

Guide for the
Implemention
of European
Apprenticeships
in Welding

Information for Training Centres and Employers

Quality Cooperation Between Education And Manufacturing Business In The Welding Sector



CLOSING THE GAP **BETWEEN EDUCATION AND MANUFACTURING BUSINESS**THROUGH WORK-BASED LEARNING.

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HOW DOES IT WORK?

Roles in the WBL qualification path



Authorised Nomintated Body (ANB)

Upon authorisation from the ANB, ATB/Training Centre must put in place a procedure to manage and assess work-based learning (WBL), according to WOW Quality Assurance Guideline for the recognition of work-based learning.

Authorised Training Body (ATB)



Based on such a procedure, ATBs /Training Centre select the companie(s) where trainees can attend the work-based learning approach and monitors the progress of the trainee. The selection shall be based on the specific requirements. ATBs should also supervise companies and trainees throughout the process. **Tutors** will be assigned by ATBs to trainees to assist them during the WBL process.

Host-company

Within the host-company, a **Mentor** shall be identified, who is responsible of the training performed in the host-company; based on the specific needs, **in-company-trainers** may be used to train the trainee on specific subjects.

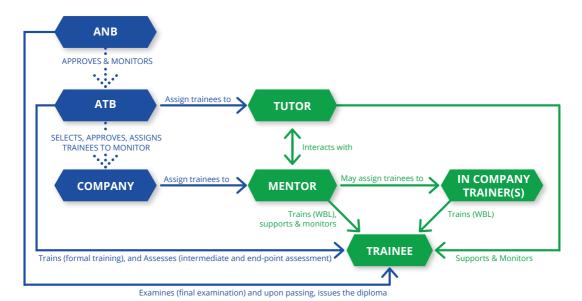


Diagram 1 - Roles in WBL in the welding sector

7 | Training programme

The targeted Qualifications/Courses correspond to two European Welding Coordinators Profiles: European Welding Practitioner (EWP) and European Welding Specialist (EWS). The designed training programme balance time spent in formal training at the ATB and in the host-company.

HOW DOES IT WORK?

The WBL training path is composed of the following*:

- formal training performed according to the applicable revision of the EWF Guideline doc EWF-IAB 252;
- Work-based learning performed at the host-company according to Quality Assurance Guideline for the recognition of work-based learning;
- 63 End-point assessment to evaluate the WBL process.

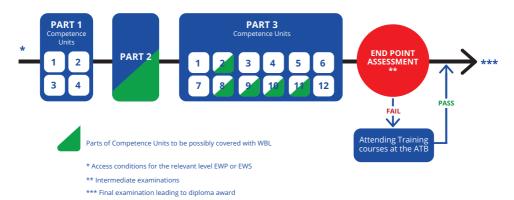


Diagram 2 - WBL learning path diagram with contents covered (one or several subjects to be selected)

Part 2 - Practical Education

- · Oxygas welding and cutting
- MMA/TIG
- · MIG/MAG + Flux Cored Arc Welding
- Other Welding Process

Part 3 - Competence units (CU)

- CU 2 Welding and cutting conventional processes
- · CU 8 Design for welding & brasing
- · CU 9 General features for quality management
- CU 10 Quality assurance, quality control on welded joints
- CU 11 Tests used for the quality control of welded joints

ス | Continuous monitoring

The ATB/Training centre to continuously monitor the success of the WBL training performed in the host-company. This shall be done contacting **periodically** both the host-company and the trainee and the training through different approaches, e.g. interviews, questionnaires, overviewing of specimens and documents (e.g. logbook or other means).

△ | End-point assessment

At the end of the training programme, trainees are subject to the end-point assessment, as defined in the ATB /Training Centre. The assessment shall ensure the participant accessed proper knowledge against the learning outcomes as defined in the WBL training programme and the relevant scopes of EWF/IAB 252.



RIGHTS AND OBLIGATIONS



Authorised Training Body/Training Centre

Rights

- Perform visits to the venue where the trainee is undertaking the in-company training;
- Intervene in case of conflict:
- Intervene when the host-company is not complying with the requirements to host the trainee:
- Intervene when informed that the trainee is not complying with the requirements and obligations;

Employer/Company

Rights

- Demand from the trainee to be assigned location on days and times scheduled.
- To be treated as its employees with respect by the trainee.
- Be treated with loyalty by the trainee and do not see information that the trainee learns during and after the in-company training period disclosed to outsiders.
- 4. Demand from the trainee the apppropriate use of the equipment, materials and goods of the working space.
- Suspend the trainee under the following conditions:
 - · more than 50% absencies;
 - · improper behaviour during training;
 - complaints regarding respecting HSE regulations by the trainee.

Responsibilities and Obligations

- Agree on the training programme, in line with its operations and with the learning outcomes as defined in the WOW Quality Assruance Guideline for the recognition of work-based learning;
- Provide material to record in-company training activities to be undertaken (e.g. logbook);
- Provide host-companies with appropriate instructions including information on the part of doc. EWF-IAB 252 which is relevant to their activities:
- Performing continuous and end-point assessment of the achieved learning outcomes.
- Providing trainees with all appropriate training materials (i.e. including the scopes dealt with Work-based learning);
- ATBs may also cooperate with Vocational Education and Training providers assigning specific tasks in respect to WOW Quality Assruance Guideline for the recognition of work-based learning.

Responsibilities and Obligations

- Agree on the training programme, in line with its operations and with the learning outcomes as defined in the applicable guideline.
- Grant equipment and personal protective equipment to trainees as needed to perform the training programme.
- 3. Assign the trainee to one or more in-company trainers and one mentor.
- Ensure alignment with applicable national requirements (including safety, insurance, liabilities, as applicable).
- 5. Perform continuous assessment of the trainee.

7 FACTORS TO SUCCEED

1 | Clear arrangements

Rights and obligations of each intervenient (tutor, mentor and trainee) should be clearly understood and communicated since the beginning of the WBL experience;

7 | Agreed WBL training programme

Learning Outcomes selected for the WBL experience must be decided by the training centre, host-company and trainee; and include a short introduction to the host-company (e.g. Structure, environment health and safety. In the case of welding, WBL learning path addresses specific parts and competence units of EWF Guideline 252 (refer to diagram 2);

그 │ Continuous pedagogical support

Time devoted to practical learning in the host-company should be flexible, although it should be maximised to benefit both trainees and companies (recommended time goes from 30 to 40 hours);

∠ | Empowerment of the intervenients

Adequate coaching of the tutors, mentors and trainees should be provided before enrolling in WBL (e.g. regarding the use of the platform, using a demo-version in this sessions); in-company trainers/mentors should have be prepared to have the proper soft and pedagogical skills to deliver to in-company training;

5 | Effective platform

A user-friendly and accessible platform should be used for continuous communication and monitoring of the WBL experience;

6 Companies requirements

Certification of companies should not to be a condition for hosting WBL, although WBL could be envisaged as the 1st step for companies to become certified according to ISO 3834-2 or 3834-3;

7 | Accurate quality assurance model

Work-based learning assessment must rely on clear criteria and focus on the overall quality of WBL as well as in the partnership relation.

WOW PROJECT RESULTS



State of the art report

Work-based learning systems and implementation conditions in manufacturing sector, linkage between National and European Qualifications Frameworks among consortium countries.



Guideline on partnership quality

Criteria to assess the quality, engagement and sustainability of the partnership involved in the workbased learning scheme in each country (UK, ES, HU, IT, PT, RO)



Guideline on the mutal learning outcomes

Agreement on the Competence Units and learning outcomes of European Welding Practitioner (EWP) and Specialist (EWS) Qualifications Guidelines, to be implemented in the context of work-based learning.



Online platform

Support the continuous progress and monitoring of the trainee during work-based learning experience. Assess the sustainability of the in-company training partnership. **www.ewf.be/wow**



Guideline on quality assurance for the recognition of work-based learning

Technical guidance on the management and quality assurance for EWP and EWS training performed through work-based learning.



European recommendation on work-based learning cooperation strategies and sustainability

Recommended actions to guide the transfer of EWF's Quality Assurance System to other sectors and other countries.



COMMON TERMS YOU NEED TO KNOW

1 | Access requirements

Are the conditions to access the training and qualification paths for EWS and EWP (see EWF Guideline 252 latest edition). For the EWP, and only in case of Apprenticeships it might be considered that the trainee satisfied the access conditions (scholarship diploma or welder certificate) and experience only after the internship in the host-company. (Source: Quality Assurance Guideline for the recognition of work-based learning)

7 | Apprenticeships

"Scheme based on the integration of host-companies as training providers together with VET schools or other education/training institutes" (Source: European Commission, 2013)

2|End-point assessment

Written Assessment (e.g. essay question, questionnaire, project or products produced, professional interview) addressing the work-based learning, which aim to ensure the trainee has gained the proper knowledge against the learning outcomes defined in the individual training programme covered by the apprenticeship, and the relevant scope of EWF Course. This assessment will be performed at description of the ATB and at the end of the WBL experience. Based on the results (approval or failure) it might lead to the additional formal training. Trainee successfully passing the end-point assessment will be granted the right to seat directly in the final examination. (Source: Quality Assurance Guideline for the recognition of work-based learning)

/ Logbook

Online record of the the in-company training activities undertaken during the apprenticeship. The logbook should reflect all actions and evidences performed either the mentor or trainee. (Source: Quality Assurance Guideline for the recognition of work-based learning)

Someone who provides guidance and support provided in a variety of ways to a young person or novice (i.e. someone joining a new learning community or organization by an experienced person who acts as a role model, guide, tutor, coach or confidante). (Source: Cedefop, 2008)

Tutor (Training Center)

A person responsible for offering a learner guidance, counselling or supervision by an experienced and competent professional. The tutor supports the learner throughout the learning process (at school, in training centres or on the job. Tutoring covers various activities: academic subjects (to improve educational achievement); careers (to ease the transition from school to work; personal development (to encourage learners to make wise choices). (Source: Cedefop, 2008)

7 | Work-based learning

"Acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a VET institution." (Source: Cedefop, 2011)

Q | WBL training path

"Path based on the dual system and used to get successful participation to the course and access the applicable final examinations".

PRACTICAL ARRANGEMENTS

- APPENDIX

This section provides examples of supporting documents towards the practical arrangements in apprenticeships in the Welding Sector:

- Apprenticeship Contract Agreement
- Training Programme
- WBL Declaration







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