

Explanations concerning the training report

Art. 20 of the Federal Vocational and Professional Education and Training Act (VPETA, SR 412.10) requires apprenticeship trainers to strive for the best possible learning outcomes and to assess progress at regular intervals. In addition, VET ordinances (specifically Section 7) require apprenticeship trainers to assess learning progress and to discuss their assessments with the learner at least once each semester. While training reports fulfil this obligation, apprenticeship trainers are encouraged to also discuss progress with the learner on a more frequent basis.

Training logbook

The training logbook is a major source of information for the person preparing the training report. Learners are required to keep their training logbook up-to-date. They enter all the main tasks they have accomplished, and the competences and experience they have gained in the company. The training logbook is also intended as a reference tool. When the apprenticeship trainer consults the learner's training logbook, he/she is able to assess learning progress, the person's level of interest in the occupation as well as his/her level of personal commitment. In a certain number of occupations, the training logbook may be used as an aid for the final examination (practical work); it may also be used as a means of preparing for the qualification procedure. The relevant information can be found in each VET ordinance.

Form of the training report

The training report can take many different forms. One of them may stem from the forms used to prepare employment certificates. It can also be an adaptation of the form filled out during employee assessment interviews. Certain professional organisations publish assessment forms that are specific to their scope of activity. The SDBB-CSFO publishes its own «training report» template, which is based on the specific requirements of apprenticeship training; it is available for download at www.ca.formationprof.ch. This template, which is presented as a questionnaire, helps apprenticeship trainers to gain a better understanding of the apprentice's profile, his/her behaviour at the workplace and technical skills.

Organisation of the interview – structure of the training report

Published by the SDBB-CSFO, the training report shows how the interview should be structured.

1. – 4. Competences

This section allows apprenticeship trainers to take stock of progress made by the learner during apprenticeship training. The assessment covers technical and methodological aspects but also the apprentice's behaviour within the team and his/her profile. The competences required to learn and train for a given occupation are laid down in the corresponding VET ordinance (specifically Section 2). If the performance provided is close to the minimum requirements, the causes must be actively pinpointed and measures taken to improve the situation.



5. Training logbook

The interview is the perfect opportunity to comment and assess the content of the training logbook.

6. Performance at the vocational education and training (VET) school and industry course centres

Generally speaking, the interview is also an opportunity to discuss the semestrial grades certificate from the vocational school and learner performance at branch training centres.

7. Assessment of apprenticeship training by the learner

The training report presupposes an exchange. This is the reason why the learner must be able to talk about his/her experience and give an opinion. Learners may assess the company's and apprenticeship trainer's competences using the same criteria as that used for their own assessment.

8. – 9. Learning objectives

At the end of the interview, the apprenticeship trainer and learner set the objectives to be attained for the following training period or until the end of the apprenticeship training. The results are reviewed in the next training report.

10. – 12. Commitment

The goal of the training report is take stock of apprenticeship training. The interview is like a snapshot used to assess the current situation. This review allows for the problems encountered to be pinpointed and for optimum solutions to be found. As a consequence, each person knows what remains to be done and is aware of the other person's expectations. The signatures at the end of the training report highlight this mutual commitment.

Advice on conducting the interview

Experience has shown that it is advisable to give the form to learners in advance. They can thus carry out a self-assessment and take a critical look at their acts and gestures; they also have the possibility of comparing their perception with that of a third party who, as it happens, is a qualified person. The interview can thus represent a variation between a self-assessment and an external assessment.

Conducting the interview is not easy – in particular when problem situations have to be dealt with – and qualified persons are generally ill-prepared. This is the reason why cantonal vocational education and training offices offer courses to remedy possible gaps in this area. Qualified persons can nevertheless trust their professionalism and in particular their experience with other employees in the company.

While the templates are intended to make the work of apprenticeship trainers easier, they must only be used as ancillary resources. Indeed, each learner is different and it is often necessary to take other criteria into consideration. It is thus essential to give the learner – for example at the beginning of the interview – the possibility of giving his/her opinion.

During their preparation, apprenticeship trainers must attempt to place themselves in the shoes of the person being assessed. They indeed confront learners with their perceptions and their expectations. Learners not only receive compliments on their performance and behaviour but must also hear and take criticisms. The interview offers the possibility of detecting the causes of possible difficulties and finding solutions to remedy them together. It is a partnership approach. The person should not, under any circumstances, be undermined. Comments must be limited only to the learner's technical performance, abilities and behaviour and/or apprenticeship training arrangements. Remarks that are regularly and carefully recorded in writing contribute to ensuring transparency and openness for all those concerned. Apprenticeship trainers must ensure that time is set aside for learners to put forward proposals and possible criticism.