1. **Monitoring instrument - Partner institutions (once per pilot or type of WBL)**

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| Fast Lane partner: | BEST / Alfa / Scalda / Diaconese / de Lift / Gewerkstatt / Sterpunt /…. |
| Name respondent: |  |

**Success criterium: A1. Making an early start with work orientation, activation and training (VET or other)**

*Main question: How has your partner institution gained information about the participants to get insight in their work experience, level of education, attained diploma’s and competences?*

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| **Intake** |  |
| 1. **Method of intake**   How is work experience, level of education, attained diploma’s, level of learnability and different competences mapped at the start of the program? | * By interview with short intakeform (part A) * By interview with extended intakeform (part A +B) * By interview with interpreter about part B * By using certified tests, namely … * By intakeforms in other languages, namely … * By practical assessments, namely …. * By using the quick scan * Other, namely …. |
| 1. Moment/period of intake   When have the actions to get the profile of the participant taken place? | * As much as possible right at the beginning/starting point (regardless of language level, if necessary with interpreter * As soon as the participant has a language level that we can communicate with him * The intake and tests take place during a prolonged period * Other, namely …. |
| 1. How long has this process taken (duration) | * 1-4 hours at once * 5-8 hours in 1 or 2 days * Several days spread over 1-2 weeks * Several days over more than 2 weeks * Other, namely ….. |
| **Quick scan** | |
| Which parts of the quickscan have been performed? |  |
| **Other relevant information (optional)**  *regarding intake and mapping competences and other information about participants* |  |

**Self-evaluation**

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| **Degree of implementation of success factor – self evaluation**  Work experience, level of education, level of education, level of learnability and different competences are mapped at the start of the program (by means of intake or quick scan). | | | | | |  |
| Indicate the degree of implementation of success factor  1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agreem, 0 = no info | | | | | | N/A |
| 1 | The work experience is well mapped at the start of the program | 1 | 2 | 3 | 4 | 0 |
| 2 | The level of education is well mapped at the start of the program | 1 | 2 | 3 | 4 | 0 |
| 3 | The level of education is well mapped at the start of the program | 1 | 2 | 3 | 4 | 0 |
| 4 | The level of learnability is well mapped at the start of the program | 1 | 2 | 3 | 4 | 0 |
| 5 | The different competences are well mapped at the start of the program | 1 | 2 | 3 | 4 | 0 |
| 6 | The quick scan gives good information about the strongest and weakest competences of the participant at the starting point | 1 | 2 | 3 | 4 | 0 |
| 7 | The quick scan helps us to define short term goals for the participant | 1 | 2 | 3 | 4 | 0 |
| 8 | The quick scan helps us to define long term goals for the participant | 1 | 2 | 3 | 4 | 0 |
| 9 |  | 1 | 2 | 3 | 4 | 0 |
| What do you consider your strong and weak points  regarding success factor: Making an early start with work orientation, activation and training? | | | | | |  |

**Success Criterium A2.The participant is offered an integrated program of language, education and work**

*Main question: How does your partner institution offer an integrated program for the participants?*

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| 1. **Integrated approach in preparation of participant**   **Please tick the contents of the preparation of the participants** | |
| How is the participant prepared for the WBL? | * Job training (development of professional skills, methodical skills) * Work related soft skill training (personal, social, empowerment) and employee skills * Orientation on work (which job, insight in own qualities) * Orientation on labour market (how to find a job) * Work-related language training * General language training * Orientation on education (which education/training) * Other, …. |
| 1. **Integrated approach in language training** |  |
| How has the language learning been integrated? | * General language classes before WBL * Language classes focused on job-related language * Parallel to WBL in separate language classes focused on job-related language and Fast lane tasks * Parallel to WBL in separate language classes focused on general language * On-the-job language coaching with Fast Lane tasks * Other on-the-job language coaching * General guidance with fast lane tasks * No special language guidance |
| Please describe the content and duration of the language training |  |
| Which tasks and learning units of Fast Lane Database have been done? |  |
| **Other relevant information (optional)**  regarding what you do in your program. |  |

**Self-evaluation**

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| **Degree of implementation of success factor – self evaluation**  **The participant is offered an integrated programme of language, education and work** | | | | | |  |
| Indicate the degree of implementation of success factor  1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agreem, 0 = no info | | | | | | N/A |
| 1 | Attention is given to the development of professional skills. | 1 | 2 | 3 | 4 | 0 |
| 2 | Attention is given to the development of language skills, with a focus on work-related language. | 1 | 2 | 3 | 4 | 0 |
| 3 | Attention is given to the work environment and the bigger picture with regards to the organisation. | 1 | 2 | 3 | 4 | 0 |
| 4 | Attention is given to the development of work-related soft skills. | 1 | 2 | 3 | 4 | 0 |
| 5 | Attention is given to the work culture in that particular sector or organisation. | 1 | 2 | 3 | 4 | 0 |
| 6 | The participant is given an insight into his/her own qualities. | 1 | 2 | 3 | 4 | 0 |
| 7 | Attention is given to the individual needs (opportunity for differentiation). | 1 | 2 | 3 | 4 | 0 |
| 8 | Attention is given to empowerment of the participant. | 1 | 2 | 3 | 4 | 0 |
| 9 | WBL takes place in an on-the-job setting or an off-the-job setting (such as an educational institution or a practice training centre), preferably a combination of the two. | 1 | 2 | 3 | 4 | 0 |
| What are your strong and weak points? | | | | | |  |

**Success Criterium A3. Matching participants and employers swiftly and effectively**

*Main question: What does your partner institution do regarding the matching of participants and employers*

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| **Checking the company** | |
| 1. How is the quality of the potential learning environment checked prior to placement? | * We have a database of trusted companies where we know they have a good learning environment * We visit the company to check the learning environment * We have phone and/or e-mailcontact about the placement and the expectations * We send information about the participant or target group to the company * Other, ….. |
| 1. How does the matching of participants and employers takes place? | * We do a careful intake with the participants to know their qualities and special needs before we try to match them * We go together with the participant to make sure the matching goes well * If we think the company is not a good learning environment, we don’t do the placement * If we think the company is not a good learning environment, we still do the placement * Other, ….. |
| 1. How do you make good agreements concerning WBL between participants, employers and external supervisors are safeguarded? | * We have a general contract about hours and content of workbased learning (tasks etc) * We have a detailed contract with learning goals and agreements about guidance * We keep in touch with the workfloor to make sure the contract is met. * Other, ….. |
| **Other relevant information (optional)**  regarding what you do in your matching |  |

**Self-evaluation**

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| **Degree of implementation of success factor – self evaluation**  **Matching participants and employers swiftly and effectively** | | | | | |  |
| Indicate the degree of implementation of success factor  1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agreem, 0 = no info | | | | | | N/A |
| 1 | The quality of the potential learning environment is checked prior to placement | 1 | 2 | 3 | 4 | 0 |
| 2 | The matching of participants and employers takes place carefully and in close consultation. | 1 | 2 | 3 | 4 | 0 |
| 3 | Agreements concerning WBL between participants, employers and external supervisors are safeguarded via a contract or protocol. | 1 | 2 | 3 | 4 | 0 |
| What are your strong and weak points regarding this aspect? | | | | | |  |

**Success Criterium A4. Quality of workplace as learning environment (in general)**

*Main question: What does your partner institution do to make the quality of the learning environment as big as possible?*

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| **The company is well-informed** | |
| 1. What do you do to inform the company | * We have phone and/or e-mailcontact about the placement and the expectations * We send information (on paper or by e-mail) about the participant and his specific goals to the company * We send information about the target group to the company (e.g. brochure or tips about guidance, language and cultural issues) * We go to the company to prepare the company about what is needed for guidance (e.g. language, professional development, cultural awareness) * Other, ….. |
| 1. What do you do to prepare the workfloor? | * We give information about the goals of the WBL * We give information about the tasks and log and what to expect, how the colleagues/supervisor can help with the tasks and log * We give information about how the workplace can help the participant to get to know the company * We give information how to deal with cultural differences * We give information about how to help the participant with language learning * Other, ….. |
| 1. What do you do to make sure that there will be good guidance on the workfloor? | * We make sure that there is one external supervisor for the workplace supervisor and participant. * We make sure that there is a colleague for direct guidance at the workplace * We make agreements about the guidance and feedback of the participant * We make agreements about opportunities for doing learning tasks, having language contact on a daily/weekly basis during worktime * We go to the workplace to check how the participant is doing * We go to the company to see what the company needs * We keep close contact with the company, by phone or e-mail. * Other, …. |
| **Other relevant information (optional)** |  |

**Self-evaluation**

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| **Degree of implementation of success factor – self evaluation** | | | | | |  |
| **1 The company is well informed** | | | | | |  |
| Indicate how well the company is being informed. Give an explanation if necessary.  1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agreem, 0 = no info | | | | | | N/A |
| 1 | There is one external supervisor for the workplace supervisor and participant. | Yes | | No | |  |
| 2 | The company is being informed about the requirements for a suitable learning environment. | Yes | | No | |  |
| 3 | The workplace supervisor has realistic expectations with regards to the participant. | 1 | 2 | 3 | 4 | 0 |
| 4 | The workplace supervisor is informed about intercultural issues. | 1 | 2 | 3 | 4 | 0 |
| 5 | The workplace supervisor is been informed how to do the coaching and guidance of the participant. | 1 | 2 | 3 | 4 | 0 |
| 6 | The workplace supervisor knows the purpose of the guidance and assignments. | 1 | 2 | 3 | 4 | 0 |
| Any comments: | | | | | |  |

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| |  |  | | --- | --- | | **Degree of implementation of success factor – self evaluation** |  |   **The workplace is suitable as a learning environment (based on agreements)** | | | | | |  |
| Indicate to which extent the following statements apply, based on the agreements that are made  Give an explanation if necessary. 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, 0 = no info available | | | | | |  |
| 1 | Within the organization, the participant has one contact person. | Yes | | No | | 0 |
| 2 | Within the organization, the participant has a buddy/colleague. | Yes | | No | | 0 |
| 3 | At the start competencies and learning goals of the participant are communicated with the workplace supervisors | Yes | | No | | 0 |
| 4 | Agreements are made about the available time for learning on the job and doing learning tasks from the database | 1 | 2 | 3 | 4 | 0 |
| 5 | There is a plan for the guidance of the participant during the introduction in the workplace and doing the tasks | 1 | 2 | 3 | 4 | 0 |
| 6 | The participant will have opportunities for language contact on a daily basis during worktime | 1 | 2 | 3 | 4 | 0 |
| 8 | Agreements are made about the guidance and feedback of the participant on work-based learning and progress | 1 | 2 | 3 | 4 | 0 |
| Any comments: | | | | | |  |