

## 1. TITLE OF THE CERTIFICATE

Marinteknikprogrammet, inriktning/område service och reparation

## 2. TRANSLATED TITLE OF THE CERTIFICATE

Marine Technique Programme, orientation/vocation service and repair

This translation has no legal status.

## 3. PROFILE OF SKILLS AND COMPETENCES

### The holder of this document has

- ability to carry out tasks within the construction and repair of pleasure craft as well as their systems and equipment.
- knowledge of diagnostics, service and repair of marine engines.
- knowledge of different types of vessels used as pleasure craft and their function, construction, repair and maintenance.
- skills to carry out different tasks while taking account of sustainable development, the environment, service quality and economy.
- ability to document one's work.
- ability to work both independently and as a team to solve problems.
- ability to provide service as well as communicate with customers, employer and suppliers.
- knowledge of work environment (health & safety) as well as ability to work safely and ergonomically.
- ability to plan, carry out and assess the work process.

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

Professions or fields within service and repair could include:

- boat builder or
- marine technician

The holder's vocation/area of expertise is stated in the certificate

**(\*) Explanatory note**

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

More information available at: <http://europass.cedefop.europa.eu>

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## 5. OFFICIAL BASIS OF THE CERTIFICATE

<p><b>Name and status of the body awarding the certificate</b> The certificate is issued by the Headmaster of the school where the pupil completed their education.</p>	<p><b>Name and legal status of the national/regional authority providing accreditation/recognition of the certificate</b> This education is regulated by the Swedish Parliament, the Swedish government and the Swedish National Agency for Education.</p>
<p><b>Level of the certificate (national or international)</b> Upper secondary school, ISCED 3. National Qualification Framework (SeQF) 4. European Qualification Framework (EQF) 4.</p>	<p><b>Grading scale / Pass requirements</b> A, B, C, D, E and F  The highest grade is A, and the lowest grade is E. Non-passing grade is marked as F. The Diploma project is graded with grade E or F.</p>
<p><b>Access to next level of education or training within the field</b> This education can lead to continued studies at a higher vocational education college. This education can lead to continued studies at a university or university college.</p>	<p><b>International agreements</b> Agreement between Denmark, Finland, Iceland, Norway and Sweden about Nordic educational agreement at the upper secondary educational level (SÖ 2008:8).</p>
<p><b>Legal basis</b>  The Education Act (2010:800), the Upper Secondary School Ordinance (2010:2039), Ordinance of adult education (2011:1108), Ordinance on the diploma goals for the national upper secondary school programmes (SKOLFS 2010:14).</p>	

## 6. OFFICIALLY RECOGNISED WAYS OF ACQUIRING THE CERTIFICATE

A pupil can obtain upper secondary vocational diploma through studies at an upper secondary school or municipal adult education.

Within the upper secondary school vocational diploma is obtained either through a mainly school-based education or through apprenticeship. The length of the education is normally three years. The school-based education includes a work placement for at least 15 weeks. Workplace-based learning makes up more than half of the upper secondary apprenticeship education, starting from the beginning of any school year at the upper secondary school. During workplace-based learning, the pupil spends time in one or several workplaces in the professional field.

Within municipal adult education, a vocational diploma is obtained either through a mainly school-based education, through apprenticeship, distance education or a combination of different study forms. The education is course-based.

**Additional information**

More information on vocational education is available at [www.skolverket.se/fran-skola-till-arbetsliv](http://www.skolverket.se/fran-skola-till-arbetsliv)