



# TRaining for APPrentices

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### Intellectual Output #3

### Pedagogical guide to help the implementation of mobilities during apprenticeships

### FINAL VERSION

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## Table of content

Introduction	2
Foreward	4
Section 1 - Before the mobility	5
1) Selection of the apprentice	5
2) Preparation of the apprentice	6
a. Linguistic preparation	6
b. Pre-departure preparation	7
3) Validation of the professional skills and learning outcomes to be achieved abroad	8
a. Identify the general competences of the diploma	8
b. Identify the skills you want your apprentice to achieve abroad	9
c. Check the skills that can be acquired in the hosting country	9
d. Formalise the skills in the Learning Agreement	10
4) Pedagogical organisation for theoretical courses	11
a. Identification of the theoretical courses missed during the mobility	11
b. Pedagogical organisation to catch up with these lessons	11
5) Technical aspects	14
Section 2 - During the mobility	14
1) Professional skills	14
2) Theoretical lessons	15
a. Digital tools for remote learning activities	15
b. Keep track of the pedagogical monitoring	15
Section 3 - After the mobility	16
Conclusion	16
Annex I - Europass Certificate Supplement	17
Annex II - Competences table	34
Annex III - Model of Training Agreement for Long-Term Mobility of Apprentices	36

## Introduction

This document has been created and written thanks to the TRaining for APPrentices project, funded by the Erasmus+ program, as a Key Action 2.

TRAPP aims to facilitate **long-term mobility for apprentices** in Europe by exchanging good practises and creating new tools to improve the current practises.

Six partners from four different countries are part of this project :

- France : Chamber of Craft of Rhône (CMA 69), Rectorat de l'académie de Lyon (Lyon's local education authority), SEPR (VET centre)
- Italy : Uniser (mobility provider)
- Finland : OMNIA (VET centre)
- Germany : Bildungswerk der Hessischen Wirtschaft e.V. (BWHW) (training centre for integration into the world of work).

The project include the creation of 4 Intellectual Outputs :

- 1) **Construction of a shared legal framework:** ensure 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) **Ensuring an equivalent presence in human resources:** introduce the solution of cross-mobilities as a way to maintain the company's workforce while sending an apprentice abroad, completed by a ready-to-use toolkit to help for the recruitment of apprentices and companies for international mobilities.
- 3) **Implementation of a coherent educational program:** plan a pedagogical pathway that takes into account a period of 2-months mobility abroad.
- 4) **Evaluate the experience and professional results:** propose different systems and innovative approaches to give value to the professional skills acquired by an apprentices during a mobility experience.

This pedagogical guide is the result of the work done for the 3rd Intellectual Output (IO), led by the SEPR and Uniser, with the support of all partners. Its goal is to help European mobility providers and VET centres to include long-term mobility in the training path and as a full component of their training.

This challenge is crucial ; indeed, apprentices alternate between company and school, and when they are abroad they don't physically attend their courses with their classmates. Therefore, it is really important -and also a new paradigm for all stakeholders- to prepare apprentices and teachers to teach and learn differently, using digital tools.

This guide will provide good practises and advice to reach this goal. It also contains a model of an efficient Training Agreement in the Annex, developed in collaboration with all partners of this project.

The guide is divided in three sections, in order to go through the process in a chronological order and to implement the pedagogical aspects of the mobility step by step :

- **Section 1 - Before the mobility** : this section focuses on the different steps that will take place to prepare the mobility :
  - o the **selection** of the apprentice,
  - o the **preparation** of the apprentice (linguistic and the pre-departure preparation),
  - o the identification of the **learning outcomes** and the validation of the **professional skills** to be achieved abroad,
  - o the pedagogical organisation for **theoretical courses**,
  - o the **technical aspects** that need to be checked for successful remote teaching ;
  
- **Section 2 - During the mobility** : this section will focus on the **monitoring** that should take place while the apprentice is abroad and **digital tools** that can be used for remote learning activities ;
  
- **Section 3 - After the mobility** : this section will focus on the last step, when the apprentice comes back, to check possible adjustments that need to be done for the apprentice.

## Foreward

### What does long-term mobility mean ?

According to the Erasmus+ programme, long-term learning mobility of VET learners (ErasmusPro) should last between 90 and 365 days, and should take place at a partner VET provider, in a company, or in another organisation active in the field of VET or the labour market.

In the framework of apprenticeship, because the apprentice is a salary, it is very difficult to implement mobility with such a duration, especially for undergraduate VET learners. When apprentices leave for an experience abroad, they usually do it for 2 or 3 weeks on average. Going beyond the average duration is already an achievement, as it implies dealing with all the aspects studied in the framework of the project (legal framework, maintain of workforce in the sending company, pedagogical content of the mobility, valorization of the skills acquired abroad).

Therefore, for the purpose of the pilot experiences carried out during the TRAPP project, [the duration of the experience abroad was initially set to 8 weeks](#). We finally succeeded in implementing 8-weeks mobility. For some mobilities, due to the pandemic, we were forced to shorten this duration and we could implement only 5-weeks and 6-weeks mobility.

## Section 1 - Before the mobility

### 1) Selection of the apprentice

The first step is the selection of apprentices. In this section, we give you the **four** common criteria identified by the partnership to select your participants effectively for **long-term mobility**.

The selection criteria must be transparent and clearly explained to all the apprentices wishing to apply:

<p><b>Motivation</b></p>	<p>The apprentice will spend at least 2 or 3 months abroad, which is more challenging than a short-term mobility; therefore he/she has to be truly motivated</p>	<p>Motivation letter in english</p> <p>Meeting with the mobility team</p> <p>Video presentation in English to evaluate the motivation as participants are asked to explain why they want to do this mobility and what they expected from it</p>
<p><b>Behaviour</b></p>	<p>Apprentices represent their organisation and country while abroad, and most of the time they go alone, hence the need of taking a good look on his general behaviour</p>	<p>Video presentation in English</p> <p>Ask the pedagogical team which knows the apprentice</p>
<p><b>Maturity &amp; soft skills</b></p>	<p>It is very important to select an apprentice who will be mature enough to spend at least 2 or 3 months abroad and who will not feel destabilised. The main soft skills to evaluate are his/her reliability, autonomy, responsibility, adaptability, open mindedness.</p>	<p>Video presentation in English to evaluate the motivation as participants are asked to explain why they want to do this mobility and what they expected from it</p> <p>Role-play questionnaire (Uniser): this solution has been used to help participants understand the diverse roles present during mobility and assess their maturity and sense of responsibility</p>
<p><b>Legal age</b></p>	<p>Even though not all organisations decided that apprentices should be 18, we still advise you to make sure that they reach the minimum legal age for work in the receiving country</p>	

**Good practice** : the [video presentation in English](#) to evaluate the motivation of the participants is a very useful practice from Uniser that was adopted by the whole partnership as a good practice.

👉 You can find further information about this video in the IO2 toolkit; please refer to **Tool 8: E-Cards/Video presentations of the participants**.

👉 You can also find more information regarding the recruitment process in **IO2 / Leading question: How to recruit companies and apprentices? / subsection: How to choose and recruit apprentices**.

## 2) Preparation of the apprentice

### a. Linguistic preparation

The **linguistic level in foreign languages**, especially in English, is not considered as the main criteria. After long discussions, all partners agreed that :

- being fluent in English is not a prerequisite
- nevertheless, the learner should be able to **basically communicate in a foreign language** (either the local language or English language) in order to understand the instructions and rules of the company,
- improving one's level in a foreign language is one of the aim of the mobility. In any case, doing a long-term mobility abroad will allow the apprentice to improve his/her linguistic level as well as improving the professional skills and personal growth.

👉 You can find further information regarding this linguistic issue in the section “How to maintain a company’s workforce while sending an apprentice abroad ? The experience of cross mobility”. Different tools and methods are presented to help your apprentice improve his/her linguistic skills before the mobility.

#### i. Online Linguistic Support<sup>1</sup>

The Online Linguistic Support (OLS) is designed to assist Erasmus+ and European Solidarity Corps participants in improving their knowledge of the language in which they will work, study or volunteer abroad so that they can make the most out of this experience.

As the lack of language skills remains one of the main barriers to the participation in European education, training and youth mobility opportunities, OLS makes linguistic support accessible in a flexible and easy way. It also contributes to a specific objective of the Erasmus+ programme, which is to promote language learning and linguistic diversity.

More than 350,000 Erasmus+ participants test their language skills with OLS every year and have the opportunity to improve their level with OLS language courses. On average, participants who follow courses actively improve their proficiency by at least one CEFR level (Common European Framework of Reference for Languages).

#### ii. Linguistic workshops

SEPR organises **English workshops**, in addition to the formal training courses, for apprentices willing to improve their linguistic skills. The workshops are not formal lessons given by the teachers, but rather occasions to talk and chat in English between an apprentice and SEPR volunteers engaged in a

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<sup>1</sup> Source : <https://erasmus-plus.ec.europa.eu/resources-and-tools/online-linguistic-support> Erasmus+ EU programme for education, training, youth and sport

civil service. These discussions take place according to the apprentice schedule and availability and focus on the learners' needs : talking about everyday life, dealing with professional vocabulary, preparing the first day and introduction to the company...

Omnia students are offered a free target **language course of basics**, prior to an internship for students, who experience long mobilities in countries like France, Germany and Spain. Omnia even offers language courses in Chinese and Japanese for students, who decide to apply for internships in those countries.

### iii. Specific linguistic tool for car-mechanics

⇒ In France, the Ministry of Education and the professional branch in charge of the automobile sector ANFA (Association Nationale pour la Formation Automobile) has created a specific tool for apprentices in car mechanics named Autolingo<sup>2</sup>.



☞ **Autolingo** is a free app containing all the vocabulary of the professional environment in the automobile sector, in **five different languages** : French, German, Spanish, Italian and English. You can very easily use it to prepare your learners. The content is organised by topic : tools, dashboard, engine... The translation is always **illustrated** with a picture and the **pronunciation** in the selected language.

Learners can also use Autolingo Quiz, an additional app available on the computer, with exercises. It aims at preparing learners to read technical user instructions in English and talk with English-speaking customers.

## b. Pre-departure preparation

Uniser organises with the help of partner schools, such as CNOS-FAP Lombardia, a pre-departure preparation composed of different workshops to prepare the participants. Usually the meetings are three hours long and they are divided into the following sections:

- A **methodological preparation** about details of the project, practical information on travel and accommodation, food etc. and documents of the mobility (ECVET, Europass CV, badges that will be delivered at the end of the mobility, etc.);
- A workshop aimed at broadening apprentices' mind on interculturality and breaking down **stereotypes** and prejudices;
- A moment to reflect on fears, **doubts** and **expectations** in order to prevent crises, conflicts or problems that might arise during mobility;
- A final session is organised with the apprentice to make sure he/she knows about **safety** in workplaces and to check if special safety equipment is required.

BHW provides intercultural workshops as well. The overall objective of the training is the acquisition of intercultural competencies that are not specific to single cultures, but more general. The cultural workshop is divided into two blocks :

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<sup>2</sup> <http://www.educauto.org/actualites/autolingo-applications-linguistiques-secteur-automobile-0>

- The first block is an intercultural preparation for the stay abroad and takes place a few weeks **before** departure ;
- In the second block, which is conducted after the **return** trip, the experiences made in the destination country are highlighted and reflected upon.

In the first block, priority is given to these three sub-goals:

- Strengthening perception and **self-reflection** :

The participants should reflect on how they perceive the world. With which patterns and categories they automatically sort objects, people, etc. in their environment.

- Sensitisation for **cultural differences** :

Many people are not aware of their culturally shaped patterns of action and orientation and have never reflected on their Eurocentric perception. In order to prepare the participants of the Erasmus+ scholarship program in the best possible way for the intercultural encounter situations that await them, they are sensitised to culturally conditioned behavioural deviations and the values behind them.

- Teaching **problem-solving** skills / conflict-solving skills

In addition, the participants will learn about possible solutions and ways of dealing with intercultural differences and / or conflicts. In this way, they will not be completely unaware of and unprepared for phenomena such as culture shock.

The following sub-goals are set for the second block, after their return to the home country:

- Reflection on own intercultural personality

How has this stay abroad shaped the young people's intercultural personality? A reflection on their own intercultural personality should be initiated.

- Reflection on one's own ability to resolve conflicts

Intercultural experiences made are discussed and reflected with the returning participants. To what extent does this have an influence on their ability to resolve conflicts?

### 3) Validation of the professional skills and learning outcomes to be achieved abroad

Three **preliminary steps** have been identified to build an effective list of competences to achieve abroad. These steps are important as they will allow you to make decisions on the skills to validate and their feasibility.

#### a. Identify the general competences of the diploma

The first step is to clearly identify the characteristics of the diploma targeted by the mobility in order to explain it to your foreign partner in a simple and understandable way.

To do so, you should use the **Europass Certificate Supplement**<sup>3</sup>. This document describes :

<sup>3</sup> Source : <https://europa.eu/europass/en/europass-certificate-supplement>

- Title of the certificate (in your own language and in English)
- Profile of skills and competences
- Range of occupations accessible to the holder of the certificate
- Official basis of the certificate : Name and status of the body awarding the certificate, Name and status of the national/regional authority providing accreditation/recognition of the certificate, Level of the certificate, Grading scale / Pass requirements
- Officially recognised ways of acquiring the certificate
- Additional information like a description of the national qualifications system

👉 In annex (page 17) you will find the Europass certificate supplements of each country involved in this TRAPP project, for the two professions : hairdressing and car mechanics.

## b. Identify the skills you want your apprentice to achieve abroad

Once you have filled in the Europass Certificate Supplement or once you have found it from your national database, you need to identify :

- on one hand the **competences** you want your apprentice to achieve during his/her mobility abroad,
- on the other hand the **tasks** that can be assigned to your apprentice to fulfil these competences.

The targeted competencies will depend on :

- the curriculum specifications
- the period of the mobility
- the length of the mobility
- the evaluation process.

You can report this information in a **competences table** ; this document should be **clear and easily understandable for your foreign partner which will look for the hosting company**.

👉 You can find in annex (page 34) the competences tables for each country and each qualification. You will see in bold the sending country/partner and the hosting country.  
In the framework of this project, the mobility took place in October, November and December.

## c. Check the skills that can be acquired in the hosting country

Once you have identified the competencies you would like your apprentice to achieve abroad, you need to **check with your foreign partner if it is doable in the hosting country**. Each country has its own specificities and practices and apprentices do not learn the same things or in the same way in the same profession as your country.

⇒ As an example, for the French hairdressers going to Finland, they couldn't choose the curling hair competence as it is not practiced in this country.

You also need to take into consideration that the competences will be evaluated and validated abroad ; therefore, you should be very careful in the selection process of these skills.

#### d. Formalise the skills in the Learning Agreement

The purpose of the **Learning Agreement**<sup>4</sup> is to provide a transparent and efficient preparation of the exchange to make sure the student receives recognition for the activities successfully completed abroad.

The Learning Agreement :

- Sets out the programme of the placement to be followed abroad;
- **Must be approved, before the start of the exchange**, by the apprentice, the sending VET centre, the hosting company and the receiving institution;
- **Should include all the learning outcomes** the apprentice is expected to acquire during the exchange;
- Should set out **how the placement will be recognised** depending on whether it counts towards the apprentice's degree, is taken on a voluntary basis (not obligatory for the degree) or is being carried out by a recent graduate.

All three parties signing the Learning Agreement commit to complying with all the agreed arrangements, thereby ensuring that the student will receive the recognition for the traineeship carried out abroad without any further recognition requirements.

 You can find in the annex on page 36 examples of Learning agreements in the car-mechanics and in the hairdressing sectors.

#### Virtual meet-ups

In order to be sure the apprentice understands the competences he/she will have to achieve abroad, as well as the hosting in-company tutor, we suggest to **organise a virtual or a physical meeting with all the stakeholders** :

- The apprentice, or the two apprentices in case of a cross-mobility
- The sending and the hosting companies
- The sending and the receiving organisations.

 You can find further details regarding this virtual meet-up in IO2; please refer to **Tool 10 : Guideline “How to organize virtual meet-ups”**.

<sup>4</sup> Source : <https://erasmus-plus.ec.europa.eu/resources-and-tools/learning-agreement>

## 4) Pedagogical organisation for theoretical courses

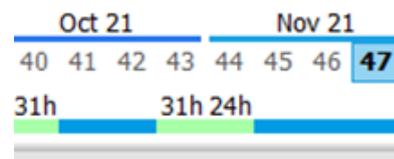
The apprentice will spend most of his/her time working in a company abroad and he/she will not attend theoretical courses with his/her classmates.

We observed within the partnership that theoretical classes often have the same weight as professional classes in the curriculum, sometimes even more. Therefore, it is very important to take these theoretical courses into consideration and ensure the apprentice will benefit from them as his/her peers and **will not lose any knowledge** nor face any difficulties for these courses' examination.

### a. Identification of the theoretical courses missed during the mobility

The content of these courses will depend on the period and the duration of the mobility. Each teacher needs to clearly identify the lessons, exercises and evaluation that could take place during the mobility and to explain the situation to the apprentice. For example the schedule of the French apprentice for the 8-weeks mobility :

- In green : hours in the VET centre
- In blue : hours in the company.



In this example, we can see that the French apprentice :

- missed 3 weeks in the VET centre,
- corresponding to  $31+31+24 = 86$  hours for the whole period,
- among which half is dedicated to theoretical courses (43 hours).

### b. Pedagogical organisation to catch up with these lessons

As the apprentice won't physically attend the theoretical courses in his/her sending organisation, you need to find an organisation to allow him/her to **keep on track** and **not to lose any important knowledge**. The aim is also to avoid apprentices having to make up for these courses once back from mobility.

#### Use of digital tools for remote teaching and learning

To do so, you need to ask the teachers to **use digital tools to teach remotely**. They can **download their pedagogical resources on your digital platform** / Learning management System / Moodle-platform.

You can also suggest the teachers to pick up the most suitable tools among the **Toolkit for digital education** that has been developed by Uniser for TRAPP.

You can find a **list of digital tools that can be used by the teachers to teach remotely on the Toolkit for digital education** that has been developed by Uniser for TRAPP

<https://mobiliteach.net/trapptoolkit-home/>

The toolkit is divided into 8 areas containing different tools for organising online learning. These areas are: Gamification; Interactive Presentations; Online Boards; Interactive Games and Exercises; Content Creation; Learning Management Systems; Educational Resources; Online Collaboration.

### Identify a weekly timeslot for theoretical courses remote teaching

Moreover, in order to allow the apprentices to have time to work on these theoretical courses and to do personal homework during his/her mobility, we suggest **identifying a weekly time slot** that will be dedicated to meetings between your apprentice and his/her teachers. Ideally, this time slot should be **half a day per week**, so the apprentice has enough time to learn and to communicate with the teachers.

According to our experience, we suggest organising this half a day **rather at the beginning or in the first part of the week**, than at the end. Indeed, we have tried to locate it on Friday afternoon, but we could observe that the apprentice is tired and can hardly remain fully concentrated, especially as he/she has been working for the whole week and it is not a physical meeting.

### Plan the meetings in advance

Each teacher will have a time slot in his/her schedule and both the apprentice and the teacher will know in advance the meetings. In order to smooth the process, we also recommend to **plan the virtual meetings in advance** for each teacher and each time slot, so even if the teacher is not teaching face to face, he/she knows he/she has an appointment with the apprentice.

These weekly meetings will ensure teachers that the apprentice doesn't encounter any difficulties to follow the monitoring plan for theoretical courses and that he/she feels comfortable with the ongoing mobility. If needed, the teachers will support the apprentice and give the appropriate remediation.

You can see in the board below, as an example, the planning of the virtual meetings planned for the French apprentice.

## Planning of the virtual meetings - Pedagogical follow-up

Date	Timeslot	Duration	Subject	Teacher
08/10/21	13:00 - 13:30	30'	English	...
	13:45 - 14:45	1h	Technology	...
	15:00 - 16:00	1h	French	...
15/10/21	14:00 - 15:00	1h		
	15:15 - 16:15	1h		
	16:30 - 17:00	30'		
22/10/21	13:30 - 14:00	30'		
	14:15 - 15:15	1h		
	15:30 - 16:30	1h		
29/10/21	13:30 - 14:00	30'		
	14:15 - 15:15	1h		
	15:30 - 16h	30'		
05/11/21	13:00 - 13:30	30'		
	13:45 - 14:45	1h		
	15:00 - 16:00	1h		
12/11/21	14:00 - 15:00	1h		
	15:15 - 16:15	1h		
	16:30 - 17:00	30'		
19/11/21	13:30 - 14:00	30'		
	14:15 - 15:15	1h		
	15:30 - 16:30	1h		
26/11/21	14:00 - 15:00	1h		
	15:00 - 16:00	1h		

### Organise a pedagogical pre-departure meeting

To secure the whole process, we suggest organising a [pre-departure meeting with the apprentice and the whole pedagogical team](#). During this meeting, the apprentice should be explained:

- The content of the lessons that he/she will miss;
- The organisation planned to make up with these lessons;
- The planning of the virtual meeting and the digital tool used (Teams, zoom, google meet...);

- The way to connect to the virtual meetings : we suggest creating a unique connexion link for all the meetings;
- The way to upload and to download pedagogical resources and exercises;
- The tool that will be used for daily exchanges: we suggest creating a WhatsApp or Signal group including the apprentice, his/her teachers and the European mobility coordinator, so communication can be smooth and fast. We recommend checking if your apprentice can use these tools in a suitable and comfortable way.

## 5) Technical aspects

You need to **make sure all your apprentices and teachers know how to use digital technology that will be used for teaching and learning** ; to do so, we suggest to plan a time slot to double check and train them if necessary.

It is necessary to check that the apprentice has access to **adapted IT equipment** to be able to be monitored abroad, at least a **computer** and a **wifi connection**.

Make sure the apprentice also has a proper place to stay for this weekly time slot : at home, in your partner VET centre or in the hosting company. We recommend **checking the capability of the learners to use digital tools** in a comfortable way and, if needed, to organise a quick training course focusing on video conference apps, e-learning platforms, etc.

# Section 2 - During the mobility

## 1) Professional skills

The tasks that can be given to the apprentice have already been decided and validated in the previous step. Nevertheless, it is useful to **check with the apprentice if the real tasks are really in line** with his/her professional skills.

👉 We could observe in our pilot mobility that if the tasks the company gives to the apprentice are not enough linked to his/her skills, the apprentice can feel bored which can be counterproductive either for the company and for the apprentice.

In this TRAPP project, we implemented cross-mobility. Therefore, the **hosting organisation** is responsible for monitoring the placement in the hosting company during all the mobility.

Nevertheless, the **professional teacher** from the sending country can also double check that the tasks fulfilled in the company fit with the curriculum and the expected learning outcomes.

## 2) Theoretical lessons

### a. Digital tools for remote learning activities

You can use diverse digital tools to monitor the apprentice during his/her mobility, like [online toolkit for digital education](#). On this website you will find information and digital tools to create engaging learning activities either in presence, at distance or in blended mode. This collection of tools can be used to create online distance learning activities for apprentices participating in a long term mobility experience in order to keep them updated with the theoretical lessons in their home countries.



### b. Keep track of the pedagogical monitoring

As described in the previous section dedicated to the “before” step, the apprentice will virtually meet his/her teachers once a week during the mobility to update theoretical courses.

To keep track of these exchanges and of the work done by the apprentice, each teacher is asked to fill in a **monitoring grid** explaining the modality (virtual meeting, pedagogical resources downloaded on the digital platform, phone calls...), the date of the meeting and all information that could be useful for the monitoring. This information should also include relationship with the company, mindset, slow-down... You can find an example of this grid below.

#### Pedagogical follow-up during the mobility

Date	Communication modality (virtual meeting, email, phone call, download of pedagogical resources...)	Subject	Pedagogical content	Comments
22/10/21	Pedagogical resources downloaded on the digital platform	French	Skills in reading and writing	Eva is asked to read the resources and to do some exercises
05/11/21	Virtual meeting with Teams	Maths	Statistics with two variables	Eva was able to do the exercise according to the lesson and to answer logically
19/11/21	Virtual meeting with Teams	English	Lesson: Have you ever... (use the present perfect to talk about a personal or professional experience)	Eva was able to use the present perfect according to the instructions
...	...	...	...	...

To be able to make sure the different notions addressed by the theoretical courses are understood by the apprentices, we suggest sending [quick evaluations](#) like quizzes, videos with questions... These evaluations won't have any impact on the final validation of competences but will help monitoring the progress of the apprentice.

## Section 3 - After the mobility

This is the last stage of the monitoring plan for theoretical classes. The objective is to check if the apprentice needs any support to reintegrate theoretical and practical courses in his/her VET centre.

Therefore, when the apprentice comes back, each teacher is asked to have an **individual and tailored appointment** to assess possible needs for further monitoring. It will include a discussion on the theoretical courses and exercises, to make sure the apprentice has understood all the resources and materials received and/or the e-learning courses.

We also strongly suggest organising a meeting with the whole pedagogical team for collective feedback and further improvements.

SEPR has special classes called “**Open**” (Open maths, Open English, Open sciences...), taking place during the lunch break, when all the students/apprentices can come and ask for help from the teachers on specific subjects. These classes will therefore be open for the apprentices coming back from long-term mobility, if they need help on the subjects addressed while they were abroad.

## Conclusion

Implementing long-term mobility for apprentices is definitely doable and absolutely necessary to allow apprentices to live a real professional and personal experience abroad, and to have the same chance and opportunities as students from higher education.

to do it successfully, it is important to pay attention to the different steps, especially:

- the selection and the preparation of the apprentice, as he/she will be abroad, by hi/herself, at least two months;
- the involvement of the whole pedagogical team to identify the L.O.s and thus to have the best work experience ;
- the involvement of the pedagogical team to teach remotely theoretical courses thanks to digital tools and to monitor the apprentice;
- the involvement of your foreign partner to evaluate your apprentice at the end of the placement and recognise this experience to increase the value of the diploma.

# Annex I - Europass Certificate Supplement

## Guidelines for filling in the Europass certificate supplement (instructions updated in 2019 by the National Europass Centres)

### 1. Purpose of the Certificate Supplement

The Certificate supplement describes the knowledge and skills acquired by holders of vocational training qualifications issued in European Union's countries (Member states and candidate countries) and in the European Economic Area.

It completes the information included in the official certificate and/or transcript, making it more easily understood, especially by employers or institutions abroad.

The Certificate supplement is complementary to the original certificate; is not a substitute for the original certificate.

### 2. Content of the Certificate supplement

The Certificate supplement is drawn up and issued by the awarding bodies and provides on 2 pages the following information:

- Page 1
  - Box 1 : Title of the Certificate (in the official national language)
  - Box 2 : Translated title of the Certificate
  - Box 3 : Profile of skills and competences;
  - Box 4 : Range of occupations accessible to the holder of the certificate;
- Page 2
  - Box 5 - Official basis of the certificate:
    - Body awarding the certificate
    - Authority providing accreditation / recognition of the certificate
    - Level of the certificate (national or European)
    - Grading scale / Pass requirements
    - Access to next level of education / training
    - International agreements on recognition of qualifications
    - Legal basis
  - Box 6 - Officially recognised ways of acquiring the certificate:
    - Description of vocational education and training
  - Box 7 : Additional information:
    - Entry requirements
    - More information (including a description of the national qualifications system)
    - National Europass Centre.

Important: The Certificate supplement:

- is not a substitute for the original certificate
- is not an automatic system that guarantees recognition.

### 3. Examples of Europass Certificate Supplement

Please find below examples of Europass Certificate Supplements implemented by the partners (Finland, France, Italy, Germany), both for the vehicle sector and for the hairdressing one.



## CERTIFICATE SUPPLEMENT



Title of the qualification (FI, SV)	
<p><b>Autoalan perustutkinnon perusteet</b> <i>Grundexamen inom bilbranschen</i></p> <p><i>Qualification requirements entered into force on 01.08.2018 (OPH-2762-2017)</i></p>	
Translated title of the qualification (EN)	
<p><b>Vocational Qualification in the Vehicle Sector</b></p> <p>This translation has no legal status.</p>	
Profile of skills and competences	
<p><b>Composition of the qualification</b></p> <p>The scope of the vocational qualification in the vehicle sector is 180 competence points. The qualification is composed of vocational units (145 competence points) and common units (35 competence points). Of the vocational units, the scope of compulsory units is 90 competence points and the scope of optional units 50 competence points.</p> <p>The vocational qualification in the vehicle sector comprises six competence area:</p> <ul style="list-style-type: none"> <li>• competence area in vehicle technology (vehicle mechanic)</li> <li>• competence area in vehicle body repair (vehicle body repairer)</li> <li>• competence area in vehicle painting (vehicle painter)</li> <li>• competence area in car sales (car salesperson)</li> <li>• competence area in parts sales (parts salesperson)</li> <li>• competence area in small motor machinery repairs (small machinery mechanic).</li> </ul> <p><b>Vocational skills and competences required for completion of the qualification</b></p> <p>The purpose of the vehicle sector is to provide private and public transport and goods transport services and other logistics services in the society and to facilitate people's mobility-related pastimes. The qualification titles in this sector include Vehicle Mechanic, Vehicle Body Repairer, Vehicle Painter, Car Salesperson, Part Salesperson, and Small Machinery Repairer.</p>	
Range of occupations accessible to the holder of the certificate	
<p>Typical workplaces related to vehicle sales, installations, repairs, and services are car dealerships, car accessories shops and car repair shops. In addition to actual repair shop tasks, Vehicle Mechanics, Vehicle Body Repairers, and Vehicle Painters also have the skills required for working in the car industry and, for example, industries manufacturing different vehicle bodies, special vehicles, and caravans.</p>	
Official basis of the certificate	
<p><b>Name and status of the body awarding the certificate</b></p> <p>An education provider with an authorisation to provide education and award qualifications granted by the Ministry of Education and Culture.</p>	<p><b>Name and status of the national/regional authority providing accreditation/recognition of the certificate</b></p> <p>Ministry of Education and Culture</p> <p>Finnish National Agency for Education, the national agency subordinate to the Ministry of Education and Culture</p>

<p><b>Level of the certificate (national or international)</b> National Qualifications Framework (nqf) 4 European Qualifications Framework (eqf) 4 ISCED 3</p>	<p><b>Grading scale/Pass requirements</b> Satisfactory S1 / Satisfactory S2 / Good G3 / Good G4 / Excellent E5</p>
<p><b>Access to the next level of education/training</b> The qualification confers eligibility for higher education studies.</p>	<p><b>International agreements</b></p>
<p><b>Legal basis</b> Vocational Education and Training Act 531/2017 and the decrees that complement it.</p>	

<p><b>Officially recognised ways of obtaining the certificate</b></p>
<p>The vocational skills required for completing the modules are demonstrated by performing practical tasks in authentic situations and work processes (demonstration of knowledge and skills). The student's knowledge and skills are assessed diversely by a teacher and a working life representative and compared to the competence defined in the qualification requirements. The education provider awards the student a qualification certificate once the qualification has been completed acceptably in accordance to the qualification requirements laid down by the Finnish National Agency for Education.</p>
<p><b>Entry requirements</b> No formal qualifications are required to take the competence test.</p>
<p><b>Additional information</b> Finnish National Agency for Education P.O. Box 380, FI-00531 Helsinki, Finland www.oph.fi</p>

**Explanatory note**

This document is designed to provide additional information about the specified certificate and does not have any legal status in itself. The format of the description is based on the following texts: Council Resolution 93/C 49/01 of 3 December 1992 on the transparency of qualifications, Council Resolution 96/C 224/04 of 15 July 1996 on the transparency of vocational training certificates, and Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers.

For more information on transparency, visit <http://www.cedefop.europa.eu/en/themes/understanding-qualifications>

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## SUPPLEMENT TO THE EUROPASS CERTIFICATE

### TITLE OF THE CERTIFICATE

Baccalauréat professionnel Maintenance des véhicules Option A : Voitures particulières

### TRANSLATION OF THE CERTIFICATE TITLE

Vocational Baccalaureate Diploma of Vehicle Maintenance Option A : Passanger cars

### PROFILE OF SKILLS AND COMPETENCES

The main activities of this vocational qualification are:

- Carry out periodic and corrective maintenance operations
- Perform diagnostics on vehicles
- Receive and return the vehicle
- Participate in the organization of maintenance.

Technician's profile should involve behavior aimed at quality objectives in individual work and within the team:

- be part of the quality and commercial approach of the company;
- be involved in the "Health - Safety - Environment" management system and respect the rules for the preservation of person's health, safety, goods and environment;
- respect the allotted time, instructions and procedures of the company.

Intervenes in the fields of passenger car maintenance. Vehicle maintenance is constantly evolving (regulations, work organization methods, technologies, etc.), therefore, the holder of the vocational baccalaureate in vehicle maintenance must regularly update his/her skills and integrate them in the professional practice.

### RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE

The holder of this professional baccalaureate can intervene in:

- Companies depending on networks of manufacturers
- Companies processing vehicles of all brands
- Maintenance services of transport companies
- Vehicle fleet maintenance services

The holder can hold different positions such as car mechanic, garage mechanic, technical controller or developer.

### OFFICIAL BASIS OF THE CERTIFICATE

#### Name and status of the body awarding the certificate:

Rectorat de l'académie de Lyon  
92, Rue de Marseille  
69007 Lyon - France  
Tel. : +33(0) 4 72 80 60 60  
<http://www.ac-lyon.fr/>

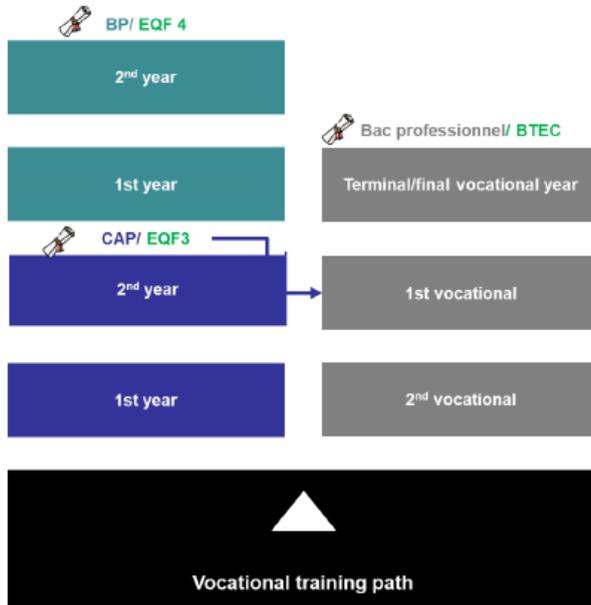
#### Name and status of the national/regional authority providing accreditation/recognition of the certificate:

Ministère de l'éducation nationale, de la jeunesse & des sports  
Hôtel de Rochechouart  
110, rue de Grenelle  
75007 Paris - France  
Tel. : +33(0) 1 55 55 10 10  
<http://www.education.gouv.fr/>



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<b>Level (national or international) of the certificate:</b> <ul style="list-style-type: none"> <li>- National Qualifications Framework : NQF 4</li> <li>- European Qualifications Framework : EQF 4</li> <li>- International Standard Classification of Education : ISCED 525</li> </ul>	<b>Grading system / grant conditions:</b> This diploma brings together several learning units corresponding to as many tests, where various coefficients, modes & durations are applied. These tests are carried out during the training.
<b>Access to next level of education/training:</b> <ul style="list-style-type: none"> <li>- National Qualifications Framework : NQF 5</li> <li>- European Qualifications Framework : EQF 5</li> </ul>	<b>International agreements :</b> N/A
<b>Legal basis :</b> Order of February 11, 2016 NOR: MENS1603265A Consolidated version as of August 24, 2019	

OFFICIALLY RECOGNISED WAYS OF ACQUIRING THE CERTIFICATE		
Description of vocational education and training received	Percentage of total programme (%)	Duration (hours - weeks)
Training center	40 %	1 850 hours - 53 weeks
Work based-learning in company	60 %	2 660 hours - 76 weeks
<b>Total duration of training leading to the certificate:</b>		3 years
<b>Entry requirements:</b> <ul style="list-style-type: none"> <li>- This vocational baccalaureate is prepared in 3 years after the end of junior high school;</li> <li>- Can also be prepared after EQF 3 level (French CAP training) or after the general baccalaureate and BTEC second class.</li> </ul>		
<b>Additional information:</b> The contents and procedures for obtaining the vocational diploma are available on the site: <ul style="list-style-type: none"> <li>• <a href="http://certificationprofessionnelle.fr/">http://certificationprofessionnelle.fr/</a></li> <li>• Code RNCP : RNCP19117</li> </ul>		
<b>Diagram of French studies after the junior high school:</b>		
		



## EUROPASS CERTIFICATE SUPPLEMENT (\*)



Name and surname of the student: .....

Born: ..... At: .....

Fiscal code: .....

### 1. TITLE OF THE CERTIFICATE (IT)

DIPLOMA PROFESSIONALE DI TECNICO RIPARATORE DI VEICOLI A MOTORE

### 2. TRANSLATED TITLE OF THE CERTIFICATE (EN)

PROFESSIONAL SCHOOL DIPLOMA OF MOTOR VEHICLE REPAIR TECHNICIAN

### 3. PROFILE OF SKILLS AND COMPETENCES

During its training path the VET school graduate in Motor Vehicle Repair has learned:

- how to intervene in autonomy in the framework of a set of actions and tasks assigned in the process of repairing motor vehicles. The graduate can identify resources, organise the operations, implement continuous improvement procedures, monitor and evaluate the results, also taking responsibility for overseeing executive activities carried out by others.
- functional skills to manage client management, diagnosis, budgeting and verification phases.

The "Motor Vehicle Reparation" course includes subjects connected to evaluation, reparation and management of motor vehicles and to the relative organisation of work.

At the end of the four years cycle, the graduate has acquired the following learning outcomes:

- 1) Manage relations with clients (taking in and giving back the motor vehicle);
- 2) Identify the interventions to be carried out on the motor vehicle and define the work plan;
- 3) Supervise the work phases, coordinating the activity of the operational roles;
- 4) Identify situations of potential risk to safety, health and the environment, promoting the adoption of correct and aware prevention behaviors;
- 5) Prepare documents related to activities and purchase of materials;
- 6) Define the purchasing needs of equipment and materials, managing the procurement process;
- 7) Check and evaluate the repairment of the functionality/efficiency of the motor vehicle and filling the required documentation;

During the four years training cycle, the student has participated with success in a six week internship experience abroad within the framework of the Erasmus+ programme, through which work-based technical/professional skills and key competences have been acquired. The experience has been certified with the release of a Europass Mobility, which contains more information about the competences acquired.



### 4. RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE

The professional school graduate awarded with this diploma is be able to:

- Apply customer interaction techniques;
- Carry out the technical evaluation of complaints and requests;
- Apply techniques and methods to check up the vehicle;
- Evaluate data and data sheets following the check up on the vehicle;
- Identify technologies, tools and work phases necessary to restore the vehicle;
- Identify anomalies and report non-conformities;
- Identify executive issues;
- Apply criteria for the evaluation of the correct use and functioning of the prevention devices;
- Prefigure behavioral forms of prevention;
- Use techniques to record the costs of individual activities;
- Apply time analysis techniques and methods for optimal use of resources;
- Apply budgeting techniques;
- Use accounting documentation techniques in the various stages of work progress;
- Apply reporting techniques for activities and materials;
- Apply techniques for analysing consumption levels and the need for materials and equipment;
- Apply selection criteria for materials and equipment;
- Apply criteria and techniques for the procurement and storage of materials and equipment;
- Apply methods for the management of stocks and inventories;
- Apply methods for the preparation of a verification and testing plan;
- Apply techniques for compiling technical reports.

The list of possible occupations includes:

- Mechanical repair of motor vehicles;
- Repair of electrical and power supply systems;
- Repair and replacement of automotive tires;
- Maintenance and repair of motorcycles and mopeds (including tires).

### 5. OFFICIAL BASIS OF THE CERTIFICATE

#### Name and status of the body awarding the certificate

Name: Salesiani Lombardia per la formazione ed il lavoro – CNOS-FAP  
 Address: Via Tonale 19, 20125 Milano (MI)  
 Tel. (+39) 02.67.07.40.72  
 Website: [www.cnosfap.lombardia.it](http://www.cnosfap.lombardia.it)  
 Status: VET centre accredited by the Region Lombardia

#### Name and status of the national/regional authority providing accreditation/recognition of the certificate

The Region Lombardia represented by the school Salesiani Lombardia per la formazione ed il lavoro – CNOS-FAP

#### Level of the certificate (national or international)

EQF4

#### Grading scale / Pass requirements

At the end of a four year cycle, students participate in a final exam.  
 Evaluation expressed in on a scale from 1 to 100.  
 The whole numerical scale is used.



## CERTIFICATE SUPPLEMENT <sup>(\*)</sup>



Deutschland

1. TITLE OF THE CERTIFICATE (DE) (1)
<b>Abschlussprüfung / Gesellenprüfung im staatlich anerkannten Ausbildungsberuf Kraftfahrzeugmechatroniker/ Kraftfahrzeugmechatronikerin</b>
(1) in original language

2. TRANSLATED TITLE OF THE CERTIFICATE (EN)(1)
<b>Final examination / journeyman's examination in the state-recognized training occupation Motor vehicle mechatronics technician</b>
(1) This translation has no legal status.

3. PROFILE OF SKILLS AND COMPETENCES
<ul style="list-style-type: none"> <li>• Diagnose faults and malfunctions in vehicles</li> <li>• Carry out service and maintenance works</li> <li>• Disassemble, repair and assemble components, sub-assemblies and systems</li> <li>• Carry out tests on vehicles in accordance with legal stipulations</li> <li>• Operate vehicles and systems</li> <li>• Decommission and commission technical vehicle systems</li> <li>• Measure and check systems</li> <li>• Fit, refit and retrofit vehicles</li> <li>• Plan and prepare work processes, check and evaluate work results</li> <li>• Company and technical communication</li> <li>• Carry out quality assurance measures.</li> </ul>

4. RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE (1)
Motor vehicle mechatronics technicians work for vehicle manufacturers and service companies in the planning, servicing, inspection, diagnosis, repair, equipping and retrofitting of motor vehicles in the key areas of automobiles, commercial vehicles, systems technology, high voltage technology and bodywork engineering.
(1) if applicable

<p><b><sup>(*)</sup> Explanatory notes</b></p> <p>This document is designed to provide additional information about the specified certificate and does not have any legal status in itself. The format of the description is based on the following texts: Council Resolution 93/C 49/01 of 3 December 1992 on the transparency of qualifications, Council Resolution 96/C 224/04 of 15 July 1996 on the transparency of vocational training certificates, and Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers.</p> <p>More information on transparency is available at: <a href="http://www.europass.cedefop.eu.int/transparency">www.europass.cedefop.eu.int/transparency</a></p> <p>© European Communities 2002</p>
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5. OFFICIAL BASIS OF THE CERTIFICATE	
<b>Name and status of the body awarding the certificate</b>  Chamber of Crafts and Trades, Chamber of Industry and Commerce	<b>Name and status of the national/regional authority providing accreditation/recognition of the certificate</b>  Chamber of Crafts and Trades, Chamber of Industry and Commerce
<b>Level of the certificate (national or international)</b>  ISCED 3B German Qualifications Framework (DQR) level 4 (alignment is preliminary pursuant to "German Qualifications Framework for Lifelong Learning" - German EQF - Referencing report of 15 November 2012). Published by: Federal Ministry of Education and Research (BMBWF), Berlin and Bonn; Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (Conference of the Ministers of Education and Cultural Affairs - KMK), Berlin)	<b>Grading scale / Pass requirements</b>  100-92 points = 1 = excellent 91 - 81 points = 2 = good 80 - 67 points = 3 = average 66 - 50 points = 4 = pass 49 - 30 points = 5 = poor 29 - 0 points = 6 = fail  A total of at least 50 grade points are required to pass the examination.
<b>Access to next level of education / training</b>  Certified motor vehicle service technician Master craftsman qualification in motor vehicle engineering State certified technician	<b>International agreements</b>  In the field of vocational training, joint declarations on the comparability of qualifications obtained in the respective vocational training systems have been signed on the basis of bilateral agreements concluded between Germany and France and between Germany and Austria.
<b>Legal basis</b> Ordinance on Initial Vocational Education and Training in the Occupation of Motor vehicle mechatronics technician of 06/14/2013 (Federal Law Gazette, Part I, p 1578) Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, KMK, of 25.04.2013)	

6. OFFICIALLY RECOGNISED WAYS OF ACQUIRING THE CERTIFICATE
Final examination administered by the competent body: <ol style="list-style-type: none"> <li>after completion of dual training in a company and at part-time vocational school (normal procedure)</li> <li>after retraining in a recognized training occupation</li> <li>as an external examination for working people without formal vocational qualifications or persons who have been trained at full-time vocational schools or other vocational training institutions</li> </ol>
<b>Additional information</b>  <b>Entry requirements:</b> Entry requirements are not governed by legislation; as a rule, young people are admitted after completing (nine or ten years of) general education. <b>Duration of training:</b> 3,5 years. <b>Training in the "dual system":</b> Teaching of the knowledge, skills and competences needed for an occupation is based on the typical requirements of work and business processes and prepares the trainees for a specific job. <b>The training is provided in a company and at part-time vocational school:</b> In the company, the trainees acquire practical skills in a real working environment. On one or two days per week, the trainees attend part-time vocational school, where they are taught general and vocational knowledge related to their training occupation.  <b>More information</b> is available at: <a href="http://www.berufenet.arbeitsagentur.de">www.berufenet.arbeitsagentur.de</a>  <b>National Europass Centre</b> <a href="http://www.europass-info.de">www.europass-info.de</a>



## CERTIFICATE SUPPLEMENT



### Title of the qualification (FI, SV)

***Hius- ja kauneudenhoitoalan perustutkinnon perusteet***  
*Grundexamen inom hår- och skönhetsbranschen*

*Qualification requirements entered into force on 01.08.2018 (OPH-2532-2017)*

### Translated title of the qualification (EN)

***Vocational Qualification in Hairdressing and Beauty Care***

This translation has no legal status.

### Profile of skills and competences

#### Composition of the qualification

The vocational qualification in hair and beauty care is composed of vocational units (145 competence points) and common units (35 competence points). The scope of a vocational qualification is 180 competence points.

The vocational qualification in hairdressing and beauty care comprises four competence units and the qualification titles have been defined according to the competence areas as follows:

- competence area in hair and beauty care guidance, beauty consultant
- competence area in skin care, beauty therapist
- competence area in hairdressing, hair dresser
- competence area in barbering, barber.

The competence area in skin care comprises three compulsory units. The competence areas in hair and beauty care, hairdressing and barbering comprise two compulsory units. The optional units have been divided into two groups. The units that the core competence of the competence area is composed of in conjunction with the compulsory units have been determined for each competence area. In addition, the qualification contains common units.

#### Vocational skills and competences required for completion of the qualification

Qualification holders possess the competence required in serving customers and selling hairdressing and beauty care products and services. In addition to customer service skills, a good knowledge of products and taking care of the safety of work and customers are key competencies. In addition to the extensive basic competence, qualification holders have more specialised skills based on their competence areas. Beauty consultants are able to provide guidance and advice on skin and hair care and the use of products to customers. Beauty therapists have the vocational skills required in performing facial treatments, pedicures and manicures, and guide customers in self-care of the skin and in the use of the products. Hairdressers and barbers have the vocational skills required in performing haircuts using hairdressing techniques and in styling hair using different techniques. Barbers know how to do haircuts using barbering techniques, style hair, and perform beard treatments. Competence can be further expanded with optional units in all competence areas.

### Range of occupations accessible to the holder of the certificate

Beauty consultants work in the cosmetics sections of department stores, shops and airports, in pharmacies, or in sales and training tasks in companies that import products. Beauty consultants usually work as employees, but they may also be entrepreneurs. Beauty therapists work as entrepreneurs or employees in beauty salons, spas, assisted living accommodation, congress centres and hotels, on ships, or in cosmetics sections of department stores. Beauty therapists may

also work in sales and training tasks. Hairdressers and barbers work in unisex hairdressers' salons either as entrepreneurs or as employees. They may also be employed by importers or department stores in which they work in product sales and training.

Official basis of the certificate	
<p><b>Name and status of the body awarding the certificate</b> An education provider with an authorisation to provide education and award qualifications granted by the Ministry of Education and Culture.</p>	<p><b>Name and status of the national/regional authority providing accreditation/recognition of the certificate</b> Ministry of Education and Culture  Finnish National Agency for Education, the national agency subordinate to the Ministry of Education and Culture</p>
<p><b>Level of the certificate (national or international)</b> National Qualifications Framework (nqf) 4 European Qualifications Framework (eqf) 4 ISCED 3</p>	<p><b>Grading scale/Pass requirements</b> Satisfactory S1 / Satisfactory S2 / Good G3 / Good G4 / Excellent E5</p>
<p><b>Access to the next level of education/training</b> The qualification confers eligibility for higher education studies.</p>	<p><b>International agreements</b></p>
<p><b>Legal basis</b> Vocational Education and Training Act 531/2017 and the decrees that complement it.</p>	

Officially recognised ways of obtaining the certificate
<p>The vocational skills required for completing the modules are demonstrated by performing practical tasks in authentic situations and work processes (demonstration of knowledge and skills). The student's knowledge and skills are assessed diversely by a teacher and a working life representative and compared to the competence defined in the qualification requirements. The education provider awards the student a qualification certificate once the qualification has been completed acceptably in accordance to the qualification requirements laid down by the Finnish National Agency for Education.</p>
<p><b>Entry requirements</b> No formal qualifications are required to take the competence test.</p>
<p><b>Additional information</b> Finnish National Agency for Education  P.O. Box 380, FI-00531 Helsinki, Finland  www.oph.fi</p>

### Explanatory note

This document is designed to provide additional information about the specified certificate and does not have any legal status in itself. The format of the description is based on the following texts: Council Resolution 93/C 49/01 of 3 December 1992 on the transparency of qualifications, Council Resolution 96/C 224/04 of 15 July 1996 on the transparency of vocational training certificates, and Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers.

For more information on transparency, visit <http://www.cedefop.europa.eu/en/themes/understanding-qualifications>



## SUPPLEMENT TO THE EUROPASS CERTIFICATE

TITLE OF THE CERTIFICATE	
Brevet professionnel Coiffure	
TRANSLATION OF THE CERTIFICATE TITLE	
Professional Hairdressing Certificate	
PROFILE OF SKILLS AND COMPETENCES	
<p>Reception and customer follow-up activities, collects, selects and processes information, monitors the quality of reception and customer care.</p> <p>Designs and implements techniques, products and services through:</p> <ul style="list-style-type: none"> <li>- Advice and sale of products, materials and services;</li> <li>- Custom hairstyle design;</li> <li>- Implementation of hair care, coloring and lightening techniques;</li> <li>- Creation and realization of feminine and masculine cuts;</li> <li>- Design and creation of event hairstyles;</li> <li>- Design of specific male cuts, realization of pilo-facial/facial hair system.</li> </ul> <p>The exercise of the profession takes into account the knowledge of the company, the regulations and standards in force, health and safety at work, quality and sustainable development. Proficiency in computer tools and professional software is required.</p>	
RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE	
<p>The holder of the BP Coiffure (EQF level 4), can exercise his/her activity as employer or employee in:</p> <ul style="list-style-type: none"> <li>- Hairdressing salons or companies;</li> <li>- Companies producing or distributing hair products;</li> <li>- Health and social establishments (hospital, retirement home, convalescent home, etc.).</li> </ul> <p>Can manage his/her own business, be an independent hairdresser, at home, hold a position of business manager, technical manager, head of shampoo station, hairdresser, facilitator or technical manager, professional advisor.</p> <p>Under the law of July 5, 1996 which amends law n ° 46-1173 of May 23, 1946 regulating the conditions of access to the profession of hairdresser, he/she can exercise effective and permanent control of any hairdressing business or establishment .</p>	
OFFICIAL BASIS OF THE CERTIFICATE	
<p><b>Name and status of the body awarding the certificate:</b></p> <p>Rectorat de l'académie de Lyon 92, Rue de Marseille 69007 Lyon - France Tel. : +33(0) 4 72 80 60 60 <a href="http://www.ac-lyon.fr/">http://www.ac-lyon.fr/</a></p>	<p><b>Name and status of the national/regional authority providing accreditation/recognition of the certificate:</b></p> <p>Ministère de l'éducation nationale, de la jeunesse &amp; des sports Hôtel de Rochechouart 110, rue de Grenelle 75007 Paris - France Tel. : +33(0) 1 55 55 10 10 <a href="http://www.education.gouv.fr/">http://www.education.gouv.fr/</a></p>

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<p><b>Level (national or international) of the certificate:</b></p> <ul style="list-style-type: none"> <li>- National Qualifications Framework : NQF 4</li> <li>- European Qualifications Framework : EQF 4</li> <li>- International Standard Classification of Education : ISCED 815</li> </ul>	<p><b>Grading system / grant conditions:</b></p> <p>This diploma brings together several learning units corresponding to as many tests, where various coefficients, modes &amp; durations are applied. These tests are carried out during the training.</p>
<p><b>Access to next level of education/training:</b></p> <ul style="list-style-type: none"> <li>- National Qualifications Framework : NQF 5</li> <li>- European Qualifications Framework : EQF 5</li> </ul>	<p><b>International agreements :</b></p> <p>N/A</p>
<p><b>Legal basis :</b> Order of March 28, 2011 NOR: MENE1108703A Consolidated version of August 04, 2017</p>	

OFFICIALLY RECOGNISED WAYS OF ACQUIRING THE CERTIFICATE		
Description of vocational education and training received	Percentage of total programme (%)	Duration (hours - weeks)
Training center	40 %	800 hours - 23 weeks
Work based-learning in company	60 %	1050 hours - 30 weeks
<b>Total duration of training leading to the certificate:</b>		2 years
<p><b>Entry requirements:</b> This professional certificate is prepared in 2 years after a CAP (EQF level 3) training.</p> <p><b>Additional information:</b> The contents and procedures for obtaining the vocational diploma are available on the site:</p> <ul style="list-style-type: none"> <li>• <a href="http://certificationprofessionnelle.fr/">http://certificationprofessionnelle.fr/</a></li> <li>• Code RNCP : RNCP12281</li> </ul> <p><b>Diagram of French studies after the junior high school:</b></p>		
<p><b>Vocational training path</b></p>		



## EUROPASS CERTIFICATE SUPPLEMENT (\*)



Name and surname of the student: .....

Born: ..... At: .....

Fiscal code: .....

### 1. TITLE OF THE CERTIFICATE (IT)

DIPLOMA PROFESSIONALE DI TECNICO DELL'ACCONCIATURA

### 2. TRANSLATED TITLE OF THE CERTIFICATE (EN)

PROFESSIONAL SCHOOL DIPLOMA OF HAIRDRESSING TECHNICIAN

### 3. PROFILE OF SKILLS AND COMPETENCES

During its training path the VET school graduate in hairdressing has learned:

- how to intervene in autonomy in the framework of a set of actions and tasks assigned in the process of styling hair. The graduate can identify resources, organise the operations, implement continuous improvement procedures, monitor and evaluate the results, also taking responsibility for overseeing executive activities carried out by others.
- functional skills for analyzing and using cosmetic/trichological treatments of the hair and scalp, for cutting and styling and for the management of the salon.

At the end of the four years cycle, the graduate has acquired the following learning outcomes:

- 1) To operate in safety conditions on the workplace and in compliance with hygiene and environmental protection standards. To identify and prevent risky situations for his/herself, for others and for the environment;
- 2) To operate in the organisation of the salon by managing the schedule and the archive of the customer files, according to the services requested;
- 3) To intervene in the management of the salon by overseeing its promotion and collect information to support accounting, tax and commercial activities;
- 4) To prepare and manage the welcome and assistance of customers according to the personalization of the service;
- 5) To analyze the characteristics and condition of the hair and scalp, and identify the most suitable types of treatment;
- 6) To conceive and carry out hairstyles and aesthetic treatments of the beard, customising them according to customer needs and fashion trends, choosing cosmetic and trichological products.

During the four years training cycle, the student has participated with success in a six week internship experience abroad within the framework of the Erasmus+ programme, through which professional skills and key competences have been acquired. The experience has been certified with the release of a Europass Mobility, which contains more information about the competences acquired.



## EUROPASS CERTIFICATE SUPPLEMENT (\*)



<b>4. RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE</b>
Hairdresser

<b>5. OFFICIAL BASIS OF THE CERTIFICATE</b>	
<b>Name and status of the body awarding the certificate</b>	<b>Name and status of the national/regional authority providing accreditation/recognition of the certificate</b>
	The Region Lombardia represented by the school .....
<b>Level of the certificate (national or international)</b>  EQF4	<b>Grading scale / Pass requirements</b>  At the end of a four year cycle, students participate in a final exam. Evaluation expressed in on a scale from 1 to 100. The whole numerical scale is used. Minimum level for the acquisition of the qualification as a result of the final state exam is 60/100  The student score at the state exam was: X/100
<b>Access to next level of education/training</b>  Higher education institutions such as universities (EQF5)	<b>International agreements</b>  N/A
<b>Legal Basis</b> Decree nr. 13/2013 – National Framework of Qualifications Regional decrees n.19 of 6/08/2007; n. 12550 of 20/12/2013 and n. 7214 of 28/07/2014.	

<b>6. OFFICIALLY RECOGNISED WAYS OF ACQUIRING THE CERTIFICATE</b>		
<b>Description of vocational education and training received</b>	<b>Percentage of total programme (%)</b>	<b>Duration (hours/weeks/months/years)</b>
School-/training centre-based	Es. 80 %	Standard training course: hours/year for 4 years
Workplace-based	Es. 20 %	952 hours
<b>Total duration of the education/ training leading to the certificate</b>		4 years
<b>Entry requirements</b> First cycle education degree		



## CERTIFICATE SUPPLEMENT <sup>(1)</sup>



Deutschland

<p>1. TITLE OF THE CERTIFICATE (DE) (1)</p> <p><b>Gesellenprüfung im staatlich anerkannten Ausbildungsberuf Friseur/ Friseurin</b></p> <p>(1) in original language</p>
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<p>2. TRANSLATED TITLE OF THE CERTIFICATE (EN)(1)</p> <p><b>journeyman's examination in the state-recognized training occupation Hairdresser (m/f)</b></p> <p>(1) This translation has no legal status.</p>
---

<p>3. PROFILE OF SKILLS AND COMPETENCES</p>
<ul style="list-style-type: none"> <li>• Clean and care for the hair and scalp</li> <li>• Cut hair using classic and modern techniques</li> <li>• Make fashion-based structural and colour changes to hair</li> <li>• Plan, style and realise hairstyles</li> <li>• Advise customers regarding hairdressing and cosmetic services, taking into account aesthetic aspects, the shape of the head and face, overall appearance and fashion trends, provide individual recommendations and realise these</li> <li>• Provide customer care before, during and after treatment, responding to customer expectations and requirements</li> <li>• Lengthen and thicken hair, and design hairstyles using replacement hair</li> <li>• Care for hands, and shape and colour nails</li> <li>• Provide cosmetic treatments</li> <li>• Plan and document treatment processes</li> <li>• Are involved in the organisation of company activities, and monitor appointment schedules</li> <li>• Advise customers in selecting the right product, present goods and products, and sell them</li> <li>• Support marketing measures in the salon</li> <li>• Apply regulations and guidelines relating to health and environmental protection.</li> </ul>

<p>4. RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE (1)</p>
<p>Hairdressers work predominantly in specialist hairdressing enterprises, but are also employed in hotels, wellness areas, cruise ships, hospitals, rest homes and rehabilitation units. They are also used in film, television and theatre productions, photo shoots and fashion shows. Further fields of activity are sales work in chemist's shops, perfumeries and department stores. One particular employment opportunity is to work as a specialist adviser in the hair cosmetic industry.</p> <p>(1) if applicable</p>

<p><sup>(1)</sup> Explanatory notes</p> <p>This document is designed to provide additional information about the specified certificate and does not have any legal status in itself. The format of the description is based on the following texts: Council Resolution 93/C 49/01 of 3 December 1992 on the transparency of qualifications, Council Resolution 96/C 224/04 of 15 July 1996 on the transparency of vocational training certificates, and Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers.</p> <p>More information on transparency is available at: <a href="http://www.europass.cedefop.eu.int/transparency">www.europass.cedefop.eu.int/transparency</a></p> <p>© European Communities 2002</p>
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5. OFFICIAL BASIS OF THE CERTIFICATE	
<b>Name and status of the body awarding the certificate</b> Chamber of Crafts and Trades	<b>Name and status of the national/regional authority providing accreditation/recognition of the certificate</b> Chamber of Crafts and Trades
<b>Level of the certificate (national or international)</b> ISCED 3B German Qualifications Framework (DQR) level 4 (alignment is preliminary pursuant to "German Qualifications Framework for Lifelong Learning" - German EQF - Referencing report of 15 November 2012). Published by: Federal Ministry of Education and Research (BMBF), Berlin and Bonn; Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (Conference of the Ministers of Education and Cultural Affairs - KMK), Berlin)	<b>Grading scale / Pass requirements</b> 100-92 points = 1 = excellent 91 - 81 points = 2 = good 80 - 67 points = 3 = average 66 - 50 points = 4 = pass 49 - 30 points = 5 = poor 29 - 0 points = 6 = fail  A total of at least 50 grade points are required to pass the examination.
<b>Access to next level of education / training</b> Master craftsman qualification in hairdressing	<b>International agreements</b> In the field of vocational training, joint declarations on the comparability of qualifications obtained in the respective vocational training systems have been signed on the basis of bilateral agreements concluded between Germany and France and between Germany and Austria.
<b>Legal basis</b> Ordinance on Initial Vocational Education and Training in the Occupation of Hairdresser (m/f) of 05/21/2008 (Federal Law Gazette, Part I, p 856) Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, KMK, of 10.04.2008), (Federal Gazette, No 121a of 13.08.2008)	

6. OFFICIALLY RECOGNISED WAYS OF ACQUIRING THE CERTIFICATE
Final examination administered by the competent body: <ol style="list-style-type: none"> <li>after completion of dual training in a company and at part-time vocational school (normal procedure)</li> <li>after retraining in a recognized training occupation</li> <li>as an external examination for working people without formal vocational qualifications or persons who have been trained at full-time vocational schools or other vocational training institutions</li> </ol>
<b>Additional information</b> <b>Entry requirements:</b> Entry requirements are not governed by legislation; as a rule, young people are admitted after completing (nine or ten years of) general education. <b>Duration of training:</b> 3 years. <b>Training in the "dual system":</b> Teaching of the knowledge, skills and competences needed for an occupation is based on the typical requirements of work and business processes and prepares the trainees for a specific job. <b>The training is provided in a company and at part-time vocational school:</b> In the company, the trainees acquire practical skills in a real working environment. On one or two days per week, the trainees attend part-time vocational school, where they are taught general and vocational knowledge related to their training occupation.  <b>More information</b> is available at: <a href="http://www.berufenet.arbeitsagentur.de">www.berufenet.arbeitsagentur.de</a>  <b>National Europass Centre</b> <a href="http://www.europass-info.de">www.europass-info.de</a>



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## Annex II - Competences table

CAR MECHANICS			
Competences	Tasks to be done		
Italy to Finland	Manage the stages of acceptance, diagnosis, budgeting and verification/testing, connecting with the warehouse and office administrative	Carry out the acceptance and taking charge of the vehicle Carry out the technical diagnosis of the motor vehicle, Identify the causes of the breakdown/failure, Evaluate the type of intervention to be carried out and the possible use of spare parts Draw up a cost estimate to be communicated to the customer.	
	Carry out mechanical repair or maintenance work on the motor vehicle, based on the data of the technical diagnosis and the periodic scheduled checks, subsequently carrying out the test checks provided for before returning the vehicle to the customer	Motor vehicle testing Scheduled maintenance Repair and/or replacement of damaged or worn parts and defective components Return of the motor vehicle to the customer	
	Carry out repair and replacement of tyres and rims	Carry out the acceptance and taking charge of the vehicle Diagnosis of wheel wear Road testing of the vehicle Wheel balancing Recording and tuning of characteristic wheel angles Return of the motor vehicle to the customer Replacing or repairing tyres/rims	
Germany to France	Operating vehicles and systems	Observe and apply regulations and instructions on safety and operation. Explain operating instructions, operate information and safety systems.	
	Measuring and testing systems	Determine target data; select measuring methods and measuring instruments. Apply protective measures against electrical body flow. Visually inspect electrical connections and wiring for mechanical damage. Measure and check physical quantities.	
		Performing service and maintenance work	Move, park, lift, support and secure vehicles, assemblies and systems. Perform maintenance work as directed, especially check, refill, change and dispose of operating fluids.
		A1 Periodical maintenance	T.1.1 Perform the procedure-defined controls T.1.2 Replace subsets, elements, products. Adjust levels T.1.3 Update maintenance indicators
A3 Corrective maintenance	T.3.1 Replace, repair sub-assemblies, elements. T.3.2 Adjust, configure		
	A4 Reception - Return of the vehicle		T.4.1 Taking charge of the vehicle T.4.2 Return the vehicle T.4.3 Suggest services; additional or mandatory
Finland to Italy		Oil spill repair	Oil leaks from either the engine or transmission must be repaired
		Engine or transmission troubleshooting	Need to troubleshoot and repair the engine or transmission
	Fuel system troubleshooting and repair	Look for a fault in the fuel system and repair it	
	Engine accessory replacement	Replace the engine auxiliary, such as a water pump	
	Clutch repair	Determine that the fault is in the clutch and replace the clutch	
	Adapt new equipment to the vehicle	Install and adapt the new component to the vehicle	
	Updating the vehicle software	Update software to the vehicle	
	Using repair instructions, troubleshooting, and wiring diagrams	Finds and fixes faults using repair instructions, troubleshooting charts and wiring diagrams	
	Use of measuring and testing equipment	Use measuring and testing equipment for troubleshooting and repair	
Testing and repair of electrical equipment	Testing and repair of electrical equipment		

HAIRDRESSING		
Competences	Tasks to be done	
Italy to Germany	To carry out a proper welcoming and assistance of customers in hence providing a more personalized service	<ul style="list-style-type: none"> <li>- Use methods and techniques detect customer's wishes / needs</li> <li>- Apply consulting techniques and methods to create a personalized style</li> <li>- Apply methods for filling in and managing the technical sheet and and the customer</li> </ul>
	To analyze the characteristics and condition of the hair and scalp, and identify the most suitable types of treatment	<ul style="list-style-type: none"> <li>- Apply analysis techniques to identify the condition of the hair and of the scalp</li> <li>- Identify blemishes and alterations of the scalp and hair</li> <li>- Identify the type(s) and the intervention technique (s) and/or the need for specialist advice</li> <li>- Provide documentary evidence of the aspects of analysis to formulate treatment choices</li> </ul>
	To conceive and carry out hairstyles and aesthetic treatments of the beard, customising them according to customer needs and fashion trends, choosing cosmetic and trichological products	<ul style="list-style-type: none"> <li>- Identify and use cosmetic and hair care products on the basis of their chemical elements, actions and results</li> <li>- Choose and combine manual and /or instrumental techniques of personalized hair and /or beard aesthetic treatment</li> <li>- Apply principles and techniques for regulating the relationship between the volumes of the face and those of the hairstyle</li> <li>- Apply principles and techniques for regulating the relationship between facial volumes and beard cut</li> <li>- Apply the applied colorimetry to produce customized colors, shades, contrasts</li> <li>- Check the results of the application of techniques and products and apply any corrections and adjustments</li> <li>- Apply methods of conservation and storage of cosmetic and hair-care products</li> <li>- Provide advice on use at home of the products</li> <li>- Perform routine maintenance of the tools used</li> <li>- Perform the disinfection of environments and instruments and sterilization of tool</li> </ul>
Germany to Italy	Grooming the hair and the scalp	<ul style="list-style-type: none"> <li>a) check and assess state and condition of scalp and hair and suggest measures for treatment</li> <li>b) select skin cleansing and care products, dose and use according to the treatment plan</li> <li>c) clean and care for hair and scalp using various methods</li> <li>d) clean and maintain hairpieces and hair replacements</li> <li>e) massage scalp with different techniques.</li> </ul>
	Designing hairstyles	<ul style="list-style-type: none"> <li>a) select and use products to support the hairstyle design</li> <li>b) design hairstyles, especially by wrapping, waves and papilloting techniques</li> <li>c) design hairstyles with thermal devices, especially by blow-dryers</li> <li>d) style in-laid hairstyles</li> <li>e) design updos</li> <li>f) work in the hair piece</li> <li>g) use styling and finishing techniques</li> </ul>
	Protection of the skin and the respiratory tract as well as hygiene	<ul style="list-style-type: none"> <li>a) carry out personal health protection measures, in particular skin protection taking technical rules and legal regulations into account</li> <li>b) apply customer-related health protection measures</li> <li>c) observe personal hygiene measures and work clothing requirements</li> </ul>
France to Finland	Creation, colour, cut, styling	Manage products and materials, Plan activities, Design a personalized hairstyle, Implement coloring and lightening techniques, Create and carry out cuts, Design and carry out temporary shaping and hairstyling. (stylist facialist)
	Men's Cut	Making specific men's cuts
	Sales Consultancy	Transmit information and report, Monitor the quality of reception and customer care, Develop the sale of products and services, Advise and sell products, materials and services, Evaluate customer satisfaction.
	Be able to mobilize science, technology and regulations knowledge to provide professional answers	Analyze a professional situation in order to provide answers, by mobilizing knowledge in science, technology and regulations.
	Foreign language: English	To express yourself orally continuously, To interact in a foreign language, To understand a written document written in a foreign language
Finland to France	create festive and thematic hairstyles for customers for different occasions	Use diverse hairdressing techniques indicated by the style of the customer's haircut
		Complete the preliminary work needed for the hairstyle following the plan and using different trendy and basic techniques
		Create the hairstyle following the plan and using trendy and basic techniques, including loops, rollers, knots and waves
		Serve customers in a friendly manner and promote permanent customer relationships <span style="float: right;">page 36</span>
	Use and attach an accessory, a donut or a hairpiece to the hair following the plan	



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## Annex III - Model of Training Agreement for Long-Term Mobility of Apprentices



## Training Agreement



**Mobility period:** from Kirjoita päivämäärä to Kirjoita päivämäärä napsauttamalla tätä.  
napsauttamalla tätä.

### 1. Student

Name		<input type="checkbox"/>	Female	<input type="checkbox"/>	Male
Address					
Mobile phone					
Email					
Date of birth	Kirjoita päivämäärä napsauttamalla tätä.				

Participates in the drawing up of his or her personal competence development plan so far as it concerns training organised in a workplace. Performs work tasks that comply with the vocational skills requirement of the qualification, as specified in the personal competence development plan, and demonstrates the acquired competences in the workplace, if this is part of the plan. Observes the work safety regulations of the workplace, the agreed working hours, and the workplace rules. Observes that he or she is subject to any secrecy obligation of the workplace.

### 2. Sending (home) organisation

Name	Omnia Vocational College
Address	PL 77711, 02070 Espoo; Finland
Contact person	Elina Lehtikangas
Email	elina.lehtikangas@omnia.fi
Mobile phone	+358 401267437

Appoints a responsible person who ensures that the training agreement workplace is suitable for training and competence demonstrations, prepares the student for the workplace, and ensures, for his or her part, that the student is aware of his or her obligation to comply with workplace rules and any regulations and instructions concerning the work and safety at work. The responsible person also provides the workplace with necessary information on the student's initial skills level. Furthermore, the responsible person appointed by the education provider is responsible for assuring the workplace instructor's guidance skills, for supporting the training agreement workplace in the implementation of the training agreement and competence demonstrations, and for familiarising workplace representatives with the national qualification requirements. The education provider is responsible for ensuring that training based on a training agreement is organised in compliance with the applicable acts and decrees.

### 3. Workplace/Receiving (host) organisation

Name				
Address				
Contact person				
Email				
Mobile phone				
Specific arrangements; tick if needed	<input type="checkbox"/>	Hygiene pass	<input type="checkbox"/>	Fire work license
	<input type="checkbox"/>	Work safety card	<input type="checkbox"/>	Basic first aid course
	<input type="checkbox"/>	Criminal record extract		
Clothes/equipment needed at work				
Signature of the contact person				

Provides the student with an opportunity to acquire vocational skills in accordance with his or her personal competence development plan (PCDP). Plans the practical arrangements for student guidance, appoints a workplace instructor and other persons responsible for the guidance (with adequate skills and resources for the task), and proposes a workplace representative to participate in the assessment of competence demonstrations. Ensures that the workplace instructor and staff in the workplace are aware of the plans and tasks related to the student's training agreement and/or competence demonstrations. Monitors the student's competence development, reports on the progress to the education provider, and undertakes measures if it seems that the competence level specified in the plan cannot be achieved. Is responsible for the student's safety at work during the training agreement period.

#### Responsible workplace instructor

Is responsible for student orientation and participates in the planning, implementation and assessment of the training agreement and competence demonstrations. Guides the student in a goal-oriented manner in accordance with the student's personal competence

## Training Agreement

development plan and gives feedback on the student's competence development. Guides the student in cooperation with the educational institution/teacher/other employees in the workplace.

### 4. Intermediary organisation (if any)

Name	
Address	
Contact person	
Email	
Signature of the contact person	

### 5. Insurance during Mobility is specified in the Grant Agreement

### 6. Student status

A student attending training that is based on a training agreement is not in an employment relationship with the training agreement workplace nor is the training agreement workplace liable to pay wages or other remuneration to the student.

### 7. Communications

The training agreement workplace shall notify the education provider of any essential changes to the student's tasks or working conditions. The education provider shall notify the training agreement workplace of any changes to the education.

The following has been agreed on communications between the education provider and the training agreement workplace:

<p>The volume of the communication: _____ times during the internship</p> <p>The method of communication: <input type="checkbox"/> email; <input type="checkbox"/> Skype; <input type="checkbox"/> other, specify _____</p> <p>Other details: _____</p> <p>_____</p>
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### 1. Description of Learning Outcomes to be achieved during the mobility Period:

Vehicle Technology; **Testing and fixing air brakes**

Vocational skills requirements

## Training Agreement

- performing brake service, wheel work and oil and oil filter change
- changing the needed parts of disc brakes and drum brakes
- testing the functioning of drive mechanisms
- performing basic routine servicing tasks: washing and waxing a car and checking for possible damage to the bodywork + periodical maintenance works to a car
- connecting measuring and testing devices according to the instructions
- using make specific system diagrams when diagnosing faults and
- locating the exact position of components using system diagrams

### Competence: Responsibility and Autonomy

- maintaining the working place tidy and in working order and sorting waste
- assessing his/her own work
- being able to work with different people and personnel groups among suppliers and in the workplace
- developing own actions to improve safety
- noticing and recognizing dangers related to his/her work and reporting them making the work profitable

### Skills: Cognitive or practical

- designing the work process according to given instructions
- adhering to work times and given instructions
- using given spare parts and supplies
- acting in accordance with set quality and financial targets
- diagnosing the faults by using on-board computers and interpreting the measuring results according to the official instructions

### Knowledge: Theoretical and factual knowledge

- using make-specific service and repair instructions
- choosing and using liquids and oils according to the manufacturer's instructions
- knowing the effect of regulatory provisions on repair works
- assessing the suitability of protections, tools and working methods to the work concerned

Signature

Date and place: \_\_\_\_\_

Student: \_\_\_\_\_

Work Instructor: \_\_\_\_\_

Vocational Teacher at Omnia: \_\_\_\_\_

## Training Agreement

Description of the learning outcomes and assessment: **Vehicle Technology; Testing and repairing air brakes**

Vocational Skills Requirements	N/A	Student	Work Instructor
<ul style="list-style-type: none"> <li>- performing brake service, wheel work and oil and oil filter change</li> <li>- changing the needed parts of disc brakes and drum brakes</li> <li>- testing the functioning of drive mechanisms</li> <li>- performing basic routine servicing tasks: washing and waxing a car and checking for possible damage to the bodywork + periodical maintenance works to a car</li> <li>- connecting measuring and testing devices according to the instructions</li> <li>- using make specific system diagrams when diagnosing faults and</li> <li>- locating the exact position of components using system diagrams</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>Competence: Responsibility and autonomy</b></p>			
<ul style="list-style-type: none"> <li>- maintaining the working place tidy and in working order and sorting waste</li> <li>- assessing his/her own work</li> <li>- being able to work with different people and personnel groups among suppliers and in the workplace</li> <li>- developing own actions to improve safety</li> <li>- noticing and recognizing dangers related to his/her work</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>Skills: Cognitive or practical:</b>  <b>Skills (competence, use of procedure, materials, tools and equipment)</b></p>			
<ul style="list-style-type: none"> <li>- designing the work process according to given instructions</li> <li>- adhering to work times and given instructions</li> <li>- using given spare parts and supplies</li> <li>- acting in accordance with set quality and financial targets</li> <li>- diagnosing the faults by using on-board computers and interpreting the measuring results according to the official instructions</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>Knowledge: Theoretical and / or factual knowledge</b></p>			
<ul style="list-style-type: none"> <li>- using make-specific service and repair instructions</li> <li>- choosing and using liquids and oils according to the manufacturer's instructions</li> <li>- knowing the effect of regulatory provisions on repair works</li> <li>- assessing the suitability of protections, tools and working methods to the work concerned</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Evaluation scale is from 0 to 5, where 0 = failed task, 1-2= satisfactory achievement; 3-4= good achievement, 5=excellent achievement

## Training Agreement

Further comments: For instance additional tasks carried out

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### 6. *Signatures* (Please write your signature and name in block letters)

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Student

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Work instructor

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Date and Place



## Training Agreement



**Mobility period:** from Kirjoita päivämäärä napsauttamalla tätä. to Kirjoita päivämäärä napsauttamalla tätä.

### 1. Student

Name		<input type="checkbox"/>	Female	<input type="checkbox"/>	Male
Address					
Mobile phone					
Email					
Date of birth	Kirjoita päivämäärä napsauttamalla tätä.				

Participates in the drawing up of his or her personal competence development plan so far as it concerns training organised in a workplace. Performs work tasks that comply with the vocational skills requirement of the qualification, as specified in the personal competence development plan, and demonstrates the acquired competences in the workplace, if this is part of the plan. Observes the work safety regulations of the workplace, the agreed working hours, and the workplace rules. Observes that he or she is subject to any secrecy obligation of the workplace.

### 2. Sending (home) organisation

Name	Omnia Vocational College
Address	PL 77710; 02070 Espoo
Contact person	Maarit Saarenkylä
Email	Maarit.saarenkyla@omnia.fi
Mobile phone	+358 468515022

Appoints a responsible person who ensures that the training agreement workplace is suitable for training and competence demonstrations, prepares the student for the workplace, and ensures, for his or her part, that the student is aware of his or her obligation to comply with workplace rules and any regulations and instructions concerning the work and safety at work. The responsible person also provides the workplace with necessary information on the student's initial skills level. Furthermore, the responsible person appointed by the education provider is responsible for assuring the workplace instructor's guidance skills, for supporting the training agreement workplace in the implementation of the training agreement and competence demonstrations, and for familiarising workplace representatives with the national qualification requirements. The education provider is responsible for ensuring that training based on a training agreement is organised in compliance with the applicable acts and decrees.

### 3. Workplace/Receiving (host) organisation

Name				
Address				
Contact person				
Email				
Mobile phone				
Specific arrangements; tick if needed	<input type="checkbox"/>	Hygiene pass	<input type="checkbox"/>	Fire work license
	<input type="checkbox"/>	Work safety card	<input type="checkbox"/>	Basic first aid course
	<input type="checkbox"/>	Criminal record extract		
Clothes/equipment needed at work				
Signature of the contact person				

Provides the student with an opportunity to acquire vocational skills in accordance with his or her personal competence development plan (PCDP). Plans the practical arrangements for student guidance, appoints a workplace instructor and other persons responsible for the guidance (with adequate skills and resources for the task), and proposes a workplace representative to participate in the assessment of competence demonstrations. Ensures that the workplace instructor and staff in the workplace are aware of the plans and tasks related to the student's training agreement and/or competence demonstrations. Monitors the student's competence development, reports on the progress to the education provider, and undertakes measures if it seems that the competence level specified in the plan cannot be achieved. Is responsible for the student's safety at work during the training agreement period.

## Training Agreement

### Responsible workplace instructor

Is responsible for student orientation and participates in the planning, implementation and assessment of the training agreement and competence demonstrations. Guides the student in a goal-oriented manner in accordance with the student's personal competence development plan and gives feedback on the student's competence development. Guides the student in cooperation with the educational institution/teacher/other employees in the workplace.

### 4. Intermediary organisation (if any)

Name	
Address	
Contact person	
Email	
Signature of the contact person	

### 5. Insurance during Mobility is specified in the Grant Agreement

### 6. Student status

A student attending training that is based on a training agreement is not in an employment relationship with the training agreement workplace nor is the training agreement workplace liable to pay wages or other remuneration to the student.

### 7. Communications

The training agreement workplace shall notify the education provider of any essential changes to the student's tasks or working conditions. The education provider shall notify the training agreement workplace of any changes to the education.

The following has been agreed on communications between the education provider and the training agreement workplace:

<p>The volume of the communication: _____ times during the internship</p> <p>The method of communication: <input type="checkbox"/> email; <input type="checkbox"/> Skype; <input type="checkbox"/> other, specify _____</p> <p>Other details: _____</p> <p>_____</p>
--

## Training Agreement

### Description of the learning outcomes and assessment:

Vocational Qualification in Hair Dressing; Hair dresser; Hair cutting

EQF/NQF level: 4 Total ECVET credits of program: \_\_\_\_\_

#### Vocational skills requirements

	N/A	Student					Work instructor					
		0	1	2	3	4	5	0	1	2	3	4
- planning and implementing a care treatment for the hair and scalp	<input type="checkbox"/>											
- washing a customer's hair and making hair care treatment	<input type="checkbox"/>											
- interpreting the customer's style when planning a hair-cut (and shave)	<input type="checkbox"/>											
- making use of his/her product knowledge in hair and scalp treatments	<input type="checkbox"/>											
- using appropriate products, tools and equipment	<input type="checkbox"/>											
- recommending and selling home care products for hair to the customer	<input type="checkbox"/>											

#### Competence: Responsibility and autonomy

	N/A	Student					Work instructor					
		0	1	2	3	4	5	0	1	2	3	4
- using sector-specific language in customer-service situations	<input type="checkbox"/>											
- using foreign language in customer-service situations	<input type="checkbox"/>											
- promoting the safety of his/her actions and a responsible attitude in his/her work	<input type="checkbox"/>											
- identify hazards related to work and the working environment and harmful effects on health and protecting his-/herself from them	<input type="checkbox"/>											
- assessing his/her own work	<input type="checkbox"/>											
- showing initiative in finding information and planning tasks that s/he is responsible for	<input type="checkbox"/>											

#### Skills: Cognitive or practical:

(competence, use of procedure, materials, tools and equipment)

	N/A	Student					Work instructor					
		0	1	2	3	4	5	0	1	2	3	4
- acting in various situations pertaining to customer service and interaction	<input type="checkbox"/>											
- selecting a suitable massage technique based upon the treatment and the customer's care needs	<input type="checkbox"/>											
- cutting hair following a plan and blow-drying it using the necessary forming products	<input type="checkbox"/>											
- selecting suitable tools for a treatment/haircut/shave	<input type="checkbox"/>											
- following the instructions of the work community and showing consideration for other members of the work community	<input type="checkbox"/>											

#### Knowledge: Theoretical and / or factual knowledge

	N/A	Student					Work instructor					
		0	1	2	3	4	5	0	1	2	3	4
- determining the quality and condition of the customer hair and scalp and directing the customer to another expert for treatment if necessary	<input type="checkbox"/>											
- describing and planning hair-cut using professional terminology	<input type="checkbox"/>											
- acquiring and applying knowledge of style and form in haircuts and selecting a cut that suits the customer	<input type="checkbox"/>											
- taking into consideration the impact of nutrition and a healthy lifestyle on the wellbeing of the hair and scalp	<input type="checkbox"/>											

## Training Agreement

Evaluation scale is from 0 to 5, where 0 = failed task, 1-2= satisfactory achievement; 3-4= good achievement, 5=excellent achievement

Further comments: For instance additional tasks carried out

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### 8. *Signatures* (Please write your signature and name in block letters)

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Student

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Work instructor

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Date and Place

## ERASMUS+ VET MOBILITY QUALITY COMMITMENT

### Obligations of the Sending Organisation

- *Choose the appropriate target countries and host country partners, project durations and placement content to achieve the desired learning objectives.*
- *Select the participating trainees or teachers and other professionals by setting up clearly defined and transparent selection criteria.*
- *Define the envisaged learning outcomes of the mobility period in terms of knowledge, skills and competences to be developed.*
- *If you send learners or teachers and other professionals who face barriers to mobility, special arrangements for those individuals must be made (eg those with special learning needs or those with physical disabilities).*
- *Prepare participants in collaboration with partner organisations for the practical, professional and cultural life of the host country, in particular through language training tailored to meet their occupational needs.*
- *Manage the practical elements around the mobility, taking care of the organisation of travel, accommodation, necessary insurances, safety and protection, visa applications, social security, mentoring and support, preparatory visits on-site etc.*
- *Establish the Learning Agreement with the participant trainee or teacher and the host organisation to make the intended learning outcomes transparent for all parties involved.*
- *Establish assessment procedures together with the host organisation to ensure the validation and recognition of the knowledge, skills and competences acquired.*
- *Establish Memoranda of Understanding between the competent bodies, if you use ECVET for the mobility.*
- *Establish appropriate communication channels to be put in place during the duration of the mobility and make these clear to participant and the host organisation.*
- *Establish a system of monitoring the mobility project during its duration.*
- *When necessary for special learning needs or physical disabilities, use accompanying persons during the stay in the host country, taking care of practical arrangements.*
- *Arrange and document together with the host organisation, the assessment of the learning outcomes, picking up on the informal and non-formal learning where possible. Recognise learning outcomes, which were not originally planned but still achieved during the mobility.*
- *Evaluate with each participant their personal and professional development following the period abroad.*
- *Recognise the accrued learning outcomes through ECVET, Europass or other certificates.*
- *Disseminate the results of the mobility projects as widely as possible.*
- *Self-evaluate the mobility as a whole to see whether it has obtained its objectives and desired results.*

### Obligations of the Sending and Host Organisation

- *Negotiate a tailor-made training programme for each participant*
- *Define the envisaged learning outcomes of the mobility period in terms of knowledge, skills and competences to be developed.*
- *Establish the Learning Agreement with the participant trainee or teacher to make the intended learning outcomes transparent for all parties involved.*
- *Establish appropriate communication channels to be put in place during the duration of the mobility and make these clear to participant.*
- *Agree monitoring and mentoring arrangements*
- *Evaluate the progress of the mobility on an on-going basis and take appropriate action if required*
- *Arrange and document the assessment of the learning outcomes, picking up on the informal and non-formal learning where possible. Recognise learning outcomes which were not originally planned but still achieved during the mobility.*

### Obligations of the Host Organisation

- *Foster understanding of the culture and mentality of the host country.*

## ERASMUS+ VET MOBILITY QUALITY COMMITMENT

- *Assign to participants tasks and responsibilities to match their knowledge, skills and competences and training objectives as set out in the Learning Agreement and ensure that appropriate equipment and support is available.*
- *Identify a tutor or mentor to monitor the participant's training progress.*
- *Provide practical support if required including a clear contact point for trainees that face difficulties.*
- *Check the appropriate insurance cover for each participant*

### Obligations of the Participant

- *Establish the Learning Agreement with the sending organisation and the host organisation to make the intended learning outcomes transparent for all parties involved.*
- *Comply with all the arrangements negotiated for the training placement and to do his/her best to make the placement a success.*
- *Abide by the rules and regulations of the host organisation, its normal working hours, code of conduct and rules of confidentiality.*
- *Communicate with the sending organisation and host organisation about any problems or changes regarding the training placement.*
- *Submit a report in the specified format, together with requested supporting documentation in respect of costs, at the end of the training placement.*

### Obligations of the Intermediary Organisation

- *Select suitable host organisations and ensure that they are able to achieve the placement objectives.*
- *Provide contact details of all parties involved and ensure that final arrangements are in place prior to participants' departure from their home country.*