competencies include:

- * Formulating and reaching a consensus on the TRAINING PROGRAMME with the company's designated supervisor.
- * Providing pupils with guidance, in conjunction with the vocational training and guidance counsellor, before work-site training begins, on:

* General features of the module
* Training programme.
* Standard structure and organisation in the industry, business engaged in by the company where they are to do their work-site training and its technological resources.
* Work-site training supervisor designated by the company.
* Disciplinary framework, safety and hygiene.
* Jobs or positions.
* General preparation and implementation of activities, teamwork and all it involves, conditions to which use of resources and information is subject, etc.

- * Deciding, if necessary, work-site sequencing in different companies.
- * At least once every two weeks:
 - Visiting the work site: monitoring training programme.
 - Interviewing pupils at the educational institution. Collaborating with vocational training and guidance counsellor.
 - Evaluating the work-site training module in conjunction with the company supervisor.
 - Grading pupil performance in the module: PASS/FAIL.
 - Drawing up documentation corresponding to the work-site training module.
 - Drawing up a year-end report on the work-site training co-ordinated.

6.5. BUSINESS AGENT FUNCTIONS

The Chamber of Commerce

- ➔ Furthers convergence with the experience of other EU countries.
- ➔ Profits from the coverage and organisation of provincial Chambers of Commerce, given that:
 - There is at least one Chamber of Commerce per province.
 - Such chambers are involved in all sectors except agriculture.
 - They have an updated census of companies, broken down by counties.
 - They have an understanding of the business fabric in their area of influence or jurisdiction.

For all these reasons, the chambers should:

- ➔ Inform companies and heighten their awareness of the need to develop work-site training.
- ➔ Draw up a catalogue of companies willing to collaborate in work-site training.
- ➔ Provide participating companies with updated technical and overall support .

- ➔ Suitably qualify companies to ensure the quality of "training positions" in businesses.
- ➔ Encourage the conclusion of agreements between companies and educational institutions.
- ➔ Collaborate in the training of teacher-guides and supervisors.
- ➔ Organise the creation of a data bank of students involved in work-site training to enhance their subsequent employability.

The participating company or entity offering training positions **assumes major responsibility for work-site training**, although it should receive technical support from educational institutions and general guidelines for implementing internship. The participating company ensures:

- * Compliance with the activities set out in the training programme.
- * Monitoring of pupils' training and internship (through the appointed supervisor).
- * Periodic access to the work site by the teacher-guide in charge for joint monitoring of pupils' progress.
- * Collaboration with the teacher-guide in charge in evaluating pupils' work-site training, using the "appraisal report".

The work-site supervisor is the key figure in work-site training. This is the person responsible for the pupil's productive/training activities in the company. He/she organises the training position in terms of the available technical resources and gears it to the aims set out in the training programme.

The **company supervisor's** competencies include:

- Overseeing pupils' training activities.
- Guiding pupils during their internship in the company.
- Evaluating student progress.

Supervisors also share functions or decisions with the school's teacher-guide in connection with:

- * Programming training activities.
- * Determination of how many pupils can be handled at a time.
- * Solution of any technical or personal problems that may arise.
- * Completion of pupils' monitoring and evaluation sheets.

7. IMPLEMENTING AND MONITORING WORK-SITE TRAINING

The time frames for work-site training will be as established by the education authorities:

a. For short training courses.

Generally, internship is from September to December. These courses last one school year plus one quarter for work-site training.

b. For long training courses.

From April to June for long courses, i.e., the last quarter of the second year. These courses last two school years.

The activities set out in the "training programme" accepted in the collaboration agreement must be implemented in work-site training .

The teacher-guide should meet with pupils at the educational institution once every two weeks to monitor their activities. He/she should also visit the work site on a regular basis to complete student monitoring with on-site information.

The work-site supervisor is in charge of co-ordinating pupils' activities within the company and will also, in conjunction with the vocational training and guidance counsellor, provide any guidance that may contribute to pupils' training process.

7.1. EVALUATION OF THE WORK-SITE TRAINING MODULE

Evaluation of work-site training is not limited to checking pupils' technical performance on the job, including training attitudes. It aspires to **other objectives** which affect the process itself, the content of other modules and the ultimate goal of vocational training: **employability**.

There are two types of evaluation, depending on the objective, which can be summarised as follows:

- a) **Individual** (per pupil).
- b) **Global (on overall aspects of the system).**

a) **Individual pupil evaluation** should be a process whereby the attainment of the skills to be ultimately acquired in work-site training are graded. This calls for ongoing evaluation.

Pupils must specify the tasks performed in the company in their "pupil's weekly worksheet" (see page 30).

Such sheet must be approved weekly by the work-site supervisor and reviewed by the teacher-guide during the day set aside every two weeks for tutorial sessions at the educational institution.

Work-site training evaluation methods should be geared to obtaining proof of the general level of competence reached for the intents and purposes of earning the vocational diploma.

The collaboration of the work-site supervisor designated to oversee pupil performance, important in the evaluation of this module, consists of the completion of two forms:

- ❖ During work-site training, he/she fills in the "individual monitoring and evaluation sheet" (see page 29) and meets with the educational institution's teacher-guide every two weeks.
- ❖ At the end of the process, he/she writes up the "**work-site supervisor's appraisal report**" (see page 31) on the pupil's vocational competence. This report is taken into account by the educational institution's **teacher-guide to grade the work-site training module. The work-site training module will be graded on a PASS/FAIL basis.**

Pupils may be evaluated and graded for work-site training **twice at most (i.e.,** may enrol in the course no more than twice).

In individual evaluation, sight should not be lost of the fact that it is not only what is learnt at the work site that is graded, but **that the activities proposed** must be similar to the activities on the training programme **to test pupils' level of competence.** In principle, the activities in question should follow the guidelines **set out in a protocol,** subject to a suite of observable and measurable criteria, although specific activities may also be established to evaluate situations other than encountered in everyday circumstances to assess pupils' ability to make independent decisions.

Individual evaluation will be based on both theoretical and attitude-related indicators in:

- 1.) Skills (aptitude in the performance of standard tasks related to the occupation).
- 2.) Capacities (theoretical knowledge and capacity to obtain and follow instructions).
- 3.) Social attitudes or skills (teamwork, initiative, punctuality and attendance and responsibility).

The tools to be used for the above are: **internship workbook, monitoring sheets and reports.**

b) **Overall system evaluation** is incumbent upon education authorities and business organisations or associations.

Education authorities and business organisations and associations are involved in both the evaluation made by the two persons directly responsible, i.e., the teacher-guide and supervisor, and in the overall evaluation, but it should be borne in mind that good results in the latter are largely dependent on rigorous individual evaluations (the function of the work-site supervisor and teacher-guide in this regard is, therefore, highly important).

The principal evaluation agents are, then, the work-site supervisor and the teacher-guide.

7.2. EXEMPTION FROM WORK-SITE TRAINING FOR WORKING PUPILS

⇒ Total or partial exemption from this module will be granted to pupils able to substantiate at least one year of work experience in areas relating to the occupational studies in which they are enrolled and which enable them to prove their level of competence in the skills to be ultimately acquired through work-site training as set out in the respective royal decrees establishing specific vocational training diplomas (pursuant to Art. 16 of Royal Decree 777/1998 of 30 April, BOE of 8 May).

X Exemption may be total or partial.

X **At least one year's work experience** in an area relating to the occupational studies in question must be substantiated.

Such experience must be accredited by means of the following documentation:

⇒ **Certification issued by the** Social Security Revenue Board or the Labour Mutual, specifying:

- A. Employer.
- B. Worker category.
- C. Period of employment.

⇒ **Certificate issued by the** employer where work experience was acquired, specifically stating:

- a. Length of employment contract.
- b. Activity.
- c. Length of time such activity was performed.

X The procedure to be followed is as follows:

- 1- Prior enrolment by the pupil in an educational institution authorised to provide the schooling in question.
- 2- Application addressed to the headmaster, together with the required documents.
- 3- Review of documentation by the course education team and respective report to the headmaster.
- 4- Headmaster ruling, on the grounds of the education team's report, specifying:
 - Total exemption.
 - Partial exemption.
 - No exemption.

8. WORK-SITE TRAINING AND THE SPECIAL MODULES "WORK-SITE RELATIONS" AND "VOCATIONAL TRAINING AND GUIDANCE".

Both these modules, appearing for the first time in the new design for specific vocational training, are related to work-site training, since the work-site relations

module is closely associated with pupils' attitudes and the vocational training and guidance module contains valuable recommendations in connection with looking for or creating a job. In both cases a reflection on the role of work-site training in enhancing module syllabi is a worthwhile exercise.

One objective of the work-site training module is to prepare pupils to act responsibly in their place of work and to participate in mainstream technical and occupational relations.

For this reason the work-site relations teachers are asked to include elements in their syllabi that enable pupils to:

- Use communication techniques.
- Analyse their socialisation process.
- Make minor decisions.
- Work in a team environment.
- Analyse their personal motivation.
- Take an active role in meetings.

From the standpoint of vocational training and guidance, work-site training may be used to check, empirically:

- Work-site and contractual relations.
- Understanding of company structure and organisation.
- Procedures to land and keep a job.
- Understanding and skills in connection with on-the-job health and safety.
- Re-training and personal mobility.
- Suitability of skills acquired.
- Employability.

9. INDIVIDUAL MONITORING AND EVALUATION SHEET

EDUCATIONAL INSTITUTION		TEACHER-GUIDE		
WORK SITE	WORK-SITE SUPERVISOR:	TIME FRAME		
OCCUPATIONAL FAMILY	COURSE	COMPANY AREA OR DEPT.:	TIME	
ACTIVITIES	EVALUATION CRITERIA	APPRAISAL		COMMENTS
EVALUATED		1	2	

1: Performed satisfactorily

2: Not performed or insufficient evidence of competence.

10. PUPIL'S WEEKLY WORKSHEET

Week from _____ to _____ 20____

EDUCATIONAL INSTITUTION _____ PARTICIPATING COMPANY _____

TEACHER-GUIDE _____ COMPANY SUPERVISOR _____

PUPIL _____ TRAINING COURSE _____

	ACTIVITY, DESCRIPTION	GUIDANCE TO PERFORM IT	TIME	DIFFICULTIES ENCOUNTERED	COMMENTS
1 ^a DAY					
2 ^a DAY					
3 ^a DAY					
4 ^a DAY					
5 ^a DAY					

PUPIL'S SIGNATURE

WORK-SITE SUPERVISOR APPROVAL

TEACHER-GUIDE APPROVAL

11. WORK-SITE SUPERVISOR APPRAISAL REPORT

PUPIL:	EDUCATIONAL INSTITUTION:
COMPANY:	TRAINING COURSE:
PRODUCTIVE ACTIVITY:	TIME FRAME:
WORK-SITE TRAINING SUPERVISOR	TOTAL TRAINING HOURS

1. AREAS OR DEPARTMENTS WHERE ACTIVITIES PERFORMED:

-	-
-	-
-	-

COMMENTS ON TRAINING PROGRAMME PROVISIONS:

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2. WORK-SITE TRAINING CONTENT: ROYAL DECREES ON CURRICULA	DONE	NOT DONE	COMMENTS
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3. SKILLS TO BE ULTIMATELY ACQUIRED IN WORK-SITE TRAINING /EVALUATION CRITERIA	GENERALLY ACQUIRED	NOT PROVED	COMMENTS
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4. OVERALL EVALUATION OF OCCUPATIONAL COMPETENCE SHOWN BY THE PUPIL ACCORDING TO THE WORK-SITE SUPERVISOR:

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5. GUIDANCE, AS APPROPRIATE, WHICH THE WORK-SITE SUPERVISOR FEELS WOULD OPTIMISE PUPIL'S OCCUPATIONAL COMPETENCE:

--

Signature of work-site supervisor Date: Approved, teacher-guide

12. COMPANY REPORT-CERTIFICATE

Know all men by these presents that

I, Mr/Ms _____,
bearer of national identity card No _____, legal representative of the
participating company/entity or institution _____
sited at _____ province of _____ tax registration
number _____ hereby

C E R T I F Y: That on the grounds of the "Educational institution-participating company agreement for implementation of work-site training" between the above company and the educational institution, _____, concluded on _____, Mr/Ms _____, pupil enrolled in such institution, in the _____ level training course titled "_____", bearer of national identity card No. _____, has interned in this participating company/entity or institution.

That such internship was conducted in the _____ area/department in accordance with the attached training programme.

That the dates of the internship were from ____/____/____ to ____/____/____, on the basis of ____-hour training weeks.

That the total number of hours trained by the pupil during the above period comes to _____

That the above pupil's performance, based on monitoring conducted by the supervisor in charge of the his/her guidance in the company in respect of the activities undertaken, including attitude, skills and quality of work, is evaluated to merit a grade of * _____ for the intents and purposes of qualification for the tasks corresponding to his/her speciality.

In witness whereof, I issue the present certificate.

Signature and participating company seal.

13. REIMBURSEMENT OF EXPENSES INCURRED IN WORK-SITE TRAINING.

With respect to the expenses incurred in conducting, monitoring and evaluating internship, a distinction should be drawn between expenses incurred by the educational actors (pupils and teacher-guides) and spending earmarked to remunerate participating companies.

Payment of the respective sums is subject at all times to **strict substantiation of expenses** (receipts and invoices).

13.1. TEACHER-GUIDES: PER DIEM AND TRAVEL:

Paid by Provincial Delegations

With respect to this chapter, headmasters:

- Plan the timetable of visits to companies.
- Certify actual compliance with the timetable
- Sign travel permits:

- ★ The Provincial Delegation authorises travel within the province.
- ★ The Deputy Directorate General of Provincial Delegations authorises travel to other provinces, on the grounds of proposals by Provincial Delegations.

13.2. PUPILS

Training is governed by the principle of free education. Pupils are to be reimbursed for any expenses incurred to comply with work-site training obligations, which may include:

- ✗ Travel and transportation.
- ✗ Meals and similar.

In any event, they must be **clearly substantiated** by:

- ★ Transportation ticket/coupon.
- ★ Gasoline cheque purchased by the educational institution and given to the pupil, provided no public transportation is available.
- ★ Dining room receipts, etc.

The MEC transfers funds to the Provincial Delegations for their distribution among the educational institutions.

13.3. COMPANIES

Such payments are made by the educational institutions and expensed against their operating budgets, as **payment of services rendered:**

° **200 pesetas per pupil per hour (no VAT is charged, because operations involving formal education are exempt).**

14. TEACHING STAFF MANUAL. Documents to be submitted.

Since work-site training must be conducted in a company, institution or organisation, it calls for **entering into a specific collaboration agreement between the educational institution and the work site (ANNEX O). This must be forwarded to the respective Provincial Delegation.**

Once the collaboration agreement is signed, **20 days prior to initiation of training, the Provincial Delegation must also receive, to proceed to approve an inspection audit, the list of pupils to be interning, specifying companies, * time frame, * training schedule and * total hours (ANNEX I), for the intents and purposes of approval on the part of the inspection service.**

At the same time, the training programme (**ANNEX II**) will be furnished, in duplicate, after being duly filled in by the teacher-guide and agreed to by the company supervisor. **The teacher-guide, company supervisor and inspector will sign the first page only.**

In addition to the training programme the arrangements also involve completion of the **individual monitoring and evaluation sheet (ANNEX III)**, on which the teacher-guide will specify the evaluation criteria corresponding to the training programme, **while the work-site supervisor will record his/her evaluation on the Work-site Supervisor Appraisal Report (ANNEX IV).**

The pupil will use the PUPIL'S WEEKLY WORKSHEET to list the activities performed (ANNEX V).

The teacher-guide will establish a timetable of biweekly visits to the work site to obtain first-hand information on pupils' activities and meet with the work-site supervisor.

The educational institution's headmaster must send both a budgetary estimate per quarter (ANNEX VI) and the settlement statement every two calendar quarters (ANNEX IX (A)) to the Provincial Delegation.

Should companies be sited farther than 30 kms from the educational institution, they must fill in both a Descriptive Report of Expenses (**ANNEX VII**) and Financial Planning Sheet (**ANNEX VIII**).

A Summary-Report will be submitted to the Provincial Delegation with employability details within six months of the date studies are successfully completed and the vocational diploma is earned (**ANNEX X**).

15. "TEN COMMANDMENTS" OF WORK-SITE TRAINING

1. Successful completion of work-site training is requisite to earning the respective diploma.
2. Work-site training, generally speaking, is taken at the end of each training course, during the academic year (1 September to 30 June).
3. Pupils' training schedules at the work site will be the same or nearly the same as the normal working hours, with one day off every two weeks to attend a guidance session at the educational institution.
4. Pupils will not be paid any amount whatsoever for their training activities, nor will they take a job with the company. Should an employment relationship involving financial remuneration be established, the pupil must withdraw from the training programme. The Provincial Delegation will be informed accordingly.
5. For working pupils, the educational team will set up ordinary and special time frames and schedules adapted to and compatible with their working hours.
6. Pupils may only enrol in the module twice. They may cancel enrolment by written request, specifying the reasons. They may also request exemption.
7. Training activities under work-site training arrangements in provinces outside the province where the educational institution is located or in other countries will be subject to the respective application and authorisation.
8. Weekly, each teacher-guide will submit a report to the school headmaster, for forwarding to the School Council, on the implementation of work-site training modules, filling in statistics on educational monitoring and evaluation sheets, as well as the forms on handling financial and administrative matters.
9. Accident coverage arrangements for pupils in work-site training will be established by the regulations in force in respect of school insurance and by the mutual by-laws for such insurance. This is without prejudice to policies that each Autonomous Region may take out as additional insurance to provide for larger indemnities, fuller coverage for third party damages or civil liability.
10. Pupils enrolled in a Social Guarantee Programme may participate in work-site training. The duration of such training may not be in excess of 60 days, for a maximum of 150 hours, in 3 to 5-hour daily shifts, preferably during the third quarter of the school year.

LEGISLATIVE AMENDMENTS

ELIGIBILITY FOR ADVANCED LEVEL TRAINING COURSES.

Act 55/1999 of 29 December, on Tax, administrative and social measures (BOE 30/12/99), **Article 69**, *Amendment to Constitutional Act 1/1990 of 3 October on the General Education System*, reads as follows:

Addition of a third paragraph to Article 32 of Constitutional Act 1/1990 of 3 October on the General Education System, in the following terms:

"3. For anyone substantiating that they hold a Technician's Diploma and wishing to enrol in an advanced level training course in the same occupational family or a family defined in the regulations to be similar thereto:

- a) The minimum age for taking the respective exam shall be 18.
- b) The exam may be replaced by successful completion of schooling which, pursuant to the provisions of section 2.b) of the present article, is defined by the education authorities to supplement the professional maturity and skills substantiated by the possession of a Technician's diploma."

ELIGIBILITY FOR UNIVERSITY ENROLMENT AFTER VOCATIONAL TRAINING

In the event of disciplines for which official associate degrees are offered., a number of places accounting for not less than 15 nor more than 30 per cent of new university enrolment shall be reserved for students having successfully completed vocational training qualifying them for direct university enrolment in the area of schooling specified in each case, on the grounds of the relationship between such schooling and the vocational training acquired.

In the event of university disciplines for which associate and full degrees are offered, the number of places specified above shall fall within a range of not less than 7 and not more than 15 per cent of new enrolment. (Royal Decree 69/2000 of 21 January. BOE 22/01/2000).



