EUROPASS MOBILITY

1. THIS EUROPASS MOBILITY DOCUMENT IS AWARDED TO

(1)(*) Surname(s): **«LAST_NAME»**

(2)(*) First name(s): **«First_Name»**

(4) Photograph

(3) Address (house number, street name, postcode, city, country)

«Address»
«Country»

(5) Date of birth: «Date_of_Birth» (dd) «Birth_month» (mm) «Birth_year» (yyyy)

(6) Nationality: «Nationality»

(7) Signature of the holder

NB : Headings marked with an asterisk are mandatory.

2. THIS EUROPASS MOBILITY DOCUMENT IS ISSUED BY

(8)(*) Name of the issuing organisation: BBVET (steering committee)

(9)(*) Europass Mobility number: «BBVET_no»

(10)(*) Issuing date: 12 (dd) 04 (mm) 2019 (yyyy)

NB : Headings marked with an asterisk are mandatory.

Explanatory note

Europass Mobility is a standard European document, which records details of the contents and the results - in terms of skills and competences or of academic achievements - of a period that a person of whatever age, educational level and occupational status has spent in another European country (UE/EFTA/EEA and candidate countries) for learning purposes.

The Europass Mobility was established by the decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass).

For more information on Europass, including on the Europass curriculum vitae and the Europass language Passport: http://europass.cedefop.europa.eu

3. THE PARTNER ORGANISATIONS OF THE EUROPASS MOBILITY EXPERIENCE (NO) ARE

SENDING PARTNER (organisation initiating the mobility experience in the country of origin)

	Name, type (if relevant faculty/department) and address		Stamp and/or signature
(11) (*)	«Sending_Name» «Type» «Sending_Adress»	(12) (*)	

	Surname(s) and first name(s) of reference person/mentor (if relevant of ECVET departmental coordinator)		Title/position
(13) (*)	«Sending_peron_name»	(14)	«Sending_position»
(15)	Telephone: «Sending_telefon»	(16)	E-mail: «Sending_email»

HOST PARTNER (organisation receiving the holder of the Europass Mobility document in the host country)

	Name, type (if relevant faculty/department) and address		Stamp and/or signature
(17) (*)	BBVET (steering committee) Biblioteksgatan 4 374 35 Karlshamn	(18) (*)	

	Surname(s) and first name(s) of reference person/mentor (if relevant of ECVET departmental coordinator)		Title/position
(19) (*)	Marie Björck	(20)	BBVET Lead Project Manager
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NB : This table is not valid without the stamps of the two partner organisations and/or the signatures of the two reference persons/mentors. Headings marked with an asterisk are mandatory.

4. DESCRIPTION OF THE EUROPASS MOBILITY EXPERIENCE (NO)

(23)(*) Objective of the Europass Mobility experience: The completion of the 1-year full time cross border training program in four Baltic countries.

(24) Initiative during which the Europass Mobility experience is completed, if applicable: Please see the attached annex to see a full overview

(25) Qualification (certificate, diploma or degree) to which the education or training leads, if any: Mechatronic

(26) Community or mobility programme involved, if any: Interreg South Baltic

Duration of the Europass Mobility experience

		dd	mm	yyyy			dd	mm	yyyy
(27) (*)	From	15	01	2018	(28) (*)	To	19	12	2018

NB : Headings marked with an asterisk are mandatory.

5.A DESCRIPTION OF SKILLS AND COMPETENCES ACQUIRED DURING THE EUROPASS MOBILITY EXPERIENCE (NO)

Activities/tasks carried out

(29a)(*) Please see the attached annex to see a full overview of activities and tasks

Job-related skills and competences acquired

(30a) Please see the attached annex to see a full overview of the knowledge, skills and competencies acquired

Language skills and competences acquired (if not included under 'Job-related skills and competences')

(31a) English was the main languages in the mobility experience and the student has developed their skills and competences in English both in a professional and leisure context.

Computer skills and competences acquired (if not included under 'Job-related skills and competences')

(32a) Please see the attached annex to see a full overview of the knowledge, skills and competencies acquired

Organisational skills and competences acquired (if not included under 'Job-related skills and competences')

(33a) Please see the attached annex to see a full overview of the knowledge, skills and competencies acquired

Social skills and competences acquired (if not included under 'Job-related skills and competences')

(34a)

Other skills and competences acquired

(35a)

Date		Signature of the reference person/mentor		Signature of the holder
(36a)(*) dd mm yyyy	*(37a)(*)*		*(38a)(*)*	

NB : This table is not valid without the signatures of the reference person/mentor and of the holder of the Europass Mobility.
Headings marked with an asterisk are mandatory.

Area of work tasks in the Swedish testbed: The aim of the course is that the student should learn to program PLC-systems and also develop the capacity to understand and analyze how a PLC-system works with peripheral applications. The student should also, based on basic drawings in the form of electric diagrams and description of functions, learn to connect industrial electrical components, motors and operating systems to a functional unit and also carry out the assigned tasks in a correct way in line with safety and regulations.	EQF-level: 4

Description of the Unit:
The unit is 10 weeks of combination between school learning and practical training.

Knowledge	Skills	Competence
He/she have knowledge of: • Automatic control terms, conceptions and components • Application programs for programming of PLC-systems • Number systems, variables and types of data • Digital technology and digital inputs and outputs • Industrial components, their function and range of uses • Reading electrical drawings	He/she is able to: • Create new projects in application programs for of PLC-systems • Interlink to a PLC-system and transferring programs • Connect and building an electrical cabinet for automated solutions • Carry out connections of circuit in a safe way electrically	He/she is able to: • Based on a description of functions, create and program a logical and structured program and also ensure the function, flexibility and future prospects of maintenance and add-ons. • Carry out a project with building an electrical cabinet, starting up and trouble-shooting based on a description of function

Area of work tasks in the Lithuanian testbed: The course aims at the student's learning about technical maintenance and repair works of mechanical systems, technological processes of technical maintenance and repair, performing electronic diagnostic and breakdown services, troubleshooting, localization of errors and rectification of malfunctions.	EQF-level: 4

Description of the Unit: The unit is 10 weeks of combination between school learning and practical training

Knowledge	Skills	Competence
He/she is able to: • Structure, properties and areas of deployment of the materials and auxiliary materials • Mechanical work procedures in preventive maintenance • Technological processes of technical maintenance and repair • Electronic diagnostic devices and services	He/she is able to: • Reading construction drawings • Obtaining information from technical documentation • Sketching extracts from the drawings and making changes • Testing, setting and adjusting mechanical system • Documenting the results	• Learners are able to plan cost effective use of the materials considering the environmental and health aspects. • Learners can perform preventive maintenance and repair work of the mechanical systems. • Learners are able to troubleshoot, localize errors and rectify the malfunctions.

Area of work tasks in the Danish testbed: The course aims at the student's learning about building, operating, calibrating and optimization of process plant, and to perform preventive maintenance including the production of documentation and operating instructions in connection with planning preventive maintenance.		EQF-level: 4
Description of the Unit: The unit is 10 weeks of combination between school learning and practical training.		
Knowledge	Skills	Competence
Control system III (regulation technic): • The student has a basic knowledge of control technology including the most common types of regulators and regulation circuits and instrumentation. • The student understands the principles behind temperature measurement, pressure measurement, flow measurement and level measurement and can distinguish between static and dynamic measurement accuracy. Hydraulics:	Control system III (regulation technic): • Learners can make an adjustment / optimization of PID regulator at a process plant and to document the transitional phase via the recording equipment. • Learners can test / commissioning of the individual components included in the overall control loop and can operate and calibrate the act organs used in the process. • Learners can install and commission the measuring circuit and for the control /	Control system III (regulation technic): • Learners can build, operate, calibrate and optimize the process plant. • Learners can troubleshoot and debug the module level of a small processing plants and assess process stability, including making optimization of the controller parameters. • Learners can control the individual components in the control loop, and make the necessary adjustments / improvements and can be used for

Area of work tasks in the German testbed: The apprentices possess profound knowledge of the effects of electrical energy in manageable technical processes. They know the basic circuits concerning electrical engineering, present them and analyse their mode of action. They apply their knowledge to the selection of the electrical equipment. For this purpose, they perform mathematical operations and use spreadsheets and formulas to solve practically specific tasks. They know the hazards of the usage of electrical energy, for both humans and technology. They know the protective measures to secure man and technical facilities and apply the known regulations. They choose and utilize the required test equipment and needed measuring devices. They extract information from work documents and integrate changes if necessary.		EQF-level: 4
Description of the Unit: The unit is 10 weeks of combination between school learning and practical training.		
Knowledge	Skills	Competence
He/she is able to: • They learn to handle measuring instruments safely • They get to know various measurement methods and their operation purposes • They gain expert knowledge concerning the evaluation of measurement results • They learn to assess measurement errors • They get to know dependencies between electrical	He/she is able to: • They learn how to interface the measuring instruments correctly • They learn to select the relevant measuring range • They learn how to perform measurements • They learn to design various experimental circuits in serial or parallel connections	He/she is able to: • They learn how to handle electric current responsibly • They learn to record measurement data precisely • They learn to work carefully while recording measurements • They learn to work independently during the construction of their own circuits • They learn to work in teams and to maintain

• Learners have knowledge of conventional hydraulic components and systems including pumps and motors with fixed displacement and can perform pump test. • Learners have knowledge of viscosity, additives and viscosity index and to assess the choice of hydraulic oil as well as provide proper storage of oils. • Learners have knowledge about tangled importance of a hydraulic system and can make replacement filters. • Learners know the special requirements for safety and environmental requirements of hydraulic components and systems. Pneumatics:	calibration circuit using portable measurement / calibration equipment, including take into account the signaling pathways associated with EMC, voltage drop, impedance etc. • Learners can use the PID controller's basic parameters for commissioning and optimization of a control loop, and use hand rules defining the parameters of the controller. Hydraulics: • Learners can make the connection and function diagrams for smaller hydraulic systems under applicable drawing standard (eg ISO 1219). • Learners can using charts, nomograms and documentation, sizing and mounting pipes, hoses and fittings properly on a	troubleshooting and repair process plant using the corresponding documentation • The student can explain the safety aspects that arise when an interference with automated processes during debugging / direction. Hydraulics: • The student can perform preventive maintenance on hydraulic systems in operation. • The student can perform design changes in a hydraulic system, including document the changes. • Learners can build, operate, maintain, troubleshoot and debug on automatic machines and systems containing hydraulic and pneumatic circuits. Pneumatics:	parameters, such as voltage, electricity, resistors and power in both direct and alternating current circuits • They gain knowledge about voltage-, light- and temperature-dependent resistors and their different reactions • They get to know the composition and structure of digital and analogue signals, their signal behaviour and the data transmission via Data-Bus System • They learn about circuit symbols concerning electrical engineering and programmes used for the construction of complex circuits • They gain knowledge about measuring methods used to verify a fixed installation and their importance	• They learn how to record the measurements • They learn to measure various signal types via measuring instruments and to transfer the measurement results into the relevant measured quantity (e.g. pressure, temperature, speed, fill level, switch status) • They learn to design and evaluate complex circuitry on the computer • They learn to develop and construct circuits on their own, they apply their knowledge of the correct usage of measuring instruments, they detect and eliminate errors independently • They learn how to execute an initial testing of a fixed installation (visual inspection, measuring, recording, performance check) • They learn to hand over a completely installed and tested unit to a customer	collegial relationships with associates • They learn to plan and perform sequences of structured actions • They learn to interact politely and friendly with customers

• The student has knowledge about the structure and function of different types of compressor systems and pneumatic and electro-pneumatic components. • The student can identify and understand the function and technical characteristics of pneumatic components, which are common in the industry, including various control forms. • The student knows the special requirements for safety and environmental requirements by pneumatic and electric pneumatic components and systems	hydraulic system, and utilize documentation acc. Danish Standard. • Learners can assemble and commission the hydraulic components such as directional valves, flow control valves, cylinders and engines. Pneumatics: • Learners can choose instruments and conduct systematic troubleshooting and debugging the component level, as well as replace and repair to component level by available evidence • The student can understand a pneumatic diagram of a given machine documentation from knowledge of applicable drawing standard (eg ISO 1219)	• Learners can produce documentation and operating instructions in connection with changes in pneumatic and electric-pneumatic plants • Learners can run in pneumatic and electric-pneumatic systems for specifications, perform control measurements, and document the installation according to current standards so that the documentation can be used for the instruction of users • The student can perform preventive maintenance on pneumatic and electric-pneumatic plants in operation.	