

Vocational training charter - a model for success in favour of quality-based vocational training

Charte formation professionnelle - Modè`le de r`ussitè
pour une formation professionnelle basè`e sur la qualitè`

Charter vocational education Training -
Success model for quality-based vocational training



The standards committee <<Project Committee Charter for Vocational Education and Training>> of the interdisciplinary standards area is responsible for this document.

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The standardisation committee <<Projektkomitee Charta Berufsbildung>> of the interdisciplinary sector is in charge of this document.

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Foreword

In the public and private procurement sector, a quantitative and qualitative self-declaration from the training companies about their commitment to basic vocational training is increasingly required during the tendering phase. This requirement on the part of clients is well-intentioned. However, it takes too little account of the quality of the vocational training provided by the relevant training companies.

As a collective measure, "CHARTA Vocational Training" aims to emphasise quality training and strengthen the skills of the next generation of skilled workers. Process-oriented vocational training is the cornerstone of our employees' value chain and makes a significant contribution to the success of an organisation.

1 Scope of application

In the Swiss VPET system, VET is at upper secondary and tertiary level. It is characterised by a high degree of permeability and is based on clearly defined training courses and national qualification procedures (Art. 63 para. 2 BV). The recognition of prior learning makes easier to transfer from VET to higher education and to change jobs in the course of working life. Basic vocational education and training thus a broad spectrum of educational achievements. These are geared towards the needs of the various age groups and take their different abilities into account. A wide range of job-orientated continuing education and training is therefore available at all levels of the VET/PET system.

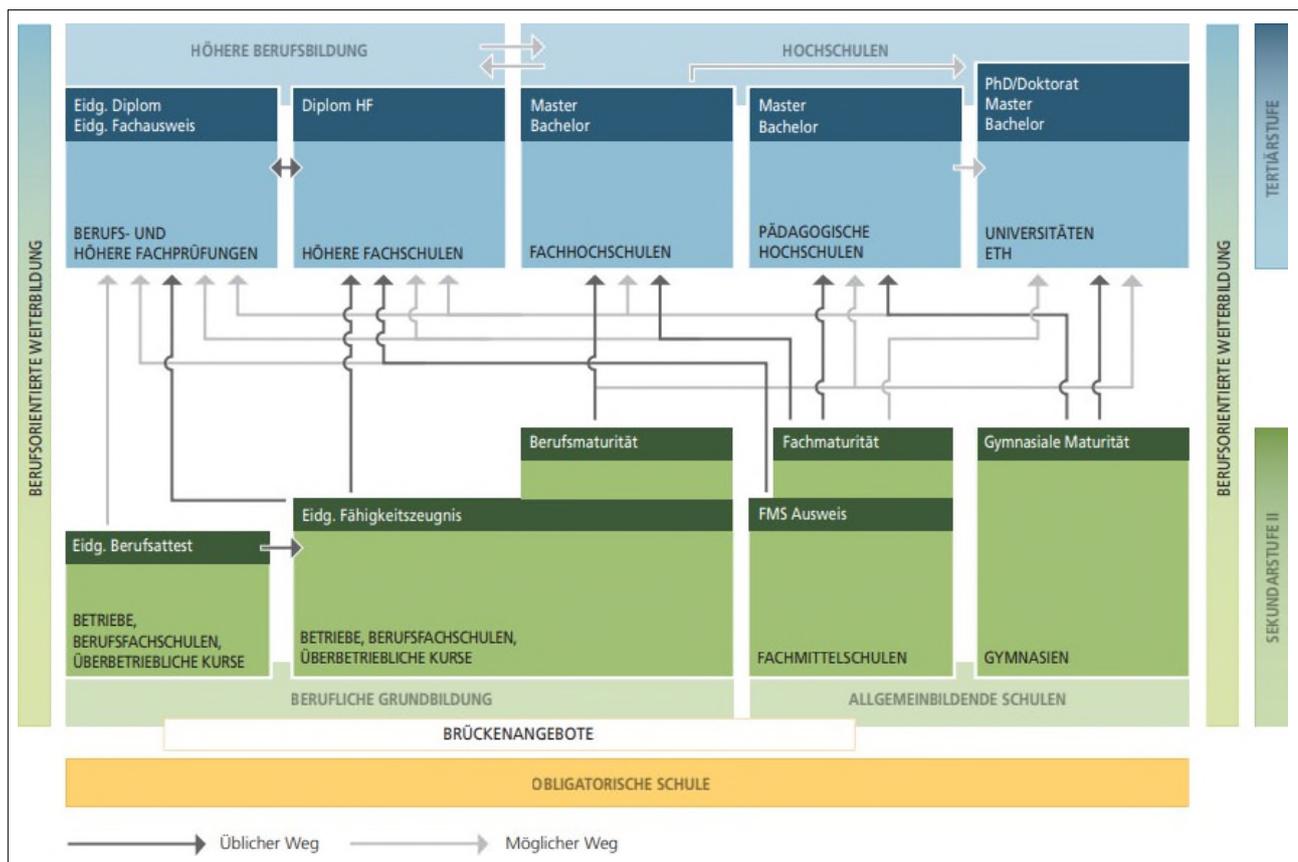


Figure 1 - Vocational education and training in Switzerland, facts and figures 2021, State Secretariat for Education, Research and Innovation SERI

Vocational education and training in Switzerland is based on the following three pillars (VET ordinance BVV):

- Vocational school
- Higher-level courses (ÜK)
- In-company training (training company)

Based on the Federal Vocational and Professional Education and Training Act (VPETA), this "CHARTA VPET" regulates quality assurance for all VET programmes in the dual education system.

2 Normative references

SN EN ISO 9001, *Quality management systems - Requirements*

3 Definitions and definitions

3.1

Candidate journey

The candidate journey is the path that an applicant takes until they become an employee of your company. It starts with how a candidate becomes aware of the job offer and ends with the first day of work.

3.2

Candidate experience

The candidate experience encompasses all perceptions and experiences that an applicant has with a company during the application phase. This includes all points of contact such as the job search, the careers page, the application and interview process and the integration of employees into their area of work or assignment.

3.3

Vocational trainers (apprenticeship trainers)

Vocational trainers are responsible for the practical training of apprentices in the training company. They introduce the apprentices to the company, profession and everyday working life, define learning objectives, accompany, support and encourage the apprentices in their practical work and assess the learning outcomes. In larger companies, training is often among several people. They have undergone further training for this task in accordance with industry requirements and cantonal regulations.

3.4

Practical trainers

Practical trainers are involved in the practical training and supervision of apprentices and thus support the vocational trainers in the company. Practical trainers do not require a vocational trainer certificate, but they do need specialist knowledge, work experience and social skills in the area in which they provide training.

3.5

Recruiting opportunity returns

New internally trained specialists who remain in the company and do not have to be recruited on the labour market for expensive money. This can massively reduce recruitment costs.

4 Legal integration

Based on the Vocational Training Act BBG:

- Art. 1, para. 3a VPETA: The Confederation, the cantons and professional organisations shall work together to achieve the objectives of this Act.
- Art. 8, para. 1 VPETA: VET providers shall ensure quality development.

5 Initial situation

To date, in-company basic training does not have an official "charter" in which training companies and organisations in the world of work commit themselves. The next generation of skilled workers is the focus of economic interest for all organisations. Throughout Switzerland.

In principle, the "Charta Berufsbildung" is a self-declaration by training companies that they are in favour of and committed to quality in basic vocational education and training. Training companies that sign this charter undertake to initiate and implement the following 5-point plan:

No.	Description of the
1	They act ethically and morally in line with basic vocational training.
2	They train apprentices in occupational health and safety and ensure that apprentices complete their apprenticeship as accident-free as possible.
3	They train apprentices in accordance with the principles of the charter, even in hectic everyday working life and extraordinary situations (e.g. pandemic).
4	In accordance with the curriculum, they review the educational level of the learners across all learning venues and are committed to closing any gaps in the learners' education by appropriate means within the next assessment period.
5	The company ensures that suitable vocational trainers have the necessary resources and qualifications.

Table 1 - 5-point plan for "CHARTA Vocational Training", 2021

High-quality basic vocational education and training is the backbone of the economy and society. It also has an impact on higher vocational education and training (HBB).

Fair and high-quality education for future generations	Higher success rates in qualification procedures	Reduction in apprenticeship dropouts	Compliance with legal requirements
With the signing of the "CHARTA Vocational training", the management manifests its clear mandate that employees train apprentices professionally in accordance with legal requirements.	By consistently implementing process-orientated basic vocational training, you can expect better success rates in qualification procedures. A higher quality of training will help you to counteract the shortage of skilled labour.	With "CHARTA Vocational Training", you are signalling that the training of young people is an important issue in your company. You motivate, guide and challenge your apprentices with suitable measures, so that fewer young people drop out of their apprenticeship. take place.	The "CHARTA Vocational training" is the guiding principle of modern training companies and helps you to implement the legal requirements. Employees are trained with the help of the CHARTA involved and responsibilities clearly regulated.

Table 2 - Four arguments in favour of the "CHARTA"

6 Goals and purpose

The aim of "CHARTA Berufsbildung" is to improve the quality of training in the promotion of young talent. It was launched by the "IG Berufsbildung IG- Schweiz". The signatories of CHARTA are to ensuring that the quality standards set for basic vocational training are adhered to and implemented.

Furthermore, the "CHARTA" aims to refine the consistent supervision and training of apprentices with process-led procedures. By adhering to the defined process phases (touchpoints), the training companies are able to their responsibility in vocational education and training. They also demonstrate that they are able to meet current and future market requirements in terms of training. Process-led vocational education and training creates transparency and clarity. An open, fair, comprehensible and (value-based) assessment and communication culture motivates learners. This translates into a gain in reputation for the training organisation.

This makes it more likely that newly trained skilled workers will remain in the training company and in turn to the optimisation of recruiting opportunity yields. In addition, the number of cost-intensive apprenticeship drop-outs and career changes is reduced and better success rates are achieved in the QV qualification process.

6.1 Training apprentices as a reputation

The credibility of a strategically operating training company depends not only on what it promises its prospective apprentices. Rather, it also depends on whether it deserves the trust placed in it in the subsequent realisation of the apprenticeship training. In apprenticeship training, a positive reputation is not just a formal requirement that must be met when submitting offers. It requires investment and suitable training structures and incentive systems that influence the expectations of the addressees to a certain extent. A positive reputation must be created with balanced, past- and future-oriented elements that cover the information needs and future orientation of young adults.

Apprenticeship training is very important for a training company. This is not only about social responsibility, but also about the fact that you cannot afford not to train apprentices. It's not just about the collective recognition of economic and cultural capital. In their invitations to tender, customers also demand a self-declaration from the training company (see foreword) about how intensively it committed to training apprentices. This form of discursive power of definition influences social and societal reality. Up to a certain point in the price negotiations, it ensures that young people must be able to enjoy the achievements of the education system.

The flip side of the coin, however, is the subsequent open price war for work contracts. It is undisputed in economic circles that the most favourable provider is usually awarded the contract, especially when public contracts are awarded. The evaluation criteria as to whether an organisation trains apprentices or not are usually only in the single-digit percentage range. From this point of view, the argumentation comes full circle as to why some line managers usually still allow minimal investment in process-led vocational training (cf. Rolf Siebold, 2020, p.64, item 12.3).

6.2 How training companies participate in the charter

6.2.1 Training companies with SN EN ISO 9001 certifications

Training companies with ISO certifications (including those that wish to be newly certified) commit themselves to "CHARTA Vocational Education and Training" and thus to compliance with the 5-point plan (see Table 1). These are recorded by the Swiss Association for Standardisation (SNV) and audited in accordance with the process requirements for official ISO certification. Once training companies have successfully completed the assessment procedure with the certification organisation responsible for them, they are listed on the online "Excellence List" of the "IG Berufsbildung IGBB-Schweiz".

To additionally obtain the official "IG Berufsbildung IGBB-Schweiz" quality certificate, you will find information on the IGBB website <https://igbb.ch/charta>.

6.2.2 Training companies without SN EN ISO 9001 certification

Training companies without ISO certification commit themselves to "CHARTA Vocational Education and Training" and thus to compliance with the 5-point plan (see Table 1). They provide proof of compliance with the process phases (see item 5) directly to "IG Berufsbildung IGBB-Switzerland" and are supported by "IG Berufsbildung IGBB-Switzerland" if required. This means that non-certified training companies also have the opportunity to gain the official quality label for themselves and be listed in the online "Excellence List" of "IG Berufsbildung IGBB-Schweiz".

7 Process phases

7.1 Recruitment process for new apprentices

The following diagram illustrates the recruitment process (see Fig. 2). The written model shows how an incoming application must be processed, e.g. if it is received by the HR Management department. Depending on the company structure, the person responsible for vocational training or the vocational trainer may be directly involved instead of the Human Resources Management department. In each case, the person responsible for vocational training decides whether the candidate is "suitable" or "unsuitable" according to their function. A recruitment process fulfils the requirements of the charter if all candidates are assessed and treated fairly and comprehensibly according to the same principles.

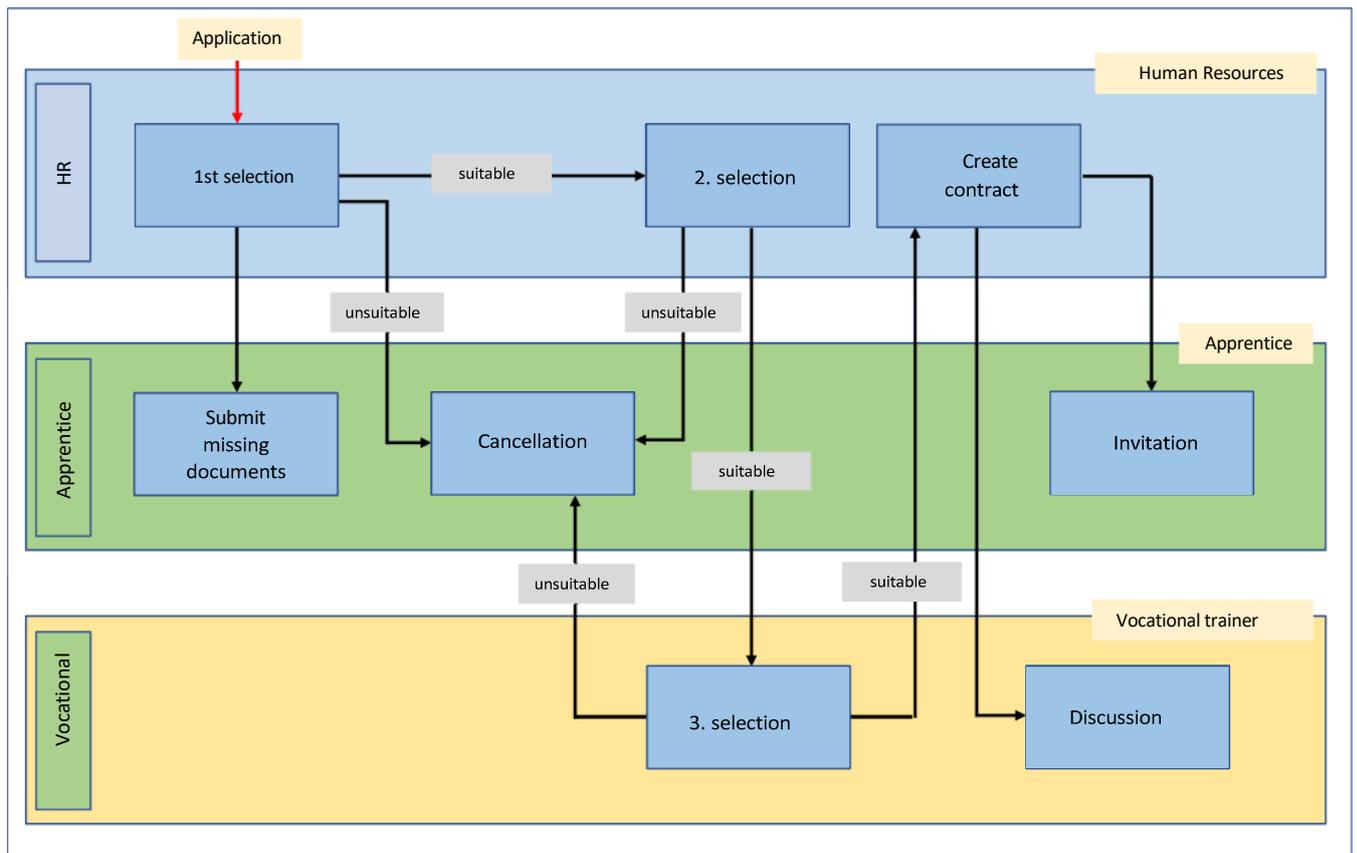


Figure 2 - Example of the vocational training recruitment process

If any documents are missing from the candidate's application dossier, the Vocational Training Officer will inform HR Management which documents are still required. These are then requested from the candidate by HR Management. If vocational trainers and practical trainers act without HR Management, they request the missing application documents directly from the candidate.

7.1.1 First selection

- Defining a clear requirements profile for the apprenticeship position to be filled as a basis for matching competences
- Visual inspection and assessment of the application documents (submitted in full according to the company's own specifications).
- Examination of the student's suitability based on their school certificates and additional proof of competence in accordance with the requirements profile
- The decision "suitable" or "unsuitable" is made.
- If the overall assessment negative, the candidate will a written rejection.
- If the overall assessment positive, the candidate is transferred to the 2nd selection.

7.1.2 Second selection

- Conducting a structured aptitude interview and an in-house aptitude test with the candidate.
- The decision "suitable" or "unsuitable" is made.
- If the overall assessment negative, the candidate will a written rejection.
- If the overall assessment positive, the candidate is transferred to the 3rd selection.

7.1.3 Third selection

- Carrying out a taster apprenticeship as a structured work trial according to the company's specifications.
- The taster apprenticeship is assessed by the vocational and/or practical trainer according to previously defined criteria. If there is a person responsible for vocational training, feedback is given directly to this person.
- If the overall assessment negative, the candidate will a written rejection.
- If the overall assessment is positive, the candidate is made an offer of an apprenticeship.
- If the candidate accepts the offer, the apprenticeship contract is drawn up.
- An invitation to a "meeting" is sent to the candidate and either the vocational training officer or the vocational trainer.
- Depending on the company structure, either the person responsible for vocational training or the vocational trainer signs the apprenticeship contract together with the candidate and their legal representatives.

The recruitment process is regarded as proof of assessment and is consolidated and written down in the training organisation.

7.2 Job interview

The first interview takes place at the earliest in the 2nd selection phase (see item 5.1.2).

7.3 Contract

The apprenticeship contract is signed during the 3rd selection phase (see item 5.1.3). The first contact with parents takes place when the contract is signed. The candidate and their legal representatives are also informed about the training company. In addition, the possibilities in the VET system (including the Vocational Baccalaureate BM) and any possible passerelles courses (see IG Berufsbildung IGGB-Schweiz, 2020) are explained to the persons present.

7.4 Induction days for apprentices

New apprentices receive a comprehensive introduction to their basic vocational training programme at the start. It is therefore important for the training company to plan and implement a detailed induction programme. The responsibilities for this are regulated and the induction programme is in writing. A sector-specific induction programme is carried out according to the specifications of the training company. This induction includes the following points:

- The teaching organisation is presented in detail
- The employees and contact persons are introduced
- Occupational safety concept of the training organisation
- Introduction to the education plan
- Recycling and disposal concept of the training centre
- Expectations in terms of performance and behaviour are presented and, if necessary, in the form of "Rules of the game" writing.

The concept is consolidated and written down in the teaching organisation.

7.5 Supervision process for learners

Those responsible for vocational education and training show an interest in feedback from vocational schools and higher-level courses. They periodically obtain information from them on the educational status of their learners and document this in a suitable internal system. These are merged with the internal education reports. The following "Support process for learners" (see Figure 3) provides information on this:

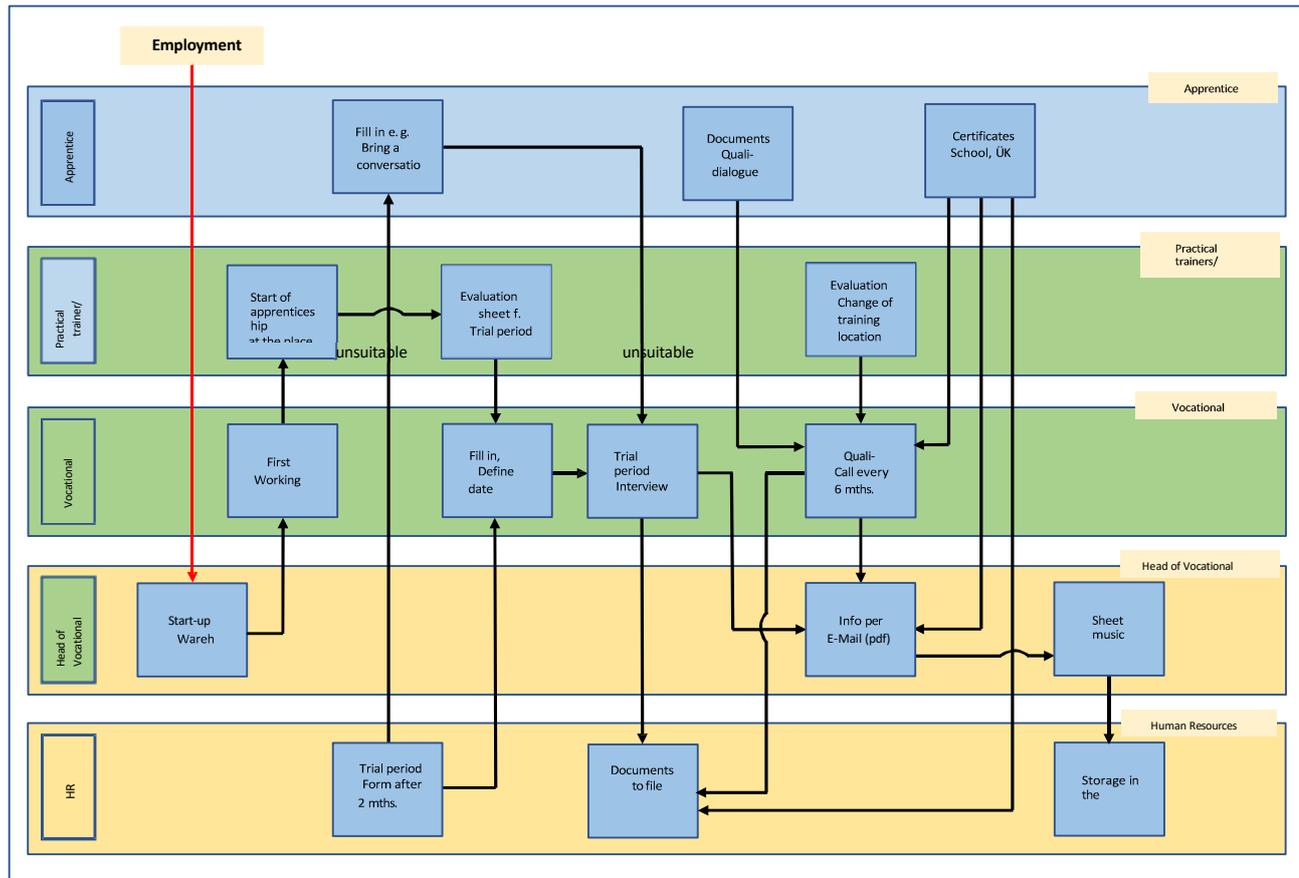


Figure 3 - Vocational training support process

7.5.1 Joining the organisation

Apprentices join the organisation when they are hired and are given an optimal introduction by the vocational training officer on the induction days (cf. item 5.4).

7.5.2 First working day

Depending on the organisation of the training company, the first working day takes place on site at the training company. The company-specific organisation of the training process is explained and written down. The person responsible for vocational training hands over any tools and required work clothing.

7.5.3 Starting an apprenticeship at the workplace

The apprentices are accompanied to their future workplace by the vocational or practical trainer and receive specific work instructions. The situational provisions on the required occupational safety measures are explained to the apprentices individually.

7.5.4 Evaluation of the probationary period

For the evaluation of the probationary period, the assessment of the vocational and/or practical trainers on the aptitude of the apprentices in their chosen apprenticeship submitted to the vocational training officer. This company document is consolidated and written down.

7.5.5 Define dates

To coordinate the probationary period interview (no later than 3 months after the start of the apprenticeship), the apprentice receives an invitation from the vocational training officer for a personal probationary period interview. The written document must be signed by both parties. One copy is sent directly to the apprentice and one copy is filed in the apprentice's personnel file.

7.5.6 Education report

Vocational and practical trainers provide learners with qualified, job-related feedback. In order to ensure the development of learners, regular feedback is obtained from employees and training measures are derived using the training report tool and documented observations. education report tool is used to review the learner's level of education and the achievement of objectives in the previous assessment period. The apprentices also assess their training company and the vocational and practical trainers twice per apprenticeship year.

The following competences are assessed in the education report in accordance with the Education Ordinance:

- Expertise
- Methodological expertise
- Social competence
- Self-competence

The following achievements are assessed in the education report in accordance with the Education Ordinance:

- Other learning support processes, such as any learning documentation
- Services of the vocational school and inter-company course

7.5.7 Learning documentation

During the attendance period, learners are given sufficient time for training units, practical assignments and the preparation of their own learning documentation. The resulting training report serves as evidence for the review of objectives. See practical examples in Appendix A.

7.5.8 Qualification interview

The legally required qualification interview takes place every 6 months. The vocational or practical trainer receives the learner's internal company assessment form approx. 2 weeks before the qualification interview. The vocational or practical trainer assesses the work and educational performance together with the learner. The job-specific learning objective assessment, which is derived from the relevant training plan, is used for this purpose. The vocational or practical trainer can rely on their documented observations and notes in the company's own system during the entire assessment period. The person responsible for vocational training receives the assessment form once the assessment has been completed.

At the end of the learner's assessment period, the person responsible for vocational training merges the assessment form with the certificates from the vocational school and the inter-company courses as well as other learning support processes, such as any learning documentation, etc., into the official "education report" document.

Recognised gaps in education are recorded in writing, appropriate measures are introduced and closed within an agreed deadline. For the implementation of these objectives, the

The person responsible for vocational training is responsible for this. If objectives are not achieved, suitable follow-up measures must be agreed.

The overall assessment of the learner is written down and on both sides. One copy is sent to the learner and one copy is filed in the learner's personnel file.

It is recommended that the overall assessment be sent to the legal representatives on a situational basis.

7.5.9 Registration for the qualification procedure

Participation in the qualification procedure is required by law. Registration of the learner is ensured by the person responsible for vocational training. Before registering the learner, it is the responsibility of the person responsible for vocational education and training to check (e.g. interim examinations, preparations for the qualification procedure or written assessments) whether the learner has the necessary practical and theoretical skills to successfully complete the programme.

If the learner does not have the necessary competences, it is the responsibility of the training company to introduce suitable and targeted training measures, such as remedial courses or an apprenticeship year repetition, at an early stage.

7.6 Completion and continued employment

Employee retention is a human resources tool. The primary objective of every apprenticeship is to ensure that apprentices can continue to be employed and remain in the industry after passing their final examination. In this way, the training company signals to the apprentices how much it cares about the well-being of its trained junior staff and shows its appreciation.

Employee loyalty does not begin on the apprentice's first day at work. The foundations for a long-lasting business relationship between the apprentice and the training company are laid as early as the career choice and recruitment phase. All the perceptions and experiences that the prospective apprentice gathers during the application process contribute to the fact that he or she continues to apply and ultimately signs the apprenticeship contract.

Nowadays, the reputation of a training company is already decisively determined by the candidate experience during the application process. The candidate journey and the candidate experience are closely interlinked. On the journey of the prospective trainee, their Candidate Journey, they gather impressions and experiences. Fair and objective recruitment processes demonstrably play a central role in this. A candidate's awareness of being treated with due respect during the application process and being assessed fairly and objectively in relation to the other participants will have a positive impact. At the same time, the training company secures access to suitable junior staff with a selection process based on clear criteria.

A holistically optimised candidate journey therefore has a positive impact on the candidate experience of prospective apprentices. This results in a gain in reputation for the training company. The positive image of the training company in turn leads to top candidates being attracted and applying.

To ensure that the value proposition for the organisation can be continued, it is of central importance to transfer the suitable and appropriate learners to a permanent employment contract and, if necessary, a specific talent development programme of the organisation following the successful qualification procedure.

8 Success factors for training

8.1 Requirements for the organisation

For the training companies, the competences of the vocational and practical trainers are decisive for the learning success of the apprentices. The vocational and practical trainers are mentors and trainers. They initiate and monitor learning progress. They are also able to recognise any conflicts at an early stage and deal with them competently. Ideally, they keep a written organisational manual with corresponding recommendations for action from the training companies and/or the umbrella/professional associations.

8.2 Vocational trainer qualifications

Professional interaction with apprentices is ensured through internal or external training. The vocational and practical trainers are qualified to deal personally with apprentices. Proof from recognised institutions of the relevant training courses (e.g. vocational trainer courses) is documented within the company and in the personnel file.

8.3 Conflict resolution

The teaching organisation ensures that conflicts are dealt with professionally. This can take place both internally and externally.

Vocational and practical trainers are qualified to deal with conflict situations with learners.

8.4 Data management

Data management can be used as a central management tool. We differentiate between personnel-related data and general company data (e.g. internal cockpit, success factors) from the area of vocational training.

8.5 Talent development

The promotion of young talent is a major concern of vocational education and training and ultimately legitimises the provision of resources and funding outside of the regular training plans. Ideally, training companies have an internal talent development programme in which comprehensible qualification criteria, relevant support elements and desirable awards for practical performance excellence are documented. Vocational trainers identify potential talents at an early stage and motivate them to participate in the development programme. The organisation ensures optimal framework conditions by releasing the talents concerned for professional competitions and their preparation and making any necessary arrangements with the authorities, associations and vocational schools.

9 Conclusions

A high quality of training must be a fundamental concern for every training company. This applies to both vocational training and the subsequent further training of employees. Only well-trained employees can provide a company with the added value it needs to survive economically. It is undisputed among experts that we must make great efforts in basic vocational training in order to offer an attractive alternative to secondary school education. In addition, great efforts must be made to find suitable students, as some candidates have considerable problems with basic skills (reading comprehension and spelling in the respective national language, maths, information and communication technology). It is crucial that the learners are also able to

(if necessary in consultation with the teachers at the vocational schools) can be individually supported in their basic skills.

Many places are aware of this problem, but the targeted investment in the necessary resources, structures and systems is still being handled sparingly. At a time of increasing deadline and cost pressure, the time and financial resources that should actually be to manage and train learners often come under pressure. The focus is on the change from the utilisation of resources to the development of potential in the sense of a genuine learning partnership.

Vocational training must supported by the organisation's top management. Investing in apprentices in line with the circular economy counteracts the shortage of skilled labour. The training ethic of the training company therefore plays a decisive role in the sustainable further development of the organisation.

10 Every signature counts

The "CHARTA Vocational Education and Training" is a self-declaration. The signatories of the CHARTA demonstrate their willingness to work towards sustainable and future-oriented vocational education and training.

In this way, they demonstrate their commitment beyond their educational mandate and stand up for vocational education and training as the backbone of the economy.

Appendix A (informative) Practical examples

A.1 Example of learning documentation for electrician EFZ 1st year of apprenticeship

1. Lehrjahr Dokumentation Nr. 03 Thema: Material

Erstellt von: _____ Kabel-Starkstrom

Erstellt am: 22.03.2023

Kontrolliert am: _____

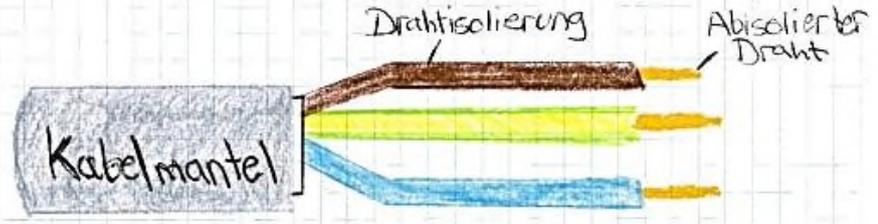
Halogenfrei

Halogenfrei spricht man, wenn bei Leitungen keine Materialien mit den Elementen der Gruppe Halogenen verarbeitet wurden.

Zbsp.: Frei von reaktionsfreudigen Elementen wie Brom, Jod, Fluor, und Chlor haben im Brandfall Vorteile gegenüber herkömmlichen PVC Kabeln.

Kabelbezeichnungen

PE		grün - gelb	(Schutzleiter)
N		Blau	(Neutralleiter)
L1		Braun	(Phase)
L2		Schwarz	(Phase)
L3		Grav	(Phase)



The diagram shows a grey cable jacket labeled 'Kabelmantel' on the left. Four conductors emerge from the jacket: a brown one labeled 'Drathisolierung', a blue one labeled 'Abisolierter Draht', and two yellow-green ones. The conductors are shown with their respective insulation colors.

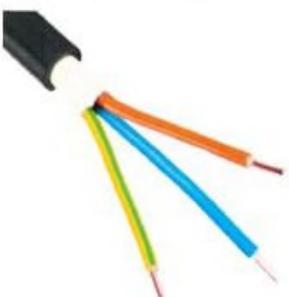
Solar Kabel für PV Anlagen

- Solar Kabel / Solarleitung für Photovoltaikanlagen. In rot, blau und schwarz für die Verkabelung der Solarmodule.



NYM Erdkabel / Stromstromkabel

- Stromstromkabel zur Verlegung in trockenen und feuchten Räumen sowie im Freien, im Erdreich und im Wasser.



Laufspeckerkabel

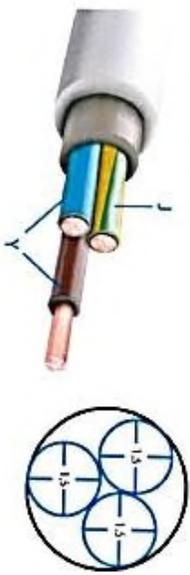
- Laufspeckerkabel und passende Stecker für einen perfekten Kontakt im Heimkino oder unterwegs im Auto.



DIN VDE 0250 am Beispiel eines NYM-J 3G1,5

N = Normenleitung
 Y = Adernisolation aus PVC
 M = Mantelisolierung
 J = Schutzleiter

3 - Adernzahl
 1,5 - Querschnitt der Adern



Noch Bsp.:

B = Bleimantelkennung C = Kupfergeflecht
 D = Drillingeleitung F = Feindrähtig
 E = Erdreichfähig | = Verlegung unter Putz

Schwachstrom Kabelarten

Patchkabel RJ 45

- Lan kabel mit Cat. 5e, Cat. 6a und Cat. 7 mit RJ45 steckern für anschluss von z.B. PCs, Router, Ethernet Switch

Netzwerkkabel

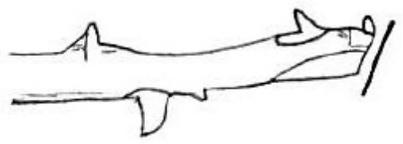
- Netzwerkkabel gibt es mit Cat. 5, Cat. 7, Cat. 6 und Cat. 5e, geschirmt und ungeschirmt. Mit steckern immer besser als flexibel zur konfektion




A.2 Example of learning documentation for gardener EFZ 2nd year of apprenticeship

LERNBERICHT RAPPORT D'APPRENTISSAGE RAPPORTO DELL'APPRENDIMENTO		
Name / Nom / Nome:		
Arbeitsbereich / Domaine d'activité / Settore: Garten und Anlagen		
Arbeit / Travail / Lavoro: Rosenschnitt (alle Schnitte)		
Semester / Semestre / Semestre: 4	Nr. / N° / No.: 59	Datum / Date / Data: 15.5.13
 Arbeitsablauf Déroulement du travail Svolgimento del lavoro	<p>Winterschnitt:</p> <ul style="list-style-type: none"> - Die verblühten Rosen werden auf 40-50 cm zurückgeschnitten. - Schnittgut wird gesammelt und in den Grüncontainer entsorgt. - Der Boden des Rosenbeetes mit altem Mist oder reifem Kompost abdecken - Die Rasen werden mit Weisstannenästen gegen die Wintersonne abgedeckt. <p>Frühjahrschnitt:</p> <ul style="list-style-type: none"> - Weisstannenäste entfernen und entsorgen (hacken und kompostieren). - Dürres und schwaches Holz herauschneiden. - Die verbleibenden starken Triebe auf Augen zurückschneiden. - Schnittgut sammeln und entsorgen. <p>Sommerschnitt:</p> <ul style="list-style-type: none"> - Wöchentlich werden die verblühten Rosen bis auf das dritte vollentwickelte Blatt zurückgeschnitten damit ein weiteres Blühen gefordert wird. - Schnittgut entsorgen. - Eine rasch wirkende Düngergabe (50g pro m²) bis Ende Juni ist empfehlenswer 	
 Bemerkungen Remarques Osservazioni	<ul style="list-style-type: none"> - Bei der Arbeit an den Rasen Handschuhe tragen, um sich nicht zu verletzen. - Das Schnittgut sauber entsorgen 	

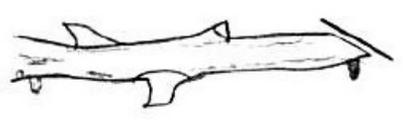
Skizzen, Fotos
 Esquisses, photos
 Schizzi e foto



falsch



richtig



falsch



Kompetenzen
 Compétences
 Competenze

Fachkompetenz:

- Ich muss wissen, wie man die Rose während des Jahres pflegt.
- Ich kann die notwendigen Arbeiten fachgerecht ausüben.

Selbst- und Sozialkompetenz

- Ich bin verantwortlich, dass die Rosen gepflegt werden und damit unser Garten und unsere Anlagen präsentieren und anderen Menschen Freude bereiten.

Datum/Date/Data: _____
 Visum/Visa/Visto: _____

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 www.pfl.formationprof.ch

A.3 Example of learning documentation for logistics technician EBA 2nd year of apprenticeship

LERNBERICHT

Name / Nom / Nome:

Arbeitsbereich / Domaine d'activité / Settore: Logistiker EBA

Arbeit / Travail / Lavoro: Materialbezugschein

Semester / Semestre / Semestre: 3 Nr. / N° / No.: 7

Datum / Date / Data: 15.11.2012



Arbeitsablauf
Déroulement du travail
Svolgimento del lavoro

Werkzeuge: Materialbezugschein

Material: Kugelschreiber, Zwischenlagerzettel

1. Ich öffne den Lift nehme den Materialbezugschein aus dem Fach.

2. Ich bringe dem Ausbilder den Bezugschein ins Büro.



3. Nachdem der Ausbilder mir den Lagerplatz angegeben hat, gehe ich zum Lagerplatz um die Ware aus dem Gestell zu nehmen.



4. Ich notiere mir den Restbestand der Ware auf dem Bezugschein.



5. Ich ändere die Stückzahl auf der Palette.



	<p>6. Ich gehe mit dem Bezugschein wieder ins Büro zurück, damit ich die Artikel ausbuchen kann.</p> <p>7. Darn bringe ich das Material zur entsprechenden Abteilung.</p> <p>8. Ich unterschreibe den Bezugschein.</p> <p>9. Wenn alle Arbeiten gemacht sind, lege ich den Bezugschein in das „erledigt“ Fach.</p>	   
<p>Kompetenzen Compétences Competenze</p> 	<p>Methodenkompetenzen: Informations- und Kommunikationsstrategien</p> <ul style="list-style-type: none"> • Bestelldatum muss eingehalten werden, Sonst muss eine Meldung gemacht werden • Lagernummerierung / System kennen <p>Arbeitstechnik</p> <ul style="list-style-type: none"> • Richtig zählen • Eintrag machen <p>Prozessorientiertes, vernetztes Denken und Handeln</p> <ul style="list-style-type: none"> • Lagerverwaltungssystem (SAP) beherrschen <p>Sozial- und Selbstkompetenzen: Kundenorientierung</p> <ul style="list-style-type: none"> • richtige Artikel für den Kunden kommissionieren. Falschlieferungen verträglich die Kunden und schaden dem Image des Geschäftes (Kundenverlust). • Einfluss auf die Kundenzufriedenheit 	<p>Datum/Date/Data: 15.11.2012 Visum/Visa/Visito:</p>

A.4 Example of learning documentation for forest warden EFZ 2nd year of apprenticeship

LERNBERICHT RAPPORT D'APPRENTISSAGE RAPPORTO DELL'APPRENDIMENTO		
Name/Nom/Nome:		
Arbeitsbereich/Domäne d'activité/Settore: Forstarbeit		
Arbeit/Travail/Lavoro: Bäume fällen		
Semester/Semestre/Semestre: 3	Nr./N°/No.: 39	Datum/Date/Data: 13.1.13



Arbeitsablauf
Déroulement du travail
Svolgimento del lavoro

- Den zu fällenden Baum bestimmen.
- Fallrichtung bestimmen und Seil im oberen Drittel des Baumes befestigen. (Nur geeignete Leiter verwenden)
- Auf der Fallseite mit der Motorsäge einen Keil heraussägen (siehe Zeichnung)
- Vor dem Fällen:
 - Umgebung sichern (Hinweisschild)
 - Seil in Fallrichtung anspannen (Achtung genügend Abstand)

- Mit der Motorsäge auf der Gegenseite des Keiles fällen.
- Den Baum vollständig abasten
- Den Stamm in 1-Meterstücke zersägen
- Die Äste im Wald auf einen Haufen legen und liegen lassen oder mit der Grünabfuhr entsorgen
- Umgebung kontrollieren und Werkzeug und Material verräumen.

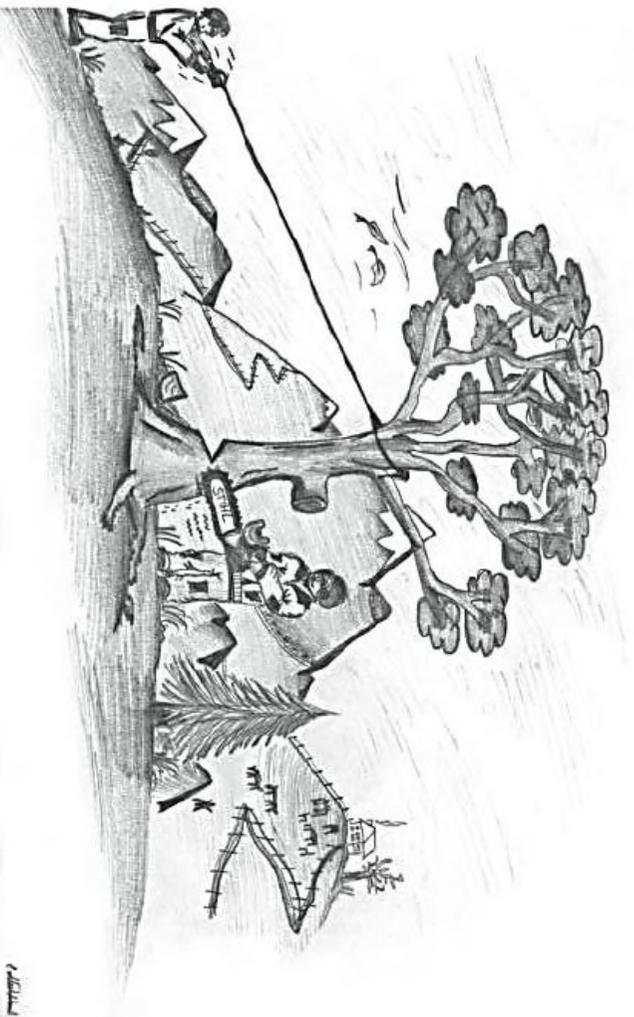


Bemerkungen
Remarques
Osservazioni

2014 SOBB, Bern I CSFO, Berna I CSFO, Berna



Skizzen, Fotos
 Esquisses, photos
 Schizzi e foto



Kompetenzen
 Compétances
 Competenze

- Ich verfüge nun über das notwendige Wissen.
- Für mich war diese Arbeit neu.
- Ich kann nun unter Anleitung einer Fachperson einen Baum fällen.
- Von der Zusammenarbeit mit zwei Forstwarten konnte ich sehr viel profitieren.
- Ich fühle diese Arbeit sehr motiviert aus.
- Bei dieser Arbeit war Selbstverantwortung gefragt, weil es sich um eine gefährliche Arbeit handelt.
- Es handelt sich um eine Teamarbeit, bei der jeder für den andern verantwortlich ist.

Datum/Date/Data:

Visum/Visa/Visto:

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www.pit.formationeprof.ch

A.5 Example of learning documentation for restaurant specialist EFZ 1st year of apprenticeship

Arbeitsrapport

Name: Hans Muster
 Leistungsziele Nr.: 1.6.4 Feuchthitzetechnik und 1.6.5 Trockenhitzetechnik

Arbeit: Kartoffelgerichte aus Massen
 Semester: 2 Datum: 10.3.2018

Kartoffelgerichte aus Massen

<p>Kartoffelstock (4 Personen)</p> <p>450g Kartoffeln Typ C kochen/garen 4g Salz 20g Butter flocken, weich 10g Vollmilch aufkochen + würzen = abschmecken Muskat, Salz</p>	<p>Zubereitung</p> <ul style="list-style-type: none"> - gegarte Kartoffeln pürieren - Butterflocken & Vollmilch nach und nach dazugeben, mischen - mit Muskat und Salz abschmecken - schön anrichten + servieren
<p>Pommes Duchesse (4 Personen)</p> <p>500g Kartoffeln Typ C im Dampfbad kochen 4g Salz 25g Eiweiß pasteurisiert 10g Butter flocken, weich + würzen = abschmecken Salz, Muskat + Eiweiß & Vollmilch-Gemisch bestreuen</p>	<p>Zubereitung</p> <ul style="list-style-type: none"> - gegarte Kartoffeln pürieren - Eiweiß & Butter unter die Masse mischen - abschmecken (Salz, Muskat) - mit Dressiersack Kugeln auf Backblech - abkühlen + Eiweiß und Vollmilch bestreuen → goldgelb backen
<p>Pommes Dauphine (4 Personen)</p> <p>440g Kartoffeln Typ C kochen/sieden 150g Brandtzig gesalzen 4g Salz + würzen (Muskat, Salz)</p>	<p>Zubereitung 1:2</p> <ul style="list-style-type: none"> - gegarte Kartoffeln pürieren - Kartoffelmasse mit Brandtzig mischen - mit Salz + Muskat abschmecken - schöne, regelmäßige Klöße formen - goldgelb + knusprig fritieren 165-175°C
<p>Kartoffel - Gnocchi (4 Personen)</p> <p>440g Kartoffeln Typ C mit Schale knusprig kochen oder sieden 60g Weizen pasteurisiert 100g Weizenmehl + würzen</p>	<p>Zubereitung</p> <ul style="list-style-type: none"> - knusprig gegarte Kartoffeln schälen + pürieren - Eiweiß und Kartoffelpüree mischen + würzen - Weizenmehl unter die abgekühlte Masse - mit Dressiersack Stangen dressieren - Nocken zu Kugeln formen - mit Stärkemehl bestäuben - über Essgabel abrollen + 5 min pochieren

Datum: 13.3.2018 Visum:

Bibliography

prSN 33430, *Occupational aptitude diagnostics*