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# Sign up for the LOASA Newsletter and stay tuned on Learning Outcomes in Accordance with the Skills Agenda**FINAL ASSESSMENT**

# **OF THE APPRENTICESHIP**

**Instructions:** Please fill out the questionnaire below.

|  |  |
| --- | --- |
| **The employer** |  |
| Name of company |  |
| Contact person |  |
| Address |  |
| Country |  |
| Telephone |  |
| Email |  |
| Website |  |
| Mentor / coach for the apprentice |  |

|  |  |
| --- | --- |
| **The apprentice** |  |
| Name of apprentice |  |
| Address in home country |  |
| Telephone |  |
| Date of birth |  |
| E-mail |  |

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| --- | --- |
| **The apprenticeship** |  |
| Dates and duration of the apprenticeship | …………….-………………… 2017 /2018 |
| Please state the title of the learning unit that will be assessed. | E.g. ‘Carry out production in rearing and fattening pigs’ |

To be filled in by the assessor:

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|  | Skills | Overall score | If score is 1, please explain: |
| Please evaluate the generic skills of the apprentice using the following scale and considering the apprentice's EQF level:  1 = needs further training  2 = acceptable  3 = well done | See the generic skills described in the learning unit, e.g. (S)he:   * Has computer skills related to this field of work. * Interprets the information contained in the technical documentation used for this job. * Calculates with units of weight, volume and ratios, and uses measure instruments where relevant. * Etc.   The generic skills here should be linked 1:1 to the generic skills mentioned in the unit of learning outcomes. |  | Please motivate for which generic skill(s) the student needs further training. |
| Please evaluate the professional skills of the apprentice using the following scale and considering the apprentice's EQF level:  1 = needs further training  2 = acceptable  3 = well done | See the professional skills described in the learning unit, e.g. (S)he:   * Checks the sanitary status of animals at their entry into the production cycle following the protocols. * Groups the animals in homogenous batches, following criteria of sex, size and availability of spaces, ensuring the minimum space requirements per animal. * Identifies sick animals by observing specific signs or symptoms, and communicates the observed anomalies to responsible staff. * Etc.   The professional skills here should be linked 1:1 to the professional skills mentioned in the unit of learning outcomes. |  | Please motivate for which professional skill(s) the student needs further training. |
| Please evaluate the social-emotional skills of the apprentice using the following scale and considering the apprentice's EQF level:  1 = needs further training  2 = acceptable  3 = well done | See the social-emotional skills described in the learning unit, e.g. (S)he:   * Works orderly and methodically, attends to quality and detail, and complies with the organization norms. * Works well as part of a team, supports colleagues and demonstrates commitment. * Follows ethical work practices, treats people and animals fairly and demonstrates sensitivity to environmental issues. * Etc.   The social-emotional skills here should be linked 1:1 to the social-emotional skills mentioned in the unit of learning outcomes. |  | Please motivate for which social-emotional skill(s) the student needs further training. |

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| Please add any comments or recommendations you may have for the apprentice |  |

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| The undersigned declares that the above mentioned learning outcomes are correctly completed | Date  Signature of the employer |

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| --- | --- |
| Apprentice | Date  Signature of the apprentice |