

# EUROPEAN FASHION PRODUCTION COORDINATOR



Supporting learning mobility of students – being a work placement company

## GUIDE FOR COMPANIES



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## Transnational learning mobility

It is proven that a learning experience abroad offers a rich added value in terms of professional and personal development, for both for the student and for the work placement company. During a work placement, students put into practice what they have learned during their training course. A work placement experience, however, requires more from students; dealing with practical tasks whilst being able to face and manage the difficulties that might occur in real working life. In other words; being professional.

Therefore, by going abroad, learners will undergo an unique and rich experience: A broader vision of their future job and professional sector together with contacts with other cultures and languages. Transnational mobility not only promotes European labour market mobility, it also helps develop an awareness of 'European citizenship' and fosters new international skills such as languages, intercultural competence and personal skills.

### 1. Why being a work placement company for international students?

Our era is often called the era of globalisation. 'Borders disappearing' is a common statement, which says that more and more people worldwide are connected to each other. A growing world trade is an irreversible result and international business seems to be inextricably linked.

Europe is growing together and expanding business with other countries becomes easier through this globalisation. In education, this globalisation trend of the industry is visible as well. Training courses are dealing with internationalisation in terms of work placements. Students, especially in the fashion sector, are more and more frequently looking for work placement experience in other countries. By working with a work placement student from another country, your business can:

- ✓ Discover new European markets
- ✓ Discover new cultures of the countries in which you are working.
- ✓ Learn how to maximize those opportunities
- ✓ Research your competitors in different countries
- ✓ Use technology to grow your business internationally
- ✓ Benefit from the new perspectives and local knowledge of students
- ✓ Recruit new potential future employees

### 2. What means being a work placement company?

Making the work placement a success is largely the responsibility of the student, but as a work placement company you are closely involved in the development of the student (from abroad) during this period. An assigned work placement tutor (supervisor) should assist the student not only in developing his professional skills, but also with his intercultural skills. The tutor supervises the students activities, informs and instructs, but also motivates and stimulates the student in the learning activities.

## European Fashion Production Coordinator **EFPC**

The Leonardo da Vinci project **EUFASHION** ([www.eurfashion.eu](http://www.eurfashion.eu)) was the scenario for the development of a European profile of a fashion designer. The reason for this project is the realisation that student mobility in a transnational context lags behind for the fashion sector in education and a lot more exchange between students and companies abroad should be realised. The use of European reference profiles are facilitating this exchange in terms of the occupation, the activities and the learning outcomes and assessment.

This guide contains information on the reference profile of a European Fashion Designer and gives instructions on how to use the profile in order to design and realise a successful work placement together with a student from abroad. This reference profile can be used as a communication tool between different countries and different profiles in the partner countries. In the annexes you can find different forms which should be completed, in order to make the first steps of being a work placement company.

### 1. Why an European Fashion Production Coordinator?

In the current fashion industry globalisation trends can clearly be seen. This has to do, on the one hand, with the growing competition with which companies have to deal. For that reason, companies are forced to deliver more collections in a shorter period of time and they have to comply with the international market. On the other hand, companies have to reduce production costs and time which induces to produce textiles in low-wage countries. This means that more and more companies are forced, in order to cope with fierce competition from both inland and abroad to reduce production, to provide faster delivery times and more collections. Consequently the production of textiles in many cases occurs in low-wage countries and with sophisticated logistics systems that provide just-in-time deliveries so that the inventory cost can be minimized as much as possible. The work of the production coordinator performs well on all borders.

As a result of these developments, professions in the sector will get more and more of an European character. The fashion designer of tomorrow works in an international context and ensures that the profession will be characterised by common tasks. Therefore, employers and employees in the sector have an urgent need for an European profile to support and facilitate the labour market mobility in an international industry.

This profile can serve employers to recruit production coordinators and to have the benefit from a more diverse composition of employees. Employees on the other hand, are able to anticipate the demands of the labour market.

## 2. Who is the European Fashion Production Coordinator?

The European Production Coordinator (EFPC) is responsible for a variety of activities in the production chain and organises the activities of one or more operator teams of the production. The EFPC is responsible for the proper execution of the production by monitoring and adjusting the preparations. The EFPC prepares and follows up the production plan, checks the supplied samples and communicates with the producer on adjustments. The EFPC follows the production chain according to safety, health and environmental regulations and production requirements. The EFPC provides a clear and timely exchange of information between the operators in order to get the product delivered on time and according to the quality demands. The EFPC is aware of the quality of the production, and makes decisions about approval and adapting. This may lead to changes in processing due to technical and/or commercial factors. The information that this yields should be carefully communicated to all stakeholders and quickly and accurately reported in the files. Eventually the EFPC approves the production.

## 3. Where does the European Fashion Production Coordinator work?

The EFPC has an operative, controlling and coordinating role and works closely with people inside and outside the company. Within the company the EFPC takes a position between the design and commercial divisions (design, procurement, marketing and sales, and quality) of a company. Efficient and punctual communication with these departments is required. To the extent that the company is working with subcontractors or external production units, whether or not abroad, the communication and cooperation with these bodies is also crucial. The EFPC reports directly to the head of the department, and works with the sales and design departments of the company and the staff involved in the production chain.

The EFPC works with people in an international context, which demands that the EFPC has cultural awareness and shows appropriate intra- and intercultural behaviour. This includes out-of-the-box thinking and intercultural competence regarding respect for others and other cultures. Furthermore, the EFPC has a knowledge of European markets concerning innovation and trends and is up-to-date regarding international production developments.

The EFPC is able to communicate in a foreign language, preconditioned English, preferably French and/or German. The profession of the EFPC is situated in industrial companies or workshops in the clothing industry, apparel and accessories, knitwear, household linen, weaving mill, furniture, industrial laundry, embroidery, lace, leather tannery and leather goods.

→ fill in Annex A

#### 4. The core tasks of a European Fashion Production Coordinator

The description of the European Fashion Production Coordinator's reference profile is based on what an EFPC student should know (knowledge), should be able to do (skills) and to what degree of responsibility and autonomy (competence). These are called *learning outcomes*. It is central to the terminology as used in the *European Qualification Framework* (EQF) for lifelong learning. → see [link](#)

The EQF acts as a translation device to make national qualifications more readable across Europe. It provides a common language to describe qualifications and professional profiles that can help Member States, employers and individuals to easily compare profiles and skills from different education and training systems in the European Union. Within the EQF there are 8 levels distinguished. Each qualification and reference profile (of whatever level) can be further described in terms of the type of learning outcomes. EQF makes the primary distinction between three categories:

- ✓ knowledge (understanding)
- ✓ skills (application and action)
- ✓ competence (autonomy and responsibility)

The tasks of an EFPC are described in terms of core tasks and subtasks. There are roughly four core tasks that the profile of an EFPC forms and each core task exists of a few subtasks. Table 1 shows the core tasks with according subtasks. Every subtask is described in learning outcomes.

→ see Annex B

#### 5. Selection of the core tasks for the work placement

During the work placement the student has to accomplish certain tasks. Based on the core tasks and according subtasks of the reference profile of the EFPC a selection should be made of those subtasks that can be done within the work placement company.

→ fill in Annex C

#### 6. Assessment of the work placement

The work placement plays also part of the assessment of the student after accomplishing the work placement. This means the tutor who supervised and supported the student fills in an evaluation form to assess the professional performance of the student based on the (core) tasks the student completed, according to defined assessment criteria.

→ fill in Annex D

#### 7. Learning Agreement

A learning agreement is an individualised document which sets out the conditions for a specific work placement. It specifies, for a particular learner, which tasks and learning outcomes should be achieved.

→ see Annex E

Table 1. Overview core tasks and subtasks EFPC

<b>Overview core tasks and subtasks European Fashion Production Coordinator</b>
<p><b>Core task 1: Monitoring of the product development</b></p> <ul style="list-style-type: none"> <li>1.1 Evaluation of designs, prototypes and new products on technical and commercial feasibility</li> <li>1.2 Monitoring of the product specification and technical drawing</li> <li>1.3 Advising stakeholders on adaptations of collection items and gives feedback on technical feasibility</li> <li>1.4 Negotiation and determination on price calculations</li> </ul> <p><b>Core task 2: Maintaining of the planning and logistics procedures of production</b></p> <ul style="list-style-type: none"> <li>2.1 Analysis of sales data and order planning</li> <li>2.2 Identification of specification of orders, stages of production, machineries and scheduling</li> <li>2.3 Assessment of planning and production according to company policies on quality, sustainability and social responsibility</li> <li>2.4 Supervision of the implementation and the monitoring of the planning</li> <li>2.5 Organisation and control of stock management and supply of the workshop</li> </ul> <p><b>Core task 3: Supervision and deployment of staff</b></p> <ul style="list-style-type: none"> <li>3.1 Distribution of the activities within and between operator teams and units</li> <li>3.2 Sensitisation and information to the teams about regulations, requirements and developments</li> <li>3.3 Supervision of the fulfilment of hygiene, safety, quality and social requirements</li> <li>3.4 Determination and planning of the training requirements of the production staff</li> </ul> <p><b>Core task 4: Coordination and support of the production process</b></p> <ul style="list-style-type: none"> <li>4.1 Contribution to the production with technical assistance and problem solving</li> <li>4.2 Evaluation and approval of the finished products and their delivery</li> <li>4.3 Coordination and scheduling maintenance according to the production requirements</li> <li>4.4 Follow-up of the production chain and activities and make adjustments if needed</li> </ul>

## Annex A

### General information of your organisation

Company name   
Residential address   
Zip code +City   
State/Province   
P.O. Box   
Zip code + City   
Country   
General e-mail address   
Internet address

Contact person   
Position   
Telephone number   
E-mail address

Workplace tutor   
Position   
Telephone number   
E-mail address

### Characteristics of your organisation

Sector   
Line of business   
Core activity, product or service   
Scope of activities  local  regional  national  international  
Number of employees

### Fashion Production Coordinator in your organization

Main responsibilities   
Main tasks   
Role in professional environment   
Role in European perspective



## Annex B

### Detailed description of core tasks, subtasks and learning outcomes

#### Core task 1: Monitoring of the product development

Subtask		Knowledge	Skills	Competences
1.1	Evaluation of designs, prototypes and new products with regard to technical and commercial feasibility.	Knowledge of raw materials, fabrics, production means, production possibilities, quality standards, markets, marketing concepts and customers.	Ability to analyse the quality of samples and the chosen fabrics with regard to the production possibilities. Ability to formulate and report accurately and completely. Ability to keep updated about market data and developments.	Competence to take responsibility and to act in an entrepreneurial and commercial manner, according to the business concept of the company.
1.2	Monitoring of the product specification and technical drawing.	Knowledge of software systems (Office, style sheets, CAD/CAM), product specifications, size charts, production techniques.	Ability to check and adapt the completeness and clearness of the technical drawing and product specification. Ability to formulate and report accurate and completely.	Competence to apply expertise and expert knowledge. Competence to use current apparel software applications.

Subtask		Knowledge	Skills	Competences
1.3	Advising stakeholders on adaptations of collection items and giving feedback on technical feasibility.	Knowledge of raw materials, fabrics, production means, production possibilities, quality standards, markets, marketing concepts and customers.	Ability to argument on adaptations and changes to be made and to put ideas and opinions forward. Ability to be customer-oriented and commercially oriented.	Competence to share expertise and know-how and to discuss and debate with stakeholders. Competence to work together with the marketing and commercial departments in order to contribute to the definition of the marketing plan and strategy.
1.4	Negotiation and determination on price calculations.	Knowledge of cost-price calculation.	Ability to calculate. Ability to tuning the production in line with price determination with stakeholders.	Competence to take responsibility and to act in an entrepreneurial and commercial manner, according to the business concept of the company. Competence to demonstrate financial awareness.

Core task 2: Maintaining of the planning and logistics procedures of the production

Subtask		Knowledge	Skills	Competences
2.1	Analysis of sales data and order planning.	Knowledge of sales reports and the procedures of reporting sales data. Knowledge of production techniques.	Ability to formulate and report accurately and completely. Ability to keep updated about market data and developments. Ability to check and analyse the accuracy of reports.	Competence to work in accordance with prescribed procedures. Competence to come to an agreement and discuss and debate with stakeholders.
2.2	Identification of specification of orders, stages of production, machinery and scheduling.	Knowledge of logistic procedures and production procedures within and outside the company.	Ability to plan precisely the procedure of the production and the delivery. Ability to monitor and keep track on the progress.	Competence to make decisions independently and initiate activities. Competence to communicate with stakeholders and conduct business correspondence in a different modern language. Competence to deal with fast changes.
2.3	Assessment of planning and production according to company policies on quality, sustainability and social responsibility.	Knowledge of internal regulations, guidelines and procedures of the company on policy, quality, sustainability and social responsibility. Knowledge of legal frameworks and legislation.	Ability to analyse and evaluate critically on the planning and production. Ability to follow up the process according to delivery deadlines. Ability to solve problems independently and immediately.	Competence to take responsibility and act in an entrepreneurial and commercial manner, according to the business concept of the company.

Subtask		Knowledge	Skills	Competences
2.4	Supervision of the implementation and the monitoring of the planning.	Knowledge of logistic procedures and production procedures within and outside the company.	Ability to work under time pressure.	Competence to be stress-resistant. Competence to make decisions independently and initiate activities. Competence to communicate with stakeholders in a different modern language.
2.5	Organisation and control of stock management and supplies for the workshop.	Knowledge of supplies in the stock/warehouse.	Ability to organise and keep track of the stock/warehouse. Ability to formulate and report accurate and completely.	Competence to make decisions independently and initiate activities.

Core task 3: Supervision and deployment of staff

Subtask		Knowledge	Skills	Competences
3.1	Distribution of activities within and between the operator teams and units.	Knowledge of operator teams and stakeholders involved in the production, planning and logistic process.	Ability to delegate tasks and activities among operator teams. Ability to organise collaboration within and between operator teams and units.	Competence to work and communicate with different teams in a different modern language. Competence to supervise teams and individual staff members.
3.2	Dissemination of information to the teams about regulations, requirements and developments.	Knowledge of relevant innovation trends and developments. Knowledge of internal regulations, guidelines and procedures of the company on policy, quality, sustainability and social responsibility.	Ability to accept and manage complexity. Ability to speak to staff members in a clear and understandable way. Ability to express own opinion without affecting good relationships with others. Ability to clarify complex relations.	Competence to communicate in a different modern language and work in a multicultural environment. Competence to respect others and show flexibility and adapt behaviour to different requirements and situations.
3.3	Supervision of the fulfilment of hygiene, safety, quality and social requirements.	Knowledge of hygiene, safety, quality and social requirements and standards.	Ability to speak to staff members in a clear and understandable way. Ability to express own opinion without affecting good relationships with others.	Competence to work and communicate with different teams in a different modern language. Competence to supervise teams and individual staff members.
3.4	Determination and planning of the training requirements of the production staff.	Knowledge of training offers and possibilities.	Ability to estimate the performance of staff members.	Competence to coach and support staff in their training pathway.

Core task 4: Coordination and support of the production process

Subtask		Knowledge	Skills	Competences
4.1	Contribution to the production with technical assistance and problem solving.	Knowledge of technical production process, machineries, operations, mechanics. Knowledge of hygiene, safety and environmental regulations. Knowledge of protective clothing.	Ability to make decisions.	Competence to solve problems independently. The competence to apply expertise and expert knowledge.
4.2	Evaluation and approval of the finished products and their delivery.	Knowledge of raw materials, fabrics, production means, production possibilities, quality standards, markets, marketing concepts and customers.	Ability to make decisions independently. Ability to formulate and report accurate and completely.	Competence to report to superior manger.
4.3	Coordination and scheduling maintenance according to the production requirements.	Knowledge of production requirements and scheduling. Knowledge of production techniques.	Ability to organise and coordinate. Ability to work under time pressure.	Competence to withstand stress. Competence to make decisions independently and initiate activities.
4.4	Follow-up of the production chain and activities and make adjustments if needed.	Knowledge of logistic procedures and production procedures within and outside the company.	Ability to analyse the quality of samples and the chosen fabrics with regard to the production possibilities. Ability to formulate and report accurate and completely. Ability to keep updated about market data and developments.	Competence to take responsibility and act in an entrepreneurial and commercial manner, according to the business concept of the company.

## Annex C

### Indication of possible tasks in company for student

Subtask		yes/no
1.1	Evaluation of designs, prototypes and new products with regard to technical and commercial feasibility.	
1.2	Monitoring of the product specification and technical drawings.	
1.3	Advising stakeholders on adaptations of collection items and giving feedback on technical feasibility.	
1.4	Negotiation and determination on price calculations.	
2.1	Analysis of sales data and order planning.	
2.2	Identification of specification of orders, stages of production, machinery and scheduling.	
2.3	Assessment of planning and production according to company policies on quality, sustainability and social responsibility.	
2.4	Supervision of the implementation and monitoring of the planning.	
2.5	Organisation and control of stock management and supplies for the workshop.	
3.1	Distribution of activities within and between the operator teams and units.	
3.2	Dissemination of information to the teams about regulations, requirements and developments.	
3.3	Supervision of the fulfilment of hygiene, safety, quality and social requirements.	
3.4	Determination and planning of the training requirements of the production staff.	
4.1	Contribution to the production with technical assistance and problem solving.	
4.2	Evaluation and approval of the finished products and their delivery.	
4.3	Coordination and scheduling maintenance according to the production requirements.	
4.4	Follow-up of the production chain and activities and making adjustments if needed.	

**Annex D**

**Assessment grid to evaluate students' performance**

Core task	Subtasks	Assessment criteria			
		excellent	good	requires improvement	unsatisfactory
<b>1</b>	1.1				
	1.2				
	1.3				
	1.4				
<b>2</b>	2.1				
	2.2				
	2.3				
	2.4				
	2.5				
<b>3</b>	3.1				
	3.2				
	3.3				
	3.4				
<b>4</b>	4.1				
	4.2				

## Assessment criteria

### Excellent

The core task can be assessed with “excellent”, if the trainee acts very independently, takes much initiative, asks few supporting questions and, judging by the content, can carry out tasks at a higher level than the standard level. Besides this the following issues are taken into account:

-  The trainee can make the right priorities among the various tasks;
-  When working in accordance with guidelines / procedures the trainee can respond to client’s wishes in a flexible way;
-  The trainee is able to choose from a variety of approaches;
-  The trainee is able to cooperate well within a team and can tune this with his / her individual achievements.

### Sufficient

The student is assessed with “sufficient” if he /she is competent for this core task which means the trainee can carry out the required tasks independently taking the following issues into account:

-  All work processes are assessed favourably (aimed at the results to be obtained and the underlying achievement indicators).
-  The trainee is able to show that within the core task work processes can be tuned
-  The trainee handles consciously with this.

### Needs improvement

In case not all results can be assessed favourably, the assessor will see if any fatal (critical) errors have been made by the trainee. If no fatal (critical) errors have been made by the trainee when carrying out the core task, the core task will be assessed “needs improvement”. This means the assessment is insufficient and the trainee needs more (practical) training in order to meet the standard required. The expectations of improvement after this extra training are high enough.

### Unsatisfactory

In case not all results can be assessed favourably, the assessor will see if any fatal (critical) errors have been made by the trainee. If this is the case at the stage of the final assessment, the core task will be assessed “unsatisfactory”.



# Learning Agreement

## 1. Information about the participants

### Contact details of the home organisation

Name of organisation	(text here)
Address	(text here)
Telephone/fax	(text here)
E-mail	(text here)
Website	(text here)
Contact person	(text here)
Telephone/fax	(text here)
E-mail	(text here)

### Contact details of the host organisation

Name of organisation	(text here)
Address	(text here)
Telephone/fax	(text here)
E-mail	(text here)
Website	(text here)
Contact person	(text here)
Tutor/mentor	(text here)
Telephone/fax	(text here)
E-mail	(text here)





# Learning Agreement

## Contact details of the learner

Name	(text here)
Address	(text here)
Telephone/fax	(text here)
E-mail	(text here)
Date of birth	(dd/mm/yyyy)
Please tick	<input type="checkbox"/> Male <input type="checkbox"/> Female

## Contact details of parents or legal guardian of the learner, if applicable

Name	(text here)
Address	(text here)
Telephone	(text here)
E-mail	(text here)

## If an intermediary organisation is involved, please provide contact details

Name of organisation	(text here)
Address	(text here)
Telephone/fax	(text here)
E-mail	(text here)
Website	(text here)
Contact person	(text here)
Telephone/fax	(text here)
E-mail	(text here)



## Learning Agreement

### 2. Duration of the learning period abroad

Start date of the training abroad	(dd/mm/yyyy)
End date of the training abroad	(dd/mm/yyyy)
Length of time abroad	(number of weeks)



## Learning Agreement

### 3. The qualification being taken by the learner - including information on the learner's progress (knowledge, skills and competence already acquired)

Title of the qualification being taken by the learner (please also provide the title in the language of the partnership, if appropriate)	European Fashion Production Designer (text here)
EQF level (if appropriate)	4
NQF level (if appropriate)	(text here)
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 )	(text here)
Enclosures in annex - please tick as appropriate	<input type="checkbox"/> Europass Certificate Supplement <input type="checkbox"/> Europass CV <input 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 here)



# Learning Agreement

## 4. Description of the learning outcomes to be achieved during mobility

Title of unit(s)/groups of learning outcomes/parts of units to be acquired	(text here) Consult Annex B
Number of ECVET points to be acquired while abroad	(text here)
Learning outcomes to be achieved	(text here) Consult Annex B
Description of the learning activities (e.g. information on location(s) of learning, tasks to be completed and/or courses to be attended)	(text here)
Enclosures in annex - please tick as appropriate	<input type="checkbox"/> Description of unit(s)/groups of learning outcomes which are the focus of the mobility <input type="checkbox"/> Description of the learning activities <input type="checkbox"/> Individual's development plan when abroad <input type="checkbox"/> Other: (please specify here)



# Learning Agreement

## 5. Assessment and documentation

Person(s) responsible for assessing the learner's performance	Name: (text here)
	Organisation, role: (text here)
Assessment of learning outcomes	Date of assessment: (dd/mm/yyyy)
	Method: (text here)
How and when will the assessment be recorded?	(text here) See Annex D
Please include	<input type="checkbox"/> Detailed information about the assessment procedure (e.g. methods, criteria, assessment grid) <input type="checkbox"/> Template for documenting the acquired learning outcomes (such as the learner's transcript of record or Europass Mobility) <input type="checkbox"/> Individual's development plan when abroad <input type="checkbox"/> Other: (please specify here)



# Learning Agreement

## 6. Validation and recognition

Person (s) responsible for validating the learning outcomes achieved abroad	Name: (text here)
	Organisation, role: (text here)
How will the validation process be carried out?	(text here)
Recording of validated achievements	Date: (dd/mm/yyyy)
	Method: (text here)
Person(s) responsible for recognising the learning outcomes achieved abroad	Name: (text here)
	Organisation, role: (text here)
How will the recognition be conducted?	(text here)



# Learning Agreement

## 7. Signatures

Home organisation/country	Host organisation/country	Learner
Name, role	Name, role	Name
Place, date	Place, date	Place, date

If applicable: Intermediary organisation	If applicable: Parent or legal guardian
Name, role	Name, role
Place, date	Place, date





## Learning Agreement

### 8. Additional information

(text here)



# Learning Agreement

## 9. Annexes

(text here)