

# 中国国际贸易促进委员会商业行业委员会

商贸促字〔2022〕157号

## 关于面向职业院校和职业培训机构征询 《双元制培训体系》欧洲标准相关 术语定义评议意见的函

各有关单位：

为落实《中华人民共和国职业教育法》第九条和第十三条，依法履行实施职业教育的义务，推动职业教育领域的对外交流与合作，深入参与国际职业教育治理，中国贸促会商业行业委员会在牵头国际标准化组织校企合作工作组（ISO/TC 286/WG4）基础上，近期又作为中国唯一机构参与《双元制培训体系指南》（Guidelines for dual training systems）欧洲标准研制。目前《双元制培训体系指南》欧洲标准工作组讨论稿已形成19条术语词条。为广泛听取国内职业教育界的意见，结合中国良好实践，贡献中国智慧，中国贸促会商业行业委员会经研究决定面向国内职业院校和职业培训机构征询《双元制培训体系》欧洲标准相关术语定义评议意见。

由于时间紧迫，请各有关职业院校和职业培训机构在5月5日17点前将反馈意见（中文和英文）发送至：[ccpitlyp@163.com](mailto:ccpitlyp@163.com)。中国贸促会商业行业委员会将在各职业院校和职业培训机构意见

反馈基础上，向《双元制培训体系指南》欧洲标准研制工作组提交中国评论意见。

附件：《双元制培训体系指南》欧洲标准工作组讨论稿相关术语定义

中国贸促会商业行业委员会

2022年4月29日



## 附件：《双元制培训体系指南》欧洲标准工作组讨论稿相关术语定义

### 3.1.1

#### Apprenticeship

Apprenticeships formally combine and alternate company-based training (periods of practical work experience at a workplace) with school-based education (periods of theoretical/practical education delivered in a school or training centre), and lead to nationally recognised qualification upon successful completion. Most often, there is a contractual relationship between the employer and the apprentice, with the apprentice being paid for his/her work.

### 3.1.2

#### Apprenticeship partners

Refers to all parties involved in the apprenticeship systems: VET providers, employers, apprentices, employers' associations, trade unions, the government, student unions, etc. The three main partners are VET providers, employers, and apprentices.

### 3.1.3

#### Apprenticeship scheme

A systematic arrangement about how apprenticeship provision are designed, delivered, assessed, certified and governed within the overall VET system.

### 3.1.4

#### Apprenticeship system

A set of interrelated structures, rules and procedures underpinned by a framework, which regulate apprenticeship provision and make it work a unitary whole.

### 3.1.5

#### Competence

Competence: The proven ability to use a structured set of knowledge, skills and personal, social and/or methodological capabilities in work or study situations and in professional and personal development.

[SOURCE: EQF, Annex I, definition i), as amended - The term "a structured set of" has been added].

### 3.1.6

#### Host organization

A legal entity which can be private, semi-public or public acting as the place of work for the apprentices and responsible for providing practical work based learning experience under the supervision of a professional with a significant background in the field of the experience. Enterprises and/or companies are usually included in the host organisations.

### 3.1.7

#### Job Shadowing

Job shadowing is a type of on-the-job training that allows an interested employee to follow and closely observe another employee performing the role. This type of learning is usually used to onboard new employees into an organization or into a new role. Job shadowing may also be used as a learning

opportunity for interns or students to gain an understanding of the role requirements and the job tasks.

### 3.1.8

#### Mentors

Any experienced person who provides guidance and support in a variety of ways and acts as a role model, guide, tutor, coach or confidante for a young person or novice (i.e. someone joining a new learning community or organisation).

### 3.1.9

#### Qualification

“a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards”

Source EQF Recommendation 2017

### 3.1.10

#### Work-based learning (WBL)

A key aspect of VET, is directly linked to its goal of helping learners acquire the knowledge, skills and competences with direct relevance for the labour market.

### 3.1.11

#### Skill

The ability to apply knowledge and to use know-how to complete tasks and resolve problems.

[SOURCE: EQF, Annex I, definition g]

### 3.1.12

#### Skill needs

Demand for particular types of knowledge and skills on the labour market (total demand within a country or region, economic sector, etc.).

[SOURCE: Cedefop, 2010]

### 3.1.13

#### Social Dialogue

every kind of consultation, negotiation and exchange of information among institutional actors, representatives of employers and workers at a social and economic level.

### 3.1.14

#### Social partners

Employers' associations and trade unions forming the two sides of social dialogue

Cedefop, 2008, p. 170

### 3.1.15

### Trainers/in-company trainers

Trainer: Anyone who fulfils one or more activities linked to the theoretical or practical training function, either in an institution for education or training, or in the workplace. In-company trainers are understood as those trainers fulfilling their training functions in the workplace.

### 3.1.16

#### Tutors

Any person offering a learner guidance, counselling or supervision by an experienced and competent professional.

### 3.1.17

#### VET providers

Any organisation or individual providing education or training services.

### 3.1.18

#### VET teachers

A teacher is a person whose function is to impart knowledge, know-how or skills to learners in an education or training institution. A VET teacher is a person who works in education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.

### 3.1.19

#### Vocational education and training (VET)

Vocational education and training, abbreviated as VET, sometimes simply called vocational training, is the training in skills and teaching of knowledge related to a specific trade, occupation or vocation in which the student or employee wishes to participate. Vocational education may be undertaken at an educational institution, as part of secondary or tertiary education, or may be part of initial training during employment, for example as an apprentice, or as a combination of formal education and workplace learning.