



# Mentoring Handbook

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For trainers of front-desk receptionists



## Front DESK Reception upSkilling, Exchange and Training in Lifelong Career Guidance.

### Mentoring handbook for trainers of front-desk receptions

September 2024

This handbook has been designed to facilitate the use of the blended training course produced by the project partners. This training course proposes online and onsite learning content, composed of theoretical material and practical activities. Trainers are invited to read the handbook before training their staff.

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**Start date of Project:** 01/11/2021

**Duration:** 33 months

**Grant Agreement:** 2021-1-FR01-KA220-VET-000030464



Co-funded by  
the European Union

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# 1. Presentation

Desk Reset is an Erasmus+ project, funded by the European Union. It brings together six partners from four European countries: Belgium, Greece, Italy and France.

This project was developed following the observation that the role of a Front-Desk Receptionist was undergoing profound change as a result of the Covid-19 pandemic and the accelerating digital transition. Through first-hand accounts and field research, it came to light that these societal changes were reshaping the reception function, and that organisations receiving end-users, especially those providing social or public services, needed to adapt in order to maintain a high level of service quality in the reception area.

The Desk Reset partners decided to target Lifelong Career Guidance (LLCG) Centres, because this sector needs to provide and maintain a high-quality reception service for its visitors, in order to effectively fulfil its social role.

The aim was thus to facilitate access to a range of tools designed to support the implementation of new and innovative practices in the reception area, as well as among the staff working in the front-desk reception role.

## Project objectives

Improve the quality of front-desk reception services in LLCG centres

Upskill and reskill the role of reception officer in LLCG centres

Increase knowledge and awareness among European stakeholders regarding the major role of reception officers in LLCG centres.

**Three deliverables have been developed in order to meet the aforementioned objectives:**



### The Portfolio

of 21st century reception practices for Lifelong Career Guidance Centres



### Skill Repository

and Non-formal Validation Framework



### Training Programme

for front-desk receptionnists in LLCG centres

## Training objectives

The training you are going to undertake is one of the main intellectual outputs of the project. It was designed as a blended course: the first phase has to be completed on an online training platform hosting a complete learning programme composed of six modules and a wide range of content that combines theoretical and practical material.

[Click here to discover THE E-LEARNING PLATFORM](#)

The second phase consists of onsite activities. A set of several activities has been designed to be conducted in the workplace and supervised by a qualified professional. The project partners have provided some examples of onsite activities, and invite trainers to design their own according to the challenge and specific nature of their work environments.

The training course aims to:

- ♦ Upskill front desk receptionists
- ♦ Facilitate the integration of new receptionists into the team
- ♦ Update the knowledge and skills of front-desk receptionists in light of new developments in the field.

## Handbook objectives

This handbook has been designed as a guideline to facilitate the implementation of the training course. It includes useful resources on how to structure the learning content, monitor learner progression, carry out complementary onsite and online activities, assess learners, as well as some technical tips on the digital content and how to use it.

Please read it carefully before you start the course with your team.

## 2. Online activities

The first part of the training course consists of completing the online activities available on the e-learning platform. Learners can complete these activities at their own pace. Trainers can nevertheless propose a schedule as part of an integration program.

### Module structure and content

The six modules follow the same structure, as detailed below:

- ◆ **Introduction:** Videos introduce the topics that are going to be studied. They also summarise the learning objectives and expected learner outcomes.
- ◆ **Video lessons:** Videos provide theoretical information on the module topic. Learners are encouraged to watch them several times and to take notes to help their understanding.
- ◆ **Learning activities:** This section contains interactive activities that allow learners to apply the skills and knowledge obtained in the video lesson. There are different types of activities:
  - Learning by example: The videos provided here are examples of good practice. Learners are invited to watch them several times and take notes so that they remember how to adopt the attitude and behaviour expected of a front desk receptionist.

- Case studies: The videos provided here show practical situations regularly encountered at the front-desk reception. The learner is invited to analyse the response and reaction of the receptionist. Learners should watch the entire video once, and then re-watch it and pause it to analyse the receptionist's attitude by means of multiple choice questionnaires.
- Role playing: These videos are role playing games that place learners in real life situations in which they have to pick right response and attitude to guide the user. Learners will have only one chance per video to pick the right answer. If they fail, they can play the video from the beginning and try again.

These activities are part of the learning process. The results do not count towards the final evaluation. Learners may watch the videos and attempt to answer the questions as many times as they wish, without compromising their chance of completing the module.

♦ **Final test:** this section is composed of the following:

- 10 multiple choice questions: learners may attempt the questions as many times as they wish, but they must obtain a score of at least 70% in order to pass. Successful learners will receive a badge. For more information, please refer to the "Assessment" chapter of this handbook.
- An evaluation quiz: these quizzes have been designed to give the learner the opportunity to provide feedback.



## Learning objectives

Modules are split into sections corresponding to various front-desk tasks and skills. This allows learners to more easily identify and focus on these skills.

- ♦ Module A (Information and reception), module B (Managing a diverse audience) and module C (Conflict management) focus on communication skills and tasks.
- ♦ Module D (Project management) focuses on administrative tasks and the organisational skills required to carry out the range of tasks performed by receptionists.
- ♦ Module E (Space management) focuses on tasks related to monitoring the premises and flow management.
- ♦ Module F (Digital and technical skills) focuses on digital resources and their application.

Each module presents learners with a set of learning objectives. Reaching these objectives means that the learner has acquired the corresponding skills. The table below contains a summary of the learning objectives and corresponding skill sets.

Here are a few recommendations for how to use the platform appropriately.

- ♦ Ensure that learners understand how it works. To this end, encourage them to watch the tutorial video. We then recommend that trainers take the time to answer any potential questions and ensure that everything is perfectly clear.

Encourage learners to take the [self evaluation](#) test. Trainers have access to the results, which allows them to monitor learner progress and compare this initial input to the results obtained by learners for the various online and onsite activities and assessments throughout the course. This also allows trainers to adapt the programme as appropriate. Please note that the online part of this course is not a substitute for the onsite activities.

MODULE	Learning objective	Skills
<b>Module A – Information and reception</b>	<p>Greet visitors: smile and offer services tailored to the needs of the end users as the first contact point of the centre.</p> <p>Respect the structure of the meeting.</p> <p>Use an efficient meeting guide with the different types of questions and reformulations.</p> <p>Respect privacy rules.</p> <p>Adopt appropriate behaviours to foster a relationship of trust (patience, confidence, attentiveness, responsiveness, empathy, tolerance on cultural comportments, active listening, etc.).</p> <p>Be able to rephrase the user's request and reach mutual understanding</p>	<p>Adapt a welcoming demeanour and behave in an appropriate manner</p> <p>Identify and use the appropriate type of question (closed/open ended, alternative, etc.)</p> <p>Be able to reach mutual understanding by using reformulation techniques</p> <p>Apply and comply with adapted communication techniques</p> <p>Identify and update available information and resources</p> <p>Select and deliver relevant information to the user</p>
<b>Module B – Managing a diverse audience</b>	<p>Be able to identify the source of discrimination and adopt the right attitude to promote inclusion</p> <p>Identify the circumstances that may restrict the user's access to opportunity and services</p> <p>Be able to identify users' status and needs</p> <p>Be able to propose an response and adopt a behaviour that is appropriate to these specific requests.</p>	<p>Acknowledge diversity</p> <p>Adopt non-judgmental behaviour</p> <p>Identify the circumstances that may restrict the user from accessing resources and services</p> <p>Adapt your response to your diverse audience as appropriate</p> <p>Identify elements that may restrict inclusion at the centre</p> <p>Adjust and implement behaviour, procedures and resources to better adapt to diversity</p>
<b>Module C - Conflict management</b>	<p>Identify the source of a conflict.</p> <p>Identify and implement techniques, good habits and behaviours to prevent conflict.</p> <p>Identify adapted resolution strategies.</p> <p>Implement adapted resolution strategies.</p>	<p>Use appropriate communication techniques (non-violent communication, assertiveness, verbal and non verbal communication)</p> <p>Assess the user's satisfaction</p> <p>Identify and recognise biased or incomplete information</p> <p>Identify when to take responsibility for the user's complaint</p> <p>Know and implement negotiation techniques</p>
<b>Module D – Project management</b>	<p>Learn the key elements of project management (what is a project and project management).</p> <p>Learn how to effectively manage a project (steps, methodology, tools).</p> <p>Keep projects on track by managing project risks and effectively using a communication plan.</p> <p>Develop an action plan for continuing to expand your project management knowledge.</p>	<p>Manage schedule a range of tasks in a timely manner</p> <p>Prioritise tasks and monitor their progress</p> <p>Anticipate risks</p> <p>Work with teammates to get updates and learn about new processes and resources</p>

MODULE	Learning objective	Skills
<b>Module E – Space management</b>	<p>Guarantee accessibility and safety at all levels.</p> <p>Identify key elements that promote the autonomous use of space and resources for centre users.</p> <p>Ensure resources and equipment availability.</p> <p>Control and direct the flow of users.</p> <p>Ensure efficient communication with your team to adapt the space to users' needs or daily programming.</p>	<p>Direct the flow of visitors between different zones and workers</p> <p>Prioritise and adapt the time spent to each request according to the flow of visitors</p> <p>Monitor the space to keep it tidy, clean and accessible</p> <p>Identify key elements to set up and maintain a welcoming and pleasant atmosphere</p> <p>Support the appropriate use of space and resources</p> <p>Identify and locate relevant information and keep yourself updated regularly</p> <p>Disseminate information to and from the appropriate department, staff member or visitor</p>
<b>Module F – Digital and technical skills</b>	<p>Access, search engines, find relevant information.</p> <p>Provide access to information and online services to wide audiences.</p> <p>Be able to solve technical problems.</p> <p>Use ICT media and software for informative purposes during guidance.</p> <p>Navigate, research and filter data, information and digital content.</p> <p>Share data and information with the use of ICT.</p> <p>Communicate digitally using ICT tools and resources.</p> <p>Manage compliance with confidentiality rules and data security (GDPR).</p>	<p>Assist and guide the user in the use of multimedia and digital resources in compliance with confidentiality rules</p> <p>Adapt digital technology to communication needs and circumstances</p> <p>Select and apply the appropriate standards and safety rules when communicating using digital technologies</p> <p>Use ICT media and software for information purposes</p> <p>Use digital solutions to efficiently deliver services</p> <p>Use ICT tools securely</p>

# 3. Onsite activities

## Why a blended course?

Skills are operational knowledge that can be applied to real-life situations. When learners are interacting with their work environments, trainers can more accurately assess their skills and ability to perform their jobs. That is why the project partners decided to offer a blended course, where practical onsite activities are as important as online learning to obtaining the certification.

The objective of the practical activities is to measure if and to what extent the learners have acquired the theoretical knowledge as well as the required hard and soft skills. Concretely, it is a tool that measures the following:

- ◆ learners' ability to perform the duties of a front desk officer
- ◆ the degree of success to which these activities are performed

Individual guidance is the most effective method of getting learners to acquire and develop their skills. Trainers must provide learners with specific feedback on their strengths and weaknesses.

## Timeframe for onsite activities

Onsite training activities are a coherent and dynamic follow-up to the online stage of the training programme. As such, they should always take place after the online training is completed.

The trainer has two options:

- ♦ Carrying out the onsite activities at the end of each module, once the module test has been completed; or
- ♦ Performing all onsite activities once all online training has been completed.

The first option allows learners to put the knowledge and skills learned only into practice with a higher degree of accuracy, and to alternate learning methods.

The second option allows learners to compile the skills and knowledge gained across all modules and then apply them to the activities.

Please note that although modules are organised by skills, some tasks or activities may require a variety of skills and knowledge.

# Guidelines for practical onsite activities

## Self-assessment tool and its application to the follow-up process:

Before launching the onsite activities, please assess the learners' progression from the beginning of the training course.

As indicated earlier, the e-learning platform provides a self evaluation form. Ask learners to fill it once again after passing the online tests. Depending on the answers provided, you have the option of carrying out further assessments to confirm the learners' self evaluations. These include:

- ♦
- ♦ An observation session with trained front desk officers  
An interview to confirm that learners are indeed able to implement the skills they claim to have acquired.

If there are any doubts on whether a skill has been acquired or a learning objective has been reached, make sure you include them in the activity programme you are going to implement.

## Designing an activity programme

Each module includes a set of practical activities to be performed by the learner. Each of these activities assesses one or more learning objectives and related skills. The assessment results allow trainers to determine which objectives have been reached and which skills have been acquired or need further development.

## Conducting the activity:

Some activities are meant to be performed with the trainer, some without, some as a group and some individually.

For many of them, learning materials (such as card games, role playing scenarios, examples of users demands, etc.) have been provided for support. These materials have been designed based on the working environment of the project partners. Please feel free to use them or to develop examples adapted to your work environment. The pedagogical mechanism remains the same.

## Assessment

During the activity, observe the learners' attitudes, reactions and choices. To help you, we have designed a practical activity assessment sheet composed of the following:

- ♦ An observation sheet
  - ♦ An activity programme
  - ♦ template
- An assessment sheet.

[\*\*Click here to discover THE ASSESSMENT SHEET\*\*](#)

To enhance the pedagogical value these activities, encourage peer assessment. This is already proposed for some activities, but please feel free to develop your own methods for carrying it out.

# 4. Certification framework

## Online training assessment

Once the e-learning course is completed, learners can obtain the first level of the certification. While progressing through the module and following its completion, learners carry out self-assessments and provide feedback.

### Module assessment:

Learners must successfully pass the **10-question multiple choice test** found on the platform in order to complete the module. This test score, together with the marks awarded for completing the exercises, determine whether a learner is awarded the badge for the module.

If unsuccessful the first time, learners have **unlimited attempts** to pass the test, for which a **minimum score of 70% is required**.

Learners will be awarded a badge every time they complete a module.



## The module badges

The badge for each module will correspond to its title:



**Module A**  
Reception and information  
to visitors



**Module B**  
Managing a diverse  
audience



**Module C**  
Conflict management



**Module D**  
Project management and  
organisational skills



**Module E**  
Space management



**Module F**  
Digital and technical skills

## Final assessment:

Once all six modules are completed and learners have earned all badges, they are able to take the **final test** leading to a **first certificate of completion**.

Learner may attempt to take this test a **maximum of 3 times** and require a minimum score of **70%** in order to pass. After completing the test, learners have access to their score, as well as to the wrong answers. Once they successfully complete the final test, learners will be awarded the online course certificate of completion.

Once they have successfully completed the online course and have acquired all badges, learners will be awarded the certificate below:



## Onsite training

The second level of certification for the DESK RESET course is conducted onsite and supervised by a trainer, as detailed in Section 3 “Onsite activities”.

Trainers are in charge of the of practical activities, as well as of the assessment and scoring process. They must use the assessment sheet provided on the e- learning platform. Once all skills have been assessed and scored, trainers will fill in a form in the platform.

Learners must obtain a minimum score of 2.8/4 in order to obtain the certification. Once the scores are entered on the platform and approved by the trainer, learners receive a certificate of completion by email.

For any further information on the assessment procedure, please refer to the Certification Framework.

**[Click here to discover the CERTIFICATION FRAMEWORK](#)**

# 5. How to use the platform

In this section, we will explain how take full advantage of the e-learning platform. First of all, we will take a look the learner set-up: the different sections, the successive steps required to complete a module, and useful tips on how learners can enhance their experience of the platform.

Second of all, we focus on the trainer set-up: how to monitor learner progression, useful tips on how to facilitate the assessment process, etc.

## Online course guidelines for learners

Welcome to Desk Reset Online Course! We're excited to have you join us. This guide will help you get started, understand the course structure, and make the most of your learning experience.

To ensure you receive course materials and instructions in your preferred language, please select your language from the menu located in the header of the course.

The Desk Reset online course is available in 5 languages:



French



Dutch



Greek



Italian



English

## Starting point

Before accessing the course content, complete the 'Starting Point' self-assessment questionnaire located in the 'Intro' module.

This questionnaire is designed to help you reflect on your current skills and provides a basis for setting personal learning goals for the course.

Dashboard > My training courses > DRT



Course content



Course info

### STARTING POINT



STARTING POINT

#### STARTING POINT

To do: Student must submit this questionnaire to complete it

#### SELF EVALUATION FORM

Print Blank

Before starting the course, reflect on your previous experience as a Desk Receptionist, and answer the following self-assessment questions.

1 \* Do you feel competent in performing the behaviors listed below?

For each item choose one of the following answers:

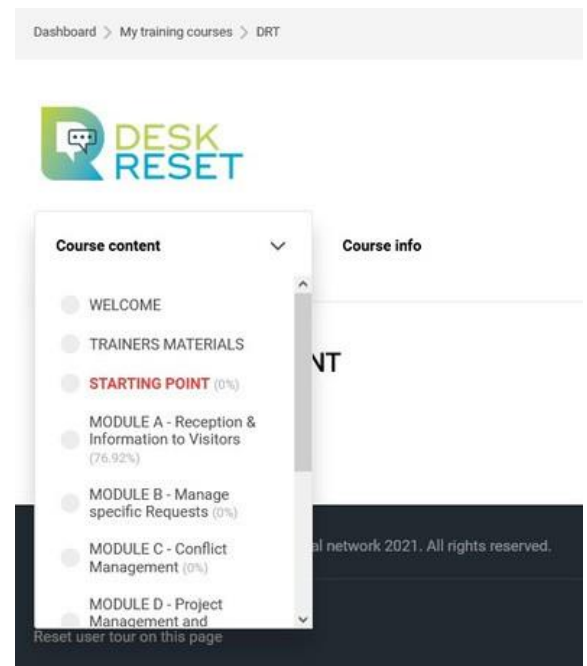
- Yes
- More Yes than No
- More No than Yes
- No duties

Greet visitors in person, on the telephone, or digitally.  
Offer services tailored to the needs of end users.  
Respect the structure of the interview.  
Respect privacy rules.  
Adopt appropriate behaviors to foster a relationship of trust.  
Rephrase the user's request and validate mutual understanding.  
Use different types of questions and reformulations.

	Yes	More Yes than No	More No than Yes	No
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Navigating the Course

After completing the Starting Point assessment, use the **Course Content** menu to explore the various modules. While we recommend following the module sequence for a structured approach, you have the flexibility to explore any of the modules from day one and revisit them as needed.



Click on the '+' sign located under the module title to access useful information to plan your learning journey. This includes the learning outcomes, which outline what you will achieve by completing the module and the estimated time required to complete it, helping you manage your study time effectively.

### MODULE A - Reception & Information to Visitors

Learning Outcomes:



### MODULE A - Reception & Information to Visitors

Learning Outcomes:



- Greet visitors in person, on the telephone, or digitally.
- Offer services tailored to the needs of end users.
- Respect the structure of the interview.
- Respect privacy rules.
- Adopt appropriate behaviors to foster a relationship of trust.
- Rephrase the user's request and validate mutual understanding.
- Use different types of questions and reformulations.

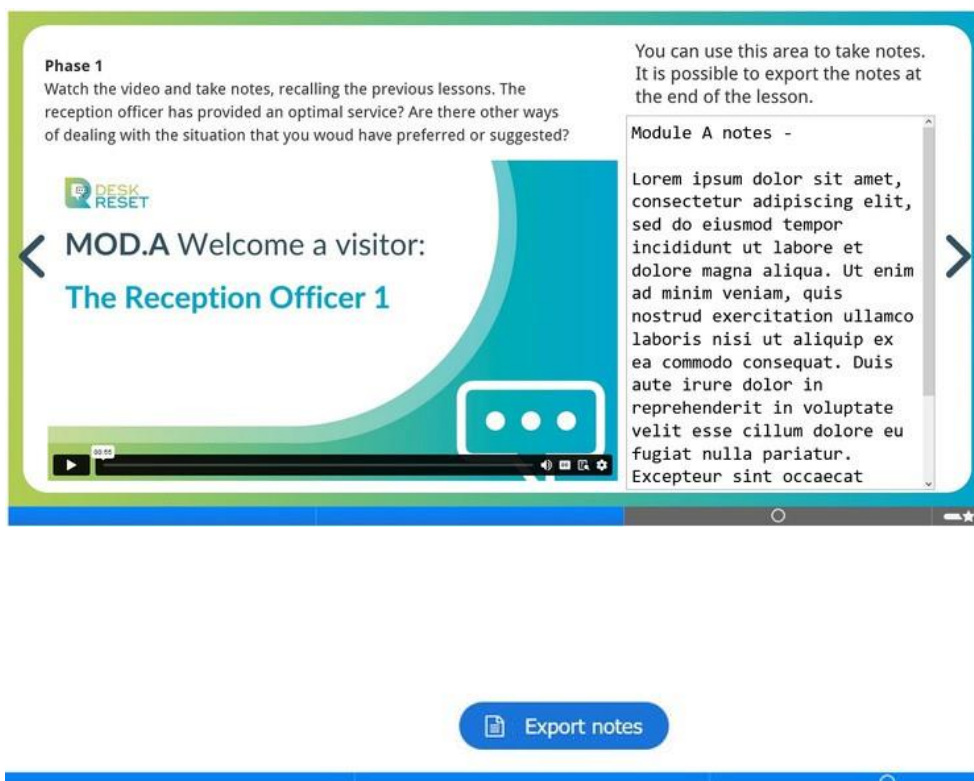
Each module is designed to be self-contained, allowing you to progress at your own pace. Here's what to expect in each module:

- ♦ **Introduction:** Start with an overview of the content and main topics covered in the module;
- ♦ **Video lessons:** Watch engaging videos that explain key concepts and provide visual insights;
- ♦ **Learning Activities:** Apply your learning through interactive activities;
- ♦ **Reading Materials:** Engage with supplementary texts for deeper understanding.

## Note taking

Some videos and presentations include a personal note taking feature, which you can use to jot down key points or thoughts. Taking notes is optional, but it can be very helpful.

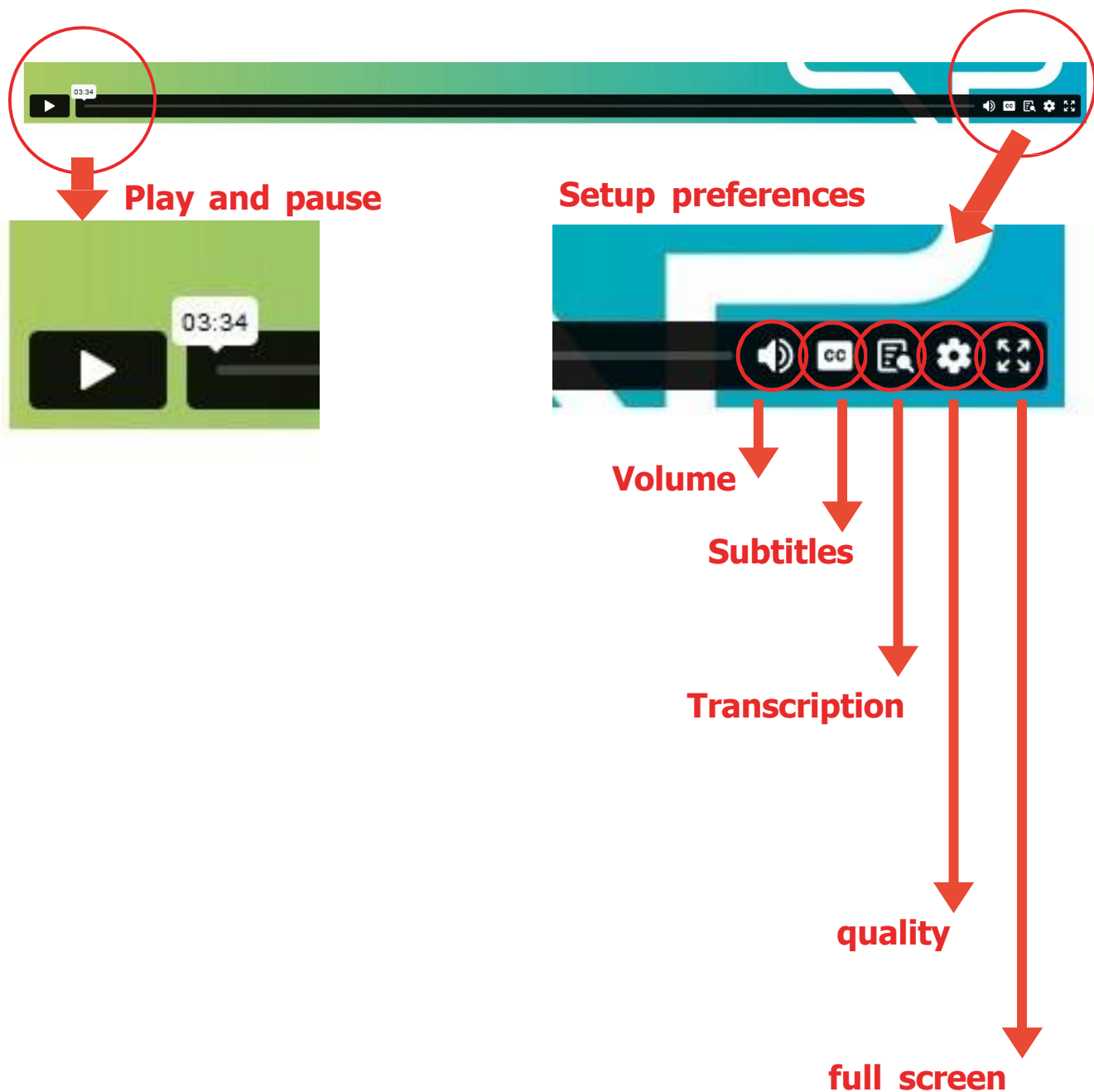
**Be sure to download your notes at the end of each activity, as the platform will not record or store your personal notes.** Ensure you have saved them on your device for future reference.



## Video controls

While watching videos, you have several controls at your disposal.

- **Setup Preferences:** Adjust video settings to match your viewing preferences, such as volume, subtitles, and playback speed.
- **Pause and Play:** Use these buttons to pause the video if needed and resume playback when you're ready to continue.
- **Full Screen Mode:** Switch to full screen for an enhanced viewing experience. Click on the button a second time go back to the original view and continue the activity.

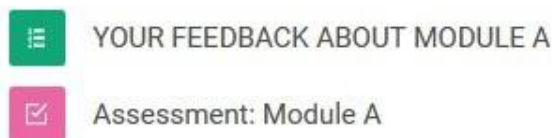
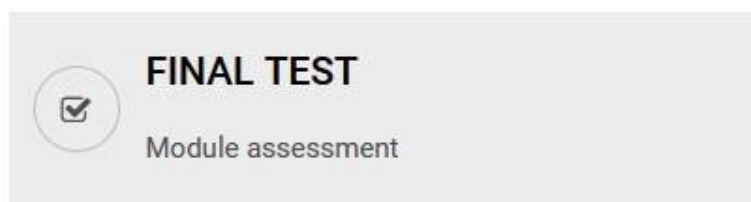




## Module assessment

There are two questionnaires at the end of each module:

- ♦ **The Module Feedback Questionnaire** collects your feedback on the module's content and delivery.
- ♦ After submitting your feedback, you will gain access to the **Assessment**. This quiz tests your understanding of the module's content and is required to earn your module badge. Achieve a passing grade to receive your badge and track your progress through the course!



## Course assessment

After completing all the content modules, proceed to the **Assessment** section. This final section includes two questionnaires:

- ♦ The goal of the *Self-Evaluation of Perceived Improvement* is to reflect on the progress you have made throughout the course compared to your *Starting Point Assessment*.

### ASSESSMENT



- The **Final Assessment** is a comprehensive test of your overall understanding of the course material. Note that the final assessment will be available only after you have completed all previous course modules.

## ASSESSMENT



## Certificates

After completing the final assessment, the **Certificate of Completion** for the online activities will be available to download. If you also completed the associated onsite programme, you will be awarded the **Final Certificate of Competency**.



## Instructions for trainers

When you access the course as a trainer, you can:

1. **Download the practical activities** to be used during onsite training sessions.
2. **Download the Trainer's Manual** for your reference.
3. **Monitor the completion of activities** by learners enrolled in your group.
4. **Upload observation and evaluation sheets** to enable learners to receive a Certificate of Competency.

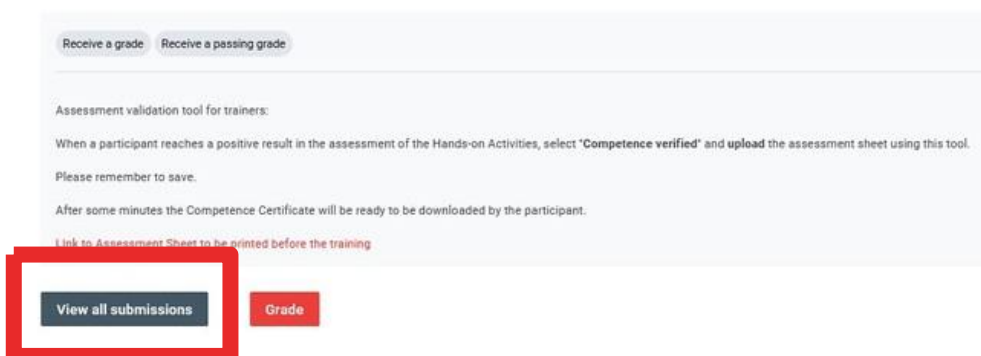
**Important:** Only trainers have access to this dedicated area. Other participants cannot access it.

### Practical Activities Assessment

Participants do not need to submit the coursework for Practical Activities directly. However, to upload their assessments and issue certificates:

Click on "**View all submissions**" to open the list of participants.

#### Hands-on Activities Assessment



Receive a grade   Receive a passing grade

Assessment validation tool for trainers:

When a participant reaches a positive result in the assessment of the Hands-on Activities, select 'Competence verified' and upload the assessment sheet using this tool.

Please remember to save.

After some minutes the Competence Certificate will be ready to be downloaded by the participant.

[Link to Assessment Sheet to be printed before the training](#)

**View all submissions**   **Grade**

To assign a Skill Certificate, click on **Grade** next to the participant's name. This will open the grading interface.

Select	User picture	First name / Last name	Email address	Status	Grade
<input type="checkbox"/>		Admin ETRAINING	st@learningdigital.eu		<b>Grade</b>

In the dropdown menu that says **No grade**, select **Skill Verified**.

**Submission**

This assignment does not require you to submit anything online

Not graded

Student cannot edit this submission

Comments (0)

**Grade**

Grade

Grade:

No grade

Current grade in gradebook

Not graded

**Grade**

Grade

Grade:

Competence Verified

Current grade in gradebook

Upload evidence of acquired skill (e.g., observation sheets, reports) in the **Feedback Files** section.

**Note:** Learners will not be able to view these documents. They are supporting documents that verify the acquisition of the Certificate of Competency.

Feedback files

Maximum size for new files: 8 MB

Files

You can drag and drop files here to add them.

Notify student ☐ ?

Save changes

Save and show next

Reset

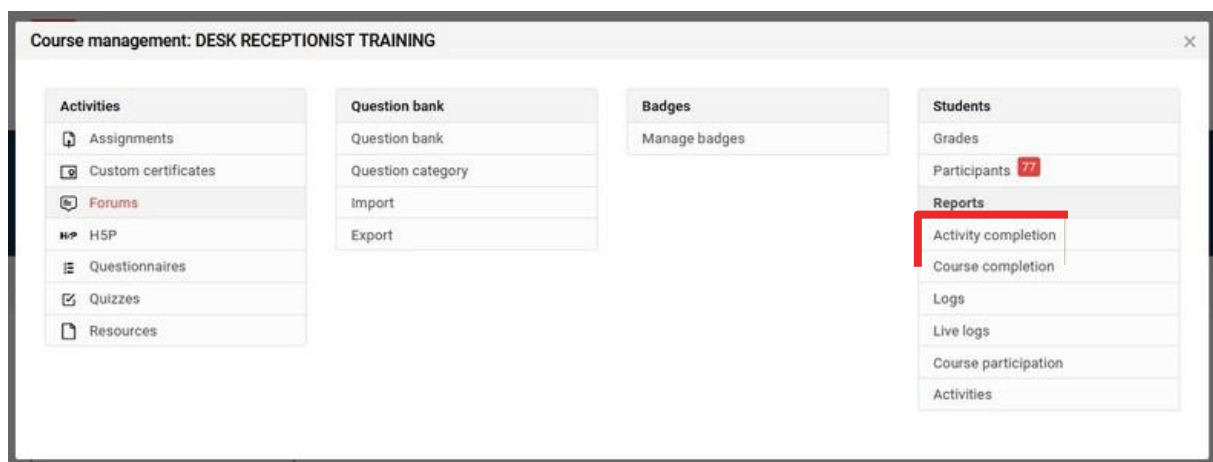
Feedback files  
Files  
You can drag and drop files here to add them  
Notify student  
Save changes  
Save and show next  
Reset

Click on **Save Changes** to return to the list of learners, or **Save and Show Next** if you want to move on to the next learner on the list.

## Monitoring learner progress

To check the activity completion report:

1. **Click the Gear icon** at the top-right corner of the main course page.
2. **Select Activity Completion Report** to view a summary of completion rates.



For a more detailed report:

1. Select **Grades** from the course menu.
2. In the dropdown menu, select **Grader Report** to access additional learner performance details.



# Step by step instructions for requesting a new course area (for trainers)

## Login

Enter your username and password, then click on Login.

## Select language(if required)

If you haven't already, select your preferred language.

## Access the list of courses

Click the main menu and select All Training Courses to view the available courses.

## Desk reset course request

The course request is available to everyone and comes in the form of a questionnaire.

Once your request is approved:

- ◆ a separate group will be created for you, with a unique passcode,
- ◆ you will be assigned the role of trainer for the course,
- ◆ a methodology guide will be provided to you as the trainer.

You will need to provide **proof of your identity** and your role at your workplace. Make sure to have these documents ready before answering the questionnaire.

## Approval and passcode notification:

- Notifications of approval and passcodes will be sent via email.
- Only institutional email addresses will be accepted for correspondence.

## **Participation agreement**

To request a new course area for you and your learners, you must agree to the stated terms and conditions of participation.

The questionnaire collects personal information to set up your trainer profile. Desk Reset will use this information to:

- Create a dedicated course for which you will act as a trainer.
- Assign you the role of trainer for the purposes of technical management and communication with course participants.

By submitting the questionnaire, you authorize Desk Reset to contact you via email regarding the request process.

## **Course password**

Upon approval, you will receive a password to share with the learners so that they can access the course. This password must not be published online and should only be shared personally under your responsibility.

## **Trainer responsibilities and data access**

As a trainer on the platform, you will have partial access to learner data in order to monitor participation. You must acknowledge that learner data is confidential and protected by law and that learner content and communications are protected by copyright laws. You are not authorised to use learners' contact information or course tools for commercial purposes or unrelated activities.

You must first agree to the terms and conditions by selecting the checkbox, then click on "Next Page."

## Personal data

On the next page, select the type of identification document you plan to use. You will be asked to provide the place and date of issue of the ID, your name, surname, and the organisation you work for.

You can choose between two verification options:

- a) Quick Process:** If you have an email associated with your workplace for confirmation.
- b) Alternative Process:** If you do not have such an email, you will need to send a copy of a document that confirms your role (e.g., teacher accreditation or contract).

Once all steps are completed, click on "Submit the Questionnaire."



# 6. Confidentiality rules

Users accessing the e-learning platform are required to accept the confidentiality policy of the Cités des Métiers International Network.

The **Cités des Métiers International Network** is responsible for the data management process, and the only authorised uses of this data are those specified in the privacy policy.

**Learning Digital**, as the data processor, is responsible for ensuring the implementation of appropriate and up-to-date technical solutions to protect data and prevent data loss or breaches.

Trainers who request the activation of their specific course will be granted a higher authorisation level, giving them access to data related to training results, grading, and quality. Trainers are liable for managing this data correctly and in accordance with the confidentiality policy.

# Partners



## Associated partner



Co-funded by  
the European Union