



Certificate

Explanation

This certificate is filled in and signed by the hosting company and the apprentice towards the end of the LaWA-stay abroad.

The aim of this certificate is to document the learning outcomes the apprentice has achieved within the framework of LaWA-stays abroad.

The contents of the certificate are:

- intended learning outcomes of the apprentice that have been agreed upon between the hosting and the sending company (table 1),
- professional and linguistic learning outcomes of the apprentice that exceed the agreement (table 2 and 3) and
- personal learning outcomes that are important to the apprentice (table 4) – they are filled in by the apprentice only as a form of self-evaluation

You can find already completed tables in appendix I as examples to facilitate the filling in of the tables. In order to make the “level of difficulty” of the achieved learning outcomes comprehensible to third parties, a classification into various levels of learning outcomes can be made in table 1 to 3. These levels are explained in detail in appendix II of the certificate.

Personal data

First and second name: _____

Apprenticeship: _____

Total time of apprenticeship and current year of apprenticeship:

_____ years total time; _____ year of apprenticeship

Training company _____

Host company _____

Duration of stay abroad from _____ to _____

I. Content and level of the agreed learning outcomes

The following table has to be filled in by the hosting company. For this, the learning outcomes of activities that have already been decided on in the training plan before the beginning of the stay abroad and that now have been achieved by the apprentice have to be described.

It is recommended that the levels of the learning outcomes are only filled in after the completion of the stay abroad. The aim is to write down the actual level of corresponding learning and working activities of the apprentice.

Table 1 (completed table as an example in the appendix)

Agreed learning outcomes			Level of learning outcomes ¹ (please tick the corresponding level)					
Activity according to the regulation for vocational training in	Clause according to TR ²	Duration in weeks	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miscellaneous/ Remarks:								

¹ Explanations in the appendix

² TR = Training Regulation

II. Additionally achieved professional, intercultural and linguistic learning outcomes

The following tables (table 2 and 3) have to be filled in by the hosting company. The aim here is to document the learning outcomes achieved by the apprentice in addition to the already agreed learning outcomes. The levels refer to the actual level of the individual learning and working activity of the apprentice.

Table 2 (completed table as an example in the appendix)

Additionally achieved learning outcomes	Level of learning outcomes ³ (please tick the corresponding level)					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Additional <u>professional</u> learning outcomes						
<i>Professional activities carried out by the apprentice in everyday working life</i>						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miscellaneous/ Remarks:						
Additional <u>intercultural</u> learning outcomes						
<i>Difficulties the apprentice managed to overcome in daily interactions</i>						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miscellaneous/ Remarks:						

³ Explanations in the appendix

Additionally achieved learning outcomes	Level of learning outcomes ³ <i>(please tick the corresponding level)</i>					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6

The linguistic learning outcomes are classified into the levels of the European Framework for Languages.

Table 3 (completed table as an example in the appendix)

Spoken language:		Level of learning outcomes: The apprentice... <i>(please tick the corresponding level)</i>					
(please fill in language)		A1	A2	B1	B2	C1	C2
Understanding	Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		...can recognise familiar words and very basic phrases concerning himself, his family and immediate concrete surroundings when people speak slowly and clearly.	...can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). ... catches the main points in short, clear, simple messages and announcements.	...can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. ...can understand the main point of many radio or TV topics of personal or professional interest when the delivery is relatively slow and clear.	...can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. ...can understand most TV news and current affairs programmes. ...can understand the majority of films in standard dialect.	...can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. ...can understand television programmes and films without too much effort.	... has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided he has some time to get familiar with the accent.
	Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		...can understand familiar names, words and very simple sentences, for example on notices, posters or in catalogues.	...can read very short, simple texts. ...can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.	...can understand texts that consist mainly of high frequency everyday or job-related languages. ...can understand the description of events, feelings and wishes in personal letters.	...can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. ...can understand contemporary literary prose.	...can understand long and complex factual and literary texts, appreciating distinctions of style. ...can understand specialised articles and longer technical instructions, even when they do not relate to his field.	...can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

Additional linguistic learning outcomes							
<i>Activities the apprentice carried out using the foreign language.</i>							
Spoken language:		Level of learning outcomes: The apprentice...					
(please fill in language)		<i>(please tick the corresponding level)</i>					
		A1	A2	B1	B2	C1	C2
Speaking	Spoken Interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		...can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what he is trying to say. ...can ask and answer simple questions in areas of immediate need or on very familiar topics.	...can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. ...can handle very short social exchanges, even though he cannot usually understand enough to keep the conversation going himself.	...can deal with most situations likely to arise whilst travelling in an area where the language is spoken. ...can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	...can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. ...can take an active part in discussion in familiar contexts, accounting for and sustaining his views.	...can express himself fluently and spontaneously without much obvious searching for expressions. ...can use language flexibly and effectively for social and professional purposes. ...can formulate ideas and opinions with precision and relate his contribution skilfully to those of other speakers.	...can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. ...can express himself fluently and convey finer shades of meaning precisely. If he does have a problem he can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		...can use simple phrases and sentences to describe where he lives and the people he knows.	...can use a series of phrases and sentences to describe in simple terms his family and other people, living conditions, his educational background and his present or most recent job.	...can connect phrases in a simple way in order to describe experiences and events, his dreams, hopes and ambitions. ...can briefly give reasons and explanations for his opinions and plans. ...can narrate a story or relate the plot of a book or film and describe his reactions.	...can present clear, detailed descriptions on a wide range of subjects related to his field of interest. ...can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	...can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusions.	... can present a clear, smoothly-flowing description or argument in a style appropriate to the context, with an effective logical structure which helps the recipient to notice and remember significant points.

Additional linguistic learning outcomes							
<i>Activities the apprentice carried out using the foreign language.</i>							
Spoken language:		Level of learning outcomes: The apprentice...					
(please fill in language)		<i>(please tick the corresponding level)</i>					
		A1	A2	B1	B2	C1	C2
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	Writing	...can write a short, simple postcard, for example sending holiday greetings.	...can write short, simple notes and messages.	...can write simple connected text on topics which are familiar or of personal interest.	...can write clear, detailed text on a wide range of subjects related to his interest.	...can express himself in clear, well-structured texts, expressing points of view at some length.	...can write clear, smoothly-flowing text in an appropriate style.
		...can fill in forms with personal details, for example entering his name, nationality and address on a hotel registration form.	...can write a very simple personal letter, for example thanking someone for something.	...can write personal letters describing experiences and impressions.	...can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. ...can write letters highlighting the personal significance of events and experiences.	...can write about complex subjects in a letter, an essay or a report, underlining what he considers to be the salient issues. ...can select style appropriate to the reader in mind.	...can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. ...can write summaries and reviews of professional or literary works.
Miscellaneous/ Remarks:							

Appendix I – Examples

I. Content and level of the agreed learning outcomes

Examples for table 1

Agreed learning outcomes			Level of learning outcomes ⁴ (please tick the corresponding level)					
Activity according to the regulation for vocational training in carpentry	Clause according to TR ⁵	Duration in weeks	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<i>Building wooden structures (e.g. roof structures; dormer windows)</i>	§ 38 No 7	3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Incorporating insulation for heat, cold, noise and fire protection</i>	§ 38 No 8	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Building substructures and sheathing (exterior wall sheathing, rear ventilation, windproofness, rainproofness)</i>	§ 38 No 9	2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Building, incorporating and fixing components (e.g. installing windows, fixing and mounting devices)</i>	§ 38 No 10	2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Operating and maintaining woodworking machines and tools</i>	§ 38 No 11	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

II. Additionally achieved professional, intercultural and linguistic learning outcomes

Examples for table 2

	Level of learning outcomes ⁶ (please tick the corresponding level)					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Additional professional learning outcomes						
<i>Professional activities carried out by the apprentice in everyday working life</i>						
<i>Writing bills</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Receiving customer complaints</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Informing the team about the current state of work</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Documenting assignments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional intercultural learning outcomes						
<i>Difficulties the apprentice managed to overcome in daily interactions</i>						
<i>Reacting adequately to cultural characteristics and differences</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Using adequate greetings, forms of addressing and saying goodbye</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Reacting with confidence to cultural reservations</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁴ Explanations in the appendix

⁵ TR = Training Regulation

⁶ Explanations in the appendix

The classification of the linguistic learning outcomes is made according to differing levels.

Examples for table 3

Additional linguistic learning outcomes

Activities the apprentice carried out using the foreign language.

Spoken language:		Level of learning outcomes: The apprentice...						
(please fill in language)		<i>(please tick the corresponding level)</i>						
		A1	A2	B1	B2	C1	C2	
Understanding	Listening	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		...can recognise familiar words and very basic phrases concerning himself, his family and immediate concrete surroundings when people speak slowly and clearly.	...can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). ... catches the main points in short, clear, simple messages and announcements.	...can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. ...can understand the main point of many radio or TV topics of personal or professional interest when the delivery is relatively slow and clear.	...can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. ...can understand most TV news and current affairs programmes. ...can understand the majority of films in standard dialect.	...can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. ...can understand television programmes and films without too much effort.	... has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided he has some time to get familiar with the accent.	
	Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		...can understand familiar names, words and very simple sentences, for example on notices, posters or in catalogues.	...can read very short, simple texts. ...can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.	...can understand texts that consist mainly of high frequency everyday or job-related languages. ...can understand the description of events, feelings and wishes in personal letters.	...can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. ...can understand contemporary literary prose.	...can understand long and complex factual and literary texts, appreciating distinctions of style. ...can understand specialised articles and longer technical instructions, even when they do not relate to his field.	...can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	

Additional linguistic learning outcomes							
<i>Activities the apprentice carried out using the foreign language.</i>							
Spoken language:		Level of learning outcomes: The apprentice...					
(please fill in language)		<i>(please tick the corresponding level)</i>					
		A1	A2	B1	B2	C1	C2
Speaking	Spoken Interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<p>...can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what he is trying to say.</p> <p>...can ask and answer simple questions in areas of immediate need or on very familiar topics.</p>	<p>...can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.</p> <p>...can handle very short social exchanges, even though he cannot usually understand enough to keep the conversation going himself.</p>	<p>...can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</p> <p>...can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>	<p>...can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.</p> <p>...can take an active part in discussion in familiar contexts, accounting for and sustaining his views.</p>	<p>...can express himself fluently and spontaneously without much obvious searching for expressions.</p> <p>...can use language flexibly and effectively for social and professional purposes.</p> <p>...can formulate ideas and opinions with precision and relate his contribution skilfully to those of other speakers.</p>	<p>...can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms.</p> <p>...can express himself fluently and convey finer shades of meaning precisely. If he does have a problem he can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.</p>
	Spoken Production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<p>...can use simple phrases and sentences to describe where he lives and the people he knows.</p>	<p>...can use a series of phrases and sentences to describe in simple terms his family and other people, living conditions, his educational background and his present or most recent job.</p>	<p>...can connect phrases in a simple way in order to describe experiences and events, his dreams, hopes and ambitions.</p> <p>...can briefly give reasons and explanations for his opinions and plans.</p> <p>...can narrate a story or relate the plot of a book or film and describe his reactions.</p>	<p>...can present clear, detailed descriptions on a wide range of subjects related to his field of interest.</p> <p>...can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	<p>...can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>	<p>... can present a clear, smoothly-flowing description or argument in a style appropriate to the context,</p> <p>with an effective logical structure which helps the recipient to notice and remember significant points.</p>

Additional linguistic learning outcomes							
<i>Activities the apprentice carried out using the foreign language.</i>							
Spoken language:		Level of learning outcomes: The apprentice...					
(please fill in language)		<i>(please tick the corresponding level)</i>					
		A1	A2	B1	B2	C1	C2
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	Writing	<p>...can write a short, simple postcard, for example sending holiday greetings.</p> <p>...can fill in forms with personal details, for example entering his name, nationality and address on a hotel registration form.</p>	<p>...can write short, simple notes and messages.</p> <p>...can write a very simple personal letter, for example thanking someone for something.</p>	<p>...can write simple connected text on topics which are familiar or of personal interest.</p> <p>...can write personal letters describing experiences and impressions.</p>	<p>...can write clear, detailed text on a wide range of subjects related to his interest.</p> <p>...can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.</p> <p>...can write letters highlighting the personal significance of events and experiences.</p>	<p>...can express himself in clear, well-structured texts, expressing points of view at some length.</p> <p>...can write about complex subjects in a letter, an essay or a report, underlining what he considers to be the salient issues.</p> <p>...can select style appropriate to the reader in mind.</p>	<p>...can write clear, smoothly-flowing text in an appropriate style.</p> <p>...can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points.</p> <p>...can write summaries and reviews of professional or literary works.</p>
Miscellaneous/ Remarks:							

III. Additionally achieved personal learning outcomes

Examples for table 4

Additional personal learning outcomes
<i>Things that were of particular personal importance to the apprentice.</i>
For the first time in my life, I have used local public transport in a foreign country completely on my own.
For two months, I have looked after myself (shopping, cooking, washing up, doing the laundry)
I have managed to finance my stay despite my limited financial resources.

Appendix II – Explanations of the levels 1 to 6

It is possible that the learning outcomes achieved by an apprentice within the framework of a LaWA-stay abroad have differing levels. In individual cases the levels of single learning outcomes may also be above or below the “typical” level of a dual education (i.e. above or below the level 3 or 4).

Certain activities (e.g. preparing a construction site) for example can only have been carried out under direct guidance (level 1) while other activities (e.g. quality assurance measures) have been carried out independently (level 4).

Learning outcomes with a higher level might in particular be seen in intercultural areas, because apprentices quickly learn things that go beyond the level of their training (e.g. explanation of “domestic” customs that are unknown to the colleagues in the hosting company; level 5).

	Level description ⁷	Classification of <u>German</u> qualifications profiles as examples
Level 1	Working or studying under direct supervision in a structured context	- Apprenticeship entry maturity - Basic skills leading to employability such as internship at a school
Level 2	Working or studying under supervision with some autonomy	- Vocational training preparation that builds on the qualifications at the end of compulsory education such as training modules, introductory qualifications, etc. - Vocational preparation such as prevocational training years, etc.
Level 3	Taking responsibility for completion of tasks in work or study; adapting own behaviour to circumstances in solving problems	- Apprenticeship trainings with less complex job requirements
Level 4	Exercising self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; Supervising the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	- Apprenticeship trainings with complex job requirements
Level 5	Exercising management and supervision in contexts of work or study activities where there is unpredictable change; Reviewing and developing performance of self and others	- Specialists with additional qualification - First level of upgrading training
Level 6	Managing complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; Taking responsibility for managing professional development of individuals and groups	- Second level of upgrading training such as master, specialists, etc. - Bachelor-Level

⁷ The description of the levels corresponds to the descriptor “competences” in the European Qualifications Framework (EQF). Cf. European Parliament, European Council (2008): Recommendation 2008/.../EC of the European Parliament and the European Council on the Establishment of the European Qualifications Framework for Lifelong Learning. PE-CONS 3662/07. Brussels p. 14ff