



Instructions for using the Europass curriculum vitae

(<http://europass.cedefop.europa.eu>)

Introduction

Drawing up a curriculum vitae is an important step in looking for any job or training. The CV is often the first contact with a future employer. It needs to seize the reader's attention immediately and to demonstrate why you should be given an interview.

Important! Employers generally spend no more than a minute on each CV when making an initial selection from applications received. If you fail to make the right impact, you will waste your opportunity.

Read the following information carefully before entering your details into the template.

General recommendations

Before starting to write your curriculum vitae, remind yourself of a few important principles:

Take care over the presentation of your CV

Set out your qualifications, skills and competences clearly and logically, so that your specific attributes are easily seen.

Give proper attention to all relevant detail, both of substance and presentation; there is no excuse for mistakes in spelling and punctuation!

Concentrate on the essentials

- a CV must be brief: in most cases, two pages are enough to show who and what you are. A three page CV may be considered too long in some countries, even if your work experience is outstanding.
- if your work experience is still limited (because you have just left school or university), describe your education and training first; highlight work placements during training (see online examples);
- concentrate on essential information that brings added value to your application: work experience or training which is old or not relevant for the application can be omitted.

Adapt your CV to suit the post applied for

Systematically check your CV every time you want to send it to an employer to see if it corresponds to the profile required; highlight your advantages according to the specific requirements of the prospective employer. A good knowledge of the company will help you tailoring your CV to the appropriate profile.

Take care: do not artificially inflate your CV; if you do, you are likely to be found out at the interview.

Keep to the structure of the template

The Europass curriculum vitae allows you to present your qualifications, skills and competences in a logical order:

- personal information;
- description of your work experience;
- description of your education and training (which may appear before the heading 'Work experience' for users with limited work experience; to invert the order of the two headings, use the 'copy/paste' command in your word processing software);
- detailed inventory of your skills and competences, acquired in the course of your training, work and daily life.

Notes:

- print your curriculum vitae on white paper;
- retain the suggested font and layout;
- avoid underlining or writing whole sentences in capitals or bold: it affects the readability of the document;
- do not split an entry under one heading over two pages (e.g. your list of training courses) – to avoid this use the 'page break' command in your word processing software;
- the boxes containing the various headings should not appear when the document is printed.

Be clear and concise

Your profile must be appreciated by the potential employer after a few seconds' reading. In consequence:

- use short sentences;
- concentrate on the relevant aspects of your training and work experience;
- explain any breaks in your studies or career;
- remove any optional heading (e.g. if you have no 'Artistic skills and competences' (see page 2 of the template) or if you consider that such skills and competences do not bring added value to your application, remove the whole entry using the 'cut' command in your word processing software.

Have someone else read your CV on completion

Check your CV carefully once you have filled it in to remove any spelling mistakes and to ensure it is laid out clearly and logically.

Have someone else read your CV so that you are sure the content is clear and easy to understand.



Detailed instructions for using the Europass curriculum vitae

<http://europass.cedefop.europa.eu>

How to draft your Europass curriculum vitae?

I. Use the online interface or download the CV template:

You can either

- (a) use the online interface available on the Europass website. (<http://europass.cedefop.europa.eu>) Your CV can be then saved to the directory of your choice;
- or
- (b) download the CV template (in Word or OpenDocument format) in the language of your choice from the same website and save it on your computer hard disk; you then complete the various headings in the right-hand column, and insert your personal data.

If you need guidance, consult the sample CVs provided on <http://europass.cedefop.europa.eu>

II. Fill in the different sections as follows

Important:

- do not change the wording of the left-hand column;
- keep to the layout and font used in the template.



Insert photograph if requested (optional)

Notes:

- a picture is not essential in a CV, unless requested by the employer
- format: preferably jpg.

Personal information

Surname(s) / First name(s)
(remove if not relevant)

State your surname(s) (preferably using small capitals) and first name(s), (preferably using lower case), e.g.:

SMITH, John Andrew

in conformity with the rules that apply in your country.

Note: if you have more than one other name, start with the one you usually use.

Address(es)
(remove if not relevant)

State your complete postal address(es) where you wish to be contacted, e.g.:

12, High Street, Newtown AB12 3CD

Notes:

- show clearly the address at which you can be contacted quickly. If your permanent address is different from where you are living at present, you may write both addresses, stating the dates between which you can be contacted at each;
- the order in which the items in an address appear may vary from country to country; follow the rules that apply so that post will reach you quickly; do not forget the country code if you are applying abroad (see sample CV);
- in the case of Ireland, the United Kingdom and the Netherlands, the name of the country is written out in full:

Dublin 2
Ireland

...
London SW1P 3AT
United Kingdom

...
2500 EA Den Haag
Nederland

For further details, consult the Interinstitutional style guide, available on line:

<http://publications.europa.eu/code/en/en-370103.htm>

Telephone(s) (remove if not relevant)	State the telephone number(s) where you wish to be contacted, e.g.: Fixed: +44 2012345678 Mobile: +44 7123456789 Notes: <ul style="list-style-type: none"> - Indicate the number in its international form. - Prefix the international dialling code with a plus sign '+' (no following space) indicating the need to add the prefix for international calls. - After the international dialling code and a space, the complete number, including the regional code if there is one, is presented in a single block.
Fax(es) (remove if not relevant)	Write your fax number(s), using the same rules as for your telephone number(s) e.g.: +44 2012345678
E-mail(s) (remove if not relevant)	Write your e-mail address(es) in full, specifying if it is your personal or professional address, e.g.: bragov@whaoo.com

Nationality(-ies) (optional)	Write your nationality(-ies), e.g.: Irish
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Date of birth (optional)	Give your date of birth (dd/mm/yyyy), e.g.: 02.04.1963
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Gender (optional)	Specify your gender, (Male / Female) e.g.: Male
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Desired employment / Occupational field (remove if not relevant)	Specify your job target or occupational field, e.g.: Database manager and administrator Note: this entry gives an immediate overview of your profile by focusing on your core competences.
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Work Experience

Under this heading, make a separate entry for each relevant job held, **starting with the most recent**.

Notes:

- if you are applying for your first job, do not forget to mention work placements during training which provide evidence of initial contact with the world of work;
- if your work experience is still limited (because you have just left school or university), describe your education and training first (to invert the order of the two headings, use the 'copy/paste' command in your word processing software); highlight work placements during training (see online examples);
- for the sake of brevity, focus on the work experience that gives added weight to your application. Do not overlook experience which may be an asset even though it is not directly related to the profile of the job for which you are applying (e.g., time spent abroad, work bringing you into contact with the public, etc.);
- reproduce the table (using the 'copy/paste' command in your word processing software) as many times as required. To delete a heading, use the 'Table' commands menu in your word processing software.

Dates	Write the dates to show how long you held the job in question, e.g.: From March 1994 to December 1999
Occupation or position held	State your job title or the nature of your occupation, e.g.: HGV mechanic, Maintenance technician, Receptionist
Main activities and responsibilities	State your main activities and responsibilities, e.g.: Maintenance of computers or Relations with suppliers or Maintaining parks and gardens If necessary, quantify your responsibilities (percentage of working time, length of time spent on each occupation, etc.).
Name and address of employer	State the name and address of the employer, e.g.: Anderson and Dobbs Ltd., 12 Highland Road, Edinburgh EH3 4AB, United Kingdom Note: if relevant, add more information (telephone, fax, e-mail or Internet address), e.g.: Tel.: (44-31) 123 45 67 - Fax (44-31) 123 45 68 - E-mail: J.Robinson@andes.co.uk; Website: http://www.anderdobbs.co.uk
Type of business or sector	State the nature of the employer's business or sector, e.g.: Transport and logistics or Auditing or Manufacturer of motor vehicle parts

Education and training

Under this heading, make a separate entry for each course completed, i.e., each course leading to a qualification, **starting with the most recent.**

Notes:

- if your work experience is still limited (because you have just left school or university), describe your education and training first (to invert the order of the two headings, use the 'copy/paste' command in your word processing software);
- there is no need to show all your qualifications: do not go back as far as primary school if you hold a university degree; focus on the qualifications which are an asset to your application;
- reproduce the table (using the 'copy/paste' command in your word processing software) as many times as required. To delete a heading, use the 'Table' commands menu in your word processing software.

Dates	Write the dates to show how long the course in question lasted, e.g.: From September 1994 to June 1998
Title of qualification awarded	Write the exact title of the qualification awarded, e.g.: National Vocational Qualification (NVQ) Level 2: Bakery Service Note: avoid using abbreviations on their own (e.g. NVQ).
Principal subjects/occupational skills covered	Summarise the main subjects or occupational skills taught during the course in question, grouping them together if necessary for the sake of brevity, e.g.: General <ul style="list-style-type: none"> - English language, Welsh language, mathematics, foreign language (Spanish) - physical education and sports Occupational <ul style="list-style-type: none"> - occupational techniques (making of standard breads, fancy breads, cakes and pastries) - science applied to food and equipment (microbiology, biochemistry, hygiene) - occupational technology (basic principles, hygiene and safety) - knowledge of business and its economic, legal and social context. Note: combine items, and focus on the occupational skills which would be an asset if you were appointed.
Name and type of organisation providing education and training	State the name (and if appropriate, the address) and type of the institution attended, e.g.: South Wales Technical College Glamorgan Place Cardiff CF1 2AB
Level in national or international classification (remove if not relevant)	If the level of the qualification corresponds to an existing national or international classification system, state the level within the classification concerned (national classification, ISCED, etc.). If necessary, ask the body which awarded the qualification. For more information on ISCED (International Standard Classification of Education) devised by UNESCO, consult: http://www.uis.unesco.org/TEMPLATE/pdf/iscd/ISCED_A.pdf

Personal skills and competences

This page is dedicated to skills and competences acquired in the course of life and career but not necessarily covered by formal certificates and diplomas. In other words, it aims to give a complete picture of your skills and competences. The headings below (languages, social, organisational, technical, computer-related, artistic and other skills and competences) allow you describe skills and competences acquired both in the course of your education and training (during your studies) during seminars or continuing training sessions, and in a non-formal manner (in the course of your occupational or leisure activities).

General note: Delete any heading under which you have nothing relevant to say, using the 'cut' command menu in your word processing software.

Mother tongue(s)	State your mother tongue(s) here, e.g.: English									
Other language(s) (remove if not relevant)	Note: state in the section below your skills and competences in foreign languages. Use the self-assessment scale developed by the Council of Europe to help people self-assessing their foreign language level of proficiency in understanding, speaking and writing (see instructions below heading).									
Self-assessment European level (*)	Understanding				Speaking				Writing	
	Listening		Reading		Spoken interaction		Spoken production			
Spanish	(C1)	Proficient user	B2	Independent user	(A2)	Basic user	(B1)	Independent user	(B2)	Independent user
French	(B1)	Independent user	B2	Independent user	(A2)	Basic user	(A2)	Basic user	(A2)	Basic user

(*) Common European Framework of Reference (CEF) level

Instructions for using the self-assessment grid

The self-assessment grid is based on the six level scale of the common European framework of reference for languages developed by the Council of Europe.

The grid consists of three broad levels as follows:

- Basic user (levels A1 and A2);
- Independent user (levels B1 and B2);
- Proficient user (levels C1 and C2).

To self-assess your foreign language level, read the descriptions below and write the relevant level (e.g. Proficient user - C2) in the adequate box of your CV (Listening, Reading, Spoken interaction, Spoken production and Writing).

Understanding

Listening

- A 1:** I can understand familiar words and very basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly.
- A 2:** I 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). I can catch the main points in short, clear, simple messages and announcements.
- B 1:** I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main points of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- B 2:** I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
- C 1:** I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
- C 2:** I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.

Reading

- A 1:** I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
- A 2:** I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
- B 1:** I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
- B 2:** I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
- C 1:** I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.
- C 2:** I 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.

Speaking

Spoken interaction

- A 1:** I 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 me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
- A 2:** I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
- B 1:** I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I 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).

- B 2:** I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
- C 1:** I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.
- C 2:** I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

Spoken production

- A 1:** I can use simple phrases and sentences to describe where I live and people I know.
- A 2:** I can use a series of phrases and sentences to describe, in simple terms, my family and other people, living conditions, my educational background and my present or most recent job.
- B 1:** I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
- B 2:** I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- C 1:** I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- C 2:** I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Writing

- A 1:** I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.
- A 2:** I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.
- B 1:** I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
- B 2:** I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.
- C 1:** I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.
- C 2:** I can write clear, smoothly-flowing text in an appropriate style. I 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. I can write summaries and reviews of professional or literary works.

The self-assessment grid can be accessed from the website of the Council of Europe (www.coe.int/portfolio).

Notes:

- if you have a certificate testifying to your competence (such as TOEIC -Test of English for International Communication), state the level and the date when you obtained;
- do not overestimate your level, which may well be checked if you are interviewed!

Social skills and competences

(remove if not relevant)

What are we talking about?

Social skills and competences refer to living and working with other people, in positions where communication is important and situations where teamwork is essential (for example culture and sports), in multicultural environments, etc.

Describe your social skills and competences, e.g.:

- team spirit;
- good ability to adapt to multicultural environments, gained through my work experience abroad;
- good communication skills gained through my experience as sales manager.

Specify in what context they were acquired (through training, work, seminars, voluntary or leisure activities, etc.).

Organisational skills and competences

(remove if not relevant)

What are we talking about?

Organisational skills and competences refer to coordination and administration of people, projects and budgets; at work, in voluntary work (for example culture and sports) and at home, etc.

Describe your organisational skills and competences, e.g.:

- leadership (currently responsible for a team of 10 people);
- sense of organisation (experience in logistics);
- good experience in project or team management.

Specify in what context they were acquired (through training, work, seminars, voluntary or leisure activities, etc.).

Technical skills and competences

(remove if not relevant)

What are we talking about?

Technical skills and competences refer to mastery of specific kinds of equipment, machinery, etc. other than computers, or to technical skills and competences in a specialised field (manufacturing industry, health, banking, etc.).

Describe your technical skills and competences, e.g.:

- good command of quality control processes (I was responsible for the implementation of quality audit in my dept);

Specify in what context they were acquired (through training, work, seminar, voluntary or leisure activities, etc.).

Computer skills and competences

(remove if not relevant)

What are we talking about?

Computer skills and competences refer to word processing and other applications, database searching, acquaintance with Internet, advanced skills (programming etc.).

Describe your computer skills and competences, e.g.:

- good command of Microsoft Office™ tools (Word™, Excel™ and PowerPoint™);
- basic knowledge of graphic design applications (Adobe Illustrator™, PhotoShop™).

Specify in what context they were acquired (through training, work, seminar, voluntary or leisure activities, etc.).

Artistic skills and competences (remove if not relevant)	State here your artistic skills and competences which are an asset (music; writing; design, etc.) e.g.: carpentry Specify in what context they were acquired (through training, work, seminars, voluntary or leisure activities, etc.).
Other skills and competences (remove if not relevant)	State here any other skill(s) and competence(s) which are an asset and are not mentioned under earlier headings (hobbies; sports, positions of responsibility in voluntary organisations), e.g.: trekking Specify in what context they were acquired (through training, work, voluntary or leisure activities, etc.).
Driving licence(s) (remove if not relevant)	State here whether you hold a driving licence and, if so, for which category of vehicle, e.g.: Category B
Additional information (remove if not relevant)	State here any other information which you think relevant (publications or research; membership of professional organisations, military information [if you judge it important to specify that you have completed military service], marital status [if you judge it important to specify], contact persons or referees [name, job title, contact address, see note below]), e.g.: Publication Article: Molecular characterisation of a H3o-loaded brain cell, Immunology Quarterly, New York, 02/2002 Notes: <ul style="list-style-type: none"> - do not give the address of a contact person without obtaining his/her formal agreement; it is preferable to state 'References supplied on request' in order not to overload the curriculum vitae; - where appropriate, provide a brief description of your publications or research; specify the type of document (thesis, article, report, etc.).
Annexes (remove if not relevant)	List any items attached to the CV, e.g.: <ul style="list-style-type: none"> - copies of degrees and other qualifications, including any certificates issued at the end of training courses which did not lead to a formal qualification; - testimonial of employment or work placement; - publications or research; etc. Notes: <ul style="list-style-type: none"> - list the items in a logical order (e.g., place degrees or testimonials of employment together, numbering them if required) to help the reader; - never send originals of degree or qualification certificates as these might be lost; photocopies are adequate.