

LABORATORY STUDY PROGRAMME

ANALYST

VPT document

First name

Last name

Student number

Training company

School

VPT period

Study programme Medical Analyst (crebo 25045)

Physicochemical Analyst (crebo 25046)

Contents

1	VPT preparation	3
2	Training company and school information	4
3	Expectations	6
4	Activities	8
5	Explanation of counselling and progress interviews	9
6	Counseling interviews	10
7	Progress Report Form 1	14
8	Progress report form 2	18
9	Progress report form 3	22
10	Final evaluation of trainee (by the trainer)	26
	Bijlage 1: Het bpv protocol	28
	Appendix 2: Criteria for final evaluation level 4	29

1 VPT preparation

The vocational practice training (VPT or training¹) is an important part of your education. This VPT period requires thorough preparation. This applies to you as a student and to the training company where you do your training. Your school also plays an important role in this. In the VPT protocol (see enclosure 1) you can read what is expected of you, your school, the training company and SBB (Collaborative Organisation, Vocational Education, Trade and Industry). You can get information via your school about the VPT in your study programme. For example, this could entail contact details, important addresses and websites, agreements and regulations, reimbursements and subsidies, illness, leaves of absence and absences, changes and staff turnover. It is important to review this information in preparation for your training. In addition, the checklist below can help.

1.1 Checklist, preparation and start of VPT

To prepare for and start my training, I have gone through the steps shown below.

Preparatory VPT research

- I understand what the school expects of me;
- I am familiar with the planning, start and duration of my training;
- I understand intrinsic requirements of my VPT;
- I am familiar with the documents belonging to my training;
- I know how to obtain a training agreement and where I must turn it in;
- I know the rules concerning days of holiday;
- I am familiar with the income-tax rules;
- I know how to search for work-placement openings.

Learning aims and ambitions

- I know what I want;
- I know what my main learning aims are;
- I know which assignments I must carry out.

For job applications / intake interview

- I have thoroughly reviewed the website of the training company;
- I have prepared for the job interview;
- I know which information I need for the training company;
- I know what I have to offer (my strong points);
- I am familiar with the possibilities/problems for travelling to my training;
- The company is a recognised training company.

After application / intake

- I know what to expect from the training company;
- I understand what the training company expects of me.
- I understand the demands that the training company places on me (e.g. certificate of good character, vaccinations, dress code, proof of identity, confidentiality, days of holiday, working hours and reporting ill);
- I know whether there are reimbursements.

Start of VPT

- The training agreement has been signed and turned in;
- I know who my trainer is at the training company;
- I know who my trainer is at my school and I have his/her details;
- I am familiar with the house rules of the training company;
- I have discussed the most important subjects about my training, such as safety, duties, working-in period, progress interviews and counselling;
- I have informed the training company about the work-placement programme and accompanying documents and expectations from school;
- I will show interest by asking questions;
- I will display a motivated attitude.

VPT evaluation

- I know the difference between evaluation of my training and the exams;
- I know who will assess my work at the end of the training.

¹ The terms VPT and training are used interchangeably in this document

2 Training company and school information

2.1 Training company details

Training company

Name of training company _____

Address _____

Postal address _____

Postal code and town/city _____

Main telephone number _____

Website _____

Person responsible for VPT

Name of person _____

Position _____

Direct-dial number _____

Email address _____

Trainer²

Name of trainer _____

Direct-dial number _____

Email address _____

Student

Telephone number (by day) _____

Email address _____

VPT period

Start and end date of VPT _____

Scheduled return days _____

² Person responsible for VPT could be the same as the trainer.

2.2 School data

School

Name of school

Address

Postal address

Postal code and town/city

Main telephone number

Website

VPT trainer / teacher

Name

Direct-dial number

Email address

VPT contact / coordinator

Name

Direct-dial number

Email address

Other

Search for training companies

www.stagemarkt.nl

3 Expectations

Before you start your training, you will have an interview with your trainer about the expectations of the training. Prior to this meeting, it is important that your educational goals are SMART. What do you want or have to learn during this training?

Try to present your educational goals as clearly as possible:

Specific: precise descriptions

Measurable: make your goals measurable

Acceptable: will the people around you also see this as a good learning goal?

Realistic: are your educational goals realistically attainable?

Time-related: is there a timetable?

Re study year: 2nd, 3rd, 4th study year

Educational goal 1:

Educational goal 2:

Educational goal 3:

3.1 Expectations from school

What does your school expect from you and your training company during your training? This could entail organisational matters such as return days, days of holiday, presentations and reporting, as well as knowledge, skills and professional attitude. Discuss this with your VPT teacher or trainer.

3.2 Expectations from the training company

What does your training company expect from you during your training? This could relate to term of employment, such as free days, working hours and confidentiality. The training company will also have expectations concerning your knowledge, skills and professional attitude. Discuss this with your trainer.

4 Activities

During your training, you will carry out various activities. You can add them to the list below.

For each activity (or analysis) you should indicate:

- whether you have received instructions for this;
- whether you have already done this under supervision;
- whether you can do this independently

Description of activities	Instruction	Under supervision	Independently	Initials practice coach
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5 Explanation of counselling and progress interviews

During your training you will have various interviews with your trainer. In this document we distinguish between counselling and progress interviews. In addition, there will also be a final interview based on your final evaluation.

5.1 Counselling interviews

In section 6 you will find the forms relating to the counselling interviews.

We recommend that you have a (brief) meeting with your trainer once a week. You should take the initiative for this yourself. This meeting could concern your progress to date, questions you may have or impediments you have encountered. Your educational goals could also be the subject of your discussion. You can list any agreements made in the training interview form (section 6). If you have had an interview with your VPT teacher, you can also note that in the form.

5.2 Progress interviews

Starting with section 7 you will find the forms relating to progress interviews.

In addition to counselling interviews during your training, you will also have two or three progress interviews. The exact number will depend on the duration of your training. During those interviews there will be a discussion of the progress you made during the preceding period – the kind of growth you have shown.

There is a progress form for each progress interview, which consists of four parts:

1. Evaluation by the student (to be filled in by the student)
2. Reflection (to be filled in by the student)
3. Evaluation by the training company (to be filled in by the trainer, perhaps together with the student)
4. Feedback (to be filled in by the trainer together with the student)

In preparation for the interview you should fill in the first two parts. This forms the starting point for the progress interview that you will have with your trainer. A VPT teacher might also be present. Your trainer will fill in (possibly with you) the evaluation made by the company. You should then agree with your trainer on potential follow-up interviews and points of improvement. You can fill in these agreements under feedback from the trainer.

Your development level (growth), which could differ per component, will be recorded as follows:

- 4 You perform this component almost always well. You almost always work independently and reflect on your work relative to your development points and educational goals. No improvement needed.
- 3 You regularly work independently. You regularly work on the established requirements. You possibly adapt your development points.
- 2 With this component you are on the right track. You need guidance sometimes. Some small improvements are needed.
- 1 With this component you are at beginner's level. You need guidance for most work activities. Major improvements are still needed.

5.3 Final evaluation interview

Starting with section 10 you will find forms relating to the final evaluation interviews.

At the end of your training there will be a final evaluation interview. In preparation for this interview, your trainer will fill in the final evaluation. This evaluation will be discussed with you during the interview.

The final evaluation does make use of the development levels, such as the progress interviews. You will be informed as to whether you have passed the VPT (sufficient or good) or failed it. The various components will be evaluated as 'good', 'sufficient' or 'insufficient'. In appendix 2: Criteria final evaluation level 4, you can read the reasons on which the evaluation is based.

6 Counseling interviews

Date: _____ Spoke with: _____	
Subjects discussed: _____	

Main agreements: _____	

Trainer's initials:	Trainee's initials:

Date: _____ Spoke with: _____	
Subjects discussed: _____	

Main agreements: _____	

Trainer's initials:	Trainee's initials:

Date: _____ Spoke with: _____

Subjects discussed: _____

Main agreements: _____

Trainer's initials: _____ Trainee's initials: _____

Date: _____ Spoke with: _____

Subjects discussed: _____

Main agreements: _____

Trainer's initials: _____ Trainee's initials: _____

Date: _____ Spoke with: _____

Subjects discussed: _____

Main agreements: _____

Trainer's initials: _____ Trainee's initials: _____

Date: _____ Spoke with: _____

Subjects discussed: _____

Main agreements: _____

Trainer's initials: _____ Trainee's initials: _____

Date: _____ Spoke with: _____

Subjects discussed: _____

Main agreements: _____

Trainer's initials: _____ Trainee's initials: _____

Date: _____ Spoke with: _____

Subjects discussed: _____

Main agreements: _____

Trainer's initials: _____ Trainee's initials: _____

7 Progress Report Form 1

Name of student: _____

Education:

Medical analyst

Physicochemical analyst

Study year:

2nd

3rd

4th study year

7.1 Evaluation by the student

What is your current level of development?

You will find a clarification of the development levels on page 9 and, in appendix 2, an explanation of the components. Read these before you fill in the list.

Tick each component to show your current development level:

4 (good), 3 (satisfactory), 2 (some improvement needed), 1 (much improvement needed).

	4	3	2	1	N/A
Preparing analyses					
Drawing up a plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receiving and recording of material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preliminary work of material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing analyses					
Doing basic analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating and reporting the measured values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining workplace and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing specialist analyses					
Doing physicochemical analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing medical analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting the analysis results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lending support to research and education					
Optimising techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transferring knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General attitude aspects					
Taking initiative, showing dedication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a professional career attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displaying responsible behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing safety-conscious behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career aspects (see appendix 2)					
Being cooperative and consulting with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following instructions and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formulating and reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivering quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilising professional skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilising materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical and sound actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling pressure and setbacks well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.2 Reflection by the student

On reflection, you should think consciously about your experience, knowledge, insights and attitude with the aim of improving yourself. Note your preliminary findings below.

<p>What is going well?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What needs improvement?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Actions that I plan to take: _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Date: _____</p>
<p>Trainer's initials: _____</p>
<p>Student's initials: _____</p>

7.3 Evaluation by the training company

Name of student: _____
 Education: Medical analyst Physicochemical analyst
 Study year: 2nd 3rd 4nd study year

At which development level is the student?

Have your trainer first read the explanation on page 9, *Explanation of development levels*, and appendix 2, *Final evaluation criteria*. Then ask your trainer to indicate below what he/she views your development. This can be done by ticking the applicable development components: 4 (good), 3 (satisfactory), 2 (some improvement needed), 1 (much improvement needed).

	4	3	2	1	N/A
Preparing analyses					
Drawing up a plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receiving and recording of material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preliminary work of material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing analyses					
Doing basic analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating and reporting the measured values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining workplace and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing specialist analyses					
Doing physicochemical analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing medical analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting the analysis results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lending support to research and education					
Optimising techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transferring knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General attitude aspects					
Taking initiative, showing dedication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a professional career attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displaying responsible behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing safety-conscious behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career aspects (see appendix 2)					
Being cooperative and consulting with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following instructions and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formulating and reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivering quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilising professional skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilising materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical and sound actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling pressure and setbacks well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.4 Feedback from the trainer (in consultation with the student)

General evaluation of the trainee until now: 4 3 2 1

Basis of the evaluation by the trainer: _____

Suggestions for improvement: _____

Specific agreements: _____

Date: _____

Trainer's initials: Student's initials: VPT teacher's initials:

8 Progress report form 2

Name of student: _____

Education: Medical analyst Physicochemical analyst

Study year: 2nd 3rd 4th study year

8.1 Evaluation by the student

What is your current level of development?

You will find a clarification of the development levels on page 9 and, in appendix 2, an explanation of the components. Read these before you fill in the list.

Tick each component to show your current development level:

4 (good), 3 (satisfactory), 2 (some improvement needed), 1 (much improvement needed).

	4	3	2	1	N/A
Preparing analyses					
Drawing up a plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receiving and recording of material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preliminary work of material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing analyses					
Doing basic analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating and reporting the measured values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining workplace and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing specialist analyses					
Doing physicochemical analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing medical analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting the analysis results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lending support to research and education					
Optimising techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transferring knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General attitude aspects					
Taking initiative, showing dedication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a professional career attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displaying responsible behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing safety-conscious behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career aspects (see appendix 2)					
Being cooperative and consulting with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following instructions and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formulating and reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivering quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilising professional skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilising materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical and sound actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling pressure and setbacks well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Reflection by the student

On reflection, you should think consciously about your experience, knowledge, insights and attitude with the aim of improving yourself. Note your preliminary findings below.

<p>What is going well?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What needs improvement?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Actions that I plan to take: _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Date: _____</p>
<p>Trainer's initials: _____</p>
<p>Student's initials: _____</p>

8.3 Evaluation by the training company

Name of student: _____
 Education: Medical analyst Physicochemical analyst
 Study year: 2nd 3rd 4nd study year

At which development level is the student?

Have your trainer first read the explanation on page 9, *Explanation of development levels*, and appendix 2, *Final evaluation criteria*. Then ask your trainer to indicate below what he/she views your development. This can be done by ticking the applicable development components: 4 (good), 3 (satisfactory), 2 (some improvement needed), 1 (much improvement needed).

	4	3	2	1	N/A
Preparing analyses					
Drawing up a plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receiving and recording of material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preliminary work of material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing analyses					
Doing basic analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating and reporting the measured values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining workplace and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing specialist analyses					
Doing physicochemical analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing medical analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting the analysis results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lending support to research and education					
Optimising techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transferring knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General attitude aspects					
Taking initiative, showing dedication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a professional career attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displaying responsible behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing safety-conscious behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career aspects (see appendix 2)					
Being cooperative and consulting with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following instructions and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formulating and reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivering quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilising professional skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilising materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical and sound actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling pressure and setbacks well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.4 Feedback from the trainer (in consultation with de student)

General evaluation of the trainee until now: 4 3 2 1

Basis of the evaluation by the trainer: _____

Suggestions for improvement: _____

Specific agreements: _____

Date: _____

Trainer's initials: Student's initials: VPT teacher's initials:

9 Progress report form 3

Name of student: _____

Education: Medical analyst Physicochemical analyst

Study year: 2nd 3rd 4th study year

9.1 Evaluation by the student

What is your current level of development?

You will find a clarification of the development levels on page 9 and, in appendix 2, an explanation of the components. Read these before you fill in the list.

Tick each component to show your current development level:

4 (good), 3 (satisfactory), 2 (some improvement needed), 1 (much improvement needed).

	4	3	2	1	N/A
Preparing analyses					
Drawing up a plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receiving and recording of material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preliminary work of material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing analyses					
Doing basic analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating and reporting the measured values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining workplace and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing specialist analyses					
Doing physicochemical analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing medical analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting the analysis results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lending support to research and education					
Optimising techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transferring knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General attitude aspects					
Taking initiative, showing dedication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a professional career attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displaying responsible behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing safety-conscious behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career aspects (see appendix 2)					
Being cooperative and consulting with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following instructions and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formulating and reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivering quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilising professional skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilising materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical and sound actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling pressure and setbacks well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9.2 Reflection by the student

On reflection, you should think consciously about your experience, knowledge, insights and attitude with the aim of improving yourself. Note your preliminary findings below.

<p>What is going well?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What needs improvement?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Actions that I plan to take: _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Date: _____</p>
<p>Trainer's initials: _____</p>
<p>Student's initials: _____</p>

9.3 Evaluation by the training company

Name of student: _____

Education: Medical analyst Physicochemical analyst

Study year: 2nd 3rd 4th study year

At which development level is the student?

Have your trainer first read the explanation on page 9, *Explanation of development levels*, and appendix 2, *Final evaluation criteria*. Then ask your trainer to indicate below what he/she views your development. This can be done by ticking the applicable development components: 4 (good), 3 (satisfactory), 2 (some improvement needed), 1 (much improvement needed).

	4	3	2	1	N/A
Preparing analyses					
Drawing up a plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receiving and recording of material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preliminary work of material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing analyses					
Doing basic analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating and reporting the measured values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining workplace and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing specialist analyses					
Doing physicochemical analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing medical analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting the analysis results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lending support to research and education					
Optimising techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transferring knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General attitude aspects					
Taking initiative, showing dedication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a professional career attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displaying responsible behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing safety-conscious behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career aspects (see appendix 2)					
Being cooperative and consulting with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following instructions and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formulating and reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivering quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilising professional skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilising materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical and sound actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling pressure and setbacks well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9.4 Feedback from the trainer (in consultation with de student)

General evaluation of the trainee until now: 4 3 2 1

Basis of the evaluation by the trainer: _____

Suggestions for improvement: _____

Specific agreements: _____

Date: _____

Trainer's initials: Student's initials: VPT teacher's initials:

10 Final evaluation of trainee (by the trainer)

Name of student: _____
 Education: Medical analyst Physicochemical analyst
 Study year: 2nd 3rd 4th study year
 VPT period from _____ to _____

10.1 At which final development level is the student?

Have your trainer tick each component to show your degree of command; G(good), S(satisfactory), U(unsatisfactory). No development levels are used in the final evaluation. In appendix 2, *Final Evaluation Criteria*, your trainer can see the factors on which the final evaluation is based.

	G	S	U	N/A
Preparing analyses				
Drawing up a plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receiving and recording material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preliminary work of material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing analyses				
Doing the basic analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating and reporting the measuring values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining workplace and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating and reporting the measuring values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing specialist analyses				
Doing physicochemical analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing medical analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting the analysis results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lending support to the research and education				
Optimising techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transferring knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General attitude aspects				
Taking initiative, showing dedication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a professional career attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displaying responsible behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing safety-conscious behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career aspects (see appendix 2)				
Being cooperative and consulting with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following instructions and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formulating and reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivering quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilising professional skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilising materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical and sound actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling pressure and setbacks well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10.2 Explanation of final trainee evaluation

Final training evaluation: passed did not pass
Training passed with: good satisfactory, possibly final mark³:

Explanation of final evaluation: _____

Date: _____

Trainer's initials: Student's initials: VPT teacher's initials:

10.3 Signing

The trainer or responsible VPT representative of the training company states that, with this signing, the components for which he/she is responsible have been filled in correctly.

Name: _____

Date: _____

Signature: _____

The VPT teacher or VPT coordinator of the school states that, with this signing, the components for which he/she is responsible have been filled in correctly.

Name: _____

Date: _____

Signature: _____

Seen and approved by **the student**.

Name: _____

Date: _____

Signature: _____

³ Not all schools require a final mark

Appendix 1: The VPT Protocol

STUDENT	SCHOOL	TRAINING COMPANY	SBB
<ul style="list-style-type: none"> Looks for information about the training company Becomes familiar with the branches, professions, training companies and study possibilities Is motivated Makes a good impression at the training company <p>Matching and Preparation</p>	<ul style="list-style-type: none"> Prepares the student for the practice-orientated work placement or training job. Supports the student in looking for work placement or training job. Ensures a good match between the student and the training company. Ensures company orientation, presentation and job-application skills. Ensures, before the start of the VPT period, clear obligations of the training company and the school. In the training agreement, enters into concrete points of agreement with the training company about the nature and content of the VPT, the manner and frequency of counselling, the personal training programme and the evaluation method. 	<ul style="list-style-type: none"> The training company is a SBB-certified company. Looks to see whether the student's expectations and those of the company coincide. Makes concrete agreements with the school and the student about the form, content, counselling and assessment of the VPT period. Records the points agreed in the agreement provided by the school. 	<ul style="list-style-type: none"> Ensures sufficient certified training companies and canvasses new ones as needed. Arranges certification within ten working days. Publishes the work placement and training jobs offered by certified training companies via #MijnSBB at Stagemarkt.nl. Helps training companies to promote themselves via #MijnSBB. Supports the school by using Stagemarkt.nl. and by matching students and training companies.
<ul style="list-style-type: none"> Is well prepared and motivated to start the VPT agreement Keeps the agreements made in the practice agreement Follows instructions from the trainer of the training company Gives feedback to the VPT trainer of the school <p>Counselling</p>	<ul style="list-style-type: none"> Ensures that the student and trainer understand who the contact person is at the school and when he or she is available. Ensures sufficient counselling in accordance with the terms of the training agreement. Monitors the student's progress and the link between the student's goals and the learning potential within the company. Ensures a competent and dedicated VPT trainer. 	<ul style="list-style-type: none"> Provides the daily supervision and training of the student in the workplace. Provides a high-quality, motivated and accessible trainer. Conducts the counselling and progress interviews with the student and the VPT trainer of the school. 	<ul style="list-style-type: none"> Provides the balanced cooperation between schools and companies. If necessary, in consultation with the schools, provides an alternative work-placement location or training job for the student.
<ul style="list-style-type: none"> Ensures that all components of the VPT programme have been rounded off and turned in. <p>Assessment</p>	<ul style="list-style-type: none"> Ensures an objective assessment of the student. Maintains contact with the training company about the assessment of the VPT and takes the initiative in evaluating the VPT period. Weights the student's views about the VPT as part of the assessment. Provides feedback of the assessment to the training company. 	<ul style="list-style-type: none"> Assesses the student at the end of the VPT period on the basis of the points agreed in the training agreement. Has contact with the school about the assessment of the student. 	<ul style="list-style-type: none"> Coaches the trainer in valid, objective VPT judgement. Offers the trainer and the company advice and resources to enable them to do their jobs well.
<ul style="list-style-type: none"> The school and training company evaluate the VPT period with the student. The school and training company evaluate their collaboration with reference to the VPT and look for potential improvements. The VET counsellor of practical studies makes an assessment on the basis of these evaluations as to whether the training company is 'sustainable'. If desired, the VET counsellor of practical studies supports the training company in setting up and carrying out a plan of improvement. If necessary, the VET counsellor of practical studies terminates accreditation. <p>Evaluation</p>	<p>Enacted by the MBO (Netherlands Association of VET Colleges) , SBB, SME Netherlands, VNONCW and the ministry of OCW (education, cultural affairs and science) on 10-June 2009. Updated by the General management of SBB on 3 July 2015.</p>		

Appendix 2: Criteria for final evaluation level 4

The final evaluation does not make use of development levels. An indication is given as to whether you have passed the VPT (satisfactory or good) or did not pass. The various components are identical to those in the progress report form. The components are assessed as good, satisfactory or unsatisfactory.

- Good: Results are nearly always obtained and nearly always reflect the described behaviour/attitude.
- Satisfactory: Results are regularly obtained and regularly reflect the described behaviour/attitude.
- Unsatisfactory: Results are sometimes obtained and sometimes reflect the described behaviour/attitude.

Below is a description of the final level of a physicochemical or medical analyst. The degree of mastery (is sometimes evident, is usually evident, is nearly always evident) determines the evaluation as described above.

Preparing analyses

Common characteristics: self-sufficient according to protocol, maintains overview, determines whether the stipulation has been carried out correctly, makes allowances for unforeseen circumstances, sets priorities, the complexity depends on the techniques used and the circumstances, possesses specialist knowledge.

Drawing up a plan

Results:

- A clear, achievable plan has been drawn up

Behaviour:

- Make allowances for the time available
- Set priorities
- Request information
- Rush orders

Receive and record material

Results:

- Material is made ready for pre-treatment
- Material is recorded in the manner required
- Material is stored in the manner required
- Material is identifiable

Behaviour:

- If necessary, reporting to or informing the person in charge
- Determining which analyses need to be done according to instructions
- Linking the research question to the analyses to be carried out
- Instructions could be in English

Pre-treating material

Results:

- Material is made ready for the analysis
- Observations and events are administered
- Control samples have been prepared

Behaviour:

- In accordance with protocol and instructions
- Deciding how material should be (pre-) treated
- If necessary, reporting to and informing the person in charge
- Working safely and precisely
- Working at speed in accordance with the planning
- Being efficient
- Showing insight

Doing analyses

General characteristics: independent, correct, timely and efficient according to protocol, routine with anomalous situations. Being familiar with the importance, operation and result of the analyses. Having specialist knowledge of the backgrounds of the various tests, analyses and materials. Complexity depends on the techniques used and circumstances. Is aware of the social and economic responsibility and impact of incorrectness.

Doing basic analyses

Basic analyses include, among others, separation methods, microscopic and determinations.

Results:

- Basic analyses have been carried out manually
- Computerised basic analyses have been carried out
- Complete reports of the actions performed have been made
- Complete reports of the related measuring values have been made

Behaviour:

- Selects the material to be used
- Works accurately
- Works neatly and meticulously
- Uses correct spelling, correct words and technical terms
- Works in accordance with the quality system

Evaluating and reporting the measuring values

Results:

- Measuring values and results have been checked
- Measuring values and results have been noted
- Measuring values and results are representative
- Reports to interested parties
- In case of deviations, the person in charge has been consulted
- Conclusions about reliability

Behaviour:

- Does a reliability analysis
- Draws conclusions
- Consults and asks for advice
- Treats the data confidentially and respectfully
- Works correctly and systematically

Maintaining the workplace and equipment

Results:

- Clean workplace
- Replenished stock
- Well-maintained instruments, material and workplace
- Failures are resolved and/or reported externally

Behaviour:

- Carries out basic preventive maintenance periodically
- Chooses the proper material and tools for maintenance
- Works in according to protocols and instructions
- Coordinates (follow-up) actions
- Calls attention to failures
- Resolves failures, possibly in consultation

Doing specialist analyse

General characteristics: according to protocol, integrates the theoretical knowledge and practical skills in the work and can oversee the consequences of his/her actions.

Estimates potential consequence of his/her actions. In case of potentially unforeseen circumstances, he or she can estimate the urgency. Maintains an overview, determines whether the analysis is correctly carried out within the specifications, communicates proactively.

Carrying out physicochemical analyses

For example, this entail determining the physical and chemical parameters, chromatographic techniques, organic syntheses, spectrometric techniques, titrates and other instrumental analysis techniques.

Results:

- Physicochemical analyses have been carried out correctly and on time
- Measuring values are reliable

Behaviour:

- Shows insight
- Motivated
- Uses material and resources correctly
- Precise
- Good tempo
- Balanced performance

Carrying out medical analyses

For example, this could entail biochemical analyses, immunological techniques, microscopic analyse, molecular biological techniques, specialist culture techniques and other instrumental analysis techniques.

Results:

- Medical analyses have been carried out correctly and on time
- Measuring values are reliable

Behaviour:

- Shows insight
- Uses material and resources correctly
- Precise
- Good tempo
- Balanced performance

Interpreting the analysis results

Results:

- Deviations have been identified and compared
- Cause of deviation found and communicated to interested parties
- Validated results
- Grounded conclusions

Behaviour:

- Critical and accurate
- Shows insight in validity and results
- Utilises knowledge and skills
- Reports are neat, clear, complete, easy to read and understandable

Supporting research and education

General characteristics: structured approach to work, supporting work for research, analyses, validation and product development. Has specialist knowledge and skills.

Optimising techniques

Results:

- Equipment is checked
- Equipment is optimised
- New techniques are tried
- Knowledge and skills are at required level
- Instructions for use have been set up and/or modified

Behaviour:

- Critical with respect to quality
- Shows interest in developments within his/her field
- Maintains appropriate level of professional knowledge and skills and specialises where necessary
- Sees mistakes and points of improvement
- Checks and optimises analysis equipment and aids
- Facile and accurate

Transfer of knowledge

Results:

- Knowledge and experience are recorded and passed on
- Questions are answered

Behaviour:

- Gives clear information
- Gives instruction and pointers

Career aspects

Working together and consultation

Results / behaviour:

- Consults and involves others
- Attunes with others
- Makes inquiries proactively
- Communicates candidly and honestly
- Adapts to the group
- Appreciates the contributions of others

Planning & organising

Results/ behaviour:

- Setting goals and priorities
- Planning activities
- Time planning
- Monitoring progress

Following instructions and procedures

Results/behaviour:

- Follows instructions
- Works in accordance with prescribed procedures
- Shows discipline
- Works in accordance with safety rules
- Works in accordance with legal guidelines

Phrasing and reporting

Results / behaviour:

- Correct wording
- Accurate and complete reporting
- Well organised
- Fluent, concise phrasing

Delivering quality

Results / behaviour:

- Formulates norms for quality of own work
- Monitors quality
- Attains quality and production level
- Works systematically
- Consistent
- Keeps agreements

Employing professionalism

Results/behaviour:

- Applies specific field-related mental capabilities (shows insight and knowledge)
- Applies specific field-related manual skills
- Shows specific field-related physical qualities
- Shows sense of latitude and direction
- Shares expertise

Utilising materials and resources

Results/behaviour:

- Select suitable materials and resources
- Utilises materials and resources effectively
- Utilises materials and resources appropriately
- Takes good care of materials and resources

Acting ethically and with integrity

Results/behaviour:

- Acts ethically
- Acts with integrity
- Respects people's differences
- Acts responsibly towards his/her surroundings

Dealing with pressure and setbacks

Results/behaviour:

- Performs effectively well under pressure
- Keeps feelings under control
- Deals with criticism constructively
- Establishes limits

Analysing

Results/behaviour:

- Generates information from data
- Checks data and test assumptions
- Sorts out information
- Draws conclusions
- Comes up with solutions for problems
- Establishes ties

Learning

Results/behaviour:

- Keeps professional knowledge and skills up to date
- Learns from feedback and mistakes
- Desires self-development

Providing leadership

Results/behaviour:

- Gives instructions and pointers to colleagues and/or fellow student



beroepsonderwijs  bedrijfsleven

Bedrijfstakgroep  Techniek en Gebouwde omgeving
Vakcommissie Proces- Laboratorium- en Operationele Techniek (PLOT)

With this edition

This document is the result of an initiative of the technical laboratory schools united in the Trade Committee, Process, Laboratory and Operational Technique of the MBO (the Netherlands Association of VET Colleges) in cooperation with the SBB (Collaborative organisation, Vocational Education, Trade and Industry).

Special thanks goes to the members of the working group from different schools and the SBB, which developed this document and to teachers, students and training companies that provided feedback and concepts. The MBO would also like to thank the visual archive, *Techniek Talent*, for permission to use the cover photo.

Privacy

This VPT document is intended to support vocational practice training (VPT). The students concerned, the school and the training company will not share the contents that lead to specific persons, organisations and situations with parties other than those mentioned in the above overview. The parties may share the contents of a general nature (that do not lead to specific persons, organisations and situations) with other stakeholders (such as TBE and the MBO).

Woerden, the Netherlands, September 2018