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# TRaining for APPrentices

## Intellectual Output#4

**The valorisation of the achievements of international learning mobilities for undergraduate apprentices: what tools to use, notably for long-term experiences?**

*-The experience of the TRAPP partners-*

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Thirdly, the specificity of the apprenticeship contract is to offer a dual education between a training centre and a company. This feature remains valid even when the apprentice goes abroad during his/her studies and spends a period of time in a foreign company. How to integrate this period of time in the educational pathway of the student? What are the competencies that he/she should achieve abroad? How to ensure that they are in line or complementary to the ones that the apprentice should have achieved during the same period of time in his/her country of origin? What happens to the theoretical courses, if any, that the apprentice should have attended if he/she had stayed at home? Again, the longer the mobility, the more important it is to correctly integrate it in the educational pathway of the apprentice.

Finally, international mobility brings competences and skills to an apprentice that must be valued in his/her educational portfolio and CV. While a number of European and national assessment and valorisation tools already exist and can be used for this purpose, there is still a lot of work to do to facilitate the recognition of the learning outcomes of international mobility, without extending learners' education and training pathways, whenever possible.

6 partners from 4 different countries gathered in the TRAPP consortium to explore the different obstacles to the long-term mobility of apprentices and propose innovative solutions, tools and good practices to support its development. The partners of TRAPP are:

- In France: The Chamber of Craft of Auvergne-Rhône-Alpes - Lyon, Rhône (CMA AURA), Rectorat de l'Académie de Lyon (Lyon's local education authority), SEPR (VET school)
- In Italy: Uniser (mobility provider)
- In Finland: OMNIA (VET school)
- In Germany: Bildungswerk der Hessischen Wirtschaft e.V. (BWHW) (training centre for integration into the world of work)

The project includes the creation of 4 Intellectual Outputs (IOs):

1. **Construction of a shared legal framework:** ensures a good framework for apprentices' security (administrative and legal of long-term mobility): status of on-training apprentices and post-diploma, salary methods, social security, agreement templates.
2. **Creation of a European area for human resources:** takes into account the challenges of crossed mobilities as a solution to maintain the workforce in the sending

company and offers a tool kit to facilitate the organisation of successful international mobilities.

3. **Implementation of a coherent educational programme:** offer a methodology and several tools to integrate the long-term mobility in the pedagogical pathway of the apprentice.
4. **Evaluate the experience and professional results:** presents different European and national assessment and valorisation tools and proposes innovative solutions to recognise and give value to the learning outcomes of international mobility.

The methodologies and tools developed under each IO were tested through the implementation of 5 pilot mobilities. The final guides and deliverables of the project are enriched with comments and recommendations, which reflect the experience gathered by each partner following the testing phase.

This document is the result of the work done for the 4<sup>th</sup> Intellectual Output, led by the Rectorat de l'Académie de Lyon and the CMA Lyon-Rhône, with the support of all the partners and with the back-up of the ECVET expert.

It is made for European mobility providers, VET centres but also business organizations such as chambers of craft, which are interested in and committed to mobility in the VET context. Target organizations are the ones interested in contributing to the intra-European mobility, and notably long-term mobility, of individuals in vocational training. These organizations will learn how to successfully assess and give value to the achievements of European apprentices who, during their vocational studies, have taken part in a mobility experience of at least more than 4 weeks, taking advantage of the good practices and recommendations of the pilot experiences carried out during the TRAPP project, which enrich this document.

The overall goal of this document is to contribute to the optimization of the vocational education and training system at a European level, by facilitating the recognition of the learning outcomes of an international learning mobility, without extending learners' education and training pathways, whenever possible. The guide aims to provide information and concrete examples of European and national assessment and valorisation tools and methodologies used during TRAPP pilot mobilities and of additional resources experienced during TRAPP project to enhance the achievements of undergraduate apprentices abroad.

The guide is divided in three sections:

- **Section 1 - The valorisation of learning outcomes through the assessment of skills.** This section focuses on the dimensions to be considered for the valorisation and assessment of skills.
- **Section 2 - The tools and methodologies for the valorisation and assessment of learning outcomes.** The section presents the different tools and methodologies available to recognise the learning outcomes of an international mobility, with concrete examples of application from TRAPP mobilities.
- **Section 3 – Final conclusions.** The third and last section presents the final conclusions, which sum up the most significant reflexions and results achieved thanks to the TRAPP experience.

# Section 1 - The valorisation of learning outcomes through the assessment of skills

## 1. Context

Europe is featured by an increasing number of apprenticeship schemes, with different purposes: vocational training fully preparing learners for an occupation, short-term skills development, etc. as recalled by the CEDEFOP recently<sup>1</sup>. Though efforts are made to promote a common European understanding of apprenticeship, there is still not a single model of apprenticeship which is valid for all EU countries. Consequently, when an undergraduate apprentice decides to experience a long period of time abroad during his/her vocational studies, he/she decides implicitly to integrate a different but complementary vocational educational system.

Despite the differences with the country of origin, during the mobility the apprentice acquires new skills, that, once assessed, should be valued. When at all possible, such skills should be integrated into the final qualification of the apprentice, thanks to the implementation of a coherent education program.

Thus, to allow for the integration of learning outcomes in the apprentice's final qualification:

- First, it is necessary to ensure that the skills, competences, and knowledge acquired abroad are consistent with the ones that the apprentice would have acquired while remaining in his/her country of origin.
- Secondly, it is essential to **validate and certify such learning outcomes, by assessing and correctly measuring their conformity** with the ones that the apprentice would have acquired if he/she had stayed at home.

When the integration is not possible, the learning outcomes should at least be valued into the apprentice's training pathway. The longer the mobility, the less it is possible to ignore the valorisation of such learning outcomes.

In higher education, where all countries have adopted the ECTS (European Credits Transfer System), it is easy to compare study programs between the different European countries. In vocational training, this task is much harder. VET systems in Europe are numerous and can be very different from one country to another. The variety of systems implies that there are

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<sup>1</sup> "[Apprenticeship: a pill for every ill?](#)", Cedefop, Briefing note, March 2021, ISSN 1831-2411.

numerous types of assessment and recognition, making it more complex to establish equivalences of standards.

Before going into the types and forms of recognition available to value the learning outcomes acquired by an undergraduate apprentice during the mobility, it is important to define the basic concepts of learning outcomes' valuation and assessment and the actors involved in the process.

## 2. Definition and dimensions of learning outcomes' valorisation and assessment

To valorise one or several learning outcomes is to recognise them and give them values<sup>2</sup>. In order to give them value, it is necessary to assess them.

Thus, our first step will be to clarify:

- What is the assessment of learning outcomes.
- What is an assessment system.
- What are the types of learning outcomes to recognize and assess.
- Who are the actors involved for the valorisation and assessment of learning outcomes.

### 2.1. What is the assessment of learning outcomes?

The **assessment** of one or several learning outcomes i.e., skills, competences, or knowledge, is a process allowing to measure the apprentice's ability to implement one or several skills, competences, or knowledge, based on real professional situations that he/she has already had to face and solve during the time of his/her training program, as well as his/her ability to apply them to a concrete situation.

Consequently, the learning outcomes recognized and assessed result from the tasks and activities performed by the apprentice.

### 2.2. What is an assessment system?

An **assessment system** allows to measure and to obtain the recognition of learning outcomes acquired during an internship or a training.

<sup>2</sup> Source: <https://dictionary.cambridge.org/fr/dictionnaire/anglais/valorize?q=valorise>

### 2.3. What are the types of learning outcomes to recognise and assess?

Learning outcomes are a combination of competences, skills, and knowledge that can be define as the statements of what an individual should know, understand and/or be able to do at the end of the learning process<sup>3</sup>.

The assessment of the learning outcomes can be conducted on two types of knowledge:

- **Cognitive and practical knowledge**, referring to a knowledge acquired from one's perception, attention, memory, or reasoning, but also to technical knowledge applied to concrete situations.
- **Theoretical knowledge**, referring to a more general knowledge such as: history, geography, mathematics, physics, applied arts, economy, etc.

There are also two types of skills that can be assessed<sup>4</sup>:

- **Hard skills**, referring to measurable and easy to quantify technical and academic skills, that can be acquired through education, specialized training, or work experience.
- **Soft skills**<sup>5</sup>, referring to personality traits, interpersonal and communication skills, which are more subjective and less easily measurable.

Thus, the assessment process of the learning outcomes will vary from the type of knowledge and skill we want to measure and validate.

### 2.4. Who are the key actors in the assessment of the learning outcomes in a project on international mobility?

The actors involved in the assessment and valorisation of learning outcomes in a project mobility at an international level can be very different. Their role and level of implication depend on several factors, such as the type of actor who organizes the mobility, the organization of the apprenticeship system in the countries involved in the mobility project, as well as the dimension taken by the assessment and valorisation of the skills, competences, and knowledge achieved abroad.

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<sup>3</sup> Source : <https://www.cedefop.europa.eu/en/projects/learning-outcomes>

<sup>4</sup> Source : <https://www.apec.fr/candidat/etre-accompagne-dans-votre-recherche-demploi/1er-emploi/fiche-conseils/hard-skills-et-soft-skills-la-combinaison-gagnante-pour-decrocher-un-job.html>

<sup>5</sup> Source : <https://www.cadremploi.fr/editorial/conseils/conseils-candidature/entretien-emploi/detail/article/soft-skills-quelles-sont-elles-que-les-entreprises-s-arrachent.html>

The following actors can be involved in the assessment and valorisation of learning outcomes during an international mobility:

- The **apprentice**: a young undergraduate VET student enrolled in a dual-VET training programme, who decides to experience an in-company training period abroad.
- The **apprentice's training company in the country of origin (or Sending company)**: it is the company that signs a training contract with the apprentice in his country of origin and assumes the responsibility of teaching technical contents required by the dual-VET training programme.
- The **VET school in the country of origin (or Sending VET school)**: the vocational school where the apprentice enrolls to complete his/her dual-VET training programme. In some cases, the VET school is also the organizer of the mobility.
- The **apprentice's training company in the country of destination (or Hosting company)**: the company who hosts the apprentice during the mobility and assumes the responsibility for teaching the technical training contents included in the learning agreement<sup>6</sup>.
- The **VET school in the country of destination (or Hosting VET school)**: it is the vocational school that may facilitate or organize the mobility in the hosting country.
- The **supporting organization**: it is an organization other than a VET school, which may organize the mobility and facilitate the exchanges between the different actors of the mobility.
- The **certifier**: the organization who allows for the recognition of the skills achieved by the apprentice during the mobility abroad, once he/she is back to the country of origin.

Not all the actors mentioned above are always directly involved in the assessment and valorisation of the learning outcomes and the experience gathered through the TRAPP project showed that it is essential to clearly identify the role of each actor ever since the early stages of the planning of the mobility.

### The valorisation of skills in the experience of TRAPP

TRAPP project originally foresaw to organize 8 cross-mobilities of undergraduate apprentices in the sectors of hairdressing and car mechanics. One of the goals was to make sure that the mobilities would be acknowledged and appreciated, thanks to the recognition of the

<sup>6</sup> For more information about the Learning agreement, see the pedagogical guide developed as on the 3<sup>rd</sup> intellectual output of TRAPP.

apprentices' learning outcomes during their time abroad. To achieve it, the partners of TRAPP had to:

- understand how the valorisation and assessment system in each partner country works;
- clarify the different valorisation and assessments tools and processes available and useable in each country and by each partner;
- identify the actors involved in the process of valorisation of skills for each mobility.

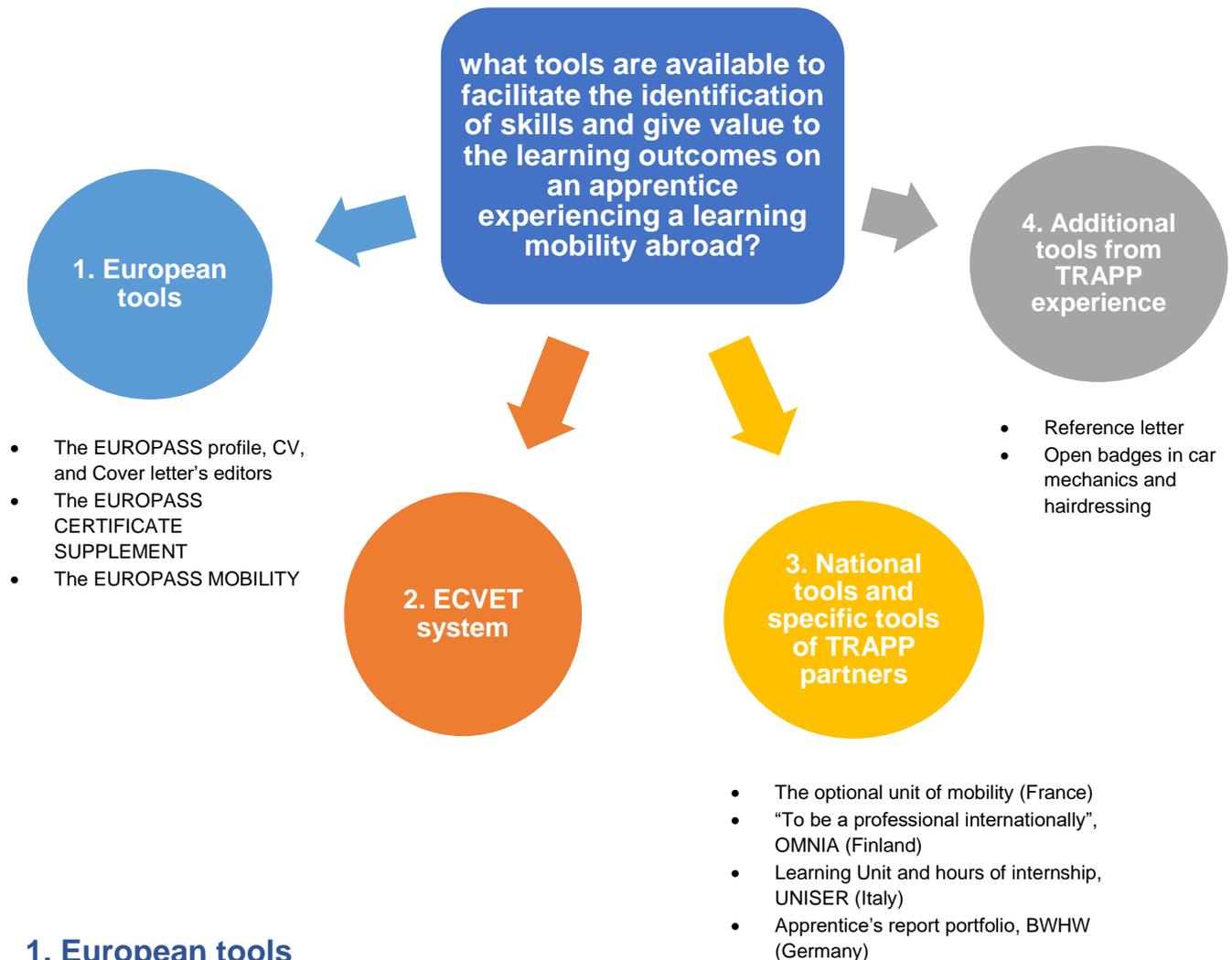
The different actors and respective roles adopted during the pilot experiences of TRAPP, as well as the valorisation tools and processes used by the partners, are described in the following sections.

## Section 2 - The tools and methodologies for the valorisation and assessment of learning outcomes

Once clarified the valorisation and assessment process and its actors, it is important to identify the different valorisation and assessments tools and processes that are available and usable for each partner.

We can distinguish tools and processes which are common to all European countries, and others which can be adopted only at a national level or that are specific to the partners of TRAPP.

In this section, we will describe the European and national tools and methodologies identified during TRAPP experience, how these tools were adopted and used by TRAPP's partners. A focus will be made as well on additional tools that were used specifically for TRAPP international mobilities.



## 1. European tools

Over the years, the European Commission has adopted [a set of different online tools](#) to support learners, workers and job seekers across Europe to effectively communicate about their skills and qualifications. All tools are easy to access, available for free and developed in 29 languages. They are all gathered on the [Europass portal](#).

### 1.1. The EUROPASS profile, CV and Cover letter's editors

<b>Presentation</b>	The EUROPASS portal gives the possibility to its users to create a personal profile, where to record skills, education and training certifications and qualifications, as well as professional and personal experiences in one secure, online location. Once created, the profile allows the user to easily create CVs and cover letters through automatic editors. The user can choose from a variety of different templates and store the documents in his/her device or on the Europass library.
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<b>Accessibility</b>	The EUROPASS profile, CV and Cover letter's editors are free online tools available in 29 languages. The access is open to all publics without any condition. All apprentices on mobility are strongly encouraged to create a personal profile.
<b>Advantages</b>	The apprentice can easily identify the skills to transpose into a CV, promote his transversal skills and benefit from the notoriety of the tool across European countries. The Europass profile also allows to store diplomas, reference letters or other documents in a personal Europass Library, supporting possible jobs application.
<b>Limits</b>	<p>The Europass profile does not entitle the user to any automatic recognition of the skills, qualifications or other entitlements declared.</p> <p>The customization of the Europass CV is limited to the templates proposed by the portal. The Europass CV is only available in a PDF format, limiting any personal modification in terms of layout and graphic contents.</p>
<b>Resources</b>	<p>Further information:</p> <p><a href="https://europa.eu/europass/en/about-europass">https://europa.eu/europass/en/about-europass</a></p> <p>EUROPASS website:</p> <p><a href="https://europa.eu/europass/eportfolio/screen/profile-wizard?lang=en">https://europa.eu/europass/eportfolio/screen/profile-wizard?lang=en</a></p>

## 1.2. The EUROPASS CERTIFICATE SUPPLEMENT

<b>Presentation</b>	The EUROPASS CERTIFICATE SUPPLEMENT (ECS) is a document describing the knowledge and skills acquired by holders of vocational training certificates. It includes the original title of the VET certificate and its translation in the foreign language chosen for the ECT. It also reports the profile of skills and competences covered by the certificate, the range of occupations accessible by the holder of the certificate, as well as information on the official basis of the certificate and the officially recognised ways of acquiring the certificate.
<b>Accessibility</b>	Free of access. Any person who holds a vocational education and training certificate can ask for the ECS <sup>7</sup> .

<sup>7</sup> In Finland and Germany, the certificate supplements are available in a database. More specifically, in Germany, the certificate supplements are prepared by the respective competent authorities. For dual training occupations and for continuing education occupations, these are the Federal Ministry of Education and Research together with the Federal Institute for Vocational Education and Training (BIBB). For full-time school-based initial and continuing training courses, the Ministries of Education and Cultural Affairs of the Länder and the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder are responsible. [BIBB / Informationen zu Aus- und Fortbildungsberufen](https://www.bibb.org/Informationen-zu-Aus-und-Fortbildungsberufen)  
[Information in English \(kmk.org\)](https://www.kmk.org/)

<b>Advantages</b>	The ECS provides additional information to the ones already included in the official certificate of the holder, making it more easily understandable, especially by employers or institutions abroad. ECS are issued by different types of national organizations. Many countries maintain a national inventory of ECS available, at the following link: <a href="https://europa.eu/europass/en/national-inventories-europass-certificate-supplements">https://europa.eu/europass/en/national-inventories-europass-certificate-supplements</a>
<b>Limits</b>	The ECS is not a substitute for the original certificate and does not represent an automatic system that guarantees the recognition of the knowledge and skills of its holder. It does not have any legal value. It serves only an orientation to better understand the foreign system.
<b>Resources</b>	More information are available on the Europass portal: <a href="https://europa.eu/europass/en/europass-certificate-supplement-stakeholders">https://europa.eu/europass/en/europass-certificate-supplement-stakeholders</a>  Examples of ECS translated in several EU languages: <a href="https://europa.eu/europass/en/europass-certificate-supplement-examples">https://europa.eu/europass/en/europass-certificate-supplement-examples</a>

### 1.3. The EUROPASS MOBILITY

<b>Presentation</b>	The Europass Mobility is an official and personalised document which describes the skills developed during a mobility experience. It can include information on the roles and responsibilities covered abroad, as well as job-related skills, language skills, digital skills, organisation and managerial skills, communication skills.
<b>Accessibility</b>	To obtain the Europass mobility: <ol style="list-style-type: none"> <li>1. Before the mobility, the sending organization (VET school or different provider) needs to register with the National Europass Center of its country.</li> <li>2. During the mobility, the sending organization and hosting institution welcoming the apprentice complete the relevant documents. The apprentice may also be involved in this process, to help with the description of the skills he/she has achieved abroad.</li> <li>3. Once the experience abroad is finished, the apprentice receives his Europass Mobility from the sending organization.</li> </ol>
<b>Advantages</b>	The Europass Mobility is complementary to Europe Certificate Supplement and can be easily adopted by every VET provider in Europe. It is free, official, and nominative. It is recognised throughout Europe and provides a guarantee of a mobility of quality.

<b>Limits</b>	The Europass Mobility is an official way to record the mobility experience but does not entitle the user to any automatic recognition of the skills acquired by its holder. In other words, it does not lead to a qualification.
<b>Resources</b>	<p>Further information:</p> <p><a href="https://europa.eu/europass/en/europass-mobility-0">https://europa.eu/europass/en/europass-mobility-0</a></p> <p>National Europass Centre:</p> <p><a href="https://europa.eu/europass/en/national-europass-centres">https://europa.eu/europass/en/national-europass-centres</a></p> <p>Templates of the Europass Mobility:</p> <p><a href="https://europa.eu/europass/en/europass-mobility-examples">https://europa.eu/europass/en/europass-mobility-examples</a></p> <p>Guidelines to issue the Europass Mobility</p> <p><a href="https://europa.eu/europass/en/europass-mobility-instructions">https://europa.eu/europass/en/europass-mobility-instructions</a></p>

The Europass tools provide transparency, recognition and valorisation of the skills acquired by their holders. They are commonly used by the VET schools and supporting organisations, which promote the mobility of the apprentices in Europe.

### **The use of the Europass CV tools, Europass mobility and ECS by the partners of TRAPP**

During the implementation of the project, we observed that all TRAPP partners were familiar with the EUROPASS profile, CV and Cover letter's editors.

As for the Europass Mobility, while BWHW, UNISER and SEPR adopt it, OMNIA has decided not to use it anymore because the Finnish enterprises are not familiar with it. The tool seems to bring no added value to their VET students.

The ECS proved to be particularly useful to support the identification of the competencies that the apprentice should achieve abroad and that will be included in the learning agreement. The actors in charge of organizing the international mobility in the sending countries exchanged the ECS with their peers in the hosting countries to facilitate the understanding of the pedagogical curriculum of the apprentice and find an agreement on the skills to acquire abroad. All diplomas of the participating countries correspond to EQF 4. This was particularly interesting for the mobility of a French apprentice preparing a EQF 4 diploma in France, for which the mobility was organized to allow the validation of a specific unit of technical competences within the hosting training company in Germany<sup>8</sup>.

<sup>8</sup> See details [Section 2 part 2.1.3.](#)

## 2. The ECVET system

The European Credit system for Vocational Education and Training (ECVET) is a European instrument for transfer, recognition, and accumulation of learning outcomes of individuals with a goal to achieve a qualification.

Indeed, ECVET's purpose is to enable the recognition of learners' achievements during periods of mobility by adopting a common language and stimulating the exchanges and mutual trust among VET providers and competent institutions across Europe. In the context of international mobility, ECVET aims as well to support recognition of learning outcomes without extending learners' education and training pathways<sup>9</sup>.

The core of the ECVET system is the establishment of a **cooperation** and **co-construction** approach based on **mutual trust** between the sending structure, the host structure, and the certifier:

- The Sending structure (the Sending company and/or the Sending VET school<sup>10</sup>) delegates a part of the training to a Host structure and provides some expected results expressed in Learning Outcomes.
- The Host structure (the Hosting company and/or the Hosting VET school) proposes to the apprentice to do some activities adapted to the expected results and assesses the skills acquired by the apprentice by using grids/tools/procedures defined by the Sending structure.
- The Sending structure (the Sending company and/or the Sending VET school) validates the recorded results.
- The Certifier recognizes the learning outcomes validated by the sending structure and takes them into account in the certification process.

To guarantee the quality and reliability of the results of a mobility experience at international level, there is a need to formalise a Learning Agreement<sup>11</sup>.

This educational contract describes the expectations in terms of learning outcomes, the methodology that should be used to assess them and the actors involved (e.g., the apprentice, the Sending VET school, the Hosting company, and the certifier - if the validated skills abroad are included in the certification process).

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<sup>9</sup> Source: ECVET projects: <http://www.ecvet-projects.eu/About/Default.aspx>

<sup>10</sup> CF [Section 1 part 2.4](#)

<sup>11</sup> See the pedagogical guide, developed under as the 3<sup>rd</sup> Intellectual Output of TRAPP.

## 2.1 The use of the ECVET system during TRAPP experience

During TRAPP project we decided to explore the possibility to adopt the ECVET approach to assess and value the professional skills acquired by their undergraduate apprentices abroad during the experimentation of the long-term cross-mobilities.

Since the implementation of ECVET is not uniform across Europe, the first step for the partners was to clarify the specificities of the system of apprenticeship and the legal framework of the international mobility in the partners' countries and later to determine whether the ECVET approach could be adopted in each partner country. These two steps are described for the cases of France, Germany, Italy, and Finland in the following sections.

*Nota bene:* the project foresaw to organize two cross-mobility experiences in two different sectors in all the partner countries (France, Spain, Germany, and Italy). The duration of the mobility was initially set to 8 weeks for all the experiences. However, due to the impact of the COVID-19 epidemic on the project activities, in none of the countries it was possible to carry out the mobility in both sectors. In addition, the duration of the mobility in some cases had to be reduced. Thus, the experience presented below is related to the only mobilities that each partner was able to organize.

### 2.1. France

#### **French national framework**

The French legal framework concerning the validation and accreditation of the learning outcomes during a mobility period for the apprentices has evolved since the adoption of a new decree in 2019<sup>12</sup>.

The 2019 decree has modified the educational code to give the possibility of the inclusion in French diplomas of the learning outcomes of an apprentice during a mobility in a foreign country. More precisely, it gives the possibility of carrying out a part of the apprentice's training period within the framework of a European or international mobility, thanks to the establishment of an agreement between the apprentice, his/her VET school, and the training companies in France and abroad.

Therefore, **the new legal framework allows to assess the skills acquired abroad** by a hosting company and for the skills that are validated to be potentially included into the delivery of the apprentice's diploma in France.

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<sup>12</sup> Decree n ° 2019-907 of August 30, 2019 of the French education code (for the diplomas of a level 3 and 4 according to the classification of French diplomas).

However, **to assess the skills during a mobility period and to approve and accredit the learning outcomes** of the apprentice abroad, **several criteria need to be respected:**

1. **The assessment rules of the apprentice’s diploma must give the possibility to conduct an assessment during the time of his/her training period.**

French diplomas are defined by course units relating to specific skills, knowledge and know-how that are defined when the diploma is created. The methodologies use to assess the course units of one’s diploma may vary from one course unit to another and do not always allow to conduct assessment during the time of the apprentice’s training period.

2. **The assessment rules of the apprentice’s diploma must give the possibility to conduct an assessment outside of the apprentice original VET school or training company in France.**

3. **The apprentice’s VET school must have an authorization to conduct assessments during the time of the apprentice’s training period** to be able to take into account the evaluation and validation of the learning outcomes. This special authorization is called “Contrôle en cours de formation” or “C.C.F.” in French<sup>13</sup>.

4. **During the mobility, the assessment of the expected results carried out abroad by the hosting company must comply with the procedures defined by the local certifier**, which is the French Local Education Authority.

Thus, in France, the criteria of assessment validation and certification of skills will determine whether it is possible to approve and accredit the skills acquired abroad during a mobility period into the delivery of the apprentice’s diploma.

→ If the skills can be approved and accredited, the sending VET school in France must determine a methodology and the tools used to assess the learning outcomes abroad, in collaboration with the French certifier, its Local Education Authority.

→ When it is not possible to approve and accredit the skills acquired abroad into the delivery of the apprentice’s diploma, the apprentice’s sending VET school in France can decide together with the hosting company abroad which tools they want to use to

<sup>13</sup> Source: <https://eduscol.education.fr/785/controle-en-cours-de-formation>

evaluate the expected results. The chosen tools can be some tools already used by the sending company and/or the hosting company. Once the assessment is conducted by the hosting company abroad, the sending company and / or the sending VET school can run a final verification of the skills assessed.

### The actors and relative roles during the experience of TRAPP

The table below describes the different actors involved and their roles in setting up a cross-mobility for a French apprentice in the sector of car mechanics in Germany.

<u>Actor</u>	<u>Name</u>	<u>Role</u>
<b>Apprentice</b>	Eva, a French apprentice in her 3 <sup>rd</sup> year of apprenticeship	Eva decided to experience an international mobility in Germany for 8 weeks.
<b>Apprentice's training company in the country of origin</b> (Sending company)	Renault Trucks (France)	Renault Trucks agreed to let Eva leave for the international mobility.  Legally, the company is also the sending organization.
<b>VET school in the country of origin</b> (Sending VET school)	SEPR (France)	SEPR has set a number of learning outcomes in collaboration with the sending company and the Académie de Lyon, which are included in the Learning Agreement <sup>14</sup> as well as the assessment rules.
<b>Supporting organization</b>	BWHW (Germany)	BWHW helped facilitating the organization of the mobility.
<b>Certifier</b>	Académie de Lyon	Académie de Lyon is the French local education authority.  As the certifier, it validated the skills to be assessed abroad and the methodology used to recognize the results in Eva's diploma.
<b>VET school in the country of destination</b> (Hosting VET school)	Friedrich-Ebert-Schule Wiesbaden	The German hosting school was in charge of assessing Eva abroad according to the criteria and the methodology defined in the Learning Agreement.

<sup>14</sup> See the pedagogical guide developed as the 3rd Intellectual Output of TRAPP.

**Apprentice's training company in the country of destination**

(Hosting company)

Autohaus Flackus + Maurer GmbH

Legally, it is the hosting organization. It ensures the training of the skills and competences as agreed in the Learning Agreement.

**The valorization of the professional skills during the international mobility experienced during TRAPP**

During TRAPP project, two mobilities were planned to be organized in France, involving two apprentices coming from the French VET school and partner of the project SEPR, and pursuing training courses for two different diplomas, which have both different assessment rules.

Consequently, the methodology used to recognize the learning outcomes of the apprentices' international mobilities differed from one mobility to the other, as described below.

**The adoption of the ECVET approach for the mobility in car mechanics**

A first mobility involved Eva, an apprentice who was taking courses to obtain a technical college baccalaureate in car maintenance (named "Bac Pro Maintenance Automobile" in French). It was decided for this apprentice to participate in a pilot cross-mobility in Germany for 8 weeks.

**The partners decided to adopt and to test the ECVET approach to assess the learning outcomes of Eva abroad, based on the principle of trust between the stakeholders involved in her mobility.**

To do so, several steps were taken by the partners before the mobility started:

- The partners first verified the assessment rules of Eva's diploma and confirmed that the possibility to run an assessment during the time of her training period was included, as well as the possibility to run the assessment outside of her VET school and training company in France.
- SEPR, Eva's VET school in France – which is authorized to run assessments during the time of Eva's training period – later defined in a Learning Agreement<sup>15</sup> the competencies that had to be acquired by Eva abroad, as well as the activities and the tasks to accomplish to reach the expected learning outcomes. The Learning Agreement also described the assessment and validation applied during the mobility.

<sup>15</sup> See the pedagogical guide developed as the 3rd Intellectual Output of TRAPP.

In collaboration with the Académie de Lyon, the local certifier and validation authority, an evaluation grid was established to assess Eva's skills on a specific unit of her diploma called Test U31 or "E31: carrying out interventions on vehicles" (see annex 2).

→ As planned in her diploma's rules, the learning outcomes of the chosen unit had to be assessed in the training company, and more specifically in the hosting training company in Germany during a mobility period.

Therefore, to facilitate the evaluation of the expected results and to make sure that the assessment made complies with the diploma's rules, SEPR translated the evaluation grid, which was describing the tasks to be accomplished and the skills to be evaluated to be able to validate this unit. In addition, it included specific indications on how to run the assessment, with performance indicators and scoring. The grid was transferred to the German hosting company and school for them to be aware of the competences that needed to be assessed and the methodology that had to be used.

→ A hybrid meetup was then organized to prepare Eva's mobility in Germany<sup>16</sup>. This meetup included the different stakeholders involved in Eva's mobility. They discussed together the details of Eva's assessment abroad and gave precise indications on what the hosting training company and school had to do. The meetup included the participation of SEPR, Eva's VET school, her training company in France, BWHW, the German supporting organization, the German VET school and the hosting training company in Germany.

### **The valorisation of skills for the mobility in hairdressing**

At the beginning of the project, the partners explored the possibility of adopting the ECVET system for 2 different levels of professional diplomas in hairdressing: "CAP Coiffure" (EQF 3) and "Brévet professionnel" (EQF 4).

The investigation of the French partners showed that in none of the diplomas it was possible to allow to assess the apprentice's skills during the international mobility. Consequently, the ECVET approach could not have been adopted to validate and accredit the skills acquired abroad. Unfortunately, due to the fact that it was not possible to carry out the mobility on the hairdressing sector by the end of TRAPP, the partners had not the chance to explore any alternative solution of valorisation.

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<sup>16</sup> For more information about the meetups, see the methodological guide and relative toolkit developed as the 2nd Intellectual Output of TRAPP.

## 2.2. Germany

### The German national framework

In Germany, the apprenticeship system requests for the apprentice and the company to sign an apprenticeship contract of 3 to 3 1/2 years, which is registered at the Chamber of Craft.

During the time of the contract, the apprentice is asked to follow two curricula that organize the learning content and activities at the VET school and at the apprentice's company. The framework of the VET school's curricula is developed by the Standing Conference of the Ministers of Education and Cultural Affairs. Every federal state can build its own curricula on the base of this common German framework. While the curricula of the company is provided by the Federal Ministry of Economics and Technology, now Federal Ministry of Economics and Climate Protection.

The German training company is responsible to qualify the programme executed during the apprenticeship period but does not participate to the final evaluation which allows the apprentice to get the final diploma. The Chamber of Craft is the certifying organization (or certifier) responsible to deliver the VET diploma to the apprentice.

When a German apprentice experience an international mobility for less than 8 weeks, the expected results and learning outcomes are defined by the German company itself. In this case, it is usually decided to not conduct any types of assessment to validate and accredit the skills acquired during the time abroad in the apprentice's diploma. However, the VET mobility provider/supporting organization, which helps organizing the mobility, can use additional tools, such as the EUROPASS Mobility, to run a **personalized assessment** and to valorize the mobility of the apprentice abroad.

If an apprentice wants to perform more than 8 weeks of his/her apprenticeship in a foreign country and company the learning content needs to be reconciled with the Chambers in charge.

### The actors and relative roles during the experience of TRAPP

In Germany, the mobility experience involved an apprentice from the sector of car mechanics who experienced a mobility of 8 weeks in France.

The table below describes the different actors involved and their roles.

<u>Actor</u>	<u>Name</u>	<u>Role</u>
<b>Apprentice</b>	Niclas, an apprentice in his 3 <sup>rd</sup> year of apprenticeship	Niclas decided to experience an international mobility in France for 8 weeks.
<b>Apprentice's training company in the country of origin</b> (Sending company)	Autohaus Flackus + Maurer GmbH	Autohaus Flackus + Maurer GmbH agreed to let Niclas leave for the international mobility.  Legally, the company is also the sending organization. The German company has set the learning objectives included in the Learning Agreement as well as the assessment rules.
<b>VET school in the country of origin</b> (Sending VET school)	Friedrich-Ebert-Schule Wiesbaden	Friedrich-Ebert-Schule Wiesbaden agreed to take part to the TRAPP experience. The sending VET school has set a number of learning outcomes in collaboration with the sending company.  Friedrich-Ebert-Schule Wiesbaden will add to the diploma of Niclas a special mention concerning the international mobility experienced by Niclas in France.
<b>Supporting organization</b>	BWHW	BWHW facilitated the organization of the mobility.
<b>Certifier</b>	BWHW and Friedrich-Ebert-Schule Wiesbaden	BWHW used the EUROPASS Mobility to valorise the mobility of Niclas.  Friedrich-Ebert-Schule Wiesbaden validated the skills acquired and assessed abroad by the hosting company and recognized them in a special mention.
<b>VET school in the country of destination</b> (Hosting VET school)	SEPR (France)	The French hosting school was in charge of supervising and monitoring Niclas during the time of his mobility.
<b>Apprentice's training company in the country of destination</b> (Hosting company)	Renault Trucks	Legally, it is the hosting organization. It ensures the training of the skills and competences as agreed in the Learning Agreement.

## **The valorization of the professional skills during the international mobility experienced during TRAPP**

In Germany the ECVET system is usually not applied for international mobilities. In the case of the car mechanics sector, two exams must be taken and passed to obtain the diploma in this field and these exams cannot be passed outside of Germany. Thus, it is usually not possible to recognize and accredit the skills acquired abroad during an international mobility into the apprentice's diploma.

Nevertheless, in the case of TRAPP, the partners and stakeholders involved in mobility decided to explore an alternative way to give value to the skills acquired by Niclas' during his experience in France. Indeed, Niclas' sending school agreed to recognize the competences that he acquired during his international mobility in a special mention to the final diploma delivered by the school.

To do so, Niclas' VET school set, in collaboration with Niclas' sending company, a number of learning objectives to be acquired abroad, which were expressed in the learning agreement. The hosting organization was then in charge of ensuring the training of the skills and competences as agreed before the mobility. The VET teacher prepared a scheme for the in-company evaluation during the mobility (see Annex 3). This was a total novum since in the dual system there is no evaluation situation inside the companies.

### **2.3. Italy**

#### **The Italian national framework**

The Italian apprenticeship system is managed by the different Italian regions. Regions are the funding authorities of the training courses and perform regular check to qualify the training. An apprenticeship training programme includes an overall curriculum for both in-company training and courses at the apprentice's school.

The VET schools provide theoretical content and find the company of the apprentice. The schools take care of drafting a learning plan for the apprentice which is then signed by the apprentice, the company, and the VET school. The schools also certify the number of compulsory hours of the apprentices' internships and the results of the apprentices.

The companies hire the apprentices with a working contract and appoint in-company tutors who are responsible to follow the learning path of the apprentices. They assign tasks to the apprentices and verify with them the learning objectives.

Regarding the evaluation process, the schools are in charged to assess the training courses and the in-company tutors assess to what extent the learner has reached the objectives.

During a mobility experience, an assessment of technical skills acquired by the apprentices during their time abroad is conducted by the in-company tutor from the hosting company, as defined in a Learning/Training Agreement.

### The actors and relative roles during the experience of TRAPP

During TRAPP project, two mobilities were planned to be organized for Italy in the sectors of car mechanics and hairdressing.

The table below describes the actors involved for the mobility in hairdressing and their respective roles.

Hairdressing		
<u>Actor</u>	<u>Name</u>	<u>Role</u>
<b>Apprentice</b>	Gaia, an Italian apprentice in hairdressing	Gaia decided to experience an international mobility in Germany for 6 weeks.
<b>Apprentice's training company in the country of origin</b> (Sending company)	SP HAIR STUDIO	SP HAIR STUDIO agreed to let Gaia leave for the international mobility.
<b>VET school in the country of origin</b> (Sending VET school)	IAL Lombardia	IAL Lombardia agreed to take part to the TRAPP experience.  IAL Lombardia has set a number of learning outcomes included in the Learning Agreement as well as the assessment rules.
<b>Supporting organizations</b>	UNISER and BWHW	UNISER and BWHW facilitated the organization of the mobility.
<b>Certifier</b>	IAL Lombardia (sending VET school)	IAL Lombardia is in charge of certifying the number of compulsory hours of Gaia's internship and her results.
<b>VET school in the country of destination</b> (Hosting VET school)	Kerschensteiner Schule	No VET school was formally responsible to host Gaia. However, she was welcomed for some hours of lessons at the Kerschensteiner Schule. This opportunity allowed Gaia to discover our hairdressing is taught in Germany.

**Apprentice's training company in the country of destination**

(Hosting company)

Hairdressing salon  
Goldrausch

Legally, it is the hosting organization. It ensures the training of the skills and competences as agreed in the Learning Agreement.

## The valorization of the professional skills during the international mobility experienced during TRAPP

During TRAPP project, a pilot mobility was organized with Gaia, an apprentice from the hairdressing sector who experienced a mobility of 6 weeks in Germany.

The apprentice was from the Lombardy Region, which has a dual system and represents the authority regulating the VET system. Her Italian sending VET school is the certifier and performs the assessment using the criteria established by the Lombardy Region.

UNISER, our Italian partner and supporting organization, is familiar with the ECVET approach and is usually adopts it for mobilities experiences. Naturally, the ECVET approach was used as well for the international mobility of Gaia.

During her time abroad, her sending VET school trusted the hosting company to assess her on the specific learning objectives that were including the learning agreement. The tools adopted for the recognition are: the Europass mobility; the evaluation grid filled in by the hosting company containing the objectives of the Learning Unit; and the stage register filled with the hours of internship (which will presented in the following chapter). All such tools contribute to the achievement of Gaia's final diploma.

## 2.4. Finland

### The Finnish national context

The Finnish apprenticeship system is a dual system, which can last between a couple of months to three years.

There are 4 main stakeholders involved during a dual-training programme:

1. The dual student/apprentice;
2. The Finnish company where the student performs an internship;
3. The VET institute, which is also responsible for the certification of the apprentice.
4. The intermediate actor/ apprenticeship provider who organizes the agreements needed between the company and the student, pays for the educational support fee

for the employer and who takes care if needed of the economic support for the apprentice.

### The actors and relative roles during the experience of TRAPP

In Finland, the mobility experience involved a dual student from the sector of car mechanics who did a mobility of around 8 weeks in Italy.

The table below describes the different actors involved and their roles.

Car mechanics		
<u>Actor</u>	<u>Name</u>	<u>Role</u>
<b>Dual student</b>	Maksim, a Finnish student in car mechanics	Maksim decided to experience an international mobility in Italy for more than 8 weeks.
<b>Student's training company in the country of origin</b>	Not applicable	In the case of TRAPP, Maksim was not an apprentice, but a VET student and he had no contract with a Finnish company at the moment of his departure
<b>VET school in the country of origin</b> (Sending VET school)	OMNIA	OMNIA has set a number of learning outcomes, which are included in the Learning Agreement <sup>17</sup> as well as the assessment rules.
<b>Supporting organization</b>	UNISER	UNISER facilitated the organization of the mobility. Legally, it played also the role of the hosting organization.
<b>Certifier</b>	OMNIA	As the VET school, OMNIA is responsible for the certification of the apprentice. OMNIA validated the skills assessed abroad and the methodology used to recognize Maksim's results in his diploma.
<b>VET school in the country of destination</b> (Hosting VET school)	CNOS-FAP Lombardia	CNOS-FAP took care of all logistical aspects of the mobility (accommodation, transfer from/to the airport, local transports). It has also found the local hosting company in collaboration with UNISER.

<sup>17</sup> For more information about the learning Agreement, see the pedagogical guide developed as the 3<sup>rd</sup> Intellectual Output of TRAPP.

**Student's training company in the country of destination**

(Hosting company)

Merbag S.p.A.

Merbag S.p.A. played the role of the hosting company who ensured the training and the assessment of the skills and competences as agreed in the Learning Agreement.

**The valorization of the professional skills during the international mobility experienced during TRAPP**

During TRAPP project, our Finnish partner OMNIA was responsible, as a VET school, to determine the type of assessments to conduct for their apprentices during the pilot mobilities.

For the mobility of their dual students/apprentices, OMNIA usually valorises and recognises the learning outcomes achieved abroad. **Indeed, OMNIA is also already familiar with and usually adopts the principle of trust which is the basis of the ECVET system and delegates to the hosting training company a part of the assessment of the apprentice's skills achieved abroad.**

More precisely, during the mobility experience, the assessment methodology was organized as follow:

⇒ During the mobility:

- The vocational teachers asked the apprentice to prepare a report about his experience and to send feedbacks.
- The apprentice also prepared a video description of his internship in the company abroad, explaining more specifically the conditions of his internship and what tasks he was assigned to.
- When at all possible, OMNIA's the VET teachers visit their apprentices abroad. However, in the case of Maksim, as the pandemic limited the mobility on OMNIA's staff, the meetings with Maksim's vocational teacher were organized only remotely.

⇒ At end of the mobility:

- The hosting in-company tutor assessed the Finnish apprentice, based on the expected competencies and tasks defined in the learning agreement before the mobility by his sending VET school, OMNIA.

⇒ After the mobility:

- The VET teacher asked the apprentice to write a report on his experience abroad and encouraged the apprentice to prepare a self-evaluation of the

experience abroad (not mandatory). The apprentice was also asked to record a video to give his feedbacks on his experience.

- The apprentice was then interviewed by his mobility manager and VET teacher.
- Based on the written reports and interviews, a final assessment of his mobility was made. This assessment can entitle the apprentice with up to 15 ECVET-credits of Vocational studies and 15 extra ECVET-credits, which contribute to the delivery of his final VET diploma. With the extra ECVET-credits (study module called: To be a professional internationally), OMNIA recognizes all the additional work carried out by Maksim for participating in an international mobility rather than doing an internship in his home country. Maksim did his period and gained to planned study credits, but he failed to achieve the best grade due to repeated lack of punctuality.

### 3. Case-specific tools

There are a few **additional solutions that can be adopted to** recognize the skills achieved by apprentices during an international mobility, that are specific to the situation of each partner of TRAPP.

Some tools are adopted at national level, as in the case of the “optional unit of mobility” in France, some others are specifically adopted by the partners of TRAPP and they are used for all mobilities, or they were specifically agreed for the pilot experiences of the project.

#### 3.1. Country-wide tools

##### 3.1.1. The optional unit of mobility (France)

The optional unit of mobility (or Unité Facultative de Mobilité<sup>18</sup> in French) is a French optional evaluation which validates skills acquired during a training period abroad in a country from the European Union. This evaluation is only possible for certain types of French diploma (EQF Level 4 Bac Pro, CAP, BP, BMA) and only when the French VET school is allowed<sup>19</sup>.

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<sup>18</sup> Source: <https://www.education.gouv.fr/bo/14/Hebdo31/MENE1406412A.htm>

<sup>19</sup> French VET schools have a special authorization, called “Contrôle en cours de formation” or “C.C.F.” in French, to conduct assessments during the time of their apprentices’ training period and to be able to take into account the evaluation and validation of the learning outcomes. CF Section 2 part 2.1.1.

The optional unit of mobility assesses transversal skills (such as language, culture, business environment, etc.), but does not assess technical skills related to the profession or the sector of activity.

More specifically, it assesses 6 competencies<sup>20</sup>:

- C1 Understanding and making oneself understood in a professional context abroad
- C2 Characterizing the foreign professional context
- C3 Partially carrying out a professional task under supervision in a professional context abroad
- C4 Comparing similar professional activities abroad and in France
- C5 Getting used to a new environment
- C6 Identifying cultural characteristics of the host context

The assessment is divided in 2 steps:

Step 1. At the end of the mobility, a first evaluation is made by the hosting organization (hosting company or VET school) to assess the competences C1 and C3. A grid is provided to the hosting organization as an evaluation support.

Step 2. Up to 3 months after the end of the mobility, the apprentice has to prepare a report in the foreign language he/she used during the mobility and has to present it in front of a jury to validate the optional unit.

A certificate is delivered to the apprentice at the end of the evaluations.

The optional unit of mobility in France has a formative dimension, as it allows the apprentice to get additional points to obtain his/her final diploma.

During TRAPP experience, the SEPR adopted this national tool to reinforce the valorisation of the skills achieved abroad by Eva (the car mechanics apprentice). (See Annex 4)

<sup>20</sup> Source: [https://eco-gestion-lp.discip.ac-caen.fr/IMG/pdf/unite\\_facultative\\_de\\_mobilite\\_v2-guide\\_pedagogique.pdf](https://eco-gestion-lp.discip.ac-caen.fr/IMG/pdf/unite_facultative_de_mobilite_v2-guide_pedagogique.pdf)

### 3.1.2 The report portfolio (Germany)

A tool that is used to assess the learning outcomes in the company is the apprentice's report portfolio where he/she has to report what he/she learned inside the company on a daily rhythm. This report portfolio needs to be filled also during the mobility, because the hours spent inside the host company are counting the same as hours spent inside the sending company. The working hours spent abroad are recognised as part of the apprenticeship.

## 3.2 Specific tools adopted by the organizations partner of TRAPP

### 3.2.1. “To be a professional internationally”, OMNIA (Finland)

OMNIA proposes a similar evaluation as the French optional unit of mobility, which is called “To be a professional internationally”. It is prepared, evaluated, recognized, and certified for the apprentice in the same way as in France.

This optional unit allows the apprentice to get 15 additional points to achieve his/her final diploma.

### 3.2.2. Learning Unit and hours of internship, UNISER (Italy)

- The “Learning Unit”

The Learning Unit is a specific tool agreed by UNISER together with the training schools participating in the pilot mobilities of TRAPP. It makes the central part of the Learning Agreement and includes a number of key competences (which are usually soft skills) to be acquired during the mobility as well as professional competencies outlined in the curriculum. Similarly, to the French system, these competences are evaluated by hosting companies which assign a grade for each of them on the basis of a descriptive evaluation grid. The learning Unit has a formative dimension

- The “Hours of internship”

The training centre partner of UNISER recognises and validates the number of hours of the apprentice's internship abroad as if they were part of the training course. Italian apprentices have a certain number of hours of training that are compulsory, therefore the time spent working abroad can be subtracted to these hours.

## 4. Additional tools used for TRAPP international mobilities

### 4.1. Reference letters

During TRAPP project, the partners emphasized the strong impact of reference letters written by the training companies to valorize an apprentice's technical and personal skills in the professional world.

They strongly encouraged the apprentices and dual students who participated to the TRAPP pilot mobilities to ask for a reference letter from their hosting training companies, as a tool of recognition of their competencies acquired abroad easily valuable from one European professional to another.

### 4.2 Digital Badges

Despite the existence and the use of European tools, during TRAPP project, the partnership observed that the absence of a European credit system on the VET field adds further difficulties when organizations are dealing with learning mobilities experiences for their students / apprentices. Each country has its own definition of apprenticeship with curricula that are different from one country to another and even different sometimes between each administrative region of the same country. There is thus a lack of unanimous definition of the car mechanic and hairdressing qualifications in Europe. Furthermore, the way toward joint qualifications in VET is still long and institutions at national level do not see this topic as a priority.

There is therefore a need to find new tools to help VET providers to recognise and valorise the competences acquired by apprentices or students during their mobilities abroad as well as creating a shared definition of standards and competencies needed by car mechanics and hairdressing in Europe using a bottom-up approach.

Consequently, during TAPP experience, to go a step further in the valorisation of apprentices' competencies acquired abroad and to have a common tool of recognition between them, the TRAPP partners decided to use a complementary tool helping to deliver a common certification for the sectors of car mechanics and hairdressing.

Based on the experience of the European Badge Alliance<sup>21</sup>, TRAPP partners developed two digital open badges in car mechanics and in hairdressing to certify if an apprentice has reached or gained certain skills during his/her learning mobility.

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<sup>21</sup> See <https://ebawebsite.net/>

## The open badge for car mechanics

### The objectives

- To propose a shared definition of car mechanics among European VET providers.
- To facilitate the evaluation, recognition and validation process of the competences acquired abroad.
- To valorise the mobility experience carried out by the apprentice and highlight it in his/her CV.
- To motivate apprentices in taking part in a mobility experience.



### The users

- Apprentices or students enrolled in a car mechanic training course and participating in a long-term mobility.
- VET providers providing mobility opportunities.
- Future employers who will benefit from the badges to understand the potential of the apprentice/students.

### The logical framework:

This open badge has been created to summarise the basic competences required for a car mechanic in Europe. It is the result of the analysis carried out among all the learning agreements developed for the mobility of apprentices and students from 4 countries (Italy, Finland, France, Germany). The result is a common profile of a European car mechanic.

### The use cases

This badge is released to a student/apprentice after the completion of a long-term mobility experience. It is used to valorise the competence acquired during the mobility and help the participant to highlight them while in search of occupation. The badge in fact can be presented together with the CV to future employers.

### The badge system

To develop the badge system, TRAPP partners created a table (annex 5) presenting a set of 7 competences that can be typically gained by apprentices while doing a work-based learning experience abroad. Each competence is accompanied by one or more tasks that the apprentice is expected to carry out on the workplace.

The table also shows the method and actors to assess whether the tasks have been carried out. If all the tasks are positively assessed by the in-company tutor the competences will be considered acquired and the badge will be released to the apprentice, through the use of the Badgecraft platform<sup>22</sup>.

## The open badge for hairdressers

### The objectives

- To propose a shared definition of hairdressing among European VET providers.
- To facilitate the evaluation, recognition and validation process of the competences acquired abroad.
- To valorise the mobility experience carried out by the apprentice and highlight it in his/her CV.
- To motivate apprentices in taking part in a mobility experience.



### The users

- Apprentices/ students enrolled in a hairdressing training course and participating in a long-term mobility.
- VET-providers providing mobility opportunities.
- Future employers who will benefit from the badges to understand the potential of the apprentice/students.

### The logical framework

This open badge has been created to summarise the basic competences required for a hairdresser in Europe. It is the result of the analysis carried out among all the learning agreements developed for the mobility of apprentices and students from 3 countries (Italy, Finland, Germany). The result is a common profile of a European hairdresser.

### The use cases:

<sup>22</sup> See <https://www.badgecraft.eu/en/wallet>

This badge is released to a student/apprentice after the completion of a long-term mobility experience. It is used to valorise the competence acquired during the mobility and help the participant to highlight them while in search of occupation. The badge in fact can be presented together with the CV to future employers.

### **The badge system:**

To develop the badge system, TRAPP partners created a table (annex 6) presenting a set of 7 competences that can be typically gained by participants while doing a work-based learning experience abroad. Each competence is accompanied by one or more tasks that the participant is expected to carry out on the workplace. The table also shows the method and actors to assess whether the tasks have been carried out. If five of 7 competences are positively assessed by the company tutor the competences will be considered acquired and the badge will be released to the participant.

### **Who issues the badges and how?**

#### **Who?**

There are 2 options for issuing the badges:

- By the sending organization
- By the hosting organization

For the badges to have more value on the labor market at a European level, we recommend issuing the badges by the hosting organization.

#### **How?**

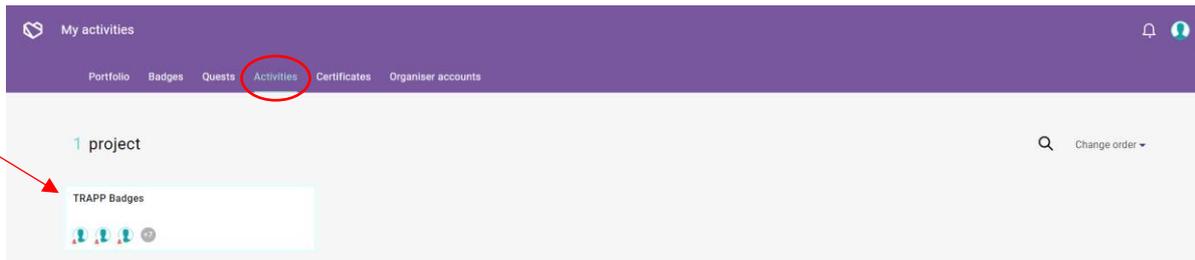
Any organization willing to issue one or two of the badges for a student/apprentice can do it by following the next steps:

Step 1: join the community of [badgecraft.eu](https://badgecraft.eu) by contacting and asking to one of the TRAPP partners to be listed on the wallet “TRAPP Badges”, [available at the following link](#).

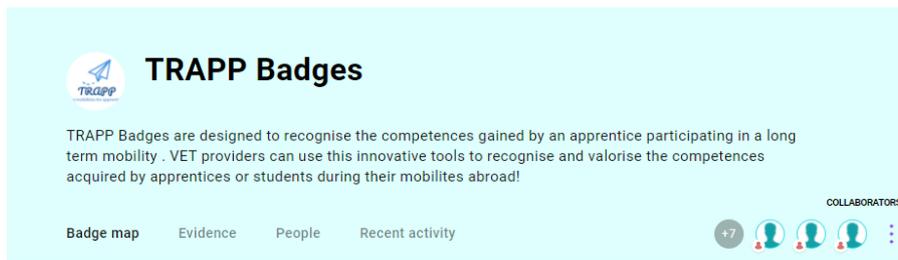
An invitation will be sent by email with a link to join TRAPP Badges on the Badgecraft platform.

Step 2: click on the link received by email, create an account, and accept the invitation.

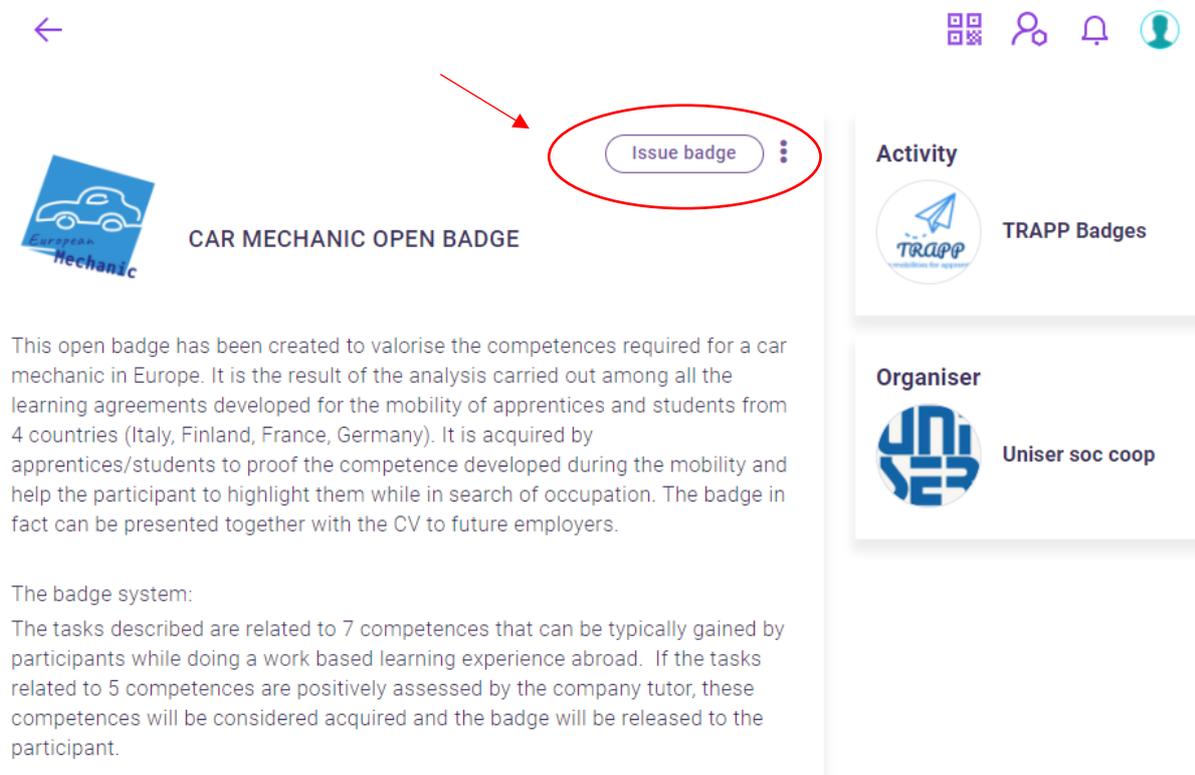
Step 3: click on the section “Activities” and enter the folder “TRAPP Badges”



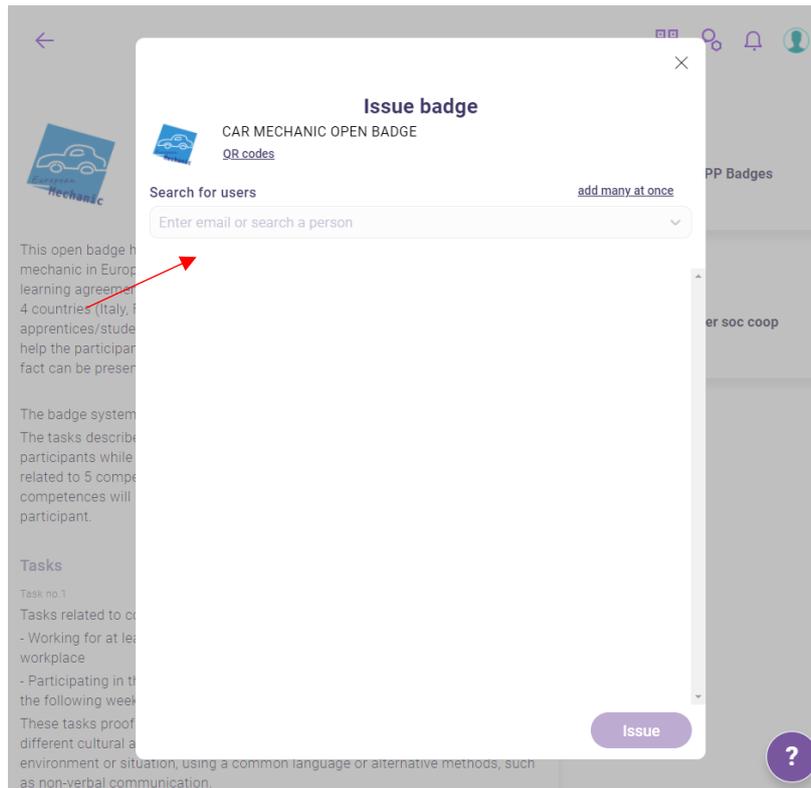
Step 4: open the badge you want to issue



Step 5: click on the button "Issue badge"

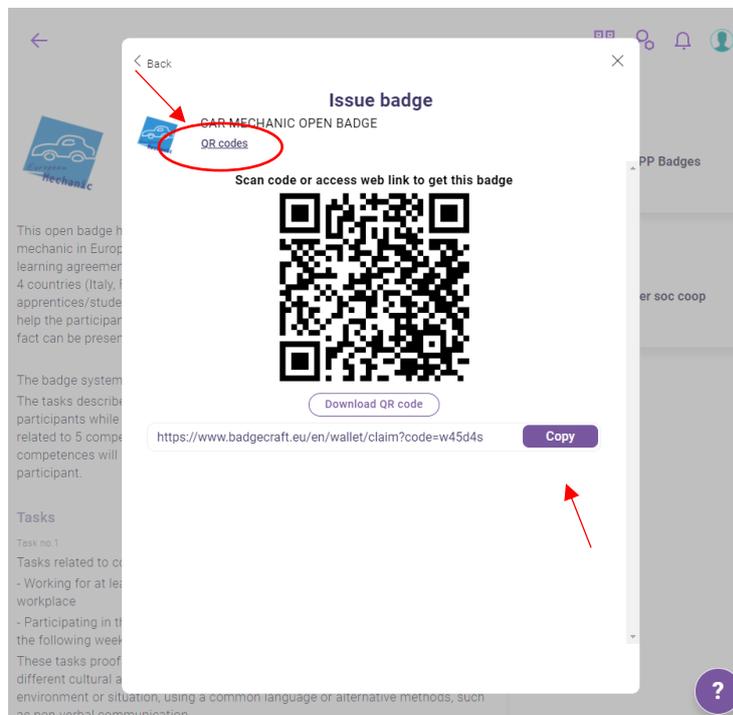


Step 6: add the email address of the apprentice/student you want to issue the badge to



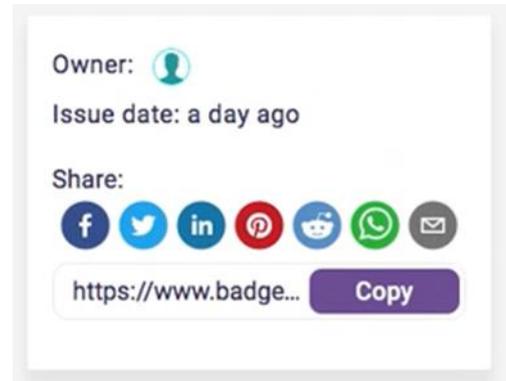
OR

Share the QR code or the link of the badge to your apprentice/student.



Step 7: the apprentice/student will receive an email indicating that his/her badge has been issued by your organization and with a direct link to have access to it and to share it.

The badges can be shared on social media, by mail, etc. The apprentice/student can share as well the link of the badge on his/her resume (we recommend putting the link instead of the picture of the badge because some people might not have the idea to click on the picture / see that there is a link).



⇒ To have an example on the steps to follow to issue the badges, you can download an explicative video [at the following link](#).

## Section 3 – Final conclusion and recommendations

TRAPP project highlighted the great diversity of the European apprenticeship systems and of the numerous processes for recognition and valorization of apprentices' skills.

On one hand, some European countries benefit from a “simpler” apprenticeship system allowing the VET schools to easily and freely evaluate and recognize the skills acquired by their apprentices abroad as they play a role of certifier, such as OMNIA in Finland and the VET schools involved during the project in Italy. On the other hand, some European countries have an apprenticeship system which is making the recognition and valorization process much more complex as it may involve more organizations and requirements to officially recognize the skills achieved. Thus in France, the valorization of skills will depend on the specificities of the apprentice's diploma and the ability of the VET school to be able to assess and issue it, which are both defined and validated by the local certifier. Due to these differences, it is therefore very complex to set up a common process/tool to valorize the skills acquired abroad that is easily usable by mobility coordinators, who may also be reluctant to adopt it. During TRAPP, the use of the European tools appeared to be a first solution to have a common foundation for recognizing the skills achieved during a long-term mobility. With the experience of the pilot mobilities, the project partners have been able to reaffirm the effectiveness of these tools and saw that they were complementing each other. Also, by observing how they are used in the partners countries, they could test their full capacity and get familiar again with some tools they might no longer be using before TRAPP project. This is the case, for instance, of the Europass certificate, who turned to be a helpful support in the definition of the learning contents of the mobility.

For the partners, TRAPP pilot mobilities gave the opportunity as well to recognize the achieved skills by exploring, testing and experimenting the ECVET approach. The efficiency of this approach was reaffirmed by UNISER and OMNIA who were already using it before, but it was a brand-new approach for SEPR and BWHW. This experience was particularly successful for France, where the ECVET system had not been tested nor implemented yet on a national diploma. SEPR was able to benefit from a great added value by working directly with the Académie de Lyon, the local French certifier, who recognized and certified the assessment made during the pilot mobility of the French apprentice in car mechanic. On the German side, BWHW faced the concrete challenges to adopt this approach in Germany. Though TEAPP, BWHW understood the importance of involving more the national certifier in the process of recognition of the skills achieved by the apprentice during the working hours in a foreign company, which to date, are not even assessed. In this sense, the project allowed



Co-funded by the Erasmus+ Programme of the European Union



to a real novum in the country, as the German VET teacher of Niclas asked to the French hosting company to evaluate the professional skills achieved during the mobility abroad. Thanks to TRAPP, each partner became also more aware of the diversity of existing tools at a European and national level and got inspired by partners' practices.

Finally, TRAPP allowed for the development and test of new additional tools such as the open badges for car mechanics and hairdressing, that are an attempt to have a common tool of recognition between all the partners.

## Annexes

### Annex 1 – VET models, roles of actors and evaluation processes for TRAPP partners

#### Omnia, Finland

Finland
<b>1) VET model</b>
<p><b>Which VET model does your participating apprentice follow?</b></p> <p><b>Is it the most common one or a more specific one?</b></p>
<p>The Finnish apprentice system is dual based, but only a bit more than 10 % of Omnia students study as apprentices, 90 % study in a school-based VET-system, where students have 12 periods in one qualification and two of them are carried out by practicing at the companies. In Finland the apprentice can study only one or a few study modules at a company/companies, or the whole vocational qualification. This means the apprenticeship can last from a couple of months to three years.</p>
<p><b>What is the relation between the in-company training and the school-based learning?</b></p> <p><b>How much time do they spend in the company and how much time at school? (per week or per month)</b></p>
<p>The minimum hours at workplace are 25 hours/week. Max – hours are the same as other employees in the same company have. The whole education can take place at the company, but the apprentice might also have lessons at the vocational institute from 1-4 days/month.</p>
<p><b>Is there one overall curriculum or a separate one for in-company training and one for school input?</b></p>
<p>Only one, which is in use in both forms of education.</p>
<p><b>What are the relevant organizations / institutions / individuals during the apprenticeship?</b></p> <p><b>What roles do they play?</b></p>
<p>1. The apprentice</p>

2. The company as the employer, who hosts the apprentice and the
3. The vocational institute, which certifies him/her
4. The intermediate actor, apprenticeship provider, who organizes the needed agreements between the company and the student and pays for the educational support fee for the employer, organizes the education at the college and takes care of economical support for the student if such is needed.

## 2) Contract and recruitment

**Does each apprentice have a fixed contract with one training company or are they trained in different companies throughout the apprenticeship?**

They can be trained in one or several companies during the apprenticeship.

**Who recruits the apprentice? The training company or the school?**

The company

**Does the apprentice conclude a contract with the company or with the school?**

**Do the school and the training company conclude a contract?**

There is one triangle agreement, which is done between the apprentice, the company and the vocational college.

**Is the apprentice paid by the training company?**

**For school-based trainings: Does the apprentice have to pay for the training?**

Yes, the apprentice is paid by the training company even in Finland.

For school-based trainings: all vocational qualification educations are free of all costs in Finland nowadays for students under 20 years and the teaching is free also for adults in vocational qualifications. Instead of that there are small fees for:

- further vocational qualifications and
- specialist vocational qualifications

**Who is responsible for the apprentice in the training company / companies?**

The in-company- trainer, who is defined as the work instructor for the apprentice

## 3) Evaluation process

**Who is responsible for the evaluation of the apprentice? (school, company, chamber, etc.)**

**How does the evaluation process work?**

There is an evaluation discussion at the end phase of the studies between the in-company-trainer and the apprentice and the vocational teacher, in which finally Vocational teacher and the in-company-trainer together decide the grade for the student. But the vocational college is the main responsible and certifying actor in this.

**Is there an exchange between the school and the training company?**

Vocational teachers normally visit a few times in the company during the apprenticeship and of course at the evaluation phases of the educational process.

## SEPR, France

### France

#### 1) VET model

**Which VET model does your participating apprentice follow?**

**Is it the most common one or a more specific one?**

The VET model our apprentices are enrolled in is the dual system, named "Apprentissage" in France.

In SEPR, apprenticeship is the main training path; we welcome each year around 3.500 apprentices out of 4.500 learners.

In France, there are 2 different pathways for work-based learning experiences- as follows:

- full-time study in a VET school with placements in company (from 4 to 10 weeks, depending on the qualification level) ; there are more than 1.300 public and private VET schools welcoming 650.000 VET learners ; they both award the diplomas from the State.
- apprenticeship in an apprenticeship training centre (ATC): most of the 1.200 ATC are private as the legal status is non-profit organisation, but the National board of Education created some public ATC, that are integrated in public VET school. 491

000 apprentices are trained in year in an ATC that is freely chosen by the company.

Whatever the option be in terms of choice of path, the same certification is awarded at the end of the training. The main differences are related to the specific method of training and the time that is spent at school and in the Company.

**What is the relation between the in-company training and the school-based learning?**

**How much time do they spend in the company and how much time at school? (per week or per month)**

Within apprenticeship, the apprentice signs a working contract with a company, he/she is hired by a company.

Then the company decides in which VET centre / apprenticeship training centre he wants to send its apprentice. Therefore, apprenticeship is a three-party contract.

The duration of the time spent in company and in ATC depends on the level of the diploma. In the first level of qualification, the apprentice usually spends 2 weeks in the company and 1 week at the ATC. For the intermediate level, it's usually 2 weeks at the company and 2 weeks at the ATC..

**Is there one overall curriculum or a separate one for in-company training and one for school input?**

It is the same curriculum for the in-company training and the training at ATC. There is a pedagogical / educational path, which includes theoretical and practical courses at ATC and practical training in the company.

**What are the relevant organizations / institutions / individuals during the apprenticeship?**

**What roles do they play?**

The main actor is the company, which hires, trains and pays the apprentice during the apprenticeship.

The apprenticeships programmes and curricula are set by the certifier, that can be:

- for the most part the Ministry of Education and Youth
- the Ministry of Labour
- the Ministry of Health, Youth and Sports

- the Ministry of Agriculture
- the Chamber of art and crafts
- Chamber of commerce
- Professional unions

## 2) Contract and recruitment

**Does each apprentice have a fixed contract with one training company or are they trained in different companies throughout the apprenticeship?**

Each apprentice has a fixed contract with one training company. Sometimes, the contract is terminated (usually on the company's initiative), then the apprentice is looking for another company and SEPR is helping him/her thanks its companies network.

**Who recruits the apprentice? The training company or the school?**

The training company recruits the apprentice.

**Does the apprentice conclude a contract with the company or with the school?**

**Do the school and the training company conclude a contract?**

The apprentice concludes a contract with the company, and he/she is enrolled in a VET center.

The VET center signs the working contract when it receives it, so the apprentice is registered.

The working contract is signed by the three parties: company, VET center, apprentice (+ parents if the apprentice is under 18).

**Is the apprentice paid by the training company?**

Yes, the apprentice paid by the training company. The level of wage depends on the level of the diploma + the age of the apprentice.

**For school-based trainings: Does the apprentice have to pay for the training?**

No, the company pays for the apprentice training.

**Who is responsible for the apprentice in the training company / companies?**

Each company imperatively identifies an in-company trainer (= "maître d'apprentissage" in French) who is responsible for the apprentice during the whole apprenticeship period.

This in-company trainer must have :

- either at least the same diploma + 3 years of professional experience

or 5 years of professional experience in the field of training.

### 3) Evaluation process

**Who is responsible for the evaluation of the apprentice? (school, company, chamber, etc.)**

**How does the evaluation process work?**

There are 2 different possibly for evaluating apprentices: either all the examination process is punctual (= evaluation at the end), in that case it is done only in the VET centre, there are no evaluation in the company.

Or, the VET centre obtains an accreditation from the certifier and evaluations take place both in companies and in the VET centre (continuous evaluation).

Each curriculum has its own rules regarding the evaluation process. The curriculum evaluation regulation defines concretely when, how and on which subject the evaluation shall deal with, both in the company and in the VET centre. There is an examination grid that VET centre and company need to follow.

**Is there an exchange between the school and the training company?**

If there are evaluations that take place in the company, the VET centre can help/accompany the company, by explaining the examination regulations for example; the VET centre teacher can also assist the in-company trainer during the evaluation process = be in the company with the trainer.

## UNISER, Italy

### Italy

#### 1) VET model

**Which VET model does your participating apprentice follow?**

**Is it the most common one or a more specific one?**

Dual system, but it is a sort of pilot project that the Region Lombardy has started some years ago. In Italy VET is managed by the Regions, and only few of them have launched experimentations of the dual system.

The ordinary VET course is school based.

**What is the relation between the in-company training and the school-based learning?**

**How much time do they spend in the company and how much time at school? (per week or per month)**

1 or 2 days at school every week

**Is there one overall curriculum or a separate one for in-company training and one for school input?**

There is an overall curriculum that includes both in company training and courses at school.

**What are the relevant organizations / institutions / individuals during the apprenticeship?**

**What roles do they play?**

VET School: it provides theoretical content and finds the company of the apprentice. It takes care of drafting the learning plan of the apprentice which is signed by the apprentice, the company and the VET school. It certifies the hours and the results of the apprentices.

Company: it hires the apprentice with a contract and appoints a company tutor who is responsible to follow the learning path of the apprentice.

Region Lombardy: It is the funding authority of the training courses and it performs regular checks on documents and quality of the training.

## 2) Contract and recruitment

**Does each apprentice have a fixed contract with one training company or are they trained in different companies throughout the apprenticeship?**

Apprentices sign one contract of one year with the same company.

**Who recruits the apprentice? The training company or the school?**

The school promotes among students the possibility of doing the final year of the school as apprentices. Students are then recruited.

The internal tutor for apprenticeship makes the match between each apprentice and the company.

**Does the apprentice conclude a contract with the company or with the school?**

**Do the school and the training company conclude a contract?**

The apprentice signs a working contract with the company of one year.

The school, the training company and the apprentice undersign a learning plan.

**Is the apprentice paid by the training company?**

**For school-based trainings: Does the apprentice have to pay for the training?**

Yes, the apprentice is paid by the training company according to the following scheme.

TRAINING AT SCHOOL: Not paid (400 hours)

ON THE JOB TRAINING: paid from 10% to 20% of the regular retribution (590 hours)

REGULAR WORK: Paid 100% (610 hours)

Tot hours in the training path (1.600)

**Who is responsible for the apprentice in the training company / companies?**

The company tutor who is specifically responsible to assign task and check with the apprentice the learning objectives

### 3) Evaluation process

**Who is responsible for the evaluation of the apprentice? (school, company, chamber, etc.)**

**How does the evaluation process work?**

TRAINING AT SCHOOL: evaluated by the school on the basis of tests

ON THE JOB TRAINING: evaluated by the company. The company tutor assess to what extent the learner has reached the objectives.

**Is there an exchange between the school and the training company?**

There is an ongoing exchange between the school and the company, at least once a month to check how the learning experience is going.

Furthermore, the apprentices fill in an evaluation questionnaire twice a year.

The training company makes a formal evaluation of the apprentice at the end of the training period.

#### 4) General questions

**Is every company allowed to train apprentices?**

YES

**Are there more applicants than vacant training opportunities or the other way around?**

Usually there are equal numbers of companies and apprentices. Some problems may occur in the most populated training courses, where finding all companies can take a while, but eventually all the apprentices are matched with a company

**To what extent does the training company see the apprentice as a full team member that contributes to the company's financial / economic existence?**

Most companies look at the apprenticeship as a way to specifically train a new employee and hire him/her at the end of the training period. So yes, companies look at apprentices as a full member of the team.

**To what extent does the training company lose manpower when the apprentice goes abroad?**

It depends on how the apprentice is successfully integrated in the company. In most cases however companies complain about "losing" a resource that they are paying.

#### 5) Matching process

**Which are the three central elements in your training system that should be taken into account in the matching process?**

1. The coherence between the profile of the apprentice and the hosting company
2. To what extent the apprentice will acquire the expected learning outcomes in the company
3. Previous experience with a company

## BWHW, Germany

Germany
<b>1) VET model</b>
<p><b>Which VET model does your participating apprentice follow?</b></p> <p><b>Is it the most common one or a more specific one?</b></p>
<p>Our apprentice follows the dual system. This is the most common VET model in Germany.</p>
<p><b>What is the relation between the in-company training and the school-based learning?</b></p> <p><b>How much time do they spend in the company and how much time at school? (per week or per month)</b></p>
<p>The apprentice goes 1-2 days a week to school.</p>
<p><b>Is there one overall curriculum or a separate one for in-company training and one for school input?</b></p>
<p>There are two curricula, one that gives the framework for school-based training and one for company-based training.</p>
<p><b>What are the relevant organizations / institutions / individuals during the apprenticeship?</b></p> <p><b>What roles do they play?</b></p>
<p>VET school =&gt; theoretical teaching and exams</p> <p>Company =&gt; they make a contract with the apprentice and teach practical content</p> <p>Chamber =&gt; they register the contract between company and apprentice. They also are the certifying authority.</p>
<b>2) Contract and recruitment</b>
<p><b>Does each apprentice have a fixed contract with one training company or are they trained in different companies throughout the apprenticeship?</b></p>
<p>They have one fixed contract</p>
<p><b>Who recruits the apprentice? The training company or the school?</b></p>

The training company recruits the apprentices.
<b>Does the apprentice conclude a contract with the company or with the school?</b>
<b>Do the school and the training company conclude a contract?</b>
The apprentice concludes the contract directly with the company.
<b>Is the apprentice paid by the training company?</b>
<b>For school-based trainings: Does the apprentice have to pay for the training?</b>
yes
<b>Who is responsible for the apprentice in the training company / companies?</b>
There is one instructor responsible for the apprentices
<b>3) Evaluation process</b>
<b>Who is responsible for the evaluation of the apprentice? (school, company, chamber, etc.)</b>
<b>How does the evaluation process work?</b>
the school is controlling during the whole time with little exams if the content is learned. The chamber is the official certifying authority for the intermediate examination and final examination
<b>Is there an exchange between the school and the training company?</b>
Yes, they are in contact
<b>4) General questions</b>
<b>Is every company allowed to train apprentices?</b>
Every company with a Meister title is allowed to train apprentices
<b>Are there more applicants than vacant training opportunities or the other way around?</b>
There are less applicants than vacant training opportunities
<b>To what extent does the training company see the apprentice as a full team member that contributes to the company's financial / economic existence?</b>

The apprentice contributes – depending on the company – on a large scale to the company's financial existence. This is more true the smaller the company.

**To what extent does the training company lose manpower when the apprentice goes abroad?**

They count on the work performed by the apprentice

## 5) Matching process

**Which are the three central elements in your training system that should be taken into account in the matching process?**

The company pays the apprentice

The company sees the apprentice as a full member, even though they shouldn't do it

## Annex 2- Pilot mobility for France to Germany in car mechanics: U31 Test Evaluation Grid

All grey boxes must be filled in by the teachers concerned. They become white once filled in.

Identifications			
Diploma	Baccalauréat professionnel "Maintenance des véhicules" Option A: passenger cars.		
Test	E31: carrying out interventions on vehicles		
Coefficient	4		
Candidate's school			
Examination session			
Name of the candidate			
First name of the candidate			
Description of the work required			
Tasks supporting the evaluation			
A1. Periodic maintenance	Carry out the controls defined by the procedure	T1.1	
	Replace sub-assemblies, elements, products. Adjust levels	T1.2	
	Updating maintenance indicators	T1.3	
A3. Corrective maintenance	Replace, repair sub-assemblies, components	T3.1	
	Adjust, set parameters	T3.2	
A4. Reception and return of the vehicle	Take charge of the vehicle	T4.1	
	Return the vehicle	T4.2	

The lines automatically fill in the "Skills assessment" sheet except for the date, which must be filled in manually on the day the mark is awarded.

Name and surname of assessors

Bac pro Vehicle Maintenance Option A		Carrying out interventions on vehicles										Competence weight	
COMPETENCIES ASSESSED		Performance indicators					No	0	1/3	2/3	3/3		
<b>C3.1: BRING SYSTEMS AND SUB-SYSTEMS, COMPONENTS AND EQUIPMENT UP TO STANDARD</b>													<b>60%</b>
C311	Replace sub-assemblies, components, fluids	The sub-assemblies and elements are isolated from the energy and information circuits in accordance with the regulations.										◀	5
		The sub-assemblies and components are removed and reinstalled in accordance with the regulations										◀	1
		The draining and/or purging of fluid circuits is carried out in accordance with the regulations in force										◀	1
		The fluidic circuits are completed										◀	1
		The time allowed is respected										◀	1
C312	Repairing sub-assemblies, components	Rehabilitation allows the function to be restored in accordance with the requirements									◀	1	
<b>C3.4 : ADJUST, SET-UP A SYSTEM</b>													<b>15%</b>
C341	Carry out adjustments to the various systems	The settings are in accordance with the recommendations										◀	2
		the settings respect the characteristics and configuration of the vehicle										◀	1
		Maintenance indicators are updated										◀	2
		The maintenance indicators correspond to the conditions of use of the vehicle										◀	1
<b>C3.5 : PREPARING THE VEHICLE</b>													<b>15%</b>
C351	Prepare the vehicle for the intervention	Vehicle guards are properly in place										◀	1
		The vehicle is consigned										◀	2
		The positioning of the vehicle is adapted to the intervention										◀	1
C352	Preparing the vehicle for return	The vehicle is ready for return in accordance with the company's quality procedure									◀	2	
<b>C3.6 : MANAGING THE WORKPLACE</b>													<b>10%</b>
C361	Organising the workstation	The organisation guarantees the effectiveness and safety of the intervention										◀	3
C362	Maintain the condition of the workstation	The workstation and equipment are cleaned, tidied and repaired.										◀	1
		Anomalies related to the equipment are reported to his/her hierarchy										◀	1
C363	Apply the rules relating to hygiene, health, safety and the environment	Waste is classified and disposed of in accordance with the company's protocols or requirements										◀	1
		The rules of hygiene, health, safety and environmental protection are respected										◀	1
							Rate of indicators assessed for C3.1		100%				
							Rate of indicators assessed for C3.4		100%				
							Rate of indicators assessed for C3.5		100%				
							Rate of indicators assessed for C3.6		100%				

Score obtained by automatic calculation	!	/20
Score out of 20 proposed to the jury		/20
Note Coefficient X	0,0	/80

Name and surname of applicant	Applicant's school
Name and surname of the examiners awarding the mark	Enrolments
Overall assessment	

Date
------

## Annex 3 – Pilot mobility for France to Germany in car mechanics: Evaluation grid for the German car apprentice

Evaluation grid for Niclas Kern

Competences	Learning content	Safety instructions, Environment	Evaluation criteria	Evaluation
The apprentice knows how the air conditioning system works and can carry out maintenance work there independently (or under guidance within the legal framework) (Learning field 9).	Structure and function of an air conditioning system for motor vehicles. Maintenance work on the air conditioning system, as far as this is legally permitted.	Compliance with the relevant safety regulations and hazard statements. Handling and dangers from refrigerants.	The apprentice can explain the function of the air conditioning system and the air conditioning system circuit. The apprentice can maintain the air conditioning system according to the manufacturer's specifications. The apprentice observes the applicable safety guidelines.	100% - 0%
The apprentice knows systems of active and passive safety devices on the vehicle, can reliably identify them and can explain the electrical circuits (Learning field 9).	Construction and function of pyrotechnic systems in the vehicle, in particular airbags and belt tensioners and work on them, as far as these are legally permitted. Dealing with circuit diagrams	Compliance with the relevant safety regulations and hazard statements. Handling and dangers through pyrotechnics.	The apprentice can demonstrate and describe the function of active and passive safety elements on the vehicle. The apprentice can reliably identify electrical components on a circuit diagram. The apprentice observes the applicable safety guidelines.	100% - 0%
The trainee knows the geometric sizes on the chassis, knows the importance of chassis measurement and can describe deformities and their effects on wear and handling (Learning field 10).	Record geometric quantities on the chassis, determine and correct the influence of damage, adjust the individual sizes, chassis measurement.		The trainee can name and show geometric chassis sizes on a vehicle. The trainee can carry out a wheel alignment independently.	100% - 0%

## Annex 4 - Template used by SEPR for the “optional unit of mobility”



### Unité facultative de mobilité / *Optional mobility unit*

Grille d'évaluation des acquis d'apprentissage à l'issue de la période de mobilité

*Evaluation grid for learning outcomes at the end of the mobility period*

- Nom / prénom du candidat / *Last name / first name of applicant* :
- Spécialité du baccalauréat professionnel / *Speciality of the vocational baccalaureate* :
- Etablissement / *School* : SEPR, 46 Rue du Professeur Rochaix. 69003 LYON
- Mobilité en Allemagne du 14/10 au 26/11/2021 / *Mobility to Germany from 14/10 to 26/11/2021*
- Entreprise d'accueil / *Hosting company* : Autohaus Flackus + Maurer GmbH. Jacob-Schick-Straße 1, 55252 Mainz-Kastel. Allemagne

Compétences Skills	Résultats d'apprentissage Learning outcomes	Acquis ✓ Acquired	Non acquis ✗ Non acquired
C1			
Comprendre et se faire comprendre dans un contexte professionnel étranger  <i>Able to understand and be understood in a foreign professional context</i>	Comprend les consignes orales <i>Comprehension of oral instructions</i>		
	Comprend les consignes écrites <i>Comprehension of written instructions</i>		
	Se fait comprendre à l'oral <i>Able to make himself/herself understood</i>		
	Se fait comprendre avec un support écrit, graphique, numérique, etc. <i>Able to make himself/herself understood with a written, graphic or digital medium</i>		
C3			
Réaliser partiellement une activité professionnelle sous contrôle dans un contexte professionnel étranger  <i>Carry out partially a professional task in a foreign context</i>	Adopte un comportement professionnel conforme <i>Able to comply with professional behaviour</i>		
	Applique les consignes <i>Able to apply instructions</i>		
	Tient compte des risques professionnels <i>Takes account of professional risks</i>		
	Réalise correctement les tâches confiées <i>Performs correctly the tasks entrusted</i>		

Observations / *Comments* :

NOTE OBTENUE /  
SCORE ACHIEVED :

/ 8

Lieu, date / *Place, date* :

Nom, fonction et signature des évaluateurs / *Name, position and signature of assessors* :

## Annex 5 – Car mechanic grid for the open badge



Description of achievements	Tasks	Evidence & assessment	Tags (key-competence)
<p><b>1. Communication and social skills:</b> Ability to interact and communicate with people from different cultural and linguistic backgrounds, according to a given context, environment or situation, using a common language or alternative methods, such as non-verbal communication.</p>	<ul style="list-style-type: none"> <li>- Working for at least 40 days in another country with different people in the workplace (staff, suppliers, customers etc.).</li> <li>- Participating in the mechanics' staff meeting to plan and distribute the work for the following week.</li> </ul>	Assessment done by the hosting company's tutor, considering the staff's feedback as well.	Communication in Foreign Language; Social and Civic competences; VET; KA1; Erasmus+; Learning Mobility; Car Mechanics; Work Based Learning;
<p><b>2. Safety, health and environment:</b> Understanding and applying safety rules in the workplace, concerning the use of safety equipment (PPE), for the health and security of personnel and in respect of the environment.</p>	<ul style="list-style-type: none"> <li>- Recognising work-related safety risks and explaining how to avoid them.</li> <li>- Sorting out and disposing of trash following protocols or company rules.</li> </ul>	Assessment done by the hosting company's tutor and/or reference person for safety and environment.	Personal Protective Equipment; health and safety; environment; VET; KA1; Erasmus+; Learning Mobility; Car Mechanics; Work Based Learning;

	- Explaining how PPE works and showing how to wear and use them.		
<b>3. Using tools:</b> ability to select working tools, according to their characteristics and to use them for the diagnosis, repair and maintenance of motor vehicles.	<ul style="list-style-type: none"> <li>- Using specific tools to measure and test systems</li> <li>- Evaluating data and data sheets following the check up on the vehicle</li> <li>- Identifying malfunctions</li> </ul>	Assessment done by the hosting company's tutor.	Tools; VET; KA1; Erasmus+; Learning Mobility; Car Mechanics; Work Based Learning;
<b>4. Preparing intervention:</b> Competence related to the identification, organisation of the different phases of repairing or maintenance interventions on motor vehicles.	<ul style="list-style-type: none"> <li>- Designing the work process according to given instructions</li> <li>- Identifying the interventions to be carried out on the motor vehicle and defining the work plan.</li> </ul>	Assessment done by the hosting company's tutor.	VET; KA1; Erasmus+; Learning Mobility; Car Mechanics; Work Based Learning;
<b>5. Setting process:</b> Ability to check settings, conditions and consumption levels of motor vehicles and to set them according to the quality and security standards and regulations.	<ul style="list-style-type: none"> <li>- Applying techniques for analysing consumption levels and the need for materials and equipment</li> <li>- Checking if the maintenance indicators correspond to the conditions of use of the vehicle</li> </ul>	Assessment done by the hosting company's tutor.	Setting; Consumption; Service; VET; KA1; Erasmus+; Learning Mobility; Car Mechanics; Work Based Learning;
<b>6. Work process:</b> Ability to perform activity and tasks according to the type of intervention and instructions received	- Perform a regular intervention to a car in accordance with the instructions received, and the manufacturer's indications	Assessment done by the hosting company's tutor.	VET; KA1; Erasmus+; Learning Mobility; Car Mechanics; Work Based Learning;
<b>7. Autonomy:</b> Capacity to carry out repairing and maintenance interventions on his/her own, respecting the assigned	- Respecting working times	Assessment done by the hosting company's tutor.	Autonomy; Sense of Initiative and Entrepreneurship; VET; KA1;



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deadline, service quality standards and safety rules.	- Carry out all phases of a simple repair/maintenance job in total autonomy.		Erasmus+; Learning Mobility; Car Mechanics; Work Based Learning;
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## Annex 6 – Hairdressing grid for the open badge



Description of achievements	Tasks	Evidence & assessment	Tags (key-competence)
<p><b>1. Communication and social skills:</b></p> <ul style="list-style-type: none"> <li>have a friendly, tolerant, and non-discriminating attitude towards customers and work community members who are of varying ages and have different levels of functional capacity and cultural backgrounds</li> <li>Communication in foreign language (English)</li> </ul>	<ul style="list-style-type: none"> <li>- Working for five weeks in another country with different people in the workplace (staff, suppliers, customers etc.).</li> <li>-Interact in English in everyday activities</li> </ul>	Assessment done by the hosting company's tutor, considering the staff's feedback as well.	Communication in Foreign Language; Social and Civic competences; VET; KA1; Erasmus+; Learning Mobility; Hairdressing; Work Based Learning;
<p><b>2. Occupational and customer safety in work:</b></p> <ul style="list-style-type: none"> <li>see to aseptic practices and cleanliness in all work stages</li> <li>comply with the operating and safety instructions of products and equipment</li> <li>mostly observe ergonomics in work situations</li> </ul>	comply with safety instructions and report hazards related to their work as agreed use personal and suitable protective equipment according to the customer in their work clean and maintain their tools and equipment expertly and carefully	Assessment done by the hosting company's tutor	Personal Protective Equipment; health and safety; environment; VET; KA1; Erasmus+; Learning Mobility; Hairdressing; Work Based Learning.

<ul style="list-style-type: none"> <li>look after their health and ability to work.</li> </ul>			
<p><b>3. Using tools and products:</b></p> <ul style="list-style-type: none"> <li>use suitable tools and equipment correctly and safely</li> <li>use products suitable for the customer correctly and safely, drawing on their product knowledge</li> </ul>	<ul style="list-style-type: none"> <li>use products and tools economically</li> <li>monitor the condition of the facilities and equipment they use and report any service needs following instructions</li> </ul>	<p>Assessment done by the hosting company's tutor.</p>	<p>Tools and products; VET; KA1; Erasmus+; Learning Mobility; Hairdressing; Work Based Learning;</p>
<p><b>4. Customer service:</b></p> <ul style="list-style-type: none"> <li>discussing with the customer, plan a haircut taking into account the customer's wishes, the condition of their hair and scalp, and allergies</li> </ul>	<ul style="list-style-type: none"> <li>finish their work within the agreed time</li> <li>serve customers in a friendly manner and promote permanent customer relationships</li> <li>recommend and sell products and services to customers, justifying the need to use them</li> <li>work in different digital environments and use digital information</li> </ul>	<p>Assessment done by the hosting company's tutor.</p>	<p>VET; KA1; Erasmus+; Learning Mobility; Hairdressing; Work Based Learning;</p>
<p><b>5. Hair cutting work techniques:</b></p> <ul style="list-style-type: none"> <li>wash and condition the customer's hair carefully</li> <li>cut the customer's hair using cutting and thinning techniques suitable for his/her work</li> </ul>	<ul style="list-style-type: none"> <li>cut the customer's hair following the plan and using basic structures, including blunt and layered cuts, even length and increasing layers, ensuring customer satisfaction with the end result</li> <li>style and finish the hair with the different shaping techniques</li> </ul>	<p>Assessment done by the hosting company's tutor.</p>	<p>Setting; Consumption; Service; VET; KA1; Erasmus+; Learning Mobility; Hairdressing; Work Based Learning;</p>

	<ul style="list-style-type: none"> <li>do hairstyles for customers using blow-drying techniques, tongs, rollers and plaiting</li> </ul>		
<p><b>6. Working as a community member:</b></p> <ul style="list-style-type: none"> <li>comply with vocational ethics and the duty of confidentiality in their work</li> </ul>	<ul style="list-style-type: none"> <li>observe ergonomics in work situations</li> <li>look after their health and ability to work</li> <li>regularly follow the work community's rules and practices</li> </ul>	<p>Assessment done by the hosting company's tutor.</p>	<p>VET; KA1; Erasmus+; Learning Mobility; Hairdressing; Work Based Learning; Ergonomics</p>
<p><b>7. Self-evaluation:</b></p> <ul style="list-style-type: none"> <li>assess the success of his/her work in proportion to the customer's wishes and needs as well as their own actions and the quality of the service they provide, and identify their development areas</li> <li>find and process information in practical work situations with a critical work approach and methodically</li> </ul>	<ul style="list-style-type: none"> <li>receive feedback and, if necessary, modify his/her activities and work according to it</li> <li>assess his/her competence and define their development needs</li> </ul>	<p>Assessment done by the apprentice her-/himself</p>	<p>Autonomy; Sense of Initiative and Entrepreneurship; VET; KA1; Erasmus+; Learning Mobility; Work based learning; Hairdressing; Self-assessment</p>