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"Quality Development Plan"

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Descripción del Documento	
Nombre del documento	Quality Development Plan
Resumen	This document will contain in detail, the actions, activities and tasks and responsibilities, including the board of key-indicators and criteria to evaluate the quality of the project outcomes and activities according to EQAVET instrument
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List of Milestones - Work Package 4

Milestone Number	Milestone Description	WP No.	Lead Beneficiary	Due Month	Type
3	Quality Plan	4	CETEC	24	Report

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1.0	Final version	submit	31/08/19	CETEC

INDEX

1. INTRODUCTION

A complete evaluation of training proposed by AppShoe Project, should aim to provide useful and relevant information for all stakeholders in performance and outcomes such as participants, companies, centers, teachers and public administration involved in the project.

All these groups and institutions interested in evaluating the proposed training model and its results, but different groups have specific interests and therefore sometimes present different information needs (educational attainment, employment, costs and benefits for businesses, etc.).

Accordingly, the importance of various aspects of training and evaluating results differ in each case, and the method and the purpose of such assessment pose may be different or only partially overlapping.

Evaluation systems provide for regular education indicators in many cases the evaluations conducted so far in Spain (number of students, success rates, adjustment between supply and demand for places etc.) but also incorporate results in terms of satisfaction involved, effects on employment of graduates and, in particular, effects for businesses, with particular emphasis on the latter, for example by evaluating costs and benefits for enterprises to participate in this type of dual training.

Dimensions of evaluation: what to evaluate?

The dual vocational training or job training proposal in this AppShoe Project, a special complexity when considering the aspects that have to be part of the contents of evaluation and therefore their quality plan.

First, because of the general problems associated with the evaluation of the educational activity. Second, as a result of any of the dual training specific characteristics associated with the training component in business and student participation in the activity of these.

If we consider the manual measurement of output in education and health OECD (Schreyer 2010) presents an outline of the production of education that can serve as a useful reference. Education appears as an activity characterized by the use of resources (inputs) that through the training process generates an output (outputs) having the ultimate effect a series of impacts (outcomes) for society and so particularly for some of the different players within it.

In the case of our training program, the inputs include capital factor (use of machinery, classrooms, buildings, facilities, etc.), work (teachers as well as the time of the company tutors and other staff of the company associated) and intermediate inputs (again, both in the training center and the company spending on school supplies, current expenditure on goods and services in general, etc.). The training process would include the hours of theoretical and practical training and student activity, both in the training center and the company. The outputs would include the number of certified professionals and the level of acquired skills. The impacts could be divided into direct and indirect depending on the distance to the provision of educational services impacts. The impacts would refer, inter alia, to the employment (probability of employment, access speed thereto job stability, wages, correspondence between type of occupation and training, etc.); further economic growth

and increases in productivity associated economy to greater human capital; social and emotional development of graduates; and even possible effects on their health, physical and mental or relationship to criminal practices or risk. In the case of our project, a kind of additional specific impact would be referred to the dual impact of the activity and the benefits of participating companies. Further economic growth and increases in productivity associated economy to greater human capital; social and emotional development of graduates; and even possible effects on their health, physical and mental or relationship to criminal practices or risk. In the case of our project, a kind of additional specific impact would be referred to the dual impact of the activity and the benefits of participating companies. Further economic growth and increases in productivity associated economy to greater human capital; social and emotional development of graduates; and even possible effects on their health, physical and mental or relationship to criminal practices or risk. In the case of our project, a kind of additional specific impact would be referred to the dual impact of the activity and the benefits of participating companies.

Aspects of assessment relating to the operation of this training program the use of resources, the number of students, their success rates and graduation ratios student-teacher and other standard educational indicators show a strong similarity to what happens at other levels educational. In this sense, the very processes management training quality regulations established by the Spanish educational system can generate the required information and indicators, as well as the corresponding evaluation.

In principle, students' grades could be an indicator of skills acquired in the educational process that would incorporate a qualitative component absent in the simple fact of having graduated or not. However, both the VET and the ET have relatively standardized procedures for testing knowledge assessment in certain areas and basic skills associated with such training.

These issues, as discussed in the following sections are particularly relevant in both the Dual FP in Spain, as well as training for employment, when considering the assessment methods and to assess its results.

Stakeholders (stakeholders): who evaluated?

The evaluation of a training program as AppShoe employment-oriented, must have as one of its basic recipients of this evaluation references, ie, interested groups (stakeholders) in such training. In our case there are different groups that can be considered in that category. This diversity of recipients can lead to pose different types and assessment methods related to content also disparate, to the extent that these stakeholders concern them different issues and therefore require different types of information.

In our case can be distinguished at least five stakeholders that may be regarded as recipients of the evaluation: students; Business; training centers and teachers; public administration and society in general.

The students are the users of such training and who acquire the skills that it can offer. Your future depends on the operation of these training programs and interest will be focused on job opportunities (broadly) the Dual can provide them.

Companies in the footwear sector both participating in this program and its implementation in the future, are affected by the best or worst performance of this program. This will affect your benefits and the possibility to recruit better candidates more easily. His decision to participate by offering dual training places depends on an informed that they will get a positive total return on their investment expectation.

Centers and teachers. They are directly involved in it and responsible for proper operation.

The civil service He is interested in good overall progress of the education system and therefore level VET and ET. They need to know if allocated public funds are used effectively and efficiently as possible.

Methods and methodologies: how to evaluate?

Possible objectives of the evaluation, regardless of the considered specific aspects or variables considered relevant and which will constitute its content can be varied.

First, it is interested only by the effectiveness of training. In that case it is relevant to consider the impact of training on the aspect to evaluate, as can be see how it affects the graduation rate or probability of student employment, etc.

That kind of assessment based on the effectiveness sidesteps some issues that may be obviously very relevant. To begin with, does not consider the costs incurred for these impacts and obviously if there were more efficient ways to get those results.

The cost-effectiveness analysis and cost benefit analysis are technical alternatives economic evaluation that do take into account such problems. It is about evaluation methods that analyze not only the efficiency and efficacy or effectiveness. Both value the costs in monetary terms, but use different criteria for results. The cost-effectiveness analysis measures results in non-monetary terms (using measurement units and indicators for the outcome of interest, such as graduation rates, employment probability, etc.). Cost benefit analysis also assesses the results in monetary terms as well as costs.

In the case of AppShoe program impact analysis will generally feasible and cost-effectiveness analysis it is frequently, but the cost-benefit analysis may be more difficult to implement for some of the issues that may be part content evaluation.

Finally, regardless of the specific evaluation technique, it has raised an ex-post evaluation, ie from the results produced. Ultimately, it is the assessment here is effectively raised and that the systems quality assurance raised for these actions are effective and are aligned with the model reflects the EQAVET Framework and other European tools like ECVET.

Code	Indicator
one	Relevance of quality assurance systems for VET providers
1A	Share of providers applying internal quality assurance systems defined by law or on its own initiative.
1 B	Percentage of FP accredited providers.
two	Investment in training of teachers and trainers
2A	Proportion of teachers and trainers participating in further training programs.
2B	Amount of funds invested.
3	Participation rate in VET programs Number of participants in VET programs, according to type of program and individual characteristics.
4	Completion rate FP programs Number of people who have successfully completed / abandoned VET programs, according to type of program and individual characteristics.
5	Placement rate under FP programs
5A	Target beneficiaries FP at a set time after completion of training, according to program type and personal charac- cas.
5B	Proportion of beneficiaries hired on a fixed time after completion of training, according to program type and personal characteristics.
6	Use in the workplace of the skills acquired
6A	Information on occupation obtained by individuals after completion of training, according to type of training and personal characteristics.
6B	Satisfaction rate of individuals and employers with acquired skills / competences.
7	Unemployment rate according to personal characteristics.
8	Prevalence of vulnerable groups
8A	Percentage of participants in VET programs classified as disadvantaged groups (in a region or area of employment determined nothing), by age and sex.
8B	Success rate of disadvantaged groups by age and sex.
9	Mechanisms to identify training needs in the labor market
9A	Information on mechanisms set up to identify changing demands at different levels.
9B	Proof of their effectiveness.
10	Schemes used to promote better access to VET
10A	Information on existing schemes at different levels.
10B	Evidence of their effectiveness

Source: EQAVET.

Scope of the quality plan

Taking into account the elements listed in the previous section, when implementing the Quality Plan to ensure both the design and the effectiveness of the future implementation of this project, not only has developed an appropriate system for assessing management project quality, but at the same time, you create a plan to meet management policies existing educational quality in the region of Murcia for both vocational training and for job training articulated in this project.

All project activities have been developed on the one hand, to have a quality system that evaluates the correct development project and, on the other hand, the implementation of a System of Educational Quality Management, which is in line with EQAVET.

It is for this reason that all the actions undertaken within this task have been developed on the one hand to have a series of indicators such as quality system assessment project and other implementation of a Management System of Educational Quality and and quality processes inherent in the current educational standards.

Therefore the development of this quality plan is divided into three plans:

- Quality Management Plan Project:

  Regarding the System Quality Management project it has been based on establishing a methodology to carry out a continuous evaluation of the project, bringing together both the opinions of companies and trainers businesses, teachers and students and exchange of best practices. To evaluate these aspects, has implemented a system of indicators that are related to the proposed task 3.2 and in line with those proposed by EQAVET, as the monitoring and enforcement of these indicators will help us assess the impacts of the project, a Upon completion.

- Management Plan Educational Quality of Vocational Training

  Regarding the Management System of Educational Quality of Vocational Training, this plan is based on the evaluation system proposed in the model of excellence CAF-Education (aligned with the EQAVET), a system implemented in the IES system Ginés Pérez Chirinos member of the Network of Centers of Excellence in the Region of Murcia.

- Management Plan of the Educational Quality of Training for Employment

  Concerning the system of management of quality training for employment, this plan is based on the evaluation system based on the quality model implemented by the service training SEF and the provisions of the Order of July 5, 2013 establishing training offer aimed primarily at unemployed workers is regulated as well as the Order of 31 July 2012 establishing training offer aimed primarily at employed workers is regulated.

The results of these evaluations both educational quality and the design and implementation of the project can be found in attached documents.

2. DESCRIPTION OF THE QUALITY MANAGEMENT SYSTEM PROJECT IMPLEMENTATION

Regarding the System Quality Management project implementation it has been based on establishing a methodology to carry out a continuous evaluation of the project, bringing together both the opinions of companies and trainers businesses, teachers and students and the exchange of best practices.

To evaluate these aspects within the Quality Management Plan project, apart from the Plan Quality Management and Project Risk, where it has established a methodology for keep the draft aligned with its objectives based on control of project scope and deadlines; as well It has implemented a system of indicators that are related to the proposed task 3.2, as the monitoring and enforcement of these indicators will help us assess the impacts of the project upon completion.

To effectively carry out this plan quality has performed a specific management plan proposed in the Deliverable 4.1.a. Quality Management Plan and procedures to define the activities to develop methodology to carry out the execution control and monitoring tasks and actions of the project.

This procedure affects the actions to carry out the checks and timely assessments during the execution of the various tasks of the project, as well as training actions and subsequent verification of compliance by each partner tasks and actions entrusted within of the project. The assessment will be based on prior planning which will contain both an evaluation of the project during an evaluation at the end of task or execution of the corresponding deliverable.

Control and monitoring of the implementation of tasks and actions are done by:

- Planning actions and tasks through control of schedule and agenda through visits and monitor the status of the actions taken or pending.
- Collect the results of the verification and control measures carried out during the execution of each task and each training and after completion thereof.
- Complete the questionnaires student assessment, the trainer and training entity as specified in the quality plan established for each type of training action.
- Reporting of actions: initial, intermediate and final extraordinary, both tasks that will result in deliverables under the project, as well as reports
- Preparation of the final assessment report of the task and the training,
- Preparation of the final certification: completion of the final report.

To carry out this plan verification and control various tools such as assessment questionnaires, interviews, records and reports Verification and Control will be used.

As for the evaluation of the pilot implementation, the quality plan in place to ensure quality and to assess the implementation of the project, it has developed a quality system through a process of continuous evaluation of it through important aspects such as: content technical development of students, teaching quality, workshop, educational materials, formative experiences in business, data and indicators drawn mostly from the evaluation of the two teaching experiences of the program.

To evaluate these aspects has been proposed a method of continuous assessment by applying indicators proposed in the task 3.2, for monitoring and compliance of these

indicators it is essential to ensure sustainability and project implementation, and will help us to assess the impacts of the project after its conclusion.

Battery proposed indicators are as follows:

- Indicators (number of students per teacher, pupil-internal trainer, number of students per workshop).

- Performance indicators (number of students interested in the relationship) to the expected vacancies.

- The number of companies interested in participating in learning).

- The expected impact on the future implementation (students incorporated into the labor market, youth unemployment rate in the Region of Murcia, increased business productivity, cost-benefit rate for businesses, cost-benefit learners).

  Annexed document a document called Plan Quality Management is both a document and provides tools for managing organizational aspects, administrative and project management develops.

3. DESCRIPTION OF QUALITY MANAGEMENT SYSTEM IVET

When implementing a Quality Plan to ensure both the design and the effectiveness of future implementation of this intermediate training cycle Footwear and Fashion, belonging to the Professional Family of Textile, Garment and Leather, not enough to consider an appropriate system to evaluate the quality of the project but at the same time is in accordance with management policies of educational quality.

In this regard, in the Region of Murcia is no established system of educational quality management, based on the proposal by the "Common Assessment Framework-Education" (CAF- Education), collected by resolution of July 31, 2012, the DG. Human Resources and Quality Education. CAF excellence model-Education is a European quality framework which have joined European educational institutions at all levels; It also aims to create a network of European educational institutions that meet the same quality criteria, inspired by the model of excellence for quality management (EFQM).

Since this training cycle has been implemented in the IES Ginés Perez Chirinos, all standards and quality systems proposed have to go online with the strategy of educational quality system implemented in that school. In this regard, the IES Ginés Perez Chirinos has a long history of commitment to quality, then we report.

From the Resolution of June 21, 2004, the Secretary of Education Sector, a pilot project to implement a Quality Management System in public schools, ISCAL Project, which participated this center was developed. Carried out the corresponding audits, IES Ginés Perez Chirinos was one of the three secondary schools in the Region of Murcia finally certified its quality system through the accreditation AENOR, according to ISO 9001 with adapting subsequently management system to ISO 9001: 2008.

During 2012/13 the process began to adapt the quality management system proposed by the resolution of July 31, 2012 of the Ministry of Education CAF- Education. IES Ginés Perez Chirinos is member since 2012 (by Resolution of November 7, 2012, of the Human Resources and Educational Quality) Network of Centers of Excellence in the Region of Murcia.

As indicated in the previous point, the quality plan proposed for this "project" is defined within the quality management system, who is certified under the CAF-education, being one of the centers of Excellence Educational Network of the Region of Murcia.

This system was implemented following the guidelines of ISO 9001, later adapted to the model of excellence CAF-Education. This model is a system designed for the public and specifically to be applied in education sector and therein lies its success.

The implementation of the CAF Education in the IES, has been carried out through three stages and 12 steps:

Home Stage. Where the first steps of incorporating up to the self-assessment and consists of 6 steps:

1. Training Management Team.

2. Training Program for the Center.

3. Preparation Process Map.

4. Development of procedures (at least Control of Documents and Records).

5. Setting Objectives and significant indicators.

6. Making Self- Assessment.

Step Implementation: Where the improvement plans following the Self-Assessment develop to achieve the implementation of a Service Charter for the center and consists of 4 steps:

7. Development and implementation of improvement plans.

8. Development Processes and Procedures.

9. Making IPCS (Perceptions Index Quality of Services).

10. Adoption of a Charter of Services.

Recognition stage: Where the standard of excellence is certified and consists of 2 steps:

11. Preparation of Excellence memory.

12. Certification CAF Education, along with recognition with Educational Excellence Center in the Region of Murcia.

Since all these stages and steps are for the entire center we will more closely focus in stage 1 start because it is the phase where it has more relevance in knowing the implanted system to see that it meets the requirements to assess both the design and implementation of this new training cycle to later present the results of evaluations carried out within the Quality Management System Course 2017/2019.

Below is graphically map of processes currently implemented system. This has three main processes, each of them have developed a series of procedures, while we have established the relevant objectives and indicators, including within the D.4.2. Quality Management Plan.

Figure 1. Map of process
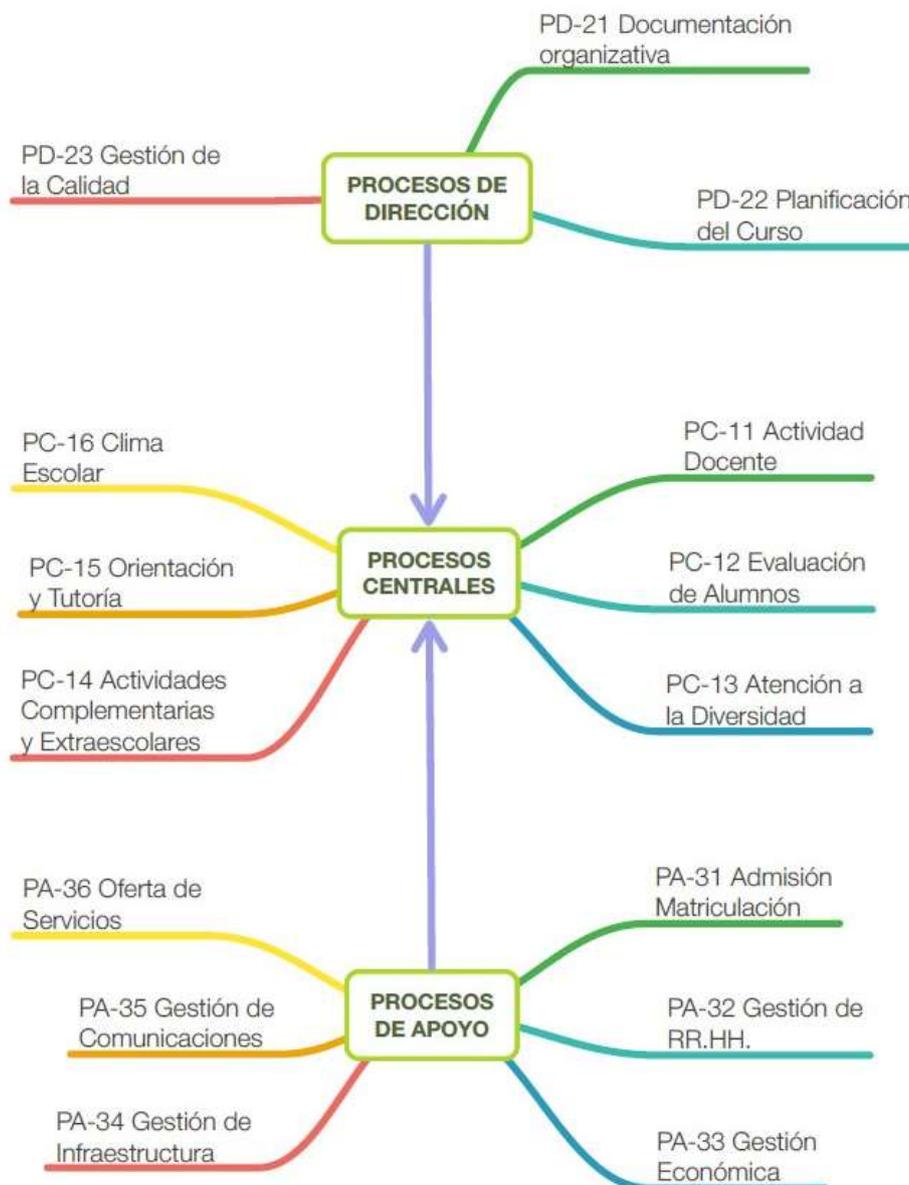
As for the evaluation of both the design and implementation of the new cycle, referred both to determine the degree of achievement of the proposed objectives and the development plan training, responsibilities of trainers (teachers and trainers in companies), adequacy activities, resources, infrastructure and teaching methodologies.

In this respect both the procedures and the results of evaluations conducted within the Quality Management System Course 2017/2019, have carried out through the following evaluation procedures.

1. Tracking class sessions. This document describes the topics taught% of the causes and measures to be taken by the Department and scheduled to appear throughout the course. Where appropriate the number of students diverted ± 2 points in the module considered, by the average of the student in all modules and the actions to take if also collected.

2. Evaluation Process Teacher Education and own practice. Rating 1 to 5 in each of the assessments for the reflected for each training cycle modules and any observations items.

3. IPCS students CCM. Perceptions Index Service Quality. Survey conducted by the students of the training cycle where value from 1 to 5 on various aspects of teachers that give class.

4. DESCRIPTION OF QUALITY MANAGEMENT SYSTEM FOR CVET

The Quality Plan to ensure both the design and the effectiveness of future implementation of training plans for the footwear industry, as well as CVET must be in accordance with management policies of educational quality.

In this regard both the Order of July 5, 2013, (BORM of 11 July), in Article 38, as the Order of July 31, 2012 (BORM of 9 August), Article 37, establish the evaluation of the training should be systematic and models set out in the "evaluation Procedure student learning", approved by Resolution of the director General of the Regional Employment Service and training (SEF). Similarly, it determines that the training leading to obtaining professional certificates, all aspects of learning assessment will be adjusted and carried out in the terms set out in Article 14 of Royal Decree 34/2008 of 18 January and Chapter I of Title III of the Order ESS / 1897/2013 of 10 October.

a) Performances in situ during the delivery of the training through clinic visits in which physical evidences and testimonies of the development of the formation are collected by interviewing responsible for training and tutors-formers. Also students will also participate in the valuation of shares by filling out a questionnaire quality assessment.

b) Performances 'ex post', once training is complete, by obtaining physical evidence or data relating to the implementation and documentation of such training activity. As part of these actions can be made requirements to rectify the irregularities.

c) In the various monitoring and control actions it will be verified that the center has:

> a) adequate facilities and equipment, in line with the provisions in this regard in the royal decrees regulating each professional certificates and kept in good condition for use.

> b) Documents proving that trainers, counselors-formers and students meet the requirements for training and to access the same, respectively.

> c) planning teaching.

> d) educational program of each training module and, where appropriate, training units, used as a tutorial and evaluation IV.

> e) Planning evaluation.

> f) instruments valid and reliable assessment with a score correction system and objective.

> g) Document that reflects the results obtained by students in each evaluation instrument applied and each training module.

> h) Act evaluation with final results obtained by each student.

To collect all the mechanisms for proper evaluation of training, the resolution, the Director General of SEF February 2015 approves the procedure for evaluating the learning of students participating in training activities, the instrument to evaluate the entire process job training, and will be the model used for this project to evaluate and manage the quality of training programs for employment designed and delivered within the Appshoe project.

For this, the SEF has established a number of mechanisms to develop:

- Learning assessment procedure of the students participating in training activities.

- Instruction on action to be taken during the delivery of the training.

- Procedure for monitoring plans, actions and projects.

4.1.- Procedure learning assessment of students participating in training activities

1. Planning didactic training activities linked to professional certificates

The beneficiary institutions will have appropriate educational planning full training activity, indicating the timing of training

2. Learning and Assessment Guide

The tutorial and evaluation of a training specialty will be modeled which has published the Public State Employment Service. If it had not been published, the beneficiary will draw the appropriate tutorial and evaluation.

3. Planning evaluation

For all training specialties with a duration longer than 25 hours, regardless of the mode of delivery, evaluation will be based on prior planning which will contain both an assessment during the learning process, an evaluation at the end of each module.

4. Evaluation of non-labor professional practices

The evaluation criteria of non-labor professional practices will be reflected in the training program for them and be observable and measurable. The evaluation criteria will comply with those set for this module in the certificate of professionalism. The student assessment jointly carried out by the tutor and the tutor center designated by the company.

5. Methods and assessment tools

When the evaluation of professional certificates conducive to training activities related to the following methods and assessment tools are taken into account:

a) The process of teaching and learning is done through a combination of different methods and instruments may include, among others, the valuation of work, activities and tests during the training process, taking into account the provisions of the evaluation planning.

b) When training is conducted in form of distance learning, assessment during the process of teaching and learning will be done considering:

- The results of the assessment of the activities and work in the virtual platform individually and / or collaboratively, and other assessment tools, if any, are applied through it.

- The degree of student participation through communication tools must be used to achieve learning outcomes, such as forums, chats, debates or other.

- The results in evaluable activities, if any, take place in the face tutorials.

c) At the end of each training module have a final evaluation of theoretical and practical overall character that will be referred to the set of capabilities, evaluation criteria and content associated with said module applies. However, to facilitate its application in cases necessary, these tests may be organized in other periods during the course of the training.

d) In the form of distance learning, the final assessment test referred to in paragraph c) will be attending classes.

e) When the formation of professional certificates are scheduled for training units that do not complete a module, the final evaluation test will be referred to the set of capabilities and evaluation criteria of the unit or for the same training units, so that it can the results detected in each training unit.

f) When the module is structured in training units, such proof will be configured so as to identify the score on each.

g) To be eligible for the final evaluation test of a module students must justify an attendance of at least 75% of the total hours of it, when performed in the face mode, and having done all the learning activities established for that module when made in the form of distance learning.

h) In any case, methods and assessment tools must suit the type of knowledge, skills and abilities reflected in the capabilities and evaluation criteria, and ensuring objective, reliable and valid assessment.

Each assessment tool will be accompanied by a corresponding correction and scoring system in which it is explicit, clearly and unequivocally, the measurement criteria to evaluate the results achieved by students.

If the training is not conducive to a professional certificate, it must comply likewise with paragraphs a), b), c), h) and i). In addition, in such specialties they can be grouped modules when assessing, as long as the sum total of hours of modules grouped does not exceed 30 hours.

6. Qualification system, improvement of training modules and documentation of the evaluation process

1. Training leading to certificates of professionalism, aspects of the rating system, overcoming training modules and documentation of the evaluation process are reflected in the Guidelines for the calculation and presentation of results of evaluation of the actions training linked to professional certificates, annexed to this Resolution.

The beneficiary shall draw up the report of individualized evaluation and registration must be submitted following the completion of the training three months.

2. The certificates not conducive to professional training, these aspects are set out in the Guidelines for the calculation and presentation of results of evaluation of the training activities not linked to professional certificates, annexed to the resolution.

The beneficiary shall draw up the report of individualized assessment, only those training activities for more than 25 hours and must be submitted, if applicable, for registration following the completion of the training three months.

Before the start of the training performances.

1 Planning of the training.

2. Dates and development schedule of the training.

3. Address and / or centers performing the training. For training activities tele mode, the address of the virtual platform where the training and the access codes that allow the monitoring and control tasks are managed be communicated. These keys must allow as much access as a participant student of the course, as to visualize aspects of students, content, evaluations and controls, tutors, among others

4. Ratio of teachers / tutors candidates. The SEF may not authorize the participation of teachers who do not meet the educational profiles established in specialty training or have received a negative assessment or repair on the occasion of technical reports made in previously taught courses.

5. Where appropriate, communication of student selection process, indicating the date, time and place of that process.

6. List of students candidates. Beneficiary entities shall, students pre-selected according to the minimum access profiles established in specialty training, and program requirements and manner to which it belongs the training. The entity shall verify the original documents establishing the minimum requirements for access to the specialty by the students.

7. Accident insurance.

Performances at the beginning of the training.

1. Certification start of the training. Understood as the beginning of the training the real beginning of it, with the assistance of students.

2. Information to students. Students at the beginning of the action on the issues that are included in the information protocol established by the SEF will be informed.

3. The center responsible for delivering and including the end of the same module non-labor professional practices, should inform students, the first day of action, the possibility of exemption Module practices and work experience for the purposes of exemption from module practical training in workplaces.

Monitoring of the training.

1. Keep track of daily attendance of students with signatures and out and communicate to the SEF information on the monthly student attendance.

2. Inform the SEF: low or new additions of pupils, students accidents in conducting non-work internships,

3. Before the end of the action, inform all participating students the opportunity to request the issuance of certificates or partial accumulative accreditations.

Actions at the end of the training.

1. Certification of completion of the training. This certification shall include, among other information, a relationship with the name and DNI or NIE of students who complete the training, specifying the declared fit and unfit, and other relationships with teachers / tutors who taught action specifying the number of hours taught by each of them.

2. Students trained teachers effects shall be considered when, having completed the training and passed the tests corresponding assessment, has attended at least 75 percent of the total hours of training activity

4.3.- Procedure for monitoring plans, actions and projects

This procedure is to define the methodology for developing activities to carry out control implementation and monitoring of plans, actions and projects offer training.

This procedure affects the actions to carry out the necessary checks during the execution of the training actions and subsequent verification of compliance with the beneficiary entities commitments professional internships.

1. Previous monitoring.

Certification is to validate Start.

2. Execution.

Control and monitoring of the implementation of training activities enabling:

- Planning classroom activities through the schedule of visits and monitor the status of the actions taken or pending.

- Collect the results of the verification and control measures carried out during the execution of the training and after completion thereof.

- Complete assessment questionnaires student (intermediate and final) of the entity-forming and training.

- Record the responses to the questionnaires valuation as well as the results of the interview the student.

- Reporting of actions: initial, intermediate and final extraordinary.

- Elaboration of the final assessment of the training.

- Preparation of the final certification.

3. Monitoring and control visits

During the delivery of the training, the SEF conducts regular monitoring and periodic visits to the training control. The following tools are used: assessment questionnaires, student interview; Visit Act and Report Verification and Control.

If irregularities are detected, or can address deficiencies or proceed to the precautionary suspension if irregularities are severe or have not been remedied deficiencies as long as they endanger the safety of participants or violate the essential conditions for the realization training activities.

4. End of execution.

The training concludes with Certification End, in which various documentary checks in view of the certifications provided by training institutions, after which an assessment of the course and a certificate of completion is issued are made. They are arranged as follows: Act Final Visit Verification and Control, Verification Report and Final Control, Final Certification Report and final assessment.

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