

3.4 The monitoring and assessment system

Austria

The final apprenticeship exam consists in a practical and a theoretical part.

The end-of-apprenticeship exam establishes whether the candidate has acquired the ability and skills required for the corresponding apprenticeship occupation and whether he/she is capable of adequately performing in person the specific activities of the occupation.

Germany

At the end of the path, the students receive a certification by the school. In addition to this they sit a final exam that aims at verifying whether the candidate has acquired the professional skills required by the corresponding occupation and whether he/she is capable of adequately performing the specific activities of the occupation.

The final apprenticeship exam consists of the following elements:

- Theoretical exam;

- Report on a task pertaining to the teaching subject matter performed in the company providing the training;

- Presentation of the report and final exam.

Friuli-Venezia Giulia

All knowledge acquired within the regional education and vocational training offering is the subject of a final certificate stating the competence levels acquired.

The regional EVET Index collects the description of the national job profiles – aimed at obtaining either the qualification or the professional diploma – grouped into 7 professional areas and organised in regional Profiles. Each profile corresponds to a professional qualification or diploma obtained at the completion of a three-year or four-year path.

The Index defines:

- the training standards, organised in competences, skills and know-how, as established by national and European standards;

- the professional standards that are the basis for the assessment and definition of the expected outcomes recognised by the local labour market associated to each profile. They are organised in performances and key components.

Student assessment is developed along the following lines:

- an assessment of the training, i.e. of the know-how and skills acquired during the training process and to allow the activation of recovery, in-depth analysis and motivational support processes;

- a summative assessment, to verify the student's capacity to apply the acquired competences to a real or simulated work scenario;

- an assessment of the student's individual path, via the evidence of the stages of his/her learning process;

- the company's assessment of the traineeship.

An exam is given at the end of each year, which at the end of third and the fourth years leads to a regional qualification certificate or to the professional diploma.

The final qualification and diploma exams include a situational test, an individual test and a multidisciplinary interview.

Autonomous Province of Bolzano

The Three-year Qualification or the Four-year Diploma are obtained by passing a final exam that is accessed as a result of the positive evaluation of the student's vocational training path and, where envisaged, of formal training attended at learning locations outside the school.

Apprentices can sit the final exam only if they have completed the apprenticeship period or that they complete it within the month set for the exam.

The final exam is of theoretical/practical type.

The exam programmes are approved by the Provincial Council subject to the opinion of the social partners; the social partners are represented within the panels judging the candidates.

Autonomous Province of Trento

The assessment system envisaged for apprentices regards both the competences and knowledge acquired along the training path and the exam sat for achieving the professional qualification or diploma.

Assessment of learning outcomes, based on classroom and workplace evaluations, is the responsibility of the Training Institution the apprentice is enrolled with. During the training course, the apprentice is systematically assessed with regard to the competences/skills/knowledge acquired during classroom lessons and workplace training in the enterprise. As regards training at the Training Institution, the person in charge of assessment is the teacher of the Training Unit. As regards workplace training, it is the company tutor who is in charge of assessment and who shares the assessment proposal with the teacher of the school implementing the apprenticeship.

The tools and procedures for assessment are those used for the Vocational Education and Training paths (personal datasheet, portfolio, company register, diary) adjusted to the apprentice's training course.

The apprentice is admitted to the exam via the same procedures envisaged for the students of the full-time Vocational Education and Training path.

The assessment score required for admission to the exam is expressed in points: minimum 30 and maximum 55 points out of 100.

Once admitted, the apprentice sits the same final exam envisaged for full-time students. The point of the exam is to evaluate whether the student has achieved the level of vocational competences, skills and knowledge envisaged in the profile, which corresponds to the professional figure resulting from the VET paths. Specific examination sessions may also be set up for apprenticeship paths.

The qualification exam consists of:

- a practical test (maximum 30 points out of 100)
- an oral exam (maximum 15 points out of 100)

The diploma exam (maximum overall score: 45/100) envisages:

- a written-graphic test regarding a case study to which multi-subject theoretical questions are connected (maximum score: 22 points);
- a foreign language test (maximum score: 8 points) that stands as credit when the student has a language certification at least equivalent to level B1;
- an oral exam (maximum score: 15 points).

The exam is passed with a minimum score of 60/100.

Once he/she has passed the qualification or diploma exam, the apprentice is granted the operator qualification certificate and/or the professional technician diploma.

Should the apprentice not be admitted to or not pass the final exam within the terms envisaged in the individual training plan, the employer may continue the training within the professional apprenticeship programme until the apprentice does achieve the qualification and/or the diploma.

In any case, frequency of the apprenticeship for qualification is valid for the performance of the right/duty to education and training.

Poland

The procedures for organising and carrying out the exams are envisaged by the relevant orders of the Ministry of Public Education. The exams consist of a theoretical and a practical part. Both the theoretical and the practical parts are carried out in the form of tests. The practical part consists in the execution of a task.

The aim of the assessment is to establish which competences, as described in the new basic curriculum, the students have achieved, starting from the descriptors of the social/personal competences, skills and knowledge envisaged for each professional figure.

The definition of the entire examination process, i.e. the development of the tests and the achievement of common standards, is a complex issue. The identification of the tests and of the level of common standards should also envisage the involvement of employers or of their representatives who should participate in the process, in order to ensure the compatibility of the exam tasks with labour market needs. This cooperation, however, is poor. Moreover, examiners should also include employer representatives and employers should allow that the exams, designed to evaluate the acquisition of competences, be held at the workplace. The issue regarding a workplace location available for holding the exams is a more wide-reaching one.

The law regulations that have amended the vocational training system include provisions that allow the employers' representatives to act as examiners or as authors of the examination works, and allow for exams to be held at the workplace.