



---

## **COURSE FOR MENTORS**

**Workbook for Mentors**

**Module 3: Completing the Apprenticeship**



---

## Authors

Jan Beseda, Tea Gagro, Mojca Sendelbah, Carmen L Padrón

---

## Contributors

Partner Consortium

---

## Editors

Andreja Bizjak, Anthony F. Camilleri, Carmen L Padrón, Alicia-Leonor Sauli-Miklavčič

---

## Layout

Tara Drev

---

## Copyright

(C) 2020, APPRENTICE TRACK

## The Apprentice Track Consortium

The Association of Slovene Higher Vocational Colleges	Skupnost VSŠ	SI
European Association of Institutions of Higher Education	EURASHE	BE
Celje School of Economics, Higher Vocational College	EŠ Celje	SI
Knowledge Innovation Centre (Malta) Ltd	KIC	MT
Sdružení profesního terciárního vzdělávání	CASPHE	CZ
VERN University of Applied Sciences	Vern	HR

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International



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



## Table of Contents

1	Templates for mentors .....	4
1.1	Theme 1: Assessing apprentices: methodology .....	4
1.2	Theme 2: Assessing apprentices: criteria and indicators .....	6
1.3	Theme 3: Evaluating Apprenticeships: self-evaluation.....	8
1.4	Theme 4: Evaluating Apprenticeships: student – mentor relationship.....	9
1.5	Theme 5: Evaluating Apprenticeships: PHEI – host organisation relationship .....	11
1.6	Exercises for using the AppT tool.....	13

# 1 Templates for mentors

## 1.1 Theme 1: Assessing apprentices: methodology

Name of the case: How to monitor and assess the apprentice?

Template: The plan for monitoring the apprentice for later assessment.

### Mode:

- Observation: weekly
- Every 4th week: Interview face-to-face and review of the Journal of the Apprenticeship

### Interview:

- discuss progress
  - identify any further support needed
  - adjust plans for training and assessment as required (if they are having trouble achieving a competence)
  - possible complaints
  - possible suggestions
  - negotiate further opportunities for training and assessment
- At the end: gather the opinions of the apprentice's closest associates

1st week	Excellent	Good	Above Average	Average	Poor
<b>1. Personal competences:</b>					
Punctuality					
Personal appearance					
Availability					
Interest					
Responsibility					
Sociability					

Communication skills					
<b>2. Knowledge:</b>					
Previous knowledge					
Acquired knowledge					
<b>3. Personal abilities and skills:</b>					
Organisation of the workplace					
Occupational Health and Safety Regulation					
Good command of work equipment and tools					
Correct performance of instructions					
Interpretation of documentation					
Autonomy					
Initiative					
Pace of work					
Work quality					
Teamwork					
Flexibility to change					
Relationship with customers/users/mates					

## 1.2 Theme 2: Assessing apprentices: criteria and indicators

Name of the case: There are no precise criteria for the assessment of the apprentice

Template: Assessment with assessment criteria

	<b>First step:</b> allocate % between 1,2,3,4 <b>(1+2+3+4 = 100%)</b>	
	<b>Second step:</b> decide whether further percentage distribution is needed	<b>achieved</b>
<b>1. Personal competences:</b>		
Punctuality		
Personal appearance		
Availability		
Interest		
Responsibility		
Sociability		
Communication skills		
<b>2. Knowledge:</b>		
Previous knowledge		
Acquired knowledge		
<b>3. Personal abilities and skills:</b>		
Organisation of the workplace		
Occupational Health and Safety Regulation		

Good command of work equipment and tools		
Correct performance of instructions		
Interpretation of documentation		
Autonomy		
Initiative		
Pace of work		
Work quality		
Teamwork		
Flexibility to change		
Relationship with customers/users/mates		
<b>4. Your suggestions</b>		

Template: **Assessment scale**

<b>Assessment scale</b>	<b>%</b>	<b>Grade</b>
<b>Exceptional knowledge</b>		<b>10</b>
<b>Very good knowledge with minor limitations</b>		<b>9</b>
<b>Good knowledge with certain limitations</b>		<b>8</b>
<b>Solid knowledge but with several limitations</b>		<b>7</b>
<b>Knowledge only meets minimal criteria</b>		<b>6</b>
<b>Knowledge does not meet minimal criteria</b>		<b>5</b>

## 1.3 Theme 3: Evaluating Apprenticeships: self-evaluation

Name of the case: Do I know the benefits of implementing an Apprenticeship in the organisation?

Template: What does the host organisation acquire through participation in student education?

Benefits of implementing an Apprenticeship in the organisation	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
Support for certain work					
Getting to know potential staff					
Knowledge acquired by the student during the Apprenticeship can be used for independent work					
Students can transfer specific knowledge to colleagues (use of information-communication equipment, individual computer programs and foreign languages)					
Replacement of absent workers					
Possibility to plan employee leaves					
Well-trained future staff					
Future business connections					
Learn about opportunities and threats in the organisation					
Offering apprenticeships also cements links with local communities					
Your suggestion					



## 1.4 Theme 4: Evaluating Apprenticeships: student – mentor relationship

Name of the case: [The procedure for exchanging information after the apprenticeship with the apprentice.](#)

Template: [Questionnaire for the apprentice](#)

Questionnaire for the apprentice which includes:

- The level of training received in the host organisation
- The relationship with work mates in the host organisation
- The level of suitability between what the apprentice has studied in the educational centre and the performed apprenticeship
- The level of satisfaction of the apprentice with the mentor

### QUESTIONNAIRE FOR THE APPRENTICE

*Dear student, since our main goal is to improve the quality of the education process, we would like to find out with your help how satisfied you are with the organisation and implementation of the Apprenticeship. This will help us get information for improvement. We invite you to help us on our way to improving the quality of the Apprenticeship. The questionnaire is anonymous. Thank you for your cooperation.*

Program: \_\_\_\_\_

Year: \_\_\_\_\_

1. Who has arranged the apprenticeship in the organisation?

- a) I myself
- b) My educational institution
- c) Other \_\_\_\_\_

2. To what extent have you already known the organisation where you had your Apprenticeship?

- d) Haven't known the organisation
- e) Have had limited information about it
- f) Have known it well

3. Mark the level of acquired knowledge and experience during the Apprenticeship

<b>Gained knowledge and experience</b>	<b>Not at all</b>	<b>Partly</b>	<b>Completely</b>
I got general information about the organisation.			
I got the appropriate introduction of the organisational unit and the employees, working in the organisational unit.			
I got to know the organisation of work from the professional field and other business functions of the host organisation.			
I performed a variety of operational tasks from the professional field.			
I combined theoretically acquired knowledge with practical work tasks in the host organisation.			
I participated in the organisation of the work process and got to know the monitoring of business processes.			
I learned about the importance of positive motivation at work.			
I took care of ensuring quality in all work fields and acted in accordance with regulations and good business practices.			
I developed a good relationship with work mates in the host organisation.			
I was pleased with the frequency and the ability to contact the mentor.			
I had the permanent professional support of a mentor.			

4. What additional knowledge would you need to successfully pursue an Apprenticeship in a chosen organisation?

---



---

5. What improvements are you suggesting?

- In the educational institution \_\_\_\_\_
- In the organisation \_\_\_\_\_
- What could you do yourself? \_\_\_\_\_

## 1.5 Theme 5: Evaluating Apprenticeships: PHEI – host organisation relationship

Name of the case: The procedure for exchanging information after the Apprenticeship with the supervisor - PHEI.

Template: Questionnaire for the Mentors

### QUESTIONNAIRE FOR MENTORS IN THE ORGANISATION

*Dear! Thank you for your mentoring. We want to check the suitability of the organisation of the Apprenticeship and the knowledge and competencies of our students. We kindly ask you to complete the evaluation questionnaire. Thank you for your cooperation!*

Year and program of study for which the student has carried out the Apprenticeship:

\_\_\_\_\_

1. What do you think about the preparation and implementation of the Apprenticeship?

Facts about the preparation and implementation	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
The agreement between the organisation and the educational institution on carrying out of Apprenticeship was professional and correct.					
The agreement between the student and the organisation took place easily.					
I received relevant and timely information about the desired content of the Apprenticeship from the educational institution.					
As a mentor of the apprentice, I participated in designing work tasks for the student.					
I got enough information about the competences that a student must acquire during the Apprenticeship from the educational institution.					
The student had adequate information on the implementation of the Apprenticeship upon entering the organisation.					

<b>Facts about the preparation and implementation</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly agree</b>
The prepared monitoring documentation is appropriate.					
The student had sufficient knowledge to carry out the assigned tasks.					
Appropriate conditions and resources in the organisation are defined for the implementation of the Apprenticeship.					
I was pleased with the frequency and responsiveness of the supervisor at the educational institution.					

2. As a mentor, I missed the most:

---



---

3. To improve cooperation between the organisation and the educational institution, I propose:

---



---

4. What kind of activities, organized by the educational institution would you like to take part in?  
Several answers are possible.

- a) Training of mentors
- b) Consultation with mentors from other organisations
- c) Meetings with mentors/lecturers of the project work/paper
- d) Meetings with students - potential participants
- e) Informative presentations of study programs and objectives of individual programs/subjects
- f) Other: \_\_\_\_\_

## 1.6 Exercises for using the AppT tool

Please review the following section in the PDF-file *AppT User Guideline for mentors v1*.

1. Evaluating the whole management process carried out during the apprenticeship

Check the example agreement and edit its Evaluation templates to include questions from Themes 1 to 5 previously presented to create a proper assessment of the apprenticeship you will be mentoring.

## **About the Apprenticeship Track Project and this publication**

Apprenticeships allow students to build up skills and knowledge, while providing companies with a reliable way to evaluate potential future hires and benefit from fresh perspectives offered by academia. Despite their advantages, apprenticeships are challenging to manage, as the needs of students and of specific enterprises are difficult to match, particularly when organisations need to deal with massive amounts of students and, consequently, data. Structured communication channels between enterprises and students, robust management systems and clear evaluation protocols are necessary to manage such a complex system and enable the launch of valuable, steady and sustainable Apprenticeship Programmes.



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