



Quality Framework and Guideline for Implementing Education or Training Initiatives and Internships Abroad for Vocational Colleges

Imprint

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© MSB 12/2020

Photos:

Title page: Jacob Lund, fotolia

Layout:

Elke Steinrötter, Visuelle Kommunikation, Düsseldorf

Type setting:

DCM Druck Center Meckenheim GmbH, Meckenheim

Printed on 100 % recycled paper

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Greeting



Yvonne Gebauer
Minister for Schools
and Education for the State of
North Rhine-Westphalia

Dear teachers, training supervisors and educators,

Do you speak English? Parlez-vous français? ¿Hablas español? Parla italiano? Foreign languages, our knowledge of foreign countries and exchanging our experiences of both is what brings us together.

If you want to work in an international business today, you need to speak at least English and ideally other foreign languages, too. Globalisation and digital change have increased the importance of cross-border mobility in vocational education and training in recent years.

It is encouraging that currently 6.3 percent of all German trainees complete an internship abroad.

To strengthen the educational landscape in Europe, increase confidence in the quality of education and improve professional competence, the German Parliament formulated the objective of having at least 10 percent of all trainees participate in a learning period abroad by the year 2020.

We support young people's vocational mobility and ways to establish partnerships within the European Economic Area, helping them to become linguistically, professionally and personally qualified for working in an international environment in terms of both language, social and intercultural skills and vocational competence. Time spent abroad during vocational education and training develops a sense of global responsibility and leads to increased recognition of the importance of diversity and peaceful coexistence in all the parties involved in bilateral partnerships.

Businesses offering a mobility experience increase their competitive advantages through qualified trainees and apprentices. In addition, better foreign language skills improve existing international business relationships.

Mobility experts from North Rhine-Westphalia, in cooperation with our partners in France, compiled a set of helpful material in this guideline so that you, too, can systematically plan, complete and evaluate learning periods abroad in bilateral partnerships in the future.

The guideline does not just lay out the process from idea to reflection on the internship, but also lists opportunities: In Germany, for example, learning periods abroad can be counted as credit towards a maximum of 25% of the required training time, thereby increasing the motivation to participate in an internship abroad.

Greeting

I hope this guideline will provide you with some thought-provoking impulses and would be very pleased if as many businesses as possible became convinced of the opportunities offered by a bi-national cooperation for trainees.

A handwritten signature in black ink, appearing to read 'Y. Gebauer', with a stylized, flowing script.

Yvonne Gebauer
Minister for Schools
and Education for the
State of North Rhine-Westphalia

Foreword

Learning periods abroad and internships abroad (also referred to in the following as mobility experience) are more than just an opportunity to study in a foreign country. They also help develop comprehensive professional, social and personal skills. They qualify trainees and apprentices to participate in and actively shape an increasingly international economic and social environment (§ 1 Para. 1 APO-BK)¹.

These objectives have already been achieved at several vocational colleges in North Rhine-Westphalia. School administrators of the vocational colleges support learning periods and internships abroad and document their activities in their school programme. They provide contact persons at the vocational colleges for all questions concerning the mobility experience.

The Ministry for Schools and Education in North Rhine-Westphalia has initiated the following measures to further activities aimed at the internationalisation of vocational education and training (VET): By introducing certification for the activities in international cooperation for vocational colleges, colleges receive recognition for embedding internationalisation in their educational programmes in the long term. The basis for certification is that at least a 40-hour programme of “International vocational mobility experience” is offered (cf. BASS² 13-33 No. 11).

This quality framework and set of guidelines supplements this strategy with a qualitative component for the systematic, structured and planned execution of a mobility experience, thus ensuring a certain standard of quality. It is part of a practice-oriented implementation of the cooperative agreements between the relevant Ministries for Schools and Education in North Rhine-Westphalia and the academies of Lille and Aix-Marseille in cooperation with vocational colleges in North Rhine-Westphalia and French *lycées professionnels*.

Robert Wetzlar Vocational College (Bonn, Germany), in cooperation with its French partner, Lycée Hôtelier International de Lille, has provided the practical examples.

The EU offices of the district governments edited the publication in collaboration with the Düsseldorf Chamber of Trade.

The instruments presented in the guidelines can be adapted to other binational and multi-national mobility programmes.

The quality framework and guideline aims at supporting the organisation and content design of learning periods abroad as well as the communication process between the internship parties. It offers support to teaching personnel at vocational colleges but also to trainees and apprentices at their work places, thus

¹ APO-BK= This is the German acronym for “Ausbildungs- und Prüfungsordnung Berufskolleg” meaning the Regulation for Training and Examinations in Vocational Colleges.

² BASS= This is the German acronym for “Bereinigte amtliche Sammlung der Schulvorschriften” meaning the Compiled Educational Regulations for the State of North Rhine-Westphalia.

Foreword

providing a basis for planning, executing and post-processing VET periods abroad in a systematic manner. The guideline also introduces and annotates the ECVET³ documents *Partnership Agreement*, *Learning Agreement* and the *Europass Mobility* (see <http://www.ecvet-projects.eu/ToolBox/Methodologies.aspx>).

Other supplemental documents and practical examples can be found (in German only) on the VET portal of QUA-LiS NRW on www.berufsbildung.nrw.de under *Bildungsganguebergreifende Themen > Internationalisierung der Berufsausbildung*. The EU offices in the district governments will inform and advise vocational colleges regarding the gradual introduction of ECVET and state-specific standards in North Rhine-Westphalia in vocational college mobility experience projects.

Our sincere thanks go to everyone who contributed to the creation of this guideline with their ideas and experiences.

³ ECVET: European Credit system for Vocational Education and Training – European Performance Point System for Vocational education and training (https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en)

1

Introduction

1.1 Embedding the mobility experience into educational and school development

Since the revision of the German Vocational Training and Education Act (BBiG⁴) in 2005, up to a quarter of the VET can be completed abroad (cf. § 2 Para. 3 BBiG). This has made it possible for many vocational colleges to participate in the European support programme *ERASMUS+* (since 2014). A number of questions arose from prior experiences, such as dealing with organisational hurdles or integrating internships abroad into educational and school programmes. However, in the early years learning abroad remained more of an additional activity which was only of peripheral importance to the regular VET. The time spent abroad was generally arranged on special company leave and, as far as vocational school was concerned, during the school holidays. Only a limited number of learners took part.

A range of measures have led to a marked increase in the number of young people eager to work in other European countries. These include mobility projects at vocational colleges, assistance from chambers of Trade and EU offices in North Rhine-Westphalia, information sessions put on by the National Agency at the Federal Institute of Vocational Education (NABiBB) and bi-national cooperation schemes between the NRW Ministry for Schools and Education and, for example, French academies. Meanwhile, there are also different forms of learning abroad, from short-term orientation internships to obligatory and certified internships.

In order to further refine the quality and effectiveness of learning abroad as part of the VET, it is necessary to integrate it into the development of educational curricula. Experience tells us this can only be done in stages and requires multiple attempts across several school years until it can be established as a long-term component of the school programme. In order to actually implement the learning experience abroad, it is helpful to clarify the following questions in advance:

- Which organisational conditions of the schools must be taken into account, e.g. class test phases, holiday schedules, intermediate and final examinations, time frames for obligatory internships?
- What are limiting conditions in the internship country, e.g. the school holiday schedule there, public holidays, situation in the host business, etc.?
- Should learners have the opportunity to seek an internship independently? Will a professional placement agency be involved or do the partner schools have a network of participating companies?
- Can the teachers in the partner country support learners in their search? What kind of support could that be?

⁴ The German Vocational Training Act (BBiG) regulates vocational training preparation, vocational education and training (the dual system), advanced vocational training and vocational retraining. It thus forms the basis for company-based training.

The BBiG entitles companies to take responsibility for conducting vocational education and training, i.e. they are permitted to recruit and train trainees. The law stipulates the prerequisites and conditions for training within the companies. The BBiG applies to training in trade and industry, in the public sector and in the liberal professions. It covers only a few aspects of training in the craft trades sector, which is largely governed by the Crafts and Trades Regulation Code. Nevertheless, the provisions contained within the Crafts and Trades Regulations Code largely equate to those of the BBiG. All areas of training that come under the auspices of the company providing training are governed via the BBiG.

Vocational school teaching is regulated by the educational laws of the federal states. Harmonisation between the Federal Government and federal states takes place in various committees in order to avoid conflicts in training caused by different laws.

1

Introduction

- Which subjects of the curriculum contribute in which way to the learning period abroad?
- If preparation, post-processing and supervision during the internship are carried out by the entire educational team, the internship is better integrated in terms of both content and organisation. This requires precise agreements in advance and a team prepared to make time for it.
- How could this be scheduled within the school (conference decision)?

- In which way is the learning period abroad certified within the framework of the curriculum?
 - ➔ Europass Mobility, here: using the ECVET criteria (learning outcomes, learning outcome units and assessment of learning outcome units)
 - ➔ Additional qualification “International Vocational Mobility” (BASS 13-33 No. 11)
 - ➔ Confirmation (Validation) of the learning period abroad according to the German Handwerksordnung (Trade Regulation Act (HwO)) or Vocational and Educational Training Act (BBiG),
 - ➔ School-specific certificates for internships and learning periods abroad
 - ➔ Performance reports from the host business

- In which way is the learning period abroad certified for the vocational college?
 - ➔ Gaining access to EU funding by developing an internationalisation strategy and thus accrediting the college for the ERASMUS programme.
 - ➔ Recognition as a *European School NRW* by fulfilling the criteria for a European orientation of vocational colleges (www.europaschule.nrw.de)
 - ➔ Gaining the certificate “International Vocational Mobility” (BASS 13-33 No. 11) through mobility experience activities involving 10 percent of the learners of the vocational college.

1.2 Internships and learning abroad according to ECVET

VET systems and school leaving certificates in the European states vary greatly. For example, the German dual system combines a practical apprenticeship with theoretical instruction in vocational schools. French youths mainly attend state-run vocational schools and only every fourth French trainee or apprentice undergoes a type of dual training. Any differences between countries must be considered when planning learning periods and internships abroad.

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Introduction

Differences in the systems of initial VET in Europe

The European Centre for the Development of VET (CEDEFOP) published a working paper (22/2014) in which it breaks down the initial VETs of 38 European countries into four clusters based on three criteria: modular structure, performance points system, academic and practical/dual training.

Grouping of VET systems of the countries /regions in Europe

Group I: Countries with learning units/training modules and a performance point system
Finland, Iceland, Ireland (common awards system), Luxembourg, Romania, Slovenia, Spain, Sweden, UK
Group II: Countries with learning units/training modules and no performance point system
Belgium, Croatia, Estonia, France, Hungary, the Netherlands, Poland, Portugal, Serbia (since 2002/03), Turkey
Group III: Countries without learning units /training modules and predominantly dual initial vocational education and training
Austria, Denmark, Germany, Liechtenstein, Norway, Switzerland
Group IV: Countries without learning units /training modules and predominantly full-time academic initial vocational education and training
Belgium (Dutch), Belgium (French), Bulgaria, Cyprus, the Czech Republic, Former Yugoslav Republic of Macedonia, Greece, Italy, Latvia, Lithuania, Malta, Montenegro, Slovakia

The differences in VET systems, vocational certificates and especially the training content in Europe raises questions regarding the international mobility experience, e.g. how comprehensive the vocational competencies acquired during the stay abroad are, what they are worth and how they can be compared with each other.

1

Introduction

ECVET: Increasing qualification transparency and supporting learner mobility

The ECVET provides a process for increasing qualification transparency, thus supporting the mobility experience of learners (and teachers): A profession is not identified by training or qualifications but instead understood as a set of competencies typical of the profession. In ECVET, these are bundled into units and labelled learning outcomes. A learning outcome in this sense describes what the learner knows, understands and is able to do once the learning process has been concluded. How the learning outcome was achieved is not essential; it is defined independently of how much time was spent studying, where it happened, in which context or by which methods. The important thing is the outcome.

Learning outcome units are a coherent set of learning outcomes. Qualifications constitute a coherent set of learning outcome units. Learning outcome units according to ECVET are the smallest part of a qualification that can be checked and substantiated.

The focus on learning outcomes means that qualifications or parts of qualifications can be described irrespective of any national educational system.⁵

Focussing on learning outcomes has the following advantages.⁶

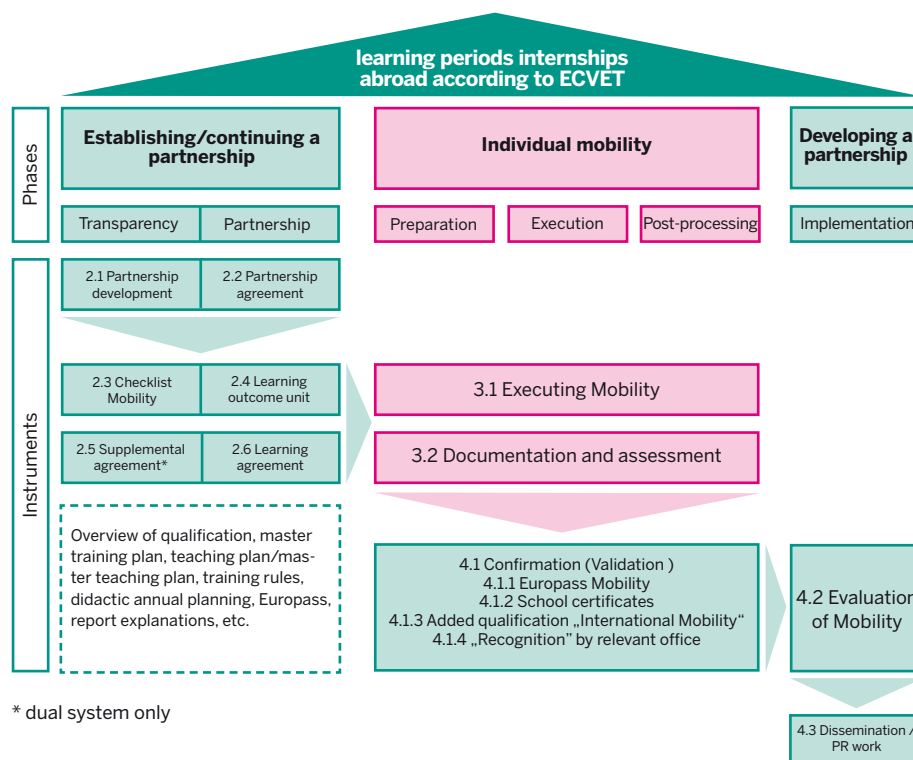
- The learning outcomes achieved abroad can be described in a way that is understood in all of Europe.
- Not only formally gained skills but also informally acquired soft skills can be documented.
- Specifying which learning outcomes should be achieved during the learning period abroad makes it easier to have a clear and binding evaluation of the outcome.
- All parties involved have a shared understanding of the target learning outcomes and can assess and determine whether they were actually achieved.
- Bundling learning outcomes into learning outcome units makes it easier to transfer academic credit earned during the learning period abroad to the learner's vocational training.
- The structured description of learning outcomes makes it easier for partner institutions to communicate when planning, implementing and evaluating mobility measures.

⁵ cf. den „Leitfaden zur Formulierung von Lernergebnissen“ at www.ecvet-info.de and <https://www.ecvet-secretariat.eu/en/faq-page#t1n967>

⁶ ECVET & Europass Mobilität. Ein Wegweiser in die Zukunft. Hrsg. NA-BiBB, 2012

1 Introduction

In the following, all relevant steps and documents for ECVET mobility experiences are presented. Related topics are summarised on the next two pages. The numbers in the illustration and in the following sections refer to the chapter numbers of this guideline. The graph below illustrates the individual steps:



Establishing and maintaining the partnership

(2.1) In the establishing phase, a preparatory visit to the partner institution is helpful. You become familiar with conditions on-site, and personal contacts make future collaboration much easier. The partners clarify the basis of the learning period abroad as well as questions regarding pedagogical preparation. They agree on structures and the content of qualifications and on conditions according to which the learning outcome can be assessed and confirmed. On the German side, help with specialist questions can be found in the training master plan and master teaching plan as well as the didactic annual planning.

(2.2) Agreements are set down in a partnership agreement. The participating schools and/or institutions mutually recognise the status and processes of executing the mobility experience. They formalise the ECVET partnership and structure their joint procedure.

1 Introduction

Individual mobility of the learner

The learning periods abroad of the trainees can be broken down into the phases preparation, execution (supervision) and post-processing (reflection). They consist of several steps:

(2.3) For the organisational preparation and for a better understanding of the procedures, the whole process should be collected in a checklist accessible to all the parties involved in a learning period abroad.

(2.4) In the partnership agreement, the mobility partners agreed on what the trainees can and should learn. They define learning units and set down options for assessing the learning outcomes agreed-upon.

(2.5) Trainees from the dual system have their learning period abroad recorded as part of their VET in the training contract at the relevant office.

(2.6) The expected learning outcomes will be discussed with the learners as well as the businesses involved and set down in a learning agreement to be signed by the parties involved.

(3.1) During the mobility experience, the host institution provides the learning arrangement to the best of their ability in order to enable learners to reach their learning objectives.

(3.2) During the time spent abroad, learners document their work (e.g. in the report book). The host institution assesses if trainees acquired the knowledge and skills that were agreed upon. At the end of the mobility experience, the host institution documents which competencies the learners have acquired during the internship abroad.

Recognition of acquired skills and knowledge

(4.1) After the learning period abroad, the learning outcomes of the trainees are validated (in the Europass Mobility: additional qualification "International Vocational Mobility" etc.). Also, learners' experiences are integrated into their „career planning“ by reflecting on the learning period abroad.

Evaluation and development of the partnership

(4.2) Once the learning period abroad is completed, the processes and results of the programme are recorded and evaluated by the home and host institutions as well as by the learners. The objective is to make necessary adjustments at both the organisational (e.g. quality and costs of the lodgings) and the pedagogical level (e.g. suitability of the learning outcomes agreed-on).

Transfer/public dissemination

(4.3) Once the learning period abroad is completed, the learning content, the work done at the vocational college and the support received from education programmes are presented to an interested public. This will sharpen the school's profile and raise awareness in learners, teachers and businesses in order to demonstrate the quality of training at a vocational college.

Summary

This guideline for planning mobility experiences using ECVET quality-assurance tools aims to support tutors in the structured planning and execution of high-level learning periods abroad. Teaching outcome orientation according to ECVET is combined with competence orientation according to curriculums in North Rhine-Westphalia. The ECVET instruments can be introduced, in small steps, as early as at the planning stage. They will be presented and commented in the next chapters of this guideline, following the phases of the learning period abroad (preparation, supervision and reflection).

2

Before the mobility experience

2.1 Finding, building and maintaining a partnership

Mutual trust, knowing the responsibilities of the institutions abroad (e.g. businesses, chambers of trade, school regulatory authorities), agreement on shared objectives, and knowledge of the VET system and its educational programmes in the partner country are all essential for a partnership. The German National Agency at the Federal Institute for VET provides assistance in finding partners and arranging mobility experiences (www.na-bibb.de/erasmus-berufsbildung/mobilitaet/beratung).

During the first phase of becoming partners, the basics are agreed on, during a preparatory visit for example. It is necessary to define a framework for an exchange and agree on the conditions under which learning outcomes will be assessed and recognised by the VET institution at home. Help with specialist questions can be found in the training master plan and master teaching plan as well as the didactic annual planning. Equally important is information on the national and the European Qualification Framework, on the structures and content of qualifications and on quality assurance.

The agreements made will be set down in the form of a Memorandum of Understanding (MoU). For (professional) familiarisation and for the purpose of structuring this coordination process, the document “Specifications for vocational design of internship exchanges with an international partner” has proven helpful. In it, both partners describe “their positions” on certain questions, thus providing a basis for ongoing negotiations because points of agreement or disagreement can be compared. This process is crucial for sustaining and strengthening the partnership.

2

Before the mobility experience

Specifications for a vocational-oriented design of internship exchanges with an international partner

Your own school:

Partner school(s)/businesses abroad:

Questions/decision-making areas	Specifications for your own school	Specifications for the partner school
In which curriculum (VET) should the internships abroad be anchored? (also cross-vocational or multi-institutional, if applicable)		
In what way can the content of the selected internship be linked to training regulations and curricula? What are typical tasks or assignments of the training regulations and curricula?		
In which year or segment of the training is the internship to take place? What duration is practical/possible?		
How many trainees can be integrated as interns?		
Which typical tasks should be completed?		
What agreements have been made on supervisory duties (e.g. for North Rhine-Westphalia: BASS 14-12 No. 2)?		
Which competencies (practical, linguistic, and intercultural) should be strengthened by the internship abroad?		
How can intercultural competencies be developed?		
How can language competencies be developed?		
Which businesses can provide internships (possibly tandem solution, i.e. reciprocal internships)?		
How can the acquisition of new skills be arranged on-site: e.g. people involved (place of learning), learning organisation, project-like learning situations?		
How are participants to be prepared (e.g. with respect to accountability and independence)?		
What foreign language courses can be organised?		
What kind of cultural experiences can be offered?		
First ideas on trial and transfer		

2.2 Memorandum of Understanding (MoU)

Prior to the start of a mobility experience, the Memorandum of Understanding documents the most important agreements for the future cooperation between the partners and their respective responsibilities. It clarifies under what conditions learning outcomes can be achieved and assessed. Agreements are set down between the partners concerning

- the recognition of criteria and processes regarding quality assurance, assessments and validation,
- the conditions of the partnership, including objectives, planned duration of future mobility experiences (minimum, maximum), competencies and responsibilities as well as uniform validation standards/assessment criteria and revision of the MoU,
- appropriate qualifications and learning units (see section 2.4),
- other parties and institutions which are involved in the mobility experience and validation and recognition activities, as well as their duties.

The MoU is a trust-building tool between the participating institutions. In the ECVET recommendation of the European Commission from 2008 it is said that “competent institutions” are to be integrated in the collaboration between partner institutions. Due to the particularities of the different VET systems in Europe, the definition of “competent institution” can differ from country to country. The ECVET toolkit states the following:

“In terms of competent institutions ..., it is important to recognise that roles and responsibilities can differ from country to country – for example, competent institutions ... might be responsible solely for qualifications design and the allocation of credit, or could be additionally involved in quality assurance, assessment, accreditation and/or the award of qualifications – and that not all ... institutions ... are able to act independently.” (www.ecvet-toolkit.eu/ecvet-toolkit/who-does-what; online on 12 September 2017)

A vocational college is a “competent institution” in the sense of § 3 of the North-Rhine Westphalia Education Act. Accordingly, the schools organise their instruction, education and school life within the framework of legal and administrative regulations on their own responsibility. They manage and organise their internal affairs independently (for additional information cf. § 3 SchulG NRW⁷). Since the educational system in Germany is not modular, the vocational colleges take responsibility for learning outcome units, considering the specifically applicable training schedules, and assessing their success.

⁷ This is the German abbreviation for „Schulgesetz Nordrhein-Westfalen”; North-Rhine Westphalia Education Act.

2

Before the mobility experience

To summarize, the MoU is a central background document for the organisation of individual learning periods abroad. On the following pages, you will find the annotated form. If you intend to establish long-term cooperation, this Memorandum of Understanding is useful as a basis for defining conditions for the mobility process between the participating institutions.

2

Before the mobility experience



Memorandum of Understanding Partnerschaftsvereinbarung



'File code' of the Memorandum of Understanding (optional) "Aktenzeichen" der Partnerschaftsvereinbarung (optional)

Remove if not necessary /entfernen, falls nicht erforderlich

1. Objectives of the Memorandum of Understanding Zielsetzung der Partnerschaftsvereinbarung

The Memorandum of Understanding ⁸ (MoU) forms the framework for cooperation between the competent institutions. It aims to establish mutual trust between the partners. In this Memorandum of Understanding partner organisations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit.

Die Partnerschaftsvereinbarung stellt den Rahmen der Zusammenarbeit der zuständigen Einrichtungen dar. Sie zielt darauf, gegenseitiges Vertrauen zwischen den Partner herzustellen. In dieser Partnerschaftsvereinbarung akzeptieren die Partnereinrichtungen gegenseitig ihre Kriterien und Verfahren für Qualitätssicherung, Bewertung, Validierung und Anerkennung von Kenntnissen, Fertigkeiten und Kompetenz zum Zwecke des Kredittransfers.

Are other objectives agreed on?
Please tick as appropriate
Gibt es weitere vereinbarte Ziele?
Bitte ankreuzen, wenn zutreffend

☐

No/Nein

☐

Yes – these are: insert information
Ja – diese sind: Informationen ausführen

If goals other than those described above should be pursued, click „Yes“ and describe these other goals (see also practical example in section 5.2).

2. Organisations signing the Memorandum of Understanding Einrichtungen, die die Partnerschaftsvereinbarung unterzeichnen

Organisation 1 Einrichtung 1

Country Land		
Name of organisation Name der Einrichtung		
Address Adresse		
Telephone/fax Telefon/Fax		
E-mail		
Website		
Contact person Kontaktperson	Name	
	Position/Funktion	
Telephone/fax Telefon/Fax		
E-mail		

Enter the complete information about the home institution here.

The information provided here will also be needed again for the learning agreement.

⁸ For more information and guidance on the establishment of an MoU please refer to the ECVET User's Guide: 'Using ECVET for geographical mobility (2012) - Part II of the ECVET Users' Guide - Revised version – including key points for quality assurance' – available at: http://www.ecvet-projects.eu/Documents/ECVET_Mobility_Web.pdf

2

Before the mobility experience

2. Organisations signing the Memorandum of Understanding Einrichtungen, die die Partnerschaftsvereinbarung unterzeichnen	
Organisation 2 Einrichtung 2	
Country Land	
Name of organisation Name der Einrichtung	
Address Adresse	
Telephone/fax Telefon/Fax	
E-mail	
Website	
Contact person Kontaktperson	Name
	Position/Funktion
Telephone/fax Telefon/Fax	
E-mail	

Enter the complete information about the host institution here. The information provided here will also be needed again for the learning agreement.

Other organisations can be added if there are more than two contracting parties (more than one home or host institution).

3. Other organisations covered by this Memorandum of Understanding (if appropriate)
<p>Explanatory note:</p> <p>For MoUs established within a broader context (such as agreements set up by sector based organisations, chambers, regional or national authorities) a list of organisations (VET providers, companies, etc.) who are able to operate in the framework of the MoU can be added. This list can consist of their names or it can refer to the type of VET providers. The list can be included as an annex.</p> <p>Erläuterung:</p> <p>Für Partnerschaftsvereinbarungen, die in einem breiteren Kontext eingerichtet werden (wie beispielsweise Vereinbarungen von sektorbezogenen Einrichtungen, Kammern, regionalen oder nationalen Autoritäten) kann eine Liste von Organisationen (Bildungsanbieter, Unternehmen etc.) die innerhalb des Rahmens der Partnervereinbarung agieren, ergänzt werden. Diese Liste kann bestehen aus deren Namen oder sie kann sich beziehen auf die Art der Bildungsanbieter. Die Liste kann als Anhang beigefügt werden.</p> <p>insert information here or remove page if not necessary Informationen hier ausführen oder entfernen, falls nicht erforderlich</p>

Enter institutions here that you or your partner work with. For example, this might be businesses or authorities. If you are working with a mediating institution, you might want to add the internship-providing company. Since the companies are consulted when setting up learning agreements, it would be expedient to mention them here, too.

2

Before the mobility experience

Memorandum of Understanding

4. The qualification(s) covered by this Memorandum of Understanding Qualifikation(en), die die Partnerschaftsvereinbarung umfasst		
Qualification 1 Qualifikation 1		
Country Land	Country of the home institution	
Title of qualification Bezeichnung der Qualifikation	Name of the participant's VET (English translations can be viewed in the Europass school report explanations).	
EQR level (if appropriate) EQR Niveau (falls geeignet)	e.g. 3- and 3.5 - year training programmes (dual or full-time school corresponding to level 4 EQR/ DQR. EQR = European Qualification framework for life-long learning DQR = German Qualification Framework (www.dqr.de)	
DQR level (if appropriate) DQR Niveau (falls geeignet)	Up-to-date links with formulation assistance for the desired learning outcome units can be found (in German) on www.berufsbildung.nrw.de >Bildungsgangübergreifende Themen>Internationalisierung der Berufsausbildung and www.ecvet-info.de : Lernergebniseinheiten von A-Z	
Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable) Lernergebniseinheiten für Mobilität (bezogen auf die beigefügte Anlage, falls geeignet)	Explanation of school reports	
Enclosures in annex - please tick as appropriate Beigefügte Anlage – zutreffendes bitte ankreuzen	<input type="checkbox"/> Europass Certificate Supplement Europass Zeugniserläuterung <input type="checkbox"/> The learning outcomes associated with the qualification Mit der Qualifikation verbundene Lernergebnisse <input type="checkbox"/> Description of the unit(s) of learning outcomes for the mobility Beschreibung der Lernergebniseinheiten für den Lernaufenthalt <input type="checkbox"/> Other: please specify Andere: bitte spezifizieren	

Current curriculum

2

Before the mobility experience

4. The qualification(s) covered by this Memorandum of Understanding Qualifikation(en), die die Partnerschaftsvereinbarung umfasst	
Qualification 2 Qualifikation 2	
Country Land	Links to explanations of school reports for vocational schools, specialised vocational schools, and colleges as well as for appendices B – E of APO BK: www.berufsbildung.nrw.de .
Title of qualification Beschreibung der Qualifikation	
EQF level (if appropriate) EQF Niveau (falls geeignet)	
DQR level (if appropriate) DQR Niveau (falls geeignet)	Usually, the levels of EQF and DQR are comparable.
Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable) Lernergebniseinheiten für Mobilität (bezogen auf die beigefügte Anlage, falls geeignet)	
Enclosures in annex - please tick as appropriate Beigefügte Anlage – zutreffendes bitte ankreuzen	<input type="checkbox"/> Europass Certificate Supplement Europass Zeugniserläuterung <input type="checkbox"/> The learning outcomes associated with the qualification Mit der Qualifikation verbundene Lernergebnisse <input type="checkbox"/> Description of the unit(s) of learning outcomes for the mobility Beschreibung der Lernergebniseinheiten für den Lernaufenthalt <input type="checkbox"/> Other: please specify Andere: bitte spezifizieren

5. Assessment, documentation, validation and recognition Bewertung, Dokumentation, Validierung und Anerkennung
<p>By signing this Memorandum of Understanding we confirm that we have discussed the procedures for assessment, documentation, validation and recognition and agree on how it is done.</p> <p>Mit der Unterzeichnung der Partnerschaftsvereinbarung bestätigen wir, dass wir die Verfahren zur Bewertung, Dokumentation, Validierung und Anerkennung diskutiert haben und darin übereinstimmen wie diese durchgeführt werden.</p>

Please document here how the intended learning outcomes will be assessed during and/or at the end of the mobility phase. You should state in particular who assesses what, how, when and where, what rules there are for assessment, and how the assessment results are documented.

You can find more information on

www.berufsbildung.nrw.de > Bildungsgangübergreifende Themen > Internationalisierung der Berufsausbildung und www.ecvet-info.de.

Also, indicate how you want to present the assessed learning outcomes (actual participants' learning outcomes). The Europass Mobility form is a good option.

Finally, state to what extent the learning outcomes achieved will be recognised. In principle, this means documenting the time spent at the internship (vocational training time will not be extended by the internship) and its content (the content of the internship can be used as a basis for grading).

Regarding the dual system, an internship abroad must be reported to the relevant chamber. If the internship lasts more than eight weeks, a training schedule for the learning period abroad that has been coordinated with the relevant chamber must be enclosed (in this case allocation of credit will be automatic).

2

Before the mobility experience

Memorandum of Understanding

6. Validity of this Memorandum of Understanding

Gültigkeit der Partnerschaftvereinbarung

This Memorandum of Understanding is valid until: insert information
Diese Partnerschaftvereinbarung ist gültig bis: Informationen ergänzen

7. Evaluation and review process

Evaluation und Überprüfung

The work of the partnership will be evaluated and reviewed by: dd/mm/yyyy, person(s)/organisation(s)
Die Arbeit der Partnerschaft wird evaluiert und überprüft werden von: TT/MM/JJJJ, Person(en)/Einrichtung

Document here how the quality and effectiveness of the activities and cooperation between the home and host institution will be evaluated during interim evaluations or at the end of a project (when, who, how).

8. Signatures

Unterschriften

Organisation / country Einrichtung / Land	Organisation / country Einrichtung / Land
The representatives of the home and the host institution sign here.	
Name, role Name, Funktion	Name, role Name, Funktion
Place, date Ort, Datum	Place, date Ort, Datum

9. Additional information

Weitere Informationen

Here you can agree on organisational and financial responsibilities (e.g. duration of the learning period abroad, number of learners sent, linguistic requirements for participants or required supervision (cf. for North Rhine-Westphalia: BASS 14-12 No. 2).

10. Annexes

Anlagen

Here you can list annexes like learning outcome units, Europass certificate explanations, etc.

2

Before the mobility experience

2.3 General checklist mobility

In order to assure the best possible learning abroad experience, you need both thorough organisational preparation as specified in the learning agreement and carefully prepared content (cf. 2.5). Checklists are a helpful preparatory tool for this. Depending on the scholarship programme (ERASMUS+, German-French Secretariat and others), the actual execution can vary. It is vital to organise the learning period abroad early on, prepare the learners well and keep providing support during the experience.

All insurance questions, declarations of consent from the parent or guardian of minors and, depending on the particular curriculum, safety and hygiene questions must be settled in advance.

Intercultural preparation of the learners may vary greatly and should be appropriate for the duration of the internship, the learning group and the target country. It is advisable to combine language lessons with cross-cultural instruction

It is very important to define clearly and in detail responsibilities of both learners and contact persons abroad. Learners must know who they can turn to and when. As a rule, the supervising German instructors remain in contact with their learners via e-mail, social media or occasional video conferences. The host institution, usually a school, will provide a contact person who supports the learner with all questions and problems that may arise, introduces him/her to the company etc.

Certain assessment procedures (see sections 3.2 and 5.5) have been agreed on for the allocation of credit of an internship abroad. The assessments are either carried out by the supervising tutor in the host school or by company mentors. The individual set-up is to be described in the Memorandum of Understanding.

Independent of the above, in order to recognise the learners' gain in competence as well as for purposes of dissemination it is crucial that the young people share their experiences with class mates, teachers and vocational instructors after their return.

The following checklist provides a chronological overview for organising mobility experiences.⁹

⁹When using the checklist remember that certain steps, e.g. depending on the subsidy programme, could vary or be omitted. Depending on the subsidy programme, different standards of documentation and reporting will be required. ERASMUS+ mobility applications are only designed for sending. Programmes of the German-French Secretariat for Exchange in Vocational education and training (DFS) or The German-French Youth Foundation (DFJW) will organise mobility bilaterally (sending and receiving), etc.

2

Before the mobility experience

Checklist mobility experiences

What	Responsible: H=host institution L=Learner I=Supervising instructor	Status (completed/ open)
Before the internship		
Allocate responsibilities for content and formal supervision among the teaching staff		
Define target group, target country and duration of learning period abroad		
Define objectives of the learning period abroad		
Select/ find partner abroad (MoU)		
Arrange content of training for the learning period abroad in advance		
Draw up a schedule and financial budget, set down responsibilities		
Clarify funding, submit project application if needed		
Inform and select participants		
Obtain consent from the VET business		
Prepare participants (linguistically, interculturally, professionally)		
Coordinate absence of participants (company, vocational school, chamber, if needed), see section 2.5		
Clarify arrival/departure, accommodation, transport on-site		
Check necessary travel documents (esp. for foreign citizens-hips)		
Clarify insurance coverage, take out supplemental insurance & apply for visa if needed		
Coordination with the host business (clarification of learning and working possibilities) Define learning outcome units		
Conclude participation contracts and learning agreements		

2

Before the mobility experience

What	Responsible: H=host institution L=Learner I=Supervising instructor	Status (completed/ open)
Before the internship		
Set up communication/monitoring/supervision during the time abroad		
Coordinate what to do in crises or emergencies		
Compile and distribute list of important addresses and telephone numbers for all participants		
Mobility tool: Enter information about stays with ERASMUS+		
Apply for Europass Mobility		
During the internship		
Carry out monitoring/mentoring as planned		
Carry out assessment		
After the internship		
Determine and document what has been learned (certifications, documentation, results of assessment, documentation of performance, issuing Europass Mobility)		
In case of financing by ERASMUS+, observe reporting and documentation requirements		
Evaluate project stay with the participants		
Carry out assessment with project partners		
Carry out assessment of project management, document potential for improvement		
Public relations, dissemination measures		
Compile documents for billing (participation certificates of the host institution, documentation of activities, receipts if applicable)		

2

Before the mobility experience

2.4 Documentation of Learning Outcome Units

The outline for documenting learning situations and/or operational situations and learning outcome units in learning periods abroad is based on the scheme agreed upon in North Rhine-Westphalia for classes of the VET dual system on how to document learning situations. It interlinks the outline with the requirements for certification of the Europass Mobility. It also specifies and/or individualises the procedure for achieving the qualifications and learning progress set down in the learning agreement.

It is helpful to analyse the teaching content of the VET at an early stage of developing learning situations. Also, content and schedules of the curricula and training regulations of the participating countries have to be aligned. A realistic scenario must be drawn up with the mobility partner abroad, one that arises from a significant professional (or social, personal) problem and has a concrete teaching outcome/product of action. Ideally, it can actually be re-created during the internship abroad in the business and/or the school participating in the partnership.

Accordingly, the individual development of competence in the course of the learning situation follows the competence model of the state of North Rhine-Westphalia but also encompasses the competencies described in the Europass Mobility. Those two models are not identical but share content to a high degree. When describing the competencies in detail, it must be clearly defined which competencies are to be gained at what step in the course of the learning situation.

2

Before the mobility experience

Form Unit of Learning Outcome

1. Training within the dual system	
The vocational training to be entered here is the one agreed upon in the "Specifications for vocational design of internship exchanges with an international partner"	
2. Learning field, stage of training	
3. Learning situation, business action situation, learning outcome unit	
4. Presentation of ... ¹⁰	
Essential competencies (according to curricular basis)	Learning outcomes (acc. to ECVET)
Subject competence (vocational competency) Europass: vocational skills and competencies gained (30a) as well as ICT ¹¹ -competence (32a) acquired	The trainee is able to (independently/under supervision):
Europass: organisational skills and competencies gained (33a)	
Social competence Europass: acquired social skills and competencies (34 a)	
Language competence Europass: acquired language skills (31a)	
5. Notes on assessment	
The notes you enter here should be the basis for the documentation in chapter 6 of the learning agreement and for the documentation in point 5 of the learning agreement.	
6. Notes on validation/recognition ¹²	
The notes you enter here must be identical to point 5 of the Memorandum of Understanding and the basis for the documentation in point 5 of the learning agreement.	

The competencies entered here provide the basis for the documentation in chapter 5a in the Europass Mobility (30a – 33a).

¹⁰ The competencies described in the Europass do not entirely correspond to the competence model of the state of North Rhine-Westphalia but are quite similar to the competencies named in the Europass Mobility (see section 4.1.1)

¹¹ ICT: Information and communication technology

¹² In the dual system of vocational education and training, recognition by the respective chamber is automatic.

2

Before the mobility experience

2.5 Supplemental agreement on vocational and educational training outside the training institution

Regardless of their duration, the trainee must report all learning periods abroad in advance to the relevant chamber since they are still subject to monitoring and reporting obligations under the German VET Act (BBiG):

§ 76 Para. 3 BBiG:

“The execution of learning periods abroad under § 2 Para. 3 will be supervised and supported in an appropriate way by the relevant office. If the learning period abroad lasts longer than eight weeks, a schedule must be coordinated with the relevant chamber.”

This formulation was chosen to give the relevant chamber a certain leeway since the monitoring and supervision options abroad are limited. Nevertheless, it is clear from the wording of the law that every learning period abroad must be monitored. This is only possible if the office is aware of the learning period abroad.

Reviewing the VET contract before entering it into the training record is an important instrument for monitoring training. The training content must be included in the contract (see section 2.6). This includes training programmes outside of the training institution, and not just those obligatory as set down in the VET regulations, but also voluntary measures such as learning periods abroad.

To enter a learning period abroad into the training contract retroactively, all that is needed is an application to include it into the apprenticeship registry or a statement about the significant changes made in the training contract. This can be done using the form “Supplemental agreement on vocational and educational training outside of the training institution and/or a learning period abroad during training”.

No separate application is required to recognise the internship abroad as a part of the VET curriculum by the relevant office. It will be reviewed automatically during the registration process for the trainee’s final examination.

2

Before the mobility experience

Supplemental Agreement for a learning period abroad during VET

The instructor named below and the trainee named below agree to the following supplement to their VET contract:

The trainee will complete his/her training in a foreign company in the period of _____ to _____

Enter the name and address of the host business. Should the internship abroad take place in a foreign educational centre or similar, its address must be entered here.

Name and address of foreign business

The trainee hereby states the intention to complete a term abroad to the relevant chamber acc. to §30 Para. 1 Sent. 3 HWO. The signatories give their consent to the supplemental agreement so concluded.

<div>Name and business address of the instructor and/or the owner of the business providing the apprenticeship.</div> <div>Name and address of the home business</div>	<div>Name and German private address of the trainee (and legal guardian if necessary).</div> <div>Name and address of the trainee (and legal guardian if necessary)</div>
<div>Date and signature of the home business</div>	<div>Date and signature of the trainee (and legal guardian if necessary)</div>

Note on learning periods abroad

In case of learning periods abroad lasting longer than eight weeks, acc. to §41a Para. 3 HWO the supplemental agreement must be submitted along with either a training plan for the period abroad which has been coordinated with the chamber or the learning agreement in the Erasmus+ programme.

The supplemental agreement must be submitted to the relevant chamber before the internship abroad begins!

2

Before the mobility experience

If the duration of the learning period abroad increases, so does the reporting obligation for trainees in the dual system. Consequently, for all programmes lasting four weeks or longer, a training schedule must be agreed on with the relevant office.

The home business, host business abroad, and the trainee agree on a training plan outlining which skills and responsibilities will be taught and carried out during the internship abroad. To this end, the content of the training specified in the training regulation should be consulted.

The training plan can be coordinated directly with the relevant party, for example the relevant VET adviser; however, it has to be at least presented for approval. Below you'll find the form (with annotations):

2

Before the mobility experience

Annex to Training Contract

Agreement between

Home business

and the host business

and the trainee

Name of German business providing vocational training

Name of foreign business hosting the intern

Name of trainee

Training plan acc. to § 41 a (3) Handicrafts Regulation Act (HwO)

for the period of internship abroad from _____

to _____

Start and end date of internship abroad

Activity according to the Regulation on vocational training	Paragraph according to the vocational regulation	period of time in weeks.

Other agreements:

If any other relevant agreements were made between the home business, the host business and the trainee which have an influence on the content of the internship abroad, here is space to enter them.

2

Before the mobility experience

2.6 Learning Agreement (LA)

The learning agreement is vitally important during the transition from planning to execution phase of the learning period abroad. It is concluded between the learner and the home and host institutions.

It presents, first of all, the option of further defining the proposals made earlier (e.g. from the MoU (see section 2.2) and the intended learning outcome unit (see section 2.4) and tailoring them to the individual trainee. It provides information on the participating institutions and people and thus ensures that all relevant concerns for the learning period abroad are considered and set down in writing in advance. Moreover, the learning agreement makes it possible to include the learner into the planning process by, for example, dealing with specific contents during lessons or reflecting on prerequisites for a stay abroad.

The learning agreement based on the ECVET does not just define the assumed and desired skills and learning outcomes. It also encompasses their embedding into the training programme as a whole, including documentation, examinations and certifications.

In the following you will find the learning agreement form as it is intended as an appendix to the participation contract for an ERASMUS+¹³ scholarship. In chapters 3 to 6 of the form, you can see explanations to help you understand and fill in the form.

¹³ The EU-Programme Erasmus+ subsidizes mobility for educational purposes and transnational cooperation. The important part is the exchange of proven practice in the area of youth and education.

2

Before the mobility experience



Learning Agreement Lernvereinbarung ECVET



1. Information about the participants / Informationen über die Beteiligten

Contact details of the home institution / Kontaktdaten der entsendenden Einrichtung

Name of organisation Name der Einrichtung	
Address Adresse	
Telephone/fax Telefon/Fax	
E-mail	
Website	
Contact person Kontaktperson	
Telephone/fax Telefon/Fax	
E-mail	

Enter the complete data for the **home institution**.

The information needed can be found in the MoU.

Contact details of the host organisation / Kontaktdaten der aufnehmenden Einrichtung

Name of organisation Name der Einrichtung	
Address Adresse	
Telephone/fax Telefon/Fax	
E-mail	
Website	
Contact person Kontaktperson	
Tutor/mentor Tutor/Mentor	
Telephone/fax Telefon/Fax	
E-mail	

Enter information about the **host institution** here.

The information needed can be found in the MoU.

As a rule, the learning agreement will only be made with one host institution.

2

Before the mobility experience

Learning Agreement ECVET

Contact details of the learner / Kontaktdaten der/des Lernenden	
Name	
Address Adresse	
Telephone/fax Telefon/Fax	
E-mail	
Date of birth Geburtsdatum	(dd/mm/yyyy)
Please tick Bitte ankreuzen	<input type="checkbox"/> Male / Männlich <input type="checkbox"/> Female / Weiblich
Contact details of parents or legal guardian of the learner, if applicable Kontaktdaten der Eltern oder des/der Erziehungsberechtigten des/der Lernenden, falls erforderlich	
Name	
Address / Adresse	
Telephone / Telefon	
E-mail	
If an intermediary organisation is involved, please provide contact details. Sofern eine Mittlereinrichtung beteiligt ist, benennen Sie die Kontaktdaten.	
Name of organisation Name der Einrichtung	
Address / Adresse	
Telephone/fax Telefon/Fax	
E-mail	
Website	
Contact person Kontaktperson	
Telephone/fax Telefon/Fax	
E-mail	

Enter the complete data for the learner.

Complete a separate learning agreement for each learner.

The contact person named here should always be available for the learner during the internship.

Here you can include organisations that offer and supervise internships abroad or language courses.

2

Before the mobility experience

2. Duration of the learning period abroad Dauer des Lernaufenthalts im Ausland	
Start date of the training abroad Beginn des Lernaufenthalts im Ausland	(dd/mm/yyyy)
End date of the training abroad Ende des Lernaufenthalts im Ausland	(dd/mm/yyyy)
Length of time abroad Länge der Zeit im Ausland	(number of weeks/Anzahl in Wochen)

These data are crucial for determining the scholarship and the final expense calculation and must be considered carefully.

3. The qualification being taken by the learner - including information on the learner's progress (knowledge, skills and competence already acquired) Qualifikation, die der/die Lernende absolviert – einschließlich Informationen zum Lernfortschritt (Kenntnisse, Fertigkeiten und Kompetenz, die bereits erworben wurden)	
Title of the qualification being taken by the learner (please also provide the title in the language of the partnership, if appropriate) Bezeichnung der Qualifikation, die der/die Lernende absolviert (bitte nennen Sie die Bezeichnung in der Sprache der Partnerschaft, falls geeignet)	<p>Information at: ec.europa.eu/ploteus/sites/eac-eqf/files/brochexp_de.pdf</p>
EQF level (if appropriate) EQF Niveau (falls geeignet)	
DQR level (if appropriate) DQR Niveau (falls geeignet)	
Information on the learner's progress in relation to the learning pathway (Information to indicate acquired knowledge, skills, competence could be included in an annex) Information(en) zum Fortschritt der/der Lernenden bezogen auf den Lernweg (Informationen zur Beschreibung der bereits erworbenen Kenntnisse, Fertigkeiten und Kompetenz kann als Anlage ergänzt werden)	<p>Explain the significance and function of the learning period abroad within the VET, taking into account legal conditions.</p>
Enclosures in annex - please tick as appropriate Ergänzende Anlagen – bitte ankreuzen, falls zutreffend	<input type="checkbox"/> Europass Certificate Supplement / Europass Zeugniserläuterung <input type="checkbox"/> Europass CV / Europass Lebenslauf <input type="checkbox"/> Europass Mobility / Europass Mobilitätsnachweis <input type="checkbox"/> Europass Language Passport / Europass Sprachenpass <input type="checkbox"/> European Skills Passport / Europäischer Skills Pass <input type="checkbox"/> (Unit[s] of) learning outcomes already acquired by the learner Lernergebniseinheit(en), die der/die Lernende bereits erworben hat <input type="checkbox"/> Other: (please specify)

VETs and job titles often follow their own tradition and can vary greatly from country to country. It is important to avoid misunderstandings when translating terms of occupation.

The Europass portal offers extensive information about the different documents. The Europass Mobility is especially important for documenting activities during internships abroad. www.Europass-info.de/

2

Before the mobility experience

Learning Agreement ECVET

4. Description of the learning outcomes to be achieved during mobility Beschreibung der Lernergebnisse, die während des Lernaufenthalts erworben werden sollen	
Title of unit(s)/groups of learning outcomes/parts of units to be acquired Titel der Lernergebniseinheit(en)/ Gruppe von Lernergebnissen/ Teile von Einheiten, die erworben werden sollen	Name the project, the concrete learning goal and its relevance within the VET curriculum. If applicable, describe the learning situation.
Number of ECVET points to be acquired while abroad Anzahl der ECVET-Punkte, die während des Lernaufenthalts erworben werden	Please specify (if appropriate) Bitte spezifizieren(falls erforderlich)
Learning outcomes to be achieved Angestrebte Lernergebnisse	Name the desired learning outcomes as specified in the documentation of the teaching outcomes unit (see section 2.4).
Description of the learning activities (e.g. information on location(s) of learning, tasks to be completed and/or courses to be attended) Beschreibung der Lernaktivitäten (z.B. Informationen zu Lernort(en), durchzuführende Aufgaben und/oder zu absolvierenden Kursen	As the central rubric of the learning agreement, the description of the learning activities not only lists in detail the activities for reaching the learning outcomes. It also serves as the basis for agreeing on the concrete work schedule for interns. If needed, add the complete work schedule for the intern as an attachment here.
Enclosures in annex - please tick as appropriate Ergänzende Anlagen – bitte ankreuzen, falls zutreffend	<input type="checkbox"/> Description of unit(s)/groups of learning outcomes which are the focus of the mobility / Beschreibung der Lernergebniseinheit(en)/Gruppe von Lernergebnissen, die im Zentrum des Lernaufenthalts stehen <input type="checkbox"/> Description of the learning activities /Beschreibung der Lernaktivitäten <input type="checkbox"/> Individual's development plan when abroad Individueller Lernplan während des Lernaufenthalts <input type="checkbox"/> Other / Andere: please specify

2

Before the mobility experience

5. Assessment and documentation Bewertung und Dokumentation		
Person(s) responsible for assessing the learner's performance Person(en), die für die Bewertung der Lernleistung verantwortlich	Name: _____ Organisation, role: Einrichtung, Funktion _____	List the person(s) responsible for the organisation of assessment and certification.
Assessment of learning outcomes Bewertung der Lernergebnisse	Date of assessment: dd/mm/yyyy Datum der Bewertung: _____ Method: Please specify Methode: _____	Ideally, appropriate agreements were already made when the MoU was signed. Assessment and testing modalities in the learner's educational institutions should be coordinated in advance.
How and when will the assessment be recorded? Wie und wann wird die Bewertung erfasst?	They must be fully documented and assessed so that the learner can profit from the documentation of learning outcomes during and after his/her training, e.g. for job applications.	
Please include Bitte ergänzen	<input type="checkbox"/> Detailed information about the assessment procedure (e.g. methods, criteria, assessment grid) Detaillierte Informationen zum Bewertungsverfahren (z.B. Methode, Kriterien, Bewertungsbogen) <input type="checkbox"/> Template for documenting the acquired learning outcomes (such as the learner's transcript of record or Europass Mobility) Formular zur Dokumentation der erworbenen Lernergebnisse (wie den persönlichen Leistungsnachweis oder Europass mobilitätsnachweis) <input type="checkbox"/> Individual's development plan when abroad Individueller Lernplan während des Lernaufenthalts <input type="checkbox"/> Other / Andere: Please specify _____	

2

Before the mobility experience

Learning Agreement ECVET

Please take into account the instructions for validation and recognition in the MoU.

6. Validation and recognition Validierung und Anerkennung	
Person (s) responsible for validating the learning outcomes achieved abroad Person(en), die für die Validierung der im Ausland erworbenen Lernergebnisse verantwortlich	Name: Please insert Name: Organisation, role: Please specify Einrichtung, Funktion:
How will the validation process be carried out? Wie wird der Validierungsprozess durchgeführt?	Please specify For example, a discussion using checklists with agreed-on criteria, aiming at improving the quality of future projects.
Recording of validated achievements Erfassung der validierten Leistung	Date: dd/mm/yyyy Datum: Method: Please specify Methode:
Person(s) responsible for recognising the learning outcomes achieved abroad Person(en), für die Anerkennung der im Ausland erworbenen Lernergebnisse verantwortlich	Name: Please insert Organisation, role: Please specify Einrichtung, Funktion:
How will the recognition be conducted? Wie wird die Anerkennung durchgeführt?	Please specify

internship provider, school or mentor assesses, instructor moderates and documents

Here agreements can be made on the formal aspects of documentation, with the aim of improving the quality of future projects.

2

Before the mobility experience

7. Signature /Unterschriften

Home organisation/country Entsendende Einrichtung/Land	Host organisation/country Aufnehmende Einrichtung/Land	Learner Lernende(r)
Name, role Name, Funktion	Name, role Name Funktion	Name
Place, date Ort, Datum	Place, date Ort, Datum	Place, date Ort, Datum

If applicable: Intermediary organisation Falls zutreffend: Mittlereinrichtung	If applicable: Parent or legal guardian Falls zutreffend: Eltern oder Erziehungsberechtigte(r)
Name, role Name, Funktion	Name, role Name, Funktion
Place, date Ort, Datum	Place, date Ort, Datum

8. Additional information / Ergänzende Informationen

--

9. Annexes / Anlagen

(please list)

3

During the mobility experience

3.1 Mobility put into practice

The learners participate in activities organised and supervised by the host institution and/or the business providing the internship. These activities are described in the Memorandum of Understanding and the learning agreement, enabling the learner to achieve the intended learning outcomes. Activities during the internship will be supervised and designed in such a way that the desired learning outcomes can be achieved.

3.2 Documentation and assessment

3.2.1 Documentation

The certificate below is one example of how learners of the dual system can document their internship abroad. Other possible forms of documentation, which would be suitable also for learners outside the dual system of VET include, for example, a written examination, a presentation, a study diary, a work sample, a work piece, an internet blog, photos etc.

The VET Committee of the Düsseldorf Chamber of Trade recommends keeping a report book (documentation of training):

1. Report books (documentation of training) make the chronological and subject-related process of the VET both within and outside the businesses and in vocational schools as easy as possible to document for all parties involved. The documentation of training is meant to help making the VET more systematic.
2. The report books (documentation of training) should be based on the Training Regulations and/or other regulatory documents (trade & specialist guidelines) under § 108 Para. 1 BBiG or § 122 Para. 4 HWO.
3. The trainees must keep the documentation of training up to date using a version of the form below. Trade associations can issue training documentation report books designed for their specific trade, provided these were approved by their trade unions. The documentation of training must meet the following conditions, which are exclusively conditions for the admission to the journeyman/final examination:
 - a) The chronology and the content of the training must be clearly documented.
 - b) Documentation encompasses the learning content within the training business, any additional training institutions and the vocational school.

3

During the mobility experience

4. The training content is documented promptly and regularly. Documentation of training is regularly – at least monthly – checked and signed by the instructor. The legal representative of the trainee as well as vocational school teachers may view the documentation of training.
5. Documentation of training is carried out during work time.”
(www.hwk-duesseldorf.de/artikel/ausbildungsnachweis31,0,483.html;
online on 12 September 2017)

3

During the mobility experience

Training Log _____ or the week from _____ to _____

Operational activity (instruction and instructor consultations, instruction in the business, vocational school see page 43)

Hours

Monday	<p>Tasks that are carried out during the internship must be documented in this area. This documentation can then serve as a basis for assessment.</p> <p>Students should record descriptions of their activities as detailed as possible. The activities documented here may go beyond or complement the learning outcomes set down in the learning agreement. Using the task descriptions, it would be possible to develop learning outcome units from the activity described.</p>		
Tuesday			
Wednesday			
Thursday			
Friday			
Date and signature of instructor	Date and signature of trainee	Date and signature of parent or legal guardian	Total hours

During the mobility experience

Learning content:

3

During the mobility experience

3.2.2 Assessment

There is more than one type of assessment that is acceptable. In particular, the following types can be used either individually or in combination:

- Reflection and self-assessment by the learner
- Observation (of process) by the instructor and/or teacher (using standardised forms if possible)
- Carrying out simulated or real work samples and assignments (tasks typical for the trade)
- Written tests or written assignments
- Project work (planning, execution and documentation)
- Work samples, skills demonstration
- Portfolio (collection of materials and documents of a project, learning diary, etc.)
- Business discussion (simulated customer discussion, interview, feedback discussions, etc.)
- Presentation
- Analysis of work reports
- Essay/paper on the subject of the exchange

Taking into account VV 8.28 for § 8, APO-BK, general section, the training programme conference will specify the number, type, scope and criteria of the assessment. The same principles should also be applied to the mobility experience so the learners are aware of the criteria that must be fulfilled to receive the Europass.

Besides subject-related criteria, the following criteria are used in assessing self-learning phases:

- Defining (by the learner) what needs to be learned
- Setting personal goals
- Dividing study time within a larger framework
- Organising and checking the learning process
- Independently assessing the learning outcomes
- Reflecting on the learning processes.

The agencies responsible for supervising and advising trainees, e.g. the Chamber of Commerce and Industry (IHK) or the Chamber of Trade (HWK), maintain these responsibilities for the entire duration of the training, including the time of the mobility experience. The supervisory obligation, however, is only possible to a limited degree because that section of training is taking place abroad.

3

During the mobility experience

§ 76 Para. 3 BBiG:

“The relevant office supervises and supports the execution of learning periods abroad acc. to §2 Para. 3 in an appropriate manner. [...]“

The decision about how and to what extent this obligation is fulfilled, i.e. whether direct personal contact is possible or if it is done by alternative virtual means falls to the relevant office. In case of internships abroad that last eight weeks or longer, the training plan worked out with the relevant office in a first step to continued supervision. Moreover, the trainees are obligated to continue keeping the report book during the internship abroad.

4

After the mobility experience

4.1 Documenting Learning Outcomes and Allocating Credits

Gaining additional qualifications in vocational training and their certification follows the requirements of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK), the VET Act (BBIG) and the provisions of the Training and Examination Order for Vocational College (APO-BK). As far as school law is concerned, gaining additional qualifications and their certification in training programmes of vocational colleges is regulated in § 9.3 General Section of the APO-BK: “For professional qualifications that are not attested in the final certification and for additional qualifications, certificates are issued. Also, certificates can be issued on request for sections of training not continued.” The relevant administrative regulations complement and specify as follows: “The certification of additional qualifications must include the following information:

- Topic of the additional training
- Description of the practical, labour-market relevant skills obtained
- Course volume (hours)

The accomplished performance level and other explanations may be included.”¹⁴ These instructions are confirmed for Annex A of APO-BK by its § 2.4. The administrative regulations relevant in this context refer to the recommendations in the “Guide on Gaining Additional Qualifications in Specialised Classes in the Dual System” from the Ministry for Schools and Education of the state of North Rhine-Westphalia.

The procedure described and explained in the guideline for planning, executing and evaluating vocational internships abroad is consistent with these recommendations.

4.1.1 Europass Mobility

The Europass Mobility is a document recognised in all of Europe as proof of skills and competencies acquired in European countries. It can pertain to both internships and longer periods of VET abroad and clearly documents the knowledge and skills the participants acquired in their study abroad. Thus, the Europass Mobility helps to reduce barriers to learning, working and living anywhere in Europe because it can be used in future applications and its quality criteria are valid in all of Europe. These criteria include the core points of content set down in the learning agreement, linguistic preparation, and supervision during the time abroad by a mentor on-site.

When completing the Europass Mobility, it is important to formulate as precisely as possible the various competencies acquired within the learning period abroad in the section “Skills acquired as part of the mobility initiative”, so that HR departments can easily assess the quality of the learning period abroad in subsequent job applications.

¹⁴ 13 – 33 No. 1.2 Administrative regulations for governing the examinations and curricula of the vocational college (VVzAPO-BK), 9.3 on Para. 3

4

After the mobility experience

Excerpt from the Europass Mobility: 5.a Description of the skills and competencies which were acquired as part of Europass Mobility Initiative.

Tasks/responsibilities carried out (29a)
Acquired vocational skills and competencies (30a)
Acquired language skills (31a)
ICT competence (to the extent not already recorded within "vocation relevant skills and competencies") (32a)
Acquired organisational skills and competencies (33a)
Acquired social skills and competencies (34a)
Other acquired skills and competencies (35a)

4

After the mobility experience

4.1.2 Certificate for internships and learning periods abroad

Along with the Europass Mobility, the vocational college may, at its discretion, issue learners and trainees a school-specific certificate:

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Name and official designation of the school	
Certificate	
Ms/Mr ¹	<hr style="border: 0; border-top: 1px solid black;"/> <div style="text-align: center; font-size: small;">First and last name</div>
born on	<hr style="border: 0; border-top: 1px solid black;"/> <div style="text-align: center; font-size: small;">in</div> <hr style="border: 0; border-top: 1px solid black;"/>
completed as part of the VET	<hr style="border: 0; border-top: 1px solid black;"/>
a learning period abroad /an internship abroad in ¹	<hr style="border: 0; border-top: 1px solid black;"/> <div style="text-align: center; font-size: small;">country</div>
Remarks (Title of the learning outcome unit, duration of the internship, dates, host business, partner school abroad)	
<hr style="border: 0; border-top: 1px solid black;"/> <hr style="border: 0; border-top: 1px solid black;"/> <hr style="border: 0; border-top: 1px solid black;"/> <hr style="border: 0; border-top: 1px solid black;"/> <hr style="border: 0; border-top: 1px solid black;"/>	
<hr style="border: 0; border-top: 1px solid black;"/> <div style="font-size: small;">Place, date</div>	<hr style="border: 0; border-top: 1px solid black;"/> <div style="font-size: small;">EU coordinator</div>
<hr style="border: 0; border-top: 1px solid black;"/> <div style="font-size: small;">Seal</div>	<hr style="border: 0; border-top: 1px solid black;"/> <div style="font-size: small;">School director</div>
	School number : <hr style="border: 0; border-top: 1px solid black;"/>
¹ Delete as applicable	

4

After the mobility experience

The certificate for additional qualification "International Vocational Mobility" can be found on page 50.

4.1.3 Additional qualification "International Vocational Mobility"

In North Rhine-Westphalia, it is possible to certify international cooperation between vocational colleges regarding European vocational education. To this end, the Ministry for Schools and Education has developed a certification procedure in cooperation with the EU-offices of the district governments in North Rhine-Westphalia. The certification procedure can recognise vocational colleges for their work regarding special activities in international cooperation. This can create an incentive for other vocational colleges to engage with the topic and intensify their efforts in this area (BASS 13-33 No. 11).

Irrespective of this, certification through the Europass is also possible. Additional information (in German) about the Certificate "International Vocational Mobility" can be found at

<https://www.berufsbildung.nrw.de/cms/bildungsganguebergreifende-themen/idb/zertifizierung.html>.

4.1.4 Recognition of the dual vocational education and training by the relevant authority

An internship abroad will be recognised by the relevant office (e.g. Chamber of Commerce or Chamber of Trades) to the extent that it fulfils the requirements standardised in the BBiG.

§ 2 Para. 3 BBiG:

"Parts of the VET can be completed abroad if this serves the objective of the training. Its total duration should not exceed one quarter of the training period specified in the training regulation."

Compliance with the maximum total duration of the internship abroad will be ensured by submitting the supplemental agreement of the training contract to the relevant chamber. The agreed-on training plan and/or the report book will attest that the internship abroad serves the purpose of the training programme, i.e. that the work carried out matches the content described in the training regulation.

It is not necessary to apply separately to the relevant chamber to have the internship abroad recognised as a part of the VET. This is automatically checked when the trainees register for their final examination.

The checklist to evaluate mobilities can be found on page 51.

4.2 Evaluating mobility experiences in vocational and educational training

The checklist for the evaluation of mobility in VET can be used to assess the planning and execution of mobility according to the criteria set out in this brochure. The findings do not just offer an overview of the actual steps carried out but also the option of identifying possible improvements to foster a continuous process of improvement. The checklist can be used for both individual trainees and groups.

4

After the mobility experience

Template for the additional qualification certificate “International Vocational Mobility”

Name and official designation of school

Certificate

Ms/Mr ¹

First and last name

born on

in

completed as part of the VET

the qualification

International Vocational Mobility.

Remarks

<<Scope of the theoretical learning unit, duration of the internship, dates, host business, partner school abroad>>

place, date

Seal

EU coordinator

Head of School

School number: _____

¹ Delete as applicable

4

After the mobility experience

Checklist for the evaluation of mobilities

VET				
Learning field / VET unit	No.		Title	
Learning situation	No.		Title	
Evaluation	on		by	

No:	Criterion	++	+	-	--	Comments
1	The document "Specifications for a vocational design of internship exchanges with an international partner" was used in establishing the partnership.					
2	Information from the document "Specifications for a vocational design of internship exchanges with an international partner" was helpful in clarifying the conditions of a possible partnership.					
3	The partnership was documented using the MoU.					
4	Information from the MoU was so complete that it ensured transparency about the partnership.					
5	A learning outcome unit was developed and coordinated with the participating partners.					
6	The learning outcome unit was well-suited to the execution of the mobility experience.					
7	The training business was notified of the learning period abroad.					
8	The supplemental agreement detailing a training programme outside of the training institution and the annex to the training contract were helpful for coordination with the training business.					
9	The learning agreement was helpful in giving the trainees orientation during the learning period abroad.					
10	The learning outcomes conform with the learning agreement.					
11	The assessment was suitable for evaluating the learning outcomes.					
12	Agreements with the foreign business were kept.					
13	The checklist for the practical execution of learning periods abroad was used for planning, executing and analysing the mobility experience.					
14	The checklist for the practical execution of learning periods abroad was helpful to all parties involved in the mobility experience with regard to quality assurance.					
15	Activities during the time abroad were documented comprehensively in the training documentation.					
16	The time spent abroad was recorded in the Europass Mobility.					
17	Recording the learning period abroad in the Europass Mobility is seen as valuable evidence of their vocational qualifications by the trainees.					
18	The international cooperation was recognised as the additional qualification "International Vocational Mobility".					
19	The trainees value the additional qualification.					
20	The internship abroad was recognised by the relevant chamber.					
21	Recognition of the internship abroad by the relevant office is evidence of a valuable qualification for the trainees.					

4

After the mobility experience

4.3 Dissemination /Public Relations

Many businesses and learners do not know that they can take advantage of the opportunities offered by a learning period abroad within their vocational training. For that reason, people involved with the mobility programme should inform all stakeholders they are in touch with of the option of including an internship abroad in vocational trainings.

Detailed instructions concerning the possibilities for successful public relations can be found on the following website of the national agency:

www.na-bibb.de/erasmus-berufsbildung/mobilitaet/durchfuehrung/.

5 Practical example

The following practical example is based on the documents of establishing cooperation between the Académie de Lille and the state of North Rhine-Westphalia, last revised in January 2017.

5.1 Finding, establishing and maintaining a partnership

Specifications for a vocational design of internship exchanges with regions in France

Partner in Germany: Robert-Wetzlar BK, Bonn (RWBK)

Contact person: Sabine Musterfrau,

Tel : 0049 228 77 70 60,

musterfrau@schulen-bonn.de

Partner in France: Lycée Hôtelier International de Lille & Unités de Formation d'Apprentis (LTH), Lille

Contact person: Béatrice Modèle,

Tél. : 0033 03 20 22 73 73,

modele@michel-servet-lille.fr

Questions/ decision areas	Specifications for your school	Specifications for the partner school
Is there already a partner school in France or Germany? If yes, where?	no	no
What vocational training is the internship to be part of? (possibly cross-vocational or multi-school)	Hotel and restaurant industry: Cook Restaurant specialist Hotelier	Hotel and restaurant industry: Cook Restaurant specialist Hotelier
In which way may the internship be relevant to the curriculum and content of the vocational training? Which learning areas of the training regulations and the didactic annual schedules may be relevant to this internship?	Master teaching plan cook, restaurant specialist, hotelier Learning area 2	French training regulation E31-SE2 (1. evaluation)
In which training year and/or unit is the internship to take place? What time period is reasonable / possible?	Germans: 2 nd training year, possibly also the 1 st or 3 rd German trainees in France: 3 weeks	French: End of the 2 nd training year French trainees in Germany: 4 weeks

5 Practical example

Questions/ Decision areas	Specifications for your school	Specifications for the partner school
How many trainees can be integrated as interns?	<p>Around 10 to 12 cooks and 2 restaurant specialists can be integrated in Germany.</p> <p>If insufficient numbers of German restaurant specialists participate, the group will be supplemented by learners from the vocational college for nutrition and home economics (vocational certificate); adaption if necessary</p>	In France 10 to 12 restaurant specialists can be integrated.
Which topic/project is planned for the development/design of the learning outcome units?	German interns in France will become acquainted with typical French dishes.	French interns in Germany will become acquainted with typical German dishes.
Which agreements on supervisory duties have been made (cf. NRW BASS 14-12 No. 2)?	Only German interns of 18 years or above will be sent (legal adults).	A French colleague will always be on-site to carry out supervision.
Which skills (practical, foreign language and intercultural) should be promoted by the internship in France?	Production of culinary dishes, skills in the areas of service, consulting and sales (French weeks in the French businesses and at the Lycée)	Production of culinary dishes, skills in the areas of service, consulting and sales (German weeks in the German businesses and at BK [Project days])
How are intercultural skills to be promoted?	Learners learn the cultural and culinary particulars of the host country on-site (customs, traditions, rituals of the region in that country).	Learners learn the cultural and culinary particulars of the host country on-site (customs, traditions, rituals of the region in that country).
How are the linguistic skills to be taken into account?	Basic foreign language communication in the host country. In each case the first week of the exchange will be run by ProTandem in both France and Germany and begins with a tandem language course.	Basic foreign language communication in the host country. In each case the first week of the exchange will be run by ProTandem in both France and Germany and begins with a tandem language course.
In which businesses can the internships be carried out? (possible tandem solution)	German interns will complete their internships in known cooperating businesses with the Lycée in Lille.	French interns will complete their internships in known cooperating businesses from Bonn and its surrounding region.

5 Practical example

Questions/ decision areas	Specifications for your school	Specifications for the partner school
How can the acquisition of skills on-site be arranged: e.g. participating parties (place of learning), learning organisation, project-like learning situations?	<p>In cooperation/ under direction of the teachers and based on the situation of the business and the Lycée, the following was agreed:</p> <ul style="list-style-type: none"> ■ The cooks will show their creativity on the dessert buffet in planning, executing and assessing. ■ The restaurant specialists and hoteliers show their creativity in the planning, execution and assessment of a brunch buffet. 	<p>In cooperation/ under direction of the teachers and based on the situation of the business and the vocational school, the following was agreed:</p> <ul style="list-style-type: none"> ■ The cooks will show their creativity on the dessert buffet in planning, executing and assessing. ■ The restaurant specialists and hoteliers show their creativity in the planning, execution and assessment of a brunch buffet.
How are the participants (e.g. with respect to personal responsibility and independence) to be prepared?	Preparatory seminars for German interns in cooperation with businesses in the vocational college	Preparatory seminars for the French interns in the Lycée
Which foreign language offers can be organised?	Joint dual-language events and projects (binational teams)	Joint dual-language events and projects (binational teams)
Which cultural opportunities are on offer?	Joint events and excursions during free time, e.g. city tours, sporting events, group dinner in typical French and German restaurants, movie night, base camp	Joint events and excursions during free time, e.g. city tours, sporting events, group dinner in typical French and German restaurants, movie night
Initial thoughts on trial and transfer	<p>The following aspects must be clarified: Lodging the German learners in the boarding school in Lille. (In Bonn, the French learners have a youth hostel at their disposal.)</p> <p>Supervision by teachers</p> <p>Safety instructions for work in French and German kitchens! (limits of possible assignments in the French kitchen)</p> <p>Setting the exchange dates: 9 Jan. to 29 Jan. 2017: German learners visit Lille</p> <p>13 March to 7 April 2017: French learners in Bonn return the visit.</p>	<p>The following aspects must be clarified: Lodging the French learners in the youth hostel in Bonn (In Lille the German learners have boarding school at their disposal).</p> <p>Supervision by teachers</p> <p>Safety instructions for work in French and German kitchens! (limits of possible assignments in the German kitchen)</p> <p>Setting the exchange dates: 9 Jan. to 29 Jan. 2017: German learners visit Lille</p> <p>13 March to 7 April 2017: French learners in Bonn return the visit.</p>

5

Practical example

5.2 Memorandum of Understanding



Memorandum of Understanding



Partner:

Robert-Wetzlar vocational college , Bonn – Lycée hôtelier international de Lille

'File code' of the Memorandum of Understanding (optional)	
Remove if not necessary	
1. Objectives of the Memorandum of Understanding	
<p>The Memorandum of Understanding ¹⁵ (MoU) forms the framework for cooperation between the competent institutions. It aims to establish mutual trust between the partners. In this Memorandum of Understanding partner organizations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit.</p>	
<p>Are other objectives agreed on? Please tick as appropriate.</p>	<p><input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes – these are:</p> <ul style="list-style-type: none"> ✓ Broadening and improving vocational skills and competence through vocational experiences in the partner country (German VET trainees spent time as interns in France.) ✓ Facilitating cultural experiences in the foreign country (improving intercultural skills, e.g. learners noticing differences in both countries' hotel services. As a rule, bed sheets are fixed around the mattress in France. Germany uses duvets.)

¹⁵ For more information and guidance on the establishment of an MoU please refer to the ECVET User's Guide: 'Using ECVET for geographical educational mobility (2012) - Part II of the ECVET Users' Guide - Revised version – including key points for quality assurance' – available at: www.ecvet-projects.eu/Documents/ECVET_Mobility_Web.pdf

5 Practical example

<p>Are other objectives agreed on? Please tick as appropriate</p>	<ul style="list-style-type: none"> ✓ Insights into differences between the culinary cultures of Germany and France (e. g. warm meals twice a day in France, but normally only once in Germany; in France, meals have a different status and the French spend much more time on it) ✓ Improving specialised vocabulary as well as acquiring (basic) foreign language skills in the participating countries (here: in Germany and in France) ✓ Supporting personal development and employability in the European labour market ✓ Promoting international cooperation between companies and social partners in vocational training in both countries ✓ Improving the recognition of qualifications and skills (ECVET etc.) <p>Possible principles /concepts for the realisation of the exchange programme:</p> <ul style="list-style-type: none"> ✓ Regular mutual exchange ✓ Keeping to the tandem principle ✓ Home partner school selects the participants ✓ Continuity of supervising teachers ✓ Continuous improvement of experiences ✓ Concentrating on companies which have proven to be helpful internship partners.
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5 Practical example

Memorandum of Understanding

2. Organisations signing the Memorandum of Understanding	
Organisation 1	
Country	North Rhine-Westphalia
Name of organisation	Robert-Wetzlar vocational college
Address	Kölnstrasse 229, 53117 Bonn
Telephone/fax	0049 228 777060
E-mail	rwbschulleitung@schulen-bonn.de
Website	www.rwbk-bonn.de
Contact person	Nom: Sabine Musterfrau
	Position: Director of the Department for International Projects
Telephone/fax	
E-mail	musterfrau@schulen-bonn.de
Organisation 2	
Country	Nord Pas de Calais
Name of organisation	Lycée hôtelier international de Lille
Address	31, Passage de l'Internationale, BP 90068 59007 LILLE CEDEX
Telephone/fax	0033 03 20 22 73 73
Email	ce.0590125r@ac-lille.fr
Website	http://michel-servet-lille.savoirsnumeriques5962.fr/
Contact person	Nom: Béatrice Modèle
	Position: Professor
Telephone/fax	
E-mail	modele@ michel-servet-lille.fr

5 Practical example

3. Other organisations covered by this Memorandum of Understanding (if appropriate)

Explanatory note:

For MoUs established within a broader context (such as agreements set up by sector-based organisations, chambers, regional or national authorities), a list of organisations (VET providers, companies, etc.) who are able to operate in the framework of the MoU can be added. This list can consist of their names or it can refer to the type of VET providers. The list can be included as an annex.

Internships will be done in hotels and restaurants in Lille and Bonn.

4. The qualification(s) covered by this Memorandum of Understanding

Qualification 1

Country	North Rhine-Westphalia
Title of qualification	Restaurant specialist
EQF level (if appropriate)	4
NQF level (if appropriate)	4
Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)	Mise en place for a banquet for 100 people
Enclosures in annex - please tick as appropriate	<input checked="" type="checkbox"/> Europass Certificate Supplement <input checked="" type="checkbox"/> The learning outcomes associated with the qualification <input checked="" type="checkbox"/> Description of the unit(s) of learning outcomes for the educational <input type="checkbox"/> Mobility Other: please specify

5 Practical example

Memorandum of Understanding

4. The qualification(s) covered by this Memorandum of Understanding	
Qualification 2	
Country	Nord Pas de Calais
Title of qualification	Bac Pro Cuisine (E31-SE2)
EQF level (if appropriate)	4
NQF level (if appropriate)	4
Unit(s) of learning outcomes for the educational mobility phases (refer to enclosure in the annex, if applicable)	Cuisine et service d'un repas régional
Enclosures in annex - please tick as appropriate	<input type="checkbox"/> Europass Certificate Supplement <input checked="" type="checkbox"/> The learning outcomes associated with the qualification <input checked="" type="checkbox"/> Description of the unit(s) of learning outcomes for the mobility <input type="checkbox"/> Mobility Other: please specify

5. Assessment, documentation, validation and recognition
By signing this Memorandum of Understanding we confirm that we have discussed the procedures for assessment, documentation, validation and recognition and agree on how it is done.

6. Validity of this Memorandum of Understanding
This Memorandum of Understanding is valid until: September 2017

5 Practical example

7. Evaluation and review process

The work of the partnership will be evaluated and reviewed by: dd/mm/yyyy, person(s)/organisation(s)

The project will be evaluated by the supervising instructors at the end of the exchange, based on a criteria-guided conversation in the internship businesses. The assessment form designed in France constitutes the basis of this conversation. Each business's mentor will render his/her estimate based on what the intern demonstrated during the practical assignment.

The Europasses are signed by both partners.

The host business is included in the Europass.

If necessary, the interns receive an additional "Performance Report" from the business in which they completed their internship.

8. Signatures

Organisation/country	Organisation/country
Name, role	Name, role
Place, date	Place, date

9. Additional information

Information about the school

Curricula, supplemental material if new colleagues have to be introduced to the project
References to websites

Flyers and brochures of hotels, restaurants etc. in Bonn which possible internship businesses
Information about youth hostels in Bonn

5 Practical example

10. Annexes



Certificate Supplement (*)



1. NAME OF THE CERTIFICATE (DE)

Final examination in the state-recognised vocational and educational training „Restaurant Specialist“

2. TRANSLATED TITLE OF THE CERTIFICATE (*)

This translation has no legal status.

3. PROFILE OF VOCATIONAL SKILLS

- Welcome and look after guests
- Advise guests on the menu and corresponding drinks
- Sell food and beverages
- Present and serve food and beverages according due consideration to various types of service
- Prepare food and drink at guest tables
- Plan events and celebratory occasions and assist in their implementation
- Organise service procedures
- Prepare bills

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

Restaurant specialists find employment in the hotel and restaurant trade, in particular in restaurants, hotels and cafés. They also work in restaurants on ships, for catering companies serving congress venues and canteens and for service companies such as caterers and party service providers.

(*)Explanatory notes

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.

More information on transparency is available at: www.europass.cedefop.eu.int/transparency
© European Communities 2002

5 Practical example

5. OFFICIAL BASIS OF THE CERTIFICATE	
Name and status of the body awarding the certificate Chamber of Industry and Commerce	Name and status of the national/regional authority providing accreditation/recognition of the certificate Chamber of Industry and Commerce
Level of the certificate (national or international) 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)	Assessment scale / grading scale 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.
Access to next level of education / training Bar master, hotel master, restaurant master	International agreements 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.
Legal basis Ordinance on Vocational Education and Training in the hotel and restaurant trade of 02/13/1998 (Federal Law Gazette, Part I, p 351) Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, KMK, of 05.12.1997), (Federal Gazette, No 16a of 26.01.1999)	

6. OFFICIALLY RECOGNISED WAYS OF ACQUIRING THE CERTIFICATE
Final examination administered by the competent body: <ol style="list-style-type: none"> after completion of dual training in a company and at part-time vocational school (normal procedure) after retraining in a recognized training occupation 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
Additional information Entry requirements: Entry requirements are not governed by legislation; as a rule, young people are admitted after completing (nine or ten years of) general education. Duration of training: 3 years. Training in the „dual system“: 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. The training is provided in a company and at parttime vocational school: 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. More information is available at: www.berufenet.arbeitsagentur.de
National Europass Centre www.europass-info.de

5 Practical example

5.3 Documentation of Units of Learning outcome

1. VET, curricular basis (master teaching plan, training regulation)	
Cook, hotel specialist, restaurant specialist	
2. Learning unit, training phase	
Service, 1 st year, subject: customer orientation; time: 8 contact hours (4 weeks)	
3. Learning situation, business action situation, learning unit	
Mise en place for a banquet for 100 persons	
4. Presentation of	
Essential skills (acc. to curricular basis) ¹⁶	Learning outcomes (acc. to ECVET)
Subject competence (vocational competence) Europass: Gained vocational skills and competencies (30a) Including: Gained ICT competence (32a)	The trainee is able to (independently/under supervision) <ul style="list-style-type: none"> ■ determine what is needed for the assigned task and check stocks accordingly, ■ prepare a checklist (table linens, glasses, plates, tableware, etc.) incl. quantities, ■ prepare the rooms (vacuum, airing, etc.) and check the material/tidiness, ■ set up table cloths, tables, chairs according to the function sheet, ■ set the tables properly (incl. polishing the glasses/cutlery/plates, putting on table cloths and folding napkins), ■ check whether everything has been done correctly, ■ work with spread sheets independently, taking into account German-French differences and similarities with respect to mise en place as well as to the organisation and cooperation of the service team.
She/he is able to complete mise en place for a banquet for 100 persons.	

¹⁶ The competencies described in the Europass are classified in this diagram to match the competencies according to the KMK-competency model in order to facilitate the transferability to the Europass Mobility. These competencies are not identical but have affinity to the competencies named in the Europass Mobility (see section 5.6).

5 Practical example

Social Competence Europass: acquired social skills and competencies (34a)	
<ul style="list-style-type: none"> ■ She/he can adopt a professional demeanour and can act professionally. ■ She/he is an active and motivated member of the team. 	
Self competence Europass: acquired organisational skills and competencies (33a)	
<ul style="list-style-type: none"> ■ She/he can deal with life in a foreign country. This includes the ability to make arrangements with superiors and colleagues by himself/herself. ■ She/he can communicate needs in order to point out inadequate conditions and, if necessary, change businesses. ■ She/he works their assigned hours and is reliable. To promote independence, the learners must use public transportation to get to the location of their internship. ■ She/he organises the tasks assigned to him/her. 	
Linguistic competence Europass: Acquired language skills (31a)	
She/he is able to acquire and use specialised vocabulary in the foreign language correctly.	

5 Practical example

Documentation of Units of Learning Outcome

5. Notes on the assessment

- Learners keep a learning diary:
They are required to write down three new technical terms in the target language every day and record their activities.
- Collecting the diaries: The completed tasks recorded in the diaries will be incorporated in the Europass.
- Learners create a photo documentation of their project.
- Learners can provide statements about taste.
- Learners tell new learners about their experiences during their time abroad and so act as multipliers at the school's informational events.

Optional:

- Report book
- Perspective of learners before and after the mobility experience
(e.g.: "I can communicate, work abroad," etc.)
- Criteria are assigned by the teachers.
- Self-assessment
- Assessment by the French teachers
- Assessment by the German teachers
- Discussion in case of discrepancies between the learner's perception and those of others
- The internship is not marked.
- The school issues a certificate for extracurricular activities that will be attached to the school report.

6. Notes on validation and recognition

For German learners:

- Equivalent to a vocational internship in Germany (for school-leavers with vocational diplomas)
- Main aspect: Factor time (only reports, no separate examination)
- French assessment sheets serve as the basis of documentation.
- Learners do not receive a mark or sit any exams.
- No examinations that will be marked
- No more foreign language test in the final examination (in the past: business letter) at the chamber of commerce and industry

For French learners:

The French teachers visit their learners in the German host business. The mentor shares his/her assessment of the intern based on the criteria set down in the checklist.

- Oral examination
- Unité facultative de mobilité
- Improvement of up to 4 points is possible
Assessment of the internship is included in the final mark for the French interns.

Skill assessments attested by the teachers are sent to the official, central office of the certificate region.

5

Practical example



5.4 Learning Agreement (Annex 1)

Learning Agreement ECVET



1. Information about the participants	
Contact details of the home institution	
Name of institution	Robert-Wetzlar Vocational College
Address	Kölustraße 229, 53117 Bonn
Telephone/fax	0049 228 777060
E-mail	infoschool @rwbk.de
Website	http://www.rwb-bonn.de/
Contact person	Ms. Sabine Musterfrau
Telephone/fax	
E-mail	musterfrau@school n-bonn.de
Contact details of the host institution	
Name of institution	Lycée hôtelier international de Lille
Address	31, Passage de l'Internationale, BP 90068, 59007 LILLE CEDEX
Telephone/fax	0033 03 20 22 73 73
E-mail	ce.0590125r@ac-lille.fr
Website	http://michel-servet-lille.savoirsnumeriques5962.fr/
Contact person	Madame Béatrice Modèle
Tutor/mentor	
Telephone/fax	03 33 20 22 73 73
E-mail	modele@ michel-servet-lille.fr

5 Practical example

Learning Agreement ECVET

Contact details of the learner	
Name	Max Muster
Address	
Telephone/fax	
E-mail	
Date of birth	20 February 1998
Please tick	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female
Contact details of parents or legal guardian of learner if necessary	
Name	
Address	
Telephone	
E-mail	
If an intermediary institution is involved, please provide contact details	
Name of institution	
Address	
Telephone/fax	
E-mail	
Website	
Contact person	
Telephone/fax	
E-mail	

5 Practical example

2. Duration of the learning period abroad	
Start date of the training abroad	6 January 2017
End date of the training abroad	27 January 2017
Length of time abroad	3 weeks

3. Qualification taken by the learner - including information on the learner's progress (knowledge, skills and competence already acquired)	
Title of the qualification taken by the learner (please also provide the title in the language of the partnership if appropriate)	The learner is completing a VET as a restaurant specialist.
EQF level (if appropriate)	4
NQF level (if appropriate)	4
Information on the learner's progress in relation to the learning pathway (information to indicate acquired knowledge, skills, competence could be included in an annex)	<p>After the 1st year of training the trainees are able to:</p> <ul style="list-style-type: none"> ■ receive and serve customers, ■ perform the functions of a host, ■ demonstrate and explain the effects of personal appearance and conduct on customers, ■ identify customer expectations with respect to advice, service and performance, ■ use specialised terminology for the profession in the foreign language, ■ inform customers of the range of products and services.
Enclosures in annex – please tick as appropriate	<p> <input checked="" type="checkbox"/> Europass Certificate Supplement <input type="checkbox"/> Europass CV <input checked="" type="checkbox"/> Europass Mobility <input type="checkbox"/> Europass Language Passport <input type="checkbox"/> European Skills Passport <input type="checkbox"/> (Unit[s] of) learning outcomes already acquired by the learner <input type="checkbox"/> Other : (please specify) </p>

5

Practical example

Learning Agreement ECVET

4. 4. Description of the learning outcomes to be achieved during educational mobility	
Title of unit(s)/groups of learning outcomes/parts of units to be acquired	<p>Mise en place for a banquet with 100 persons</p> <p>An evening with restaurant operations ,kitchen' and ,service' (mixed German and French learners). A three-course meal will be prepared and served for 30 persons.</p>
Number of ECVET points to be acquired while abroad	Please specify if appropriate.
Learning outcomes to be achieved	The trainee is able to independently carry out a mise en place without mistakes.
Description of the learning activities (e.g. information on location(s) of learning, tasks to be completed and/or courses to be attended)	<p>The trainee is able to (independently/under supervision):</p> <ul style="list-style-type: none"> ■ determine what is needed for the assigned task and check stocks accordingly, ■ prepare a checklist (table linens, glasses, plates, tableware, etc.) incl. quantities, ■ prepare the rooms (vacuum, air out, etc.) and check the material/tidiness, ■ set up table cloths, tables, chairs according to the function sheet, ■ set the tables properly (incl. polishing the glasses/cutlery/plates, putting on table cloths and folding napkins), ■ check whether everything has been done correctly, ■ independently work with spread sheets, taking into account German-French differences and similarities with respect to mise en place as well as to the organisation and cooperation of the service team.
Enclosures in annex – please tick as appropriate	<p><input type="checkbox"/> Description of unit(s)/groups of learning outcomes which are the focus of the mobility experience.</p> <p><input checked="" type="checkbox"/> Description of the learning activities</p> <p><input type="checkbox"/> Individual's development plan when abroad</p> <p><input checked="" type="checkbox"/> Other: Checklist</p>

5 Practical example

5. Assessment and Documentation	
Person(s) responsible for assessing the learner's performance	Madame Béatrice Duval
	Madame Sabine Muster
Assessment of learning outcomes	Date of assessment: 26 January 2017
	Conversation after the end of the internship based on the information in the learning diary and the photo documentation
How and when will the assessment be recorded?	<input type="checkbox"/> Europass, which will be issued with the diploma at the latest <input type="checkbox"/> supplemental certificate issued by the school as annex to the diploma (presented together with the diploma) <input type="checkbox"/> ProTandem will issue its own certificate, which will be given out on submission.
Please include	<input type="checkbox"/> Detailed information about the assessment procedure (e.g. methods, criteria, assessment form) <input type="checkbox"/> Template for documenting the acquired learning outcomes (such as the learner's transcript of record or Europass Mobility)
	<p>Europass Mobility</p> <input type="checkbox"/> Individual's development plan when abroad <input checked="" type="checkbox"/> Other: (please specify) Assessment form from Académie de Lille

5 Practical example

Learning Agreement ECVET

6. Validation and Recognition	
Person (s) responsible for validating the learning outcomes achieved abroad	Name/Name: Institution, role Business providing internship, school Assessment by the mentor Mediation and documentation by the tutors
	Institution, role: Method: criteria-based discussion, dialogue
How will the validation process be carried out?	The assessment will be carried out using the checklist. If any aspects are missing, they can be done in another internship later; the last column is the relevant one.
Recording of validated achievements	Date: at the end of the internship Method: checklist Europass
Person(s) responsible for recognising the learning outcome achieved abroad	Madame Béatrice Duval
	Ms Sabine Muster
How will the recognition be conducted?	The checklist will be worked out with all participants. On this basis, and taking into account the documents created by the trainees abroad, the German tutor will then issue the Europass.

5 Practical example

7. Signatures		
Home institution/country	Host institution /country	Learner
Robert-Wetzlar Vocational College , Bonn, Germany	Hotel/Restaurant in Lille, France	
Name, role	Name, role	Name
Place, date	Place, date	Place, date

If applicable: Intermediary organisation	If applicable: Parent or legal guardian
LP Lille	
Name, role	Name, role
Madame Modèle	
Place, date	Place, date

8. Additional information
Information about the business providing the internship Example of menus Sample of an internship portfolio List of possible follow-up opportunities, e.g. subsequent assignments: summer jobs if their work was good (sustainability)

9. Annexes
Checklist Learning diary Addresses

5

Practical example

5.5 Assessment

The trainee's performance is evaluated in the assessment. It is aimed at ascertaining if the learning objectives set down in the learning agreement were achieved. The performance evaluation can take a variety of forms. In the following example, you will see an assessment based on a questionnaire which functions as a checklist and was designed at the Académie de Lille. It can be viewed on the next page.

The criteria listed in the checklist are known to the German and French learners and thus guarantee transparency.

The assessment will proceed as follows:

In France (for the German interns)

The German learners who carry out their internship in France will be visited by their German teacher in the foreign business. The German teacher will assess the learners based both on the individual criteria in the checklist and on the reports from the supervisors. The learners will not be present for this. In addition to their reports, the learners will be issued a certificate for their participation in the internship. Also, the learners who have completed the internship will be issued the Europass.

In Germany (for the French interns)

The French teacher will visit their learners in the German business, where the supervisor will explain how they evaluate the trainee based on the criteria set down in the checklist. The learner being assessed will be present. This allows the teacher to draw the learner's attention to areas where they can improve and to which they should devote their efforts in the remaining time. Additionally, they will receive advice for their next internship.

The activities and achievements of the internship, which will be attested to the French learners based on the criteria in the checklist, will be included in the final mark.

5 Practical example

Assessment sheet from the académie de Lille

BACCALAURÉAT PROFESSIONNEL „Commercialisation et services en restauration“
E32 Sous-épreuve d'organisation et de mise en oeuvre d'un service Situation N3 lors
de périodes de formation en milieu professionnel Assessment of the learner's compe-
tencies in service and sales.

		Établissement : Lycée Michel Servet						Session 2013/2016	
		Nom, prénom du candidat							
		Entreprise							
	Competencies	Operative competencies	Assessment criteria	Assessment in learning process (in business)					Improvement suggestions from tutor
				competencies *					
				NM*	ILP - +		M		
1	C1-1 Serving customers	C1-1.2 Receiving customers	Receiving customers, serving customers						
		C1-1.3 Taking customers' wishes and requirements into consideration							
		C1-1.4 Presenting the menu	Marketing products						
		C1-1.8 Bidding customers farewell	Saying good-bye						
	C1-2 Relationship with colleagues	C1-2.2 Coordinating work among service staff	Maintaining communication with all positions before and during serving						
		C1-2.3 Communication with all positions							
	C1-3 Product sales	C1-3.5 Taking orders	Taking orders						
		C1-3.6 Selling additional dishes and beverages to take-away	Marketing and presenting products						
		C1-3.7 Issuing bills and collecting the money	Checking bills and payment						
2	C2-1 Making preparations	C2-1.1 Putting the venue and the utensils back in order	Putting the venue back in order						
		C2-1.2 Organising, preparing	Quality of preparations						
		C2-1.3 Carrying out mise en place							
		C2-1.4 Checking and optimising various preparations							
	C2-2 Organising serving/service	C2-2.2 Organising and distributing work before, during and after the meal	Distribution of tasks						
	C2-3 Serving food and beverages	C2-3.1 Serving dishes	Serving techniques, respecting rules of conduct, following procedure(s)						
		C2-3.2 Sales of food and beverages							
		C2-3.3 Serving beverages							
	3	C3-1 Team work	C3-1.1 Maintaining professional conduct	Communication with different departments					
C3-2 Improving team work		C3-2.1 Assessing own work and/or team work	Delegating tasks						
4	C4-1 Record demand for beverages/ dishes	C4-1.1 Determining demand for beverages/dishes and possible additional material for planned event	Stocking food and beverages						
		C4-1.4 Generating/supplementing demand documentation							
	C4-2 Inventory control	C4-2.1 Receiving and checking incoming goods	Stocking food and beverages						
		C4-2.2 Unpacking and packing goods							
		C4-2.3 Storing goods							
5	C5-1 Observe quality criteria in every work step	C5-1.1 Taking customer wishes and requirements into consideration	Compliance with rules and regulations						
		C5-1.2 Complying with and implementing environmental, hygiene and safety regulations							
		C5-1.3 Observing sustainability and protection of the environment in one's actions							
	C5-2 Maintain general quality	C5-2.3 3 Quality control of dishes and beverages before sale	Compliance with rules and regulations						

* NM = not mastered, ILP = in learning process, M = mastered

5

Practical example

5.6 Validation of the time abroad

Validation of the learning period abroad takes place within the Europass Mobility. Note that Europasses are always signed by the host institution. In our example this means that the German school signs the Europasses of the French interns and vice versa.

Learning periods abroad are reported to the relevant office (e.g. Chamber of Trade, Chamber of Industry and Commerce) where learners of the dual system are concerned. For a period longer than eight weeks, approval is necessary as well. This makes internships in businesses abroad an integral component of VET. The total duration of a learning period abroad should not exceed one quarter of the total training time agreed upon in the training regulation, which means that in the case of a three-year VET, a learning period abroad of up to nine months is possible.

For learners who complete the learning period abroad as a component of a required internship, this is recognised by the host school.

5 Practical example

Excerpt from a Europass

Tasks/duties carried out (29a)
<p>The trainee independently organised the mise en place for a banquet for 100 people.</p> <p>She/he</p> <ul style="list-style-type: none"> ■ determined what was needed for the assigned task and checked stocks accordingly, ■ prepared a checklist incl. quantities (table linens, glasses, plates, tableware, etc.), ■ prepared the rooms (vacuum, air out, etc.) and checked the material/ tidiness, ■ set up table cloths, tables, chairs according to the function sheet, ■ set the tables properly (incl. polishing the glasses/cutlery/plates, putting on table cloths and folding napkins), ■ checked whether everything had been done correctly, ■ independently worked with spread sheets, taking into account German-French differences and similarities with respect to mise en place as well as to the organisation and cooperation of the service team.
Acquired vocational skills and competencies (30a)
<ul style="list-style-type: none"> ■ She/he can complete the mise en place for a banquet for 100 persons.
Acquired language skills (31a)
<ul style="list-style-type: none"> ■ She/he can learn and correctly use specialised vocabulary in the foreign language.
Acquired ICT-competencies (to the extent not already recorded as part of the “vocational skills and competencies”) (32a)
<ul style="list-style-type: none"> ■ She/he can use a spreadsheet program and create menus with a word processing program.
Acquired organisational skills and competencies (33a)
Acquired social skills and competencies (34a)
<ul style="list-style-type: none"> ■ She/he can assume a professional demeanour and act in a professional manner. ■ She/he is an active and motivated team worker.
Other acquired skills and competencies (35a)

5 Practical example

5.7 Dissemination/Public Relations

A short article on the school's homepage is a very easy way to draw attention to the school's mobility projects – as shown in this example.



Tandem exchange with Lille – reciprocal visit in Bonn

Currently 11 learners from our French partner school, Lycée Hôtelier International de Lille (LHIL), are visiting 10 participants from dual VET businesses and the two-year Vocational School for Nutrition and Home Economics (BFEH) in Bonn. The exchange is supported by the German-French Secretariat (currently known as ProTandem) in Saarbrücken. After an initial joint week at the Robert Wetzlar vocational college (RWB) with tandem language instruction and a cultural programme, the participants are working in various hotel businesses and restaurants in Bonn starting from 20 March 2017 and are getting to know the German working world. The idea behind the project is to enable young people from Germany and France to explore their respective working worlds together and expand their vocational, intercultural and foreign language skills. The learners and trainees from the RWB were already in Lille/France from 11 January 2017 to 29 January 2017.

The photos were taken during a joint cooking project at the Robert Wetzlar vocational college. (source: <http://www.rwb-bonn.de/austausch-a.htm>, access on 20 November 2020)

Contact

Robert-Wetzlar-Berufskolleg
(RWB)
Kölustraße 229
53117 Bonn
Allemagne

Hours of operation
Mo. – Thu. 7:30 a.m. – 3.30 p.m.
Friday 7:30 a.m. – 2 p.m.

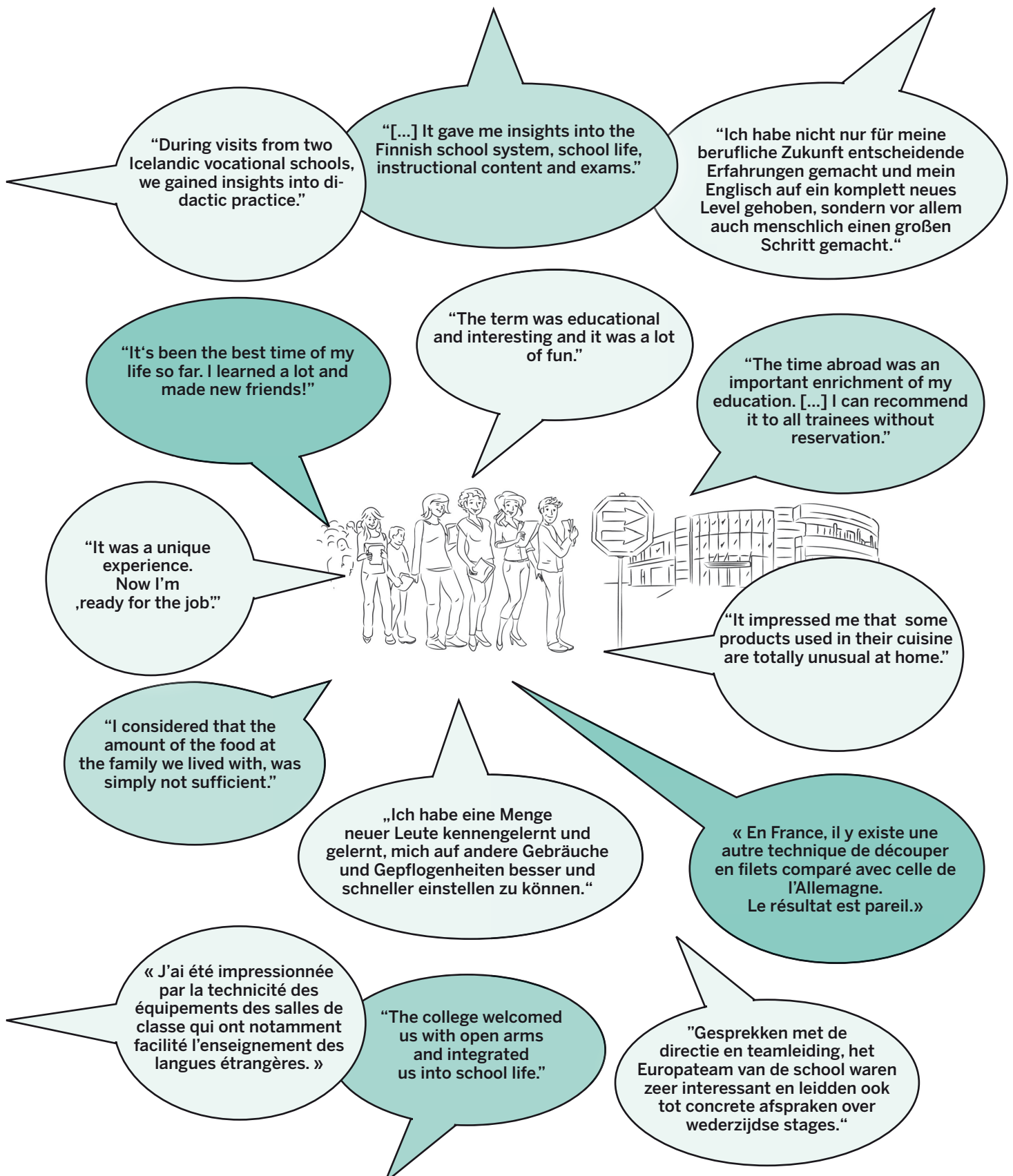


Erasmus+



5 Practical example

Observations from trainees of previous mobility experiences



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