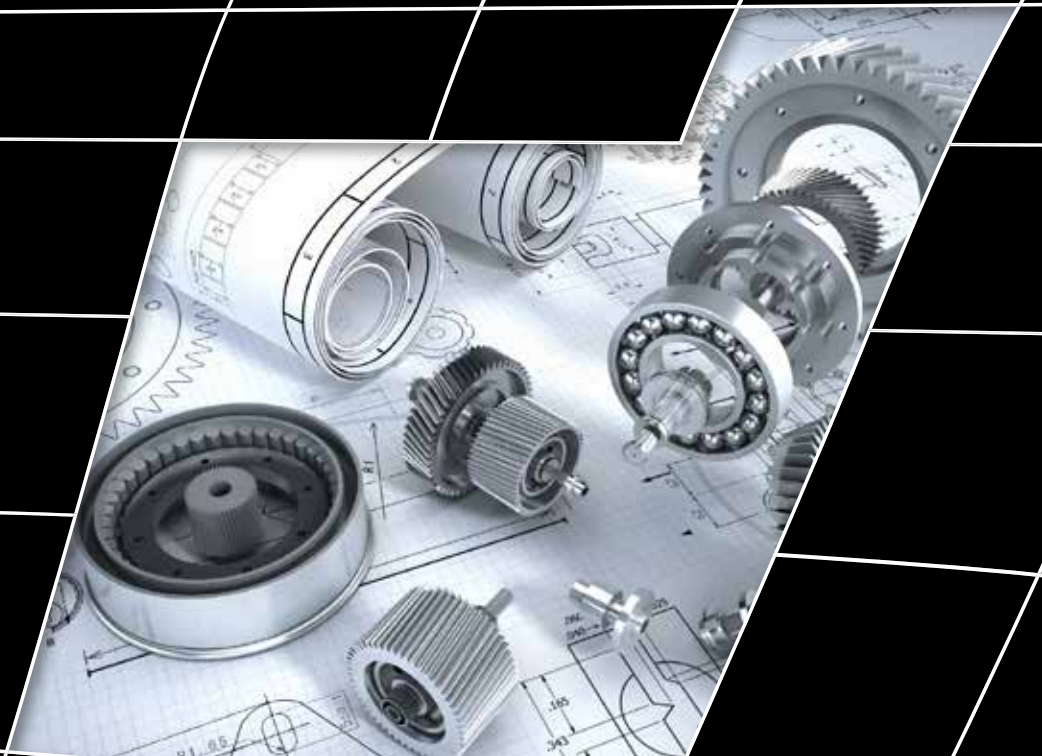


Handbook for the practical training instructor for project guide 9

Going for the finish



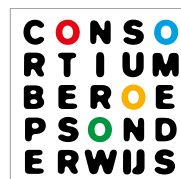
THE ROC OR STUDENT CAN MAKE THIS 'GUIDE FOR THE PRACTICAL TRAINING SUPERVISOR'
AVAILABLE TO THE PRACTICAL TRAINING SUPERVISOR

Handbook for the practical training instructor for project guide 9



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1 Introduction





Dear practical training supervisor,

This is the handbook as part of project guide 9. Project guide 9 supports the third 'Beroeps- Praktijk-Vorming' (BPV; practical vocational training) of the student in your company. The student avails of the project guide and during this period supplements a project dossier – or folder – with supporting documents. You can regularly ask him/her to inspect it.

The student receives training for Middle Management Engineering, Technician graduate profile. This requires theory, practical training and projects, as well as work-based learning.

This practical vocational training period is the final period of company training before the student enters the exam procedure.

As a practical training supervisor, you play a main role in this.

The student's training course is vocation-oriented, meaning that student development is central, instead of the subject matter. One objective of vocational-oriented training is that the training course is adapted to the corporate sector. This is why the ROC – more frequently now than in the past – includes the corporate sector in the training course and the qualification of the student. All years include a practical vocational training period as part of the training course.

Being competent is the ability to deploy the required professional knowledge, skills and attitude to work at the correct time to properly carry out the work.

–

During the practical vocational training period of this third year, the student focuses on gaining in-depth knowledge about his/her profession and on the practical preparation to his/her exam.

This means that the student must learn how to:

- Acquire and apply knowledge in his/her field of expertise
- Expand skills in his/her field of expertise and apply them
- Develop and deploy the required professional attitude

The SBB knowledge centre has developed a 'Middle management Engineering' qualification dossier, in which the corporate sector and government requirements have been taken into account. This qualification dossier includes the requirements the student must comply with by the end of the training course. There are references to Key tasks (main tasks) of the future middle management official and Work processes (work he/she carries out).

Then the knowledge, skills and behaviour were established which must be developed for each key task to be able to successfully carry out the work.

In this third practical vocational training of his/her training course (year 3), the student will gain in-depth information about his/her future profession. He/she will make conscious choices concerning the work he/she wants to carry out during the practical vocational training to move forward in the profession. In relation to this, he/she also makes conscious choices for the execution of Key tasks and Work processes according to the qualification dossier. This practical vocational training session is the final one prior to the exam procedure.

You best call on the student concerning choices and responsibilities, taking into account that he/she is still learning and thus permitted to make mistakes.

Above all, you can contribute to the reinforcement of his/her enthusiasm for the specialisation decided on.

Good luck!

2. Objective of the practical vocational training period





The objective of the practical vocational training periods is to allow the student to practise in a professional setting in addition to the learning activities at the ROC. He/she thus experiences and develops the required skills, knowledge and professional attitude in practice.

In this third year, the student works at the level of complexity C, meaning that he/she:

- works on an extensive project;
- works in a professional environment that is less clear and surveyable for him/her;
- carries out the project independently under decreasing supervision.

The objective of this third practical vocational training period is to explore the profession. The student has consciously decided on his/her specialisation and wishes to explore actual practice. In addition, this period serves as a preparation for the practical part of the exam.

This project guide helps the student with the following objectives:

- Acquire practical skills in the selected field of expertise.
- Experience what working in this field of expertise entails.
- Establish his/her place in the organisation and recognise functions, roles and responsibilities in a company.
- Investigate the roles and responsibilities that suit him/her.
- Investigate the organisation he/she works in, as well as the work climate or corporate culture, and whether this suits him/her.
- Investigate whether personal knowledge, skills and attitude (competences) are useful for carrying out work (work processes) in a company.
- Investigate the knowledge, skills and professional attitude (competences) he/she must develop during the training course.
- Investigate whether and how the company works on the basis of projects.
- Acquire motivation for the specialisation he/she has decided on.

During this practical vocational training period, the student is required to submit the following products to the ROC supervisor. He/she first submits them to you to be checked. Upon your approval, the student sends them to their ROC supervisor:

- Practical vocational training location address
- Final plan for practical vocational training work
- Weekly reports
- Interim evaluation/assessment form (completed)
- Report on the business administration investigation
- Report about the technical investigation
- Report about the career investigation
- Report about the visit of the ROC practical vocational training supervisor
- Practical vocational training report (final)
- Presentation about the company, the work and learning experiences
- Hand-outs presentation
- (Optional: script/highlights presentation in English)
- The reflective report

3. Practical training supervisor's role



During the application, the student has agreed on the work/work processes he/she can carry out for you.

Because you supervise the student, the following is expected from you:

Supervising and training the student

This is the third time the student acquires experience in a company, but it is nonetheless important that you look after him/her well, ensure an emotionally safe working environment and allow him/her to count on your supervision.

You will see the student working on a daily basis, so you can observe what goes well and what requires improvement. As a practical training supervisor, you encourage the student to develop knowledge, skills and a proper professional attitude.

You can also provide the student with instructions, demonstrate activities, impart knowledge and encourage him/her to learn and develop or have a colleague do this.

As a practical training supervisor, you are not alone in your task of supervision and training. The student also has a supervisor at the ROC you can contact any time. This ROC practical vocational training supervisor will come to visit you at least once during this period to discuss the student's progress.

The visit may go as follows:

1. You and the student receive the practical vocational training supervisor.
2. The student gives a short tour of the department.
3. The student shows the work he/she is doing.
4. The student and practical vocational training supervisor discuss progress.
5. The student, you and the practical vocational training supervisor discuss progress.
6. You can opt to have a subsequent discussion with the practical vocational training supervisor.

Providing suitable work

Because during this practical vocational training period the student wishes to gain in-depth information in the practical aspects of his specialisation, we propose that you have him/her carry out as much work (work processes) as possible independently. Preferably provide the student with instructive work that is also useful for your company. In addition, it is important that you provide him/her with optimum opportunity to integrate in your company.

You may take into account that this is the third work experience in this student's technical education. Call on and challenge him/her to think and act on a middle management level.

Supervise in gaining in-depth information in the professional practice of the field of expertise

An important objective for the student is to gain in-depth information about the options in the mechanical engineering field of expertise.

Consider the professional options in relation to maintaining mechanical, pneumatic and hydraulic drives, carrying out production techniques and complying with working conditions and environmental legislation.

In this third year, it becomes increasingly important for the student to gain in-depth information about the functions and responsibilities he/she might one day occupy or have.

Support in activities for the ROC

Using project guide 9, the ROC requires the student to submit various products. The idea is for the student to gain in-depth information about his profession and to become acquainted with the business environment in the execution of his/her work. We expect you to support the student and provide him/her with the space and opportunity to carry out these assignments.

It would be perfect if you could have the student carry the work out in a manner that they become good learning activities. You can also encourage the student to complete weekly reports, write a business research report or prepare a presentation about your company and the work he/she has carried out.

We recommend you to go through the project guide with the student on a regular basis. This is beneficial for the development of the student.

Assessing the student

Finally, we expect you to evaluate with the student on a regular basis and assess his/her performance. Let him/her demonstrate the conscious execution of the work processes from the key tasks he/she has decided on. This allows him/her to practise his exam procedure because this is what will be expected from him/her by then.

Halfway and by the end of the practical vocational training, the student will submit an evaluation/assessment form to you.

Please refer to the next chapter for more information about assessment.

4. Assessing the student



Assessment steps

1. You establish which of the four key tasks below the student works on or has worked on:
 1. Designing a project (also refer to appendix 1)
 2. The work preparation for realising a project (also refer to appendix 2)
 3. The execution or realisation of the project (also refer to appendix 3)
 4. The after-care, service and maintenance of a project (also refer to appendix 4)
2. You establish the work processes of the key task the student works or worked on. You assess the student for these work processes only (also refer to appendices 1 through 4)
3. You assess the student as per work process for the adequate execution. You do this by providing an assessment for each work process.
 1. The main thing is that the products or installations the student makes as per your order comply with the requirements you have set.
 2. You assess through observation whether the student has acted adequately during the realisation of the products or installations (you may use appendix 1 through 4 as a support for this assessments).
4. You establish the final assessment for each work process based on the consideration that the quality of the products is very important and enter this assessment on the evaluation forms you receive from the student.

Assessment of products

You will assess the products or installation the student produced for you.

Based on your instructions, demands and agreements, assess with a:

U = unsatisfactory

S = satisfactory

G = good

Take into account that this is the third practical vocational training with complexity C.

This is not a final assessment of the training course.

The student will have the products he/she is to submit to the ROC signed by you first. We do not expect you to mark these products or similar, but we do expect you to check whether the contents are correct. You can also provide the student with support by taking these products to a higher level. The ROC supervisor will assess these products.

Assessing behaviour

To assess the extent of appropriate actions by the student for each work process, the quality of the product the student creates is the main input. The main thing for the assessment is that the product he/she produces complies with the client's requirements. This product should actually be evaluated as no less than satisfactory for the student to receive a satisfactory score.

The quality of products and his/her behaviour are taken into account in order to assess the extent to which the student acts adequately. As a consequence of this behaviour, the student's final assessment may be assessed as unsatisfactory up to good.

In order to objectively establish the student's behaviour, you must take into account the performance indicators for each work process as formulated by the SBB knowledge centre. Also take into account the student's attitude to work and the deployment of knowledge and skills. The performance indicators and the attitude to work, the knowledge and skills have been included in the observation forms in appendix 1 through 4 for your support.

The final assessment is evaluated with U – S – G.

U = *Demonstrated as unsatisfactory*

The desired result/the product delivered is unsatisfactory and/or the student has demonstrated the desired behaviour insufficiently and/or the student has deployed insufficient knowledge and/or skills.

S = *Demonstrated as satisfactory*

The desired result/the product delivered is sufficient and the student has demonstrated the desired behaviour and has deployed sufficient knowledge and skills.

G = *Demonstrated as good*

The desired result/the product delivered is sufficient or good. The student's behaviour is above average and/or the student has deployed knowledge and skills to a higher than average standard.

Final assessment

The student will provide an **interim and final evaluation form** you can use to enter your assessment of that moment. If your assessment is 'demonstrated as unsatisfactory', it is important for you to explain this poor assessment under 'comments'. The ROC practical vocational training supervisor will include these results in the student's complete assessment overview.

Level of complexity

When assessing the student, you may take into account that the student is in the third year of his/her training course and that this is the third practical vocational training period.

During the training course, we distinguish four levels of complexity when assessing:

Level of complexity	Year	Characteristics
A	1	<i>The student works on a simple project. He/she does this in a professional environment that is clear and surveyable for him/her. He/she carries things out independently where possible but requires considerable supervision.</i>
B	2	<i>The student works on a simple yet extensive project. He/she does this in a professional environment that is clear and surveyable for him/her. He/she carries this out independently under decreasing supervision.</i>
C	3	<i>The student works on an extensive project. He/she does this in a professional environment that is less clear and surveyable for him/her. He/she carries this out independently under decreasing supervision.</i>
D	4	<i>The student works on an extensive project. He/she does this in a professional environment that is complex for him/her. He carries this out independently with remote supervision.</i>

The assessment of all of the student's activities during this third practical vocational training is according to level of complexity C. This is not a final assessment of the training course.

Appendices

Observation form for practical training supervisors Engineering middle management			
Key task BI-KI Designs products or systems			
Work process	Behavioural characteristics	knowledge and skills	U - S - G
B1-K1-W1 Collecting and processing design data	The engineering technician collects and analyses design data thoroughly and according to meaning. He/she combines various types of data from various sources into the correct and complete design data.	The starting professional: has extensive knowledge of the company's quality system and quality requirements; has extensive knowledge of the company's common technical terms in the trade; can read English instructions; can read technical drawings and diagrams.	
	The A3:D16 lists the customer's requirements in relation to the options available.		
	The technician presents design data to the customer and manager to establish whether they are complete and correct.		
	The technician processes and records the design data according to the applicable company regulations.		
B1-K1-W2 Working out designs	The technician adapts the possibilities and impossibilities of the design with internal and/or external employees in good time and on a regular basis.	The starting professional: has extensive knowledge of the company's quality system and quality requirements; has extensive knowledge of the organisation's (company's) trade, products and services; can read technical drawings and diagrams; can create and adapt drawings; has field of activity-related professional knowledge and skills.	
	The technician takes in information concerning occupation-specific spatial and design requirements, understands constructions and demonstrates technical insight in the elaboration of designs.		
	The technician creates a design according to proven methods and guidelines.		
B1-K1-W3 Selecting materials and parts	Based on the design, quality and price, the technician establishes the proper choice for materials and parts.	The starting professional: has extensive knowledge of the company's quality system and quality requirements; can employ modern means of communication; has extensive knowledge of the materials and resources applied in the work; can read technical drawings and diagrams; has field of activity-related professional knowledge and skills.	
B1-K1-W4 Creating a calculation of the costs	The technician consults a department or departments to collect the proper cost estimation data.	The starting professional: can employ relevant instructions and procedures; has extensive knowledge of the materials and resources applied in the work; has extensive knowledge of the company's quality system and quality requirements; has extensive knowledge of the organisation's (company's) trade, products and services.	
	The technician consults with his manager about feasible agreements in relation to realisation costs.		
	The technician records calculations of the costs and agreements in relation to product realisation according to company guidelines.		

Observation form for practical training supervisors Engineering middle management			
Key task B1-K2			
Work process	Behavioural characteristics	knowledge and skills	U - S - G
B1-K2-W1 Supervising the work process	The technician communicates complete, accurate and updated planning reports with those involved.	The starting professional: has extensive knowledge of the company's quality system and quality requirements; has field of activity-related professional knowledge and skills.	
	The technician takes action towards employees if the work does not keep to schedule or if rules and procedures are deviated from.		
	The technician records data in a complete, accurate and updated schedule report.		
B1-K2-W2 Monitoring the budget	The technician coordinates deviations from the budget before taking action.	The starting professional: has extensive knowledge of the materials and resources applied in the work; has extensive knowledge of the company's quality system and quality requirements.	
	The technician ensures complete and accurate reports about the work progress in relation to the budget.		
	The technician uses his/her understanding of commercial matters to present proposals for cost control.		
B1-K2-W3 Carrying out quality inspections	The technician clearly indicates to others how the work is to be carried out in compliance with the applicable regulations, procedures and agreements and takes action if employees do not comply with the expectations set.	The starting professional: has extensive knowledge of the company's quality system and quality requirements; has extensive knowledge of relevant occupational health and safety, security, environmental and company regulations; has extensive knowledge of relevant laws and regulations; has field of activity-related professional knowledge and skills.	
	According to the company's quality requirements, the technician accurately records how standards, regulations and quality requirements have been met.		
B1-K2-W4 Delivering work	The technician carefully checks whether the specifications and requirements of the customer have been met, takes complaints from customers seriously and takes action if required.	The starting professional: has extensive knowledge of the organisation's (company's) trade, products and services; has extensive knowledge of organisational/company cultures; has field of activity-related professional knowledge and skills.	
	The technician reports the acceptance of the work by the customer accurately and according to company guidelines.		

Observation form for practical training supervisors Engineering middle management

Key task PI-KI

Work process	Behavioural characteristics	knowledge and skills	U - S - G
P1-K1-W1 Collecting and processing production data	The technician analyses the available production data thoroughly, finds out what the meaning of the data is and combines various types of data from various sources.	The starting professional: has extensive knowledge of the company's quality system and quality requirements; has extensive knowledge of the materials and resources applied in the work; can read English instructions; can read technical drawings and diagrams.	
	The technician coordinates the production data with experts, the manager and the customer in good time and on a regular basis.		
	The technician processes and registers the production data according to the applicable company regulations.		
P1-K1-W2 Creating a drawing/set of drawings	The technician coordinates the contents and extent of detailing with the manager and/or executive.	The starting professional: has extensive knowledge of the company's quality system and quality requirements; has extensive knowledge of the organisation's (company's) trade, products and services; can read technical drawings and diagrams; can create and adapt drawings; has field of activity-related professional knowledge and skills.	
	The technician takes in information concerning occupation-specific, spatial and design demands, understands constructions and shows technical insight and dexterity when drawing.		
	The technician creates a drawing/set of drawings according to customer specifications, standards, safety regulations and company guidelines.		
P1-K1-W3 Organising people and resources	The technician maps activities, required people, materials and resources in good time and classifies the amounts in numbers and units, including specifications if required.	The starting professional: can employ modern means of communication; has extensive knowledge of relevant occupational health and safety, security, environmental and company regulations; has extensive knowledge of the materials and resources applied in the work; has extensive knowledge of the company's quality system and quality requirements; can read English instructions; has field of activity-related professional knowledge and skills.	
	The technician ensures that the activities are well-adapted, taking into account the circumstances and priorities, and records this in a realistic work schedule.		
	You consult and make agreements with the parties involved in the work in good time.		
	The technician processes and registers planning data according to applicable company rules.		

Observation form for practical training supervisors Engineering middle management			
Key task P1-K2			
Work process	Performance indicator	attitude to work to be deployed, knowledge and skills	U - S - G
P1-K2-W1 Supervises the testing of products and systems	The technician actively lists the customer's wishes and requirements and focuses on complying to as many of them as possible.	The starting professional: has extensive knowledge of the company's quality system and quality requirements; has extensive knowledge of relevant occupational health and safety, security, environmental and company regulations; has extensive knowledge of measuring and monitoring tools; can read technical drawings and diagrams; has field of activity-related professional knowledge and skills.	
	The technician assigns tasks taking into account the capacities of those involved and provides clear instructions.		
	The technician reports completely and accurately about the maintenance status and the management of products and systems.		
P1-K2-W2 Supervises the execution of maintenance assignments	The technician actively lists the customer's requirements and complaints and focuses on complying with them as much as possible.	The starting professional: has extensive knowledge of the company's quality system and quality requirements; has extensive knowledge of relevant occupational health and safety, security, environmental and company regulations; has extensive knowledge of the materials and resources applied in the work; has extensive knowledge of measuring and monitoring tools; has extensive knowledge of personal protective equipment; can read technical drawings and diagrams; has field of activity-related professional knowledge and skills.	
	The technician arranges for the right people and resources to maintain products and systems.		
	The technician transfers knowledge and expertise with regard to the maintenance of products and systems in an understandable manner.		
	The technician safeguards the quality and productivity according to the quality requirements set and identifies and reports deviations in good time.		

 Project guide 6 (BPV-2) Interim evaluation form			
Name of the student:		Signature:	
Name of the training supervisor:		Signature:	
Practical vocational training company:			
Name of the project supervisor:		Evaluation date:	
Practical vocational training period:		From:	Until:
Evaluate only the behavioural characteristics as part of the key tasks and work processes that have actually been carried out.			
Middle Management Engineering Mechanical engineering			Complexity B
Key task	Work process	Description (Knowledge/skill/behavioural characteristics)	U - S - G
B1-K1. Designs products or systems	B1-K1-W1 Collects and processes design data	Collecting and analysing design data	
		Combining various types of data	
		Listing the customer's requirements	
		Recording data with the customer and manager	
		Processing and registering design data	
	B1-K1-W2 Elaborates designs	Adapting design possibilities and impossibilities	
		Including information about spatial and design requirements	
		Creating a design	
	B1-K1-W3 Selects materials and components	Selecting materials and resources	
	B1-K1-W4 Formulates a calculation of the costs	Collecting cost estimation data	
		Submitting realisation costs	
		Recording calculations of the costs and agreements	
P1-K1 Prepares work	P1-K1-W1 Collects and processes production data	Analysing available production data	
		Adapting production data with experts	
		Processing and registering production data	
	P1-K1-W2 Creates a drawing/set of drawings	Adapting the drawing with a manager	
		Showing technical insight	
		Creating a drawing	
	P1-K1-W3 Organises people and resources	Mapping required people and resources	
		Adapting activities	
		Consulting and making agreements	
Processing and registering planning data			
B1-K2. Supervises work	B1-K2-W1 Supervises the work process	Communicating planning reports with people involved	
		Undertaking action in the case of deviation from the schedule	
		Recording data in the planning report	
	B1-K2-W2 Monitors the budget	Coordinating deviations of the budgets	
		Ensuring progress reports	
		Presenting proposals in relation to cost control	
	B1-K2-W3 Carries out quality inspections	Indicating how the work is to be carried out	
		Registering according to quality requirements	
	B1-K2-W4 Delivers the work	Verifying the customer's requirements	
		The customer's acceptance of the work	
P1-K2 Supervises maintenance work	P1-K2-W1 Supervises the testing of products and systems	Listing the customer's requirements	
		Allocating tasks	
		Reporting the maintenance status	
	P1-K2-W2 Supervises the execution of maintenance assignments	Listing the customer's requirements	
		Ensuring the proper materials and resources	
		Transferring knowledge and expertise	
		Safeguarding quality requirements and productivity	

Product evaluations and/or comments:

CON RTI UM BER PS OND ER WUS Project guide 6 (BPV-2) Final evaluation form			
Name of the student:		Signature:	
Name of the training supervisor:		Signature:	
Practical vocational training company:			
Name of the project supervisor:		Evaluation date:	
Practical vocational training period:		From:	Until:
Evaluate only the behavioural characteristics as part of the key tasks and work processes that have actually been carried out.			
Middle Management Engineering Mechanical engineering			Complexity B
Key task	Work process	Description (Knowledge/skill/behavioural characteristics)	U - S - G
B1-K1. Designs products or systems	B1-K1-W1 Collects and processes design data	Collecting and analysing design data	
		Combining various types of data	
		Listing the customer's requirements	
		Recording data with the customer and manager	
		Processing and registering design data	
	B1-K1-W2 Elaborates designs	Adapting design possibilities and impossibilities	
		Including information about spatial and design requirements	
		Creating a design	
	B1-K1-W3 Selects materials and components	Selecting materials and resources	
	B1-K1-W4 Formulates a calculation of the costs	Collecting cost estimation data	
		Submitting realisation costs	
		Recording calculations of the costs and agreements	
P1-K1 Prepares work	P1-K1-W1 Collects and processes production data	Analysing available production data	
		Adapting production data with experts	
		Processing and registering production data	
	P1-K1-W2 Creates a drawing/set of drawings	Adapting the drawing with a manager	
		Showing technical insight	
		Creating a drawing	
	P1-K1-W3 Organises people and resources	Mapping required people and resources	
		Adapting activities	
		Consulting and making agreements	
Processing and registering planning data			
B1-K2. Supervises work	B1-K2-W1 Supervises the work process	Communicating planning reports with people involved	
		Undertaking action in the case of deviation from the schedule	
		Recording data in the planning report	
	B1-K2-W2 Monitors the budget	Coordinating deviations of the budgets	
		Ensuring progress reports	
		Presenting proposals in relation to cost control	
	B1-K2-W3 Carries out quality inspections	Indicating how the work is to be carried out	
		Registering according to quality requirements	
	B1-K2-W4 Delivers the work	Verifying the customer's requirements	
		The customer's acceptance of the work	
P1-K2 Supervises maintenance work	P1-K2-W1 Supervises the testing of products and systems	Listing the customer's requirements	
		Allocating tasks	
		Reporting the maintenance status	
	P1-K2-W2 Supervises the execution of maintenance assignments	Listing the customer's requirements	
		Ensuring the proper materials and resources	
		Transferring knowledge and expertise	
		Safeguarding quality requirements and productivity	

Product evaluations and/or comments:

CONS RTIUM BER PSOND ERWUS						Monitor PW 9 Up-and-coming talents BPV-3							
STUDENT:						STUDENT NUMBER:							
Subject:						Central Register of Vocational Courses:							
Middle management Engineering Level of complexity C													
Key task		Work process		Project phases and products				Teaching format		Assessors		Score U-S-G or 1 through 10	
B1-K1. Designs products or systems		Orientation											
		B1-K1-W1		'Selection of the key task' report				ind		subject			
				Designed project dossier				ind		subject			
												GO/NO GO	
		Definition											
		B1-K1-W1		E-mail including a substantiated company choice				ind		subject			
				A plan of action				ind		subject			
				Interview and CV in Dutch and optionally in English				ind		subject			
				Appointment confirmation for the interview				ind		subject			
				PAP				ind		subject			
												GO/NO GO	
		Design											
		B1-K1-W2		Not applicable									
		B1-K1-W3		Not applicable									
		B1-K1-W4		Not applicable									
										GO/NO GO			
P1-K1. Prepares work		Work preparation											
		P1-K1-W1											
		P1-K1-W2											
		P1-K1-W3		Report of the interview				ind		subject			
				Undersigned practical vocational training agreement				ind		subject			
				Copy of the VCO certificate				ind		subject			
										GO/NO GO			
B1-K2. Supervises work		Realisation											
		B1-K2-W1											
		B1-K2-W2		Weekly reports				ind		subject			
		B1-K2-W3											
				Final Plan for practical vocational training activities				ind		subject			
				Completed interim evaluation form				ind		subject			
				Completed Practical vocational training visit form				ind		subject			
				Updated Practical vocational training location data form				ind		subject			
												GO/NO GO	
		Delivery											
		B1-K2-W4		Handout presentation				ind		pro			
				Practical vocational training report				ind		subject			
				Completed final evaluation form				ind		subject			
				Optional: Script/highlights of the presentation in English				ind		subject			
				Supporting documents for the training company dossier				ind		subject			
										GO/NO GO			
P1-K2 Supervises maintenance work		After-care/evaluation											
		P1-K2-W1											
		P1-K2-W2		Updated Project dossier				ind		subject			
				Complete set of weekly reports				ind		subject			
				The reflective report				ind		subject			
												GO/NO GO	

