

“Leader of external cooperation of the vocational school (LEADext)”
No 2021-1-PL01-KA220-VET-000033019

Erasmus+
KA220-VET – Collaborative partnerships in the sector
vocational education and training

2023

Result 02

**Modular training program in the new competence
“Coordination of cooperation between the
educational institution and external companies,
including acquiring of sponsors” in relation
to ECVET requirements**

MODULAR TRAINING PROGRAM IN THE NEW COMPETENCE „COORDINATING THE COOPERATION OF THE INSTITUTION PROVIDING VOCATIONAL EDUCATION AND TRAINING WITH EXTERNAL COMPANIES, INCLUDING ACQUIRING SPONSORS” IN RELATION TO ECVET REQUIREMENTS

Compilation of the team:

Coordinator of the task: Fundacja Rozwoju i Innowacji WIR (Polska)

Partner: Izba Przemysłowo-Handlowa Ziemi Radomskiej (Polska)

Partner: Jordbrugets Uddannelsescenter Århus (Dania)

Partner: Federacion Empresarial Metalurgicavalenciana (Hiszpania)

Partner: Action Synergy SA (Grecja)

2023

Reviewers:

Jakob Vest Arler (OKNygaard A/S, Brabrand, Denmark)

Tomasz Magnowski (Complex of Technical Schools named after Tadeusz Kościuszko, Radom, Poland)

dr Monika Mazur-Mitrowska (Masovian Local Government Center for Teacher Development, Faculty in Radom, Poland)

Sofia Pakalidou (D Group, Athens, Greece)

Jose Manuel Puente Solaz (ESCUELAS JESUITAS TECHNIITIAN OF EMPLEOYMENT AND TRAININGS, Valencia, Spain)

Methodological consultation:

prof. Daniel Kukla (Jan Długosz University, Częstochowa, Poland)

Editorial study:

Anna Piszczyk

Linguistic proofreading:

Paulina Zając

2023



Fundacja Rozwoju i Innowacji WIR

ul. Wiosenna 1, 26-613 Rajec Poduchowny; Tel.: +48 500 133 504

e-mail: biuro@fwir.pl

[http:// http://fwir.pl/](http://fwir.pl/)

CONTENTS

INTRODUCTION	5
Dictionary	8
I. Program and organizational assumptions of the training.....	9
1. Description of professional competences- selected elements	9
1.1. Location of component competencies in classifications with reference to the qualifications framework.....	9
1.2. European Qualifications Framework.....	10
1.3. National Qualifications Framework	12
2. Description	18
2.1. Synthesis	18
2.2. Description of work and ways of performing it, areas of occurrence of the profession.....	18
2.3. Education and qualifications necessary to work in the profession	20
2.4. Opportunities for professional development, confirmation/ validation of competences	22
3. Modular training plan	23
4. Recommendations on the organization of the teaching and learning process.....	23
5. Didactic map of the modular vocational training program	26
II. Modular training program in the field of „ Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors” – modular and training units.....	27
1. M1.U1. Acquiring external companies for cooperation and promoting vocational education	28
2. M1.U2. Creating patronage classes and organising dual education.....	30
3. M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories.....	37
4. M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market	39
5. M1.U5. Training of vocational school teachers in cooperation with employers.....	45
III. Evaluation and monitoring of the training program	52
1. Evaluation	52
2. Monitoring of the training program.....	60
Project coordinator	62
Project partners	62

INTRODUCTION

The study presents a modular training program for professional competence **“Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors”**, which was developed as part of the Erasmus+ project **“Leader of external vocational school cooperation (LEADext)”** using the MES methodology modified for the needs of the project (Modules of Employable Skills, Modules of Vocational Skills) developed by the International Labor Organization (ILO).

As part of the arrangements made in the partnership, simplifications were introduced in the MES methodology consisting in modifying the documentation taking into account the best practices identified in the partner countries.

The modular training program for professional competence was developed on the basis of an analysis of employers' requirements presented in the description of the professional competence profile under the same name as the modular program. During its development, suggestions for changes submitted by reviewers and participants of trainings organized as part of the project in 4 partner countries were also included.

By linking the modular training program with the profile of professional competences “Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors”, the modular program takes into account the guidelines of the EQF (European Qualifications Framework), and you, yourself, the NQF (National Qualifications Framework), ECVET (European Credit System for Vocational Education and Training), in particular:

- reference to EQF and NQF qualification levels as understanding tools and compare qualifications awarded in different countries and different education and training systems,
- taking into account the learning outcomes in the language competence profile, i.e. presenting the professional competences included in the profile through the prism of learning outcomes, which include knowledge, skills and social competences,
- translating the provisions of the competence profile into the category of learning units together with the points related to them,
- taking into account the self-assessment by the participants of the training of professional competences acquired during it.

As a result of the work carried out within the partnership:

- professional competence separated in the profile of professional competences has been assigned to the module,
- professional tasks separated within the competences in the profile of professional competences “Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors” have been assigned to modular units,
- the components of professional tasks, i.e. knowledge, skills and social competences, have been grouped and assigned to the topics of individual training units distinguished as part of professional tasks.

Within the modular programme, one module was separated: **M1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors.**

In this module, five modular units have been separated, which are equivalent to professional tasks performed in the workplace.

In modular units, groups of learning outcomes, learning outcomes and verification criteria were separated.

The modular training program presents:

- program and organizational assumptions of the training,
- curricula,
- vocational training modules, modular units and training units,
- program evaluation.

The organizational assumptions present general methodological recommendations regarding the implementation of training, exercises, didactic methods and methods of verification and evaluation of the training participant's achievements.

Using a didactic map, a diagram of correlations between individual modular units was presented, and the preferred sequence of their implementation was determined. The use of such an approach translates into the fact that the training participant in the educational process according to the modular MES program completes subsequent modular units, while gaining the knowledge and skills necessary to perform professional tasks listed in the profile of professional competences.

As part of the program, detailed groups of outcomes and learning outcomes, as well as criteria for their verification, have been assigned to each modular unit.

The modular units distinguished in the program have been assigned sets of learning outcomes, which consist of knowledge, skills and competences. At the stage of formulating the profile of professional competences and the modular training program it was ensured that the learning outcomes constituting the professional qualification were:

- described in clear and understandable terms by referring to the knowledge, skills and competences that make up them;
- structured and organized in such a way as to be consistent with the given competence;
- constructed in such a way as to enable individual assessment and validation of the learning outcomes that make up a given unit.

As part of the project, it was assumed that the modular program included the level of qualifications in accordance with the European Qualifications Framework (EQF) and the National Qualifications Framework (NQF) along with the accompanying ECVET points.

When assigning ECVET points within the project, the recommendations of the European Parliament and the Council on the establishment of a European Credit Transfer System were applied in vocational education and training (ECVET). According to them, points are a supplementary numerical source of information about qualifications and units. They have no value in isolation from the achieved learning outcomes related to the specific professional competence to which they refer, but reflect the fact of obtaining and accumulating learning units.

Assuming that the learning outcomes achieved during one year of formal, full-time vocational education and training correspond to 60 ECVET points, which also translates into approximately

900 didactic hours in the education process in vocational education, the project adopted that 1 point corresponds to about 15 teaching hours.

When assigning ECVET points, it was recommended that they are usually assigned in two stages:

- 1) is first assigned to a specific qualification as a whole,
- 2) and then to its individual modular units.

In order to ensure the comparability of qualifications, the minimum level of the European Qualifications Framework (EQF) has been indicated in the profile of professional competences and in the modular training program.

The modular training program proposed in the partnership for professional competence contains the minimum requirements in terms of knowledge, skills and social competences that it should have. Which is also consistent with the definition of the term QUALIFICATION adopted for the purposes of the project as a set of learning outcomes in the field of knowledge, skills and social competences acquired in formal education, non-formal education or through informal learning, in accordance with the requirements established for checked in validation and formally confirmed by an authorized certifying entity.

The developed structure of the modular training program is flexible. Modules and modular units can be updated (modified, supplemented or replaced) in accordance with the changing needs of the labor market, technological progress and the development of science, and adapted to the level of training participants.

Implementation of the learning process based on a modular program is characterized by the following features:

- the process of teaching and learning is aimed at achieving specific, measurable learning outcomes in the form of knowledge, skills and social competences enabling the performance of specific professional tasks identified under the professional competence "Coordination of cooperation between an educational institution and external companies, including acquiring sponsors"
- the organization of the learning process enables the recognition of the learning outcomes acquired by the trainee in formal, informal and non-formal ways (through learning in a work environment or self-study),
- the learning process is supported by the use of activating teaching methods that activate the learner's activity, creativity and self-esteem.

As part of the project, it was assumed that on the basis of a modular training program, educational packages (guides) will be developed, which in particular will support the education process organized in the stationary form. On the other hand, training in the form of e-learning will be developed for the needs of remote learning. Therefore, if the participant, after completing the e-learning training, will not have fully mastered the skills related to the professional competence it will be advisable to complete additional stationary training in this field. At the same time, it is recommended that such training take place in a training institution specialized in this thematic area.

After passing the tests checking the level of mastering the learning outcomes within the modular units provided for in the modular training program, the training participant will receive a training completion certificate confirming the acquisition of professional competences necessary to perform professional tasks in the field of **"Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors"**.

Dictionary

Below is a system of concepts and terms used in developing a modular vocational training program. The structure of the program was based on the so-called MES – *Modules of Employable Skills methodology*.

Modular vocational training program	Vocational training documentation specifying the learning outcomes, the scope and structure of teaching and learning content, teaching methods and resources (including materials for the implementation of classes). The selection of the content of the modular training program results from the analysis of professional tasks occurring in the profession, to which the modular units in the training program correspond.
Vocational Skills Module (Modules of Employable Skills - MES)	The scope of work corresponding to a given professional competence identified in the standard of professional competence for a given profession, expressed in the form of modular units. It is a separate part of a modular vocational training program covering a set of learning outcomes related to a given professional competence, which are detailed in modular units, leading learners to achieve learning outcomes in the form of knowledge, skills and personal and social competences.
Modular Unit	A logical and acceptable piece of work within an occupation with a clearly defined start and end, corresponding to a job task. Its result is a product, service or important decision. The work task requires the worker to interact with elements such as: tools, equipment, other people, information, data, events, conditions, environment, etc. A modular training program unit means a separate section of the training program, described as a professional task, the performance of which the learner is supposed to master. It is a compact and self-contained didactic unit (an element of the vocational education module), with precisely formulated, measurable, detailed learning outcomes and the corresponding teaching material and a set of exercises enabling the development of skills and personal social competences.
Didactic map of the modular vocational training program	It is a graphic block diagram showing the correlation relationships between modules and modular units distinguished in the vocational training program. The correlation system of modules and modular units allows for optimal organization of educational activities and division into training groups.
Progress check	This is an accurate representation of the learning outcomes set for the modular unit (and training unit). It must provide credible evidence that the learner is able to demonstrate the achieved learning outcomes achieved in accordance with the standards and conditions set out in the description of the objectives. A progress check is to be carried out at the end of the training unit for self-assessment by the trainee.
Educational package (guide)	A set of teaching and learning materials constituting teaching materials for a training program and relating to a modular unit. It includes, among others: a guide for the training participant, sets of exercises and didactic materials, as well as a set of tools for checking progress and achievement of learning outcomes.

I.

Program and organizational assumptions of the training

1. Description of professional competences- selected elements

1.1. Location of component competencies in classifications with reference to the qualifications framework

Module 1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors

International Standard Classification of Occupations ISCO-08¹

- group 1345 Education Managers^{2, 3, 4}
School director, Head of school workshops
- group 2330 Secondary education teacher
Subject teacher in a secondary school
- group 2320 Vocational education teacher
Vocational education teachers (specific subjects); Practical vocational training teacher; Teacher of professional artistic subjects;
- group 2423 Personnel and Careers Professionals
Career counselor
- 4110 General office clerks

European Qualifications Framework⁵

- level V (minimum).

¹ International Standard Classification of Occupation: <https://www.ilo.org/public/english/bureau/stat/isco/isco08/> (accessed: 20.06.2022).

² Classification of professions and specialties for the needs of the labor market as of today 01.01.2022: <https://psz.praca.gov.pl/rynek-pracy/bazy-danych/klasyfikacja-zawodow-i-specjalnosci> (accessed: 20.06.2022).

³ Established under royal decree: Ministry of Economy (2010). Real Decreto 1591/2010, por el que se aprueba la Clasificación Nacional de Ocupaciones 2011. Boletín oficial del estado nº 306: https://www.boe.es/diario_boe/txt.php?id=BOE-A-2010-19389 (accessed: 30.06.2022).

⁴ Danmarks Statistik Fagklassifikation (DISCO-08), v1:2010: <https://www.dst.dk/da/Statistik/dokumentation/nomenklaturer/disco> (accessed: 30.06.2022).

⁵ European Qualifications Framework – levels: <https://europa.eu/europass/pl/description-eight-eqf-levels> (accessed: 20.06.2022).

National Qualifications Framework

	Poland ⁶	Spain ⁷	Denmark ⁸	Greece ⁹
NQF level	5	5	5	4

1.2. European Qualifications Framework

Reference to the European Qualifications Framework (EQF - European Qualifications Framework) in the training program "Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors" consists in taking into account and adjusting the program content to the principles and at least level 5 of the EQF, which have been developed by the European Union to facilitate the comparison of qualifications at European level.

Reference to the EQF training program covers several key aspects:

1. **Levels of qualifications:** the training program defines at least level 5 of the EQF, to which the learning outcomes identified for the new qualification "Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors" apply. The reference to the EQF in the training program up to EQF level 5 indicates at which level the learning outcomes included in a given program are located and allows the content of teaching to be adapted to the requirements of this level.
2. **Description of skills and competences:** The EQF describes the range of skills, competences and knowledge characteristic of the 5th level of qualifications. The reference to the EQF in the curriculum means that the content and learning objectives are aligned with the skills and competences described for level 5.
3. **Translation of qualifications:** using this approach provides the necessary tools and guidelines to compare qualifications across countries and education systems. The reference to the EQF in the curriculum makes it possible to identify what qualifications and EQF levels are attained by pupils in the training program and makes it easier to compare them with other qualifications in EU Member States.
4. **Mobility and transparency:** the reference to EQF level 5 aims to facilitate the mobility of learners and workers in Europe by recognizing qualifications at European level. The reference to the EQF in the training curriculum contributes to the transparency and comprehensibility of qualifications, enabling students to move between different education systems in Europe.
5. **Consultation and cooperation:** The reference to the EQF in the training program requires consultation and cooperation with the relevant bodies and institutions dealing with qualifications at national and European level. This cooperation is important for ensuring compliance of the program with the EQF and obtaining confirmation of the obtained qualifications.

Reference to the European Qualifications Framework in the training program "Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors" helps in creating coherent and compatible educational standards at the European level.

⁶ Polska Rama Kwalifikacji: <https://www.kwalifikacje.gov.pl/o-zsk/polska-rama-kwalifikacji> (accessed: 20.06.2022).

⁷ Level 1 of the Spanish Qualifications Framework corresponds to level 5 of the European Qualifications Framework: <https://www.boe.es/buscar/act.php?id=BOE-A-2011-13317>. Established under royal decree: Ministry of Education (2011). Real Decreto 1027/2011, de 15 julio, por el que se establece el Marco Español de Cualificaciones para la Educación Superior [Royal Decree 2027/2011 of 15 July 2011, for the establishment of the Spanish qualifications framework for higher education]. Boletín oficial del estado, nº 185.

⁸ Levels in the Danish Qualifications Framework: https://ufm.dk/en/education/recognition-and-transparency/transparency-tools/qualifications-frameworks/levels/niveaubeskrivelser_en.pdf (accessed: 30.06.2022).

⁹ The Hellenic Qualifications Framework: <https://nqf.gov.gr/index.php/ta-8-epipeda> (accessed: 21.11.2022).

Module name	The name of the modular unit	EQF
M1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors	M1.U1. Acquiring external companies for cooperation and promoting vocational education	Knowledge: - extensive specialized factual and theoretical knowledge in a given field of work or study and an awareness of the limits of that knowledge Skills: - a comprehensive range of cognitive and practical skills needed to creatively solve abstract problems Responsibility and autonomy: - management and supervision in contexts related to work or study subject to unpredictable changes analyzing and developing one's own and others' achievements
	M1.U2. Creating patronage classes and organising dual education	
	M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories	
	M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market	
	M1.U5. Training of vocational school teachers in cooperation with employers	

1.3. National Qualifications Framework

The reference to the national qualifications framework in the training program consists in taking into account and adjusting the content of the program to specific standards and requirements specified by the national qualifications framework in partner countries.

National qualifications frameworks are structures developed by the state or organizations responsible for education and vocational training. They are intended to define the scope and level of knowledge, skills and competences that should be acquired by students within a given occupation, qualification.

The reference to the national qualifications framework in the training program "Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors" includes several key aspects:

1. **Identification of key competences:** The analysis of the national qualifications framework allows for the identification of key competences and skills that should be acquired by students in a given profession or qualification. The curriculum must take into account these competences and specify specific learning objectives related to them.
2. **Adjustment of curriculum content:** The training program must be adapted to the content and requirements defined by the national qualifications framework. This means that the content of the program should comply with the specified standards and cover the necessary knowledge, skills and competences.
3. **Leveling of qualifications:** National qualifications frameworks often specify qualification levels or levels of advancement in a given occupation. The training program should take into account these levels and ensure that learners achieve the appropriate skills and competences according to their level of qualification.
4. **Assessment and certification:** National qualifications frameworks often define assessment and certification procedures that are used to certify that students have achieved certain standards. The training program should take these procedures into account and prepare students for the relevant examinations and assessments as required by the qualifications framework.

Reference to the national qualifications framework in the training program is important because it ensures the coherence, quality and compliance of the program with general educational standards both in a given country and throughout the European Union. It also allows students' achievements to be recognized nationally and internationally.

1.3.1. Polish Qualifications Framework

Module name	The name of the modular unit	National Qualifications Framework (NQF) ¹⁰		
		Knowledge	Skills	Social competence
M1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors	M1.U1. Acquiring external companies for cooperation and promoting vocational education	Theories and principles: Methods and solutions: P5Z_WT knows and understands the theoretical basis of methods and technologies used in professional activities	Information: Documentation: P5Z_UI is able to develop and maintain documentation required in professional activity	Compliance with the rules: Rules, instructions, law: P5Z_KP is ready to comply with the rules of conduct applicable in professional activities that guarantee the proper quality of professional activities and safety
	M1.U2. Creating patronage classes and organising dual education	Economic activity: P5Z_WT knows and understands the principles of running a business and entrepreneurship	Calculations, analysis, synthesis and forecasting: P5Z_UI is able to follow the development of a given field of professional activity, legal conditions and local contexts	Cooperation: Relationships in the professional environment: P5Z_KW is ready to maintain proper relations in the local professional environment
	M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories	Ethics: P5Z_WT knows and understands the ethical principles applicable in professional activity	P5Z_UI is able to follow the development of a given field of professional activity, legal conditions and local contexts	Responsibility: Ethical Standards: P5Z_KO is ready to promote ethical principles in the course of professional activity
	M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market	Phenomena and processes: Properties, conditions: P5Z_WZ knows and understands selected theories explaining phenomena and processes related to professional activity	Organization of work: Planning and adjusting plans: P5Z_IO is able to prepare an action plan for professional, own and managed team tasks, taking into account variable, foreseeable conditions, and correct the plan according to circumstances	P5Z_KO is ready to accept responsibility related to professional activity
	M1.U5. Training of vocational school teachers in cooperation with employers	Organization of work: Methods and technologies: P5Z_WO knows and understands a wide range of methods and	Exercise:	

¹⁰ Characteristics of the second level of the Polish Qualifications Framework typical for vocational qualifications - levels 1-8 Entries - knowledge, skills, social competences - should be related to a specific professional activity: https://kwalifikacje.gov.pl/images/downloads/materia%C5%82y_do_serwisu_ZSK/tabele_PRK/PRK_tab3.pdf (access: May 15, 2023).

	technologies used in professional activity Organizational solutions: P5Z_WO knows and understands a wide range of organizational solutions in professional activities Tools and materials: Actions and features: P5Z_WN knows and understands the principles of operation and use of tools, machines and devices used to perform professional tasks	P5Z_IO is able to perform moderately complex professional tasks in variable and not fully predictable conditions P5Z_IO is able to lead a small team of employees performing moderately complex professional tasks in variable but predictable conditions Correcting actions: P5Z_IO is able to analyze and evaluate the course and effects of professional activity, solve unusual problems and make appropriate corrections Flow of information: P5Z_IO is able to manage the flow of information related to professional activity P5Z_IO is able to cooperate with clients and cooperators Tools and materials: Usage selection: P5Z_UN is able to select methods, technologies, procedures and materials needed in professional activity Learning and professional development: Self-development: P5Z_UU is able to analyze and evaluate their professional competences	
--	---	--	--

			P5Z_UU is able to independently use the available opportunities to update and expand professional competences Supporting the development of others: P5Z_UU is able to assess the training needs of subordinate employees P5Z_UU Can act as a trainee's guardian / mentor of a newly hired person	
--	--	--	--	--

1.3.2. Danish Qualifications Framework

Module name	The name of the modular unit	National Qualifications Framework (NQF) ¹¹		
		Knowledge	Skills	Social competence
M1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors	M1.U1. Acquiring external companies for cooperation and promoting vocational education	Must have knowledge of practice, and application of methodology and theory in an occupational area or field of study.	Must be able to utilise and combine a comprehensive set of skills connected with the practice and work processes of an occupation or field of study.	Must be able to enter into development oriented and/or interdisciplinary work processes.
	M1.U2. Creating patronage classes and organising dual education	Must have understanding of practice and/or the most important theories and methodologies used and be able to understand the utilisation of these within an occupation.	Must be able to assess practice-related problems and adjust work procedures and processes.	Must be able to undertake defined management and planning functions in relation to the practice of an occupation or field of study.
	M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories		Must be able to communicate practice-related problems and possible solutions to collaboration partners and users.	Must be able to identify and develop own possibilities for continued further education and training in different learning environments.
	M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market			

¹¹ Levels in Danish Qualification Framework <https://ufm.dk/en/education/recognition-and-transparency-tools/qualifications-frameworks/levels/niveaubeskrivelser/en.pdf> (access: May 15, 2023).

	M1.U5. Training of vocational school teachers in cooperation with employers			
--	---	--	--	--

1.3.3. Spanish Qualifications Framework¹²

Module name	The name of the modular unit	National Qualifications Framework (NQF)		
		Knowledge	Skills	Social competence
M1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors	M1.U1. Acquiring external companies for cooperation and promoting vocational education	1. Basis of the different types of marketing and its applications. 2. Knowledge to select/define the target group 3. Knowledge to select the appropriate marketing strategy 4. Basis to create a marketing strategy 5. Basis of the different social media networks and its applications 6. Knowledge to create a specific social media campaign 7. Knowledge of legal aspects for personal data protection. 8. Basis to analysis the results of the marketing strategy and social campaigning.	Select the appropriate marketing strategy for each campaign Creativity. Contribute with different ideas and carry them out. Organizes and coordinates the marketing activities Able to Organizational skills. Analytical capacity Communication skills Teamwork abilities Follow up activities Critical thinking ability to react to unforeseen events	Social awareness. Time management. Communication. Teamwork. Empathy
	M1.U2. Creating patronage classes and organising dual education			
	M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories			
	M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market			
	M1.U5. Training of vocational school teachers in cooperation with employers			

¹² Spanish Qualification Framework: <https://www.boe.es/buscar/act.php?id=BOE-A-2003-17588&p=20051203&tn=1#anij> (access: May 15, 2023).

1.3.4. Greek Qualifications Framework¹³

Module name	The name of the modular unit	National Qualifications Framework (NQF)		
		Knowledge	Skills	Social competence
M1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors	M1.U1. Acquiring external companies for cooperation and promoting vocational education	GRC1: Know the principles and rules of user record keeping and the principles of the Code of Conduct	GR1.1.1: Keeps a file for every enterprise and student	GR1: Adherence to professional ethics.
	M1.U2. Creating patronage classes and organising dual education	GR2: Knowledge of the Legal framework for the protection of personal and sensitive data.	GR1.2: Follows-up the course of the beneficiaries	GR2: Interpersonal sensitivity/Social awareness.
	M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories	GR3: Basic principles of report writing and presentation.	GR1.3: Organises and coordinates the external cooperation activities inside an the organization	GR3: Time management.
	M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market	GR4: Basic rules and procedures for following up the progress of the beneficiaries.	GR1.3.3: Develops cooperations with different stakeholders in relation with vocational training	GR4: Communication.
	M1.U5. Training of vocational school teachers in cooperation with employers	GR5: Basic requirements for the suitability of the service site.	GR1.3.4: Selects the appropriate methodology and tools for every occasion	GR5: Organizational skills.
		GR6: Basic principles for the drafting of a programme for the provision of career guidance	GR4.1: Designs Quality processes: GR4.2: Implements a an evaluation	GR6: Teamwork.
		GR7: Basic principles and types of needs assessment.	GR4.3: Writes an Evaluation Report	GR7: Implementation of guidelines.
		GR8: Basic principles and procedures for setting up networks and partnerships.		GR8: Empathy and Unconditional acceptance.
		GR9: Main European and national education and employment policies and actions.		GR9: Genuineness.
		GR10: Know how to collect, prepare and evaluate material to provide information on the education/training, employment and employment and the labour market		

¹³ Hellenic Qualification Framework: <https://proson.eoppep.gr/en/HQFLevels> (access: May 15, 2023).

2. Description

2.1. Synthesis

The leader for external cooperation of a vocational school (hereinafter: the leader for external cooperation) within the framework of a separate professional competence, implements and coordinates activities in the field of broadly understood cooperation of an institution providing education and / or vocational training with representatives of employers and manufacturers of machinery and equipment used in a given professional industry , including may take actions aimed at acquiring sponsors.

2.2. Description of work and ways of performing it, areas of occurrence of the profession

Depending on the specificity of the country, place of work, division of the scope of duties in a school or institution providing education or vocational training, the scope of activities performed by the leader for external cooperation may vary. The scope of tasks and activities assigned by the management to the leader for external cooperation can be assigned to one person or distributed among several.

One of the main professional tasks performed by the external cooperation leader is to attract employers and manufacturers of machinery and equipment used in a given professional industry for cooperation and the related promotion and development of vocational education. In carrying out these tasks, the leader, among others, creates a network of contacts, and identifies the benefits that employers, schools, teachers, school governing bodies, the labor market and other stakeholders have from the cooperation of the school with the company/manufacturers. At the same time, he uses ready-made tools or creates them himself with the help of which he conducts promotional activities through various media.

Another task that can be entrusted to the leader is the creation of patronage classes and the organization of dual education. This task is particularly important from the point of view of the effectiveness and efficiency of the learning process of young people. By participating in dual education, students have the opportunity to work in a real work environment, solve real problems, and contact other employees. In turn, sponsored classes contribute not only to the promotion of the sponsoring company, but can also translate into better equipped classrooms in schools.

From the point of view of an institution providing vocational education and/or training, it is also important for the leader to engage in obtaining support from external companies in the field of equipping workshops and school laboratories with modern machines, tools, devices, teaching aids.

The leader for external cooperation may be entrusted with tasks aimed at engaging employers in vocational examinations or providing vocational counseling. The participation of representatives of potential employers in students' vocational examinations gives importance to the very process of validation of professional competences and may contribute to the submission of a job offer by the employer to the best students.

Another group for which the leader may act are vocational education teachers employed in an institution providing vocational education and/or training. Based on the diagnosis of the

training needs of vocational education teachers, the leader may, in cooperation with employers, organize training courses or internships in enterprises for them.

The external cooperation leader disseminates models of good conduct among various stakeholder groups. He performs the entrusted tasks in compliance with the applicable ethical standards and legal principles in partner countries.

The leader is able to critically evaluate their own actions. Therefore, it conducts continuous monitoring and evaluation of its work in order to improve its activities. For this purpose, e.g. develops tools, prepares reports in which it indicates areas for improvement and proposes alternative solutions to improve work results.

The external cooperation leader, participating in the work of the team, cooperates with its members representing both the school environment and enterprises. He is responsible for the quality of activities carried out in this area.

Due to the ongoing organizational and legal changes, the leader, on his own initiative, improves his work skills and updates the tools and teaching materials used.

The external cooperation leader performs his professional duties in and outside the school. Work usually takes place in an office or other room adapted to this type of tasks in the facility building. The external cooperation leader also performs his duties and tasks in the field, during meetings with representatives of companies, local government bodies, other schools, and educational institutions.

The leader for external cooperation in professional activity uses:

- a computer with typical office software or dedicated software enabling the preparation of presentations, collecting materials and data necessary for planning and preparing work,
- software for browsing the Internet, sending and receiving e-mails,
- typical office equipment, i.e. printer, photocopier, fax, scanner,
- landline and mobile phone,
- car or other means of transport.

During the performance of official tasks, the external cooperation leader may be exposed to stress caused by:

- responsibility for decisions made,
- implementation of tasks requiring negotiations and talks with representatives of enterprises.

The analyzes carried out in the project partner countries show that the tasks and activities assigned to the leader of external cooperation can be performed by:

- a representative of the management of educational institutions, including the school principal/deputy principal or head of school workshops;
- a designated teacher from a vocational school;
- a designated teacher of vocational education or a teacher of practical vocational training, or a teacher of vocational arts, or a teacher of theoretical vocational subjects, or a vocational counselor, or another administrative and office employee appointed by the director employed at a school or vocational training institution.

2.3. Education and qualifications necessary to work in the profession

The leader of external cooperation is theoretically and practically prepared to implement and coordinate activities aimed at developing cooperation between an institution providing education and/or vocational training with external companies, including acquiring sponsors.

The required level of education as well as the qualifications necessary to take up work within a separate professional competence are, among others: a derivative of the main position held in an institution providing vocational education and/or training.

If the tasks of the external cooperation leader are entrusted to:

- school principal/deputy principal or head of school workshops, they are required to have education at the 7th level of the European Qualifications Framework and several years of professional experience.

The director of an institution providing vocational education and/or training in Poland is selected in an open competition and the duties are entrusted to him by the governing body (Mayor, Mayor). The deputy director and workshop manager are appointed by the director. Qualification requirements for headteachers and other managerial positions are set out in the Regulation of the Minister of National Education of 11 August 2017 on the requirements to be met by a person holding the position of headmaster and other managerial position in a public kindergarten, public primary school, public post-primary school and public institution (Journal of Laws 2021, item 1449, as amended).

In Spain, the selection of directors of public institutions takes place through a merit-based competition among teachers working in these institutions. These matters are governed by the Ministry of Education (2020). Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. Boletín oficial del estado, nº 340 https://www.boe.es/diario_boe/txt.php?id=BOE-A-2020-17264.

In Denmark, the school board defines the competencies and other necessary requirements to be fulfilled by the headteacher. In many cases, the director will have a bachelor's or master's degree in academic education.

In Greece, in order to become a director of a public vocational training center (IEK, KEK), you must be a permanent teacher in public education or a permanent civil servant or employee with an employment contract under employment law for an indefinite period with a diploma of higher education in Greece or an equivalent degree abroad, at least ten (10) years of public or educational service, of which six (6) years of administrative and/or educational experience in vocational education and training (acquired as one-hour teaching experience in vocational education and training). Different conditions apply for other types of vocational centers (EPAS, PEPAS, etc.). All regulations are described in the relevant issue of the government newspaper (5831/2021), which is available online here: https://www.esos.gr/sites/default/files/articles-legacy/oaed_0.pdf

- general or vocational education teacher - minimum level VI of the European Qualifications Framework

In Poland, the qualification requirements for teachers are regulated by law and are included in the announcement of the Minister of National Education of 1 July 2020 on the announcement of the consolidated text of the regulation of the Minister of National Education on the detailed qualifications required of teachers.

In Spain, in order to become a vocational teacher, you must pass an exam and have at least level VI of the European Qualifications Framework. Regulations: Ministry of Education (2020). Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. Boletín oficial del estado, nº 340 https://www.boe.es/diario_boe/txt.php?id=BOE-A-2020-17264;

<https://www.educacion.navarra.es/documents/27590/651861/niveles+de+cualificaci3n.pdf/0a822454-a7d6-2f51-e751-6ad9b8f33e48>

In Denmark, in order to become a vocational teacher, you must have at least vocational education in the field of the profession taught, preferably supplemented with higher education. In addition, a non-teaching candidate must complete a Pedagogical Diploma (PD) course within the first 4 years of employment. This usually starts one year after employment. The principal employs a teacher. The principal works with the help of a recruitment committee composed of teachers.

In Greece, for a teacher to work as a vocational teacher, he or she must be registered with the National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP). In order for someone to be included in the registers of the organization, they must have a Certificate of Educational Competence. The procedures are described in detail in legal acts 40 N.4722/2020, ΦΕΚ Α 177/15.9.2020 and on the EOPPEP website [https://www.eoppep.gr/index.php/el/how-to/teacher-certifica-educational-achievement-life-long learning-III-adult](https://www.eoppep.gr/index.php/el/how-to/teacher-certifica-educational-achievement-life-long-learning-III-adult)

- vocational counselor - at least level VI of the European Qualifications Framework

In Poland, the qualifications for the position of a teacher and vocational counselor in schools and institutions are regulated by law and are specified in the announcement of the Minister of National Education of 1 July 2020 on the publication of the consolidated text of the Regulation of the Minister of National Education on the detailed qualifications required of teachers.

In Denmark, a university or vocational education is required. Experience as a teacher is often required.

In Greece, according to the existing institutional framework (Law 4547/2018), in order to be entered in the register of career counsellors, someone must have a university degree in any faculty and a specialization in Guidance and Career Guidance, as evidenced by the submission of one of the three following documents : a) a doctoral degree obtained from a higher education institution in Greece or an equivalent degree obtained from a foreign institution in the field of Guidance and Vocational Guidance or Vocational Guidance, (b) a diploma of post-graduate studies at a higher education institution in the field of Vocational Guidance and Counseling or Vocational Counselling, or (c) Certificate of Specialization in Guidance and Counseling (P.E.SY.P.) of the University of Education and Technology (A.S.PAITE).

- an administrative and office officer appointed by the director of employees - minimum level V of the European Qualifications Framework.

In Poland, the professional tasks of an administrative and office worker can be performed by persons with secondary education.

In Spain, in order to work in a school, institute or vocational center as an administrative or office employee, you must pass an exam and have at least level 2 of the European Qualifications Framework. Ministry of Education (2006). Ley Orgánica 2/2006, de 3 de mayo, de Educación. Boletín oficial del estado, nº 106 (<https://www.boe.es/buscar/act.php?id=BOE-A-2006-7899&p=20220727&tn=1>).

In Denmark, the Administrative Director must have a bachelor's or master's degree in academic education.

In Greece, to work as an administrative or clerical worker in a public vocational center you need to be at least EQF level 3 (Law 4763/20) https://www.minedu.gov.gr/publications/docs2021/nomos_4763_2020_fek_254_a.pdf

2.4. Opportunities for professional development, confirmation/ validation of competences

The professional development of an external cooperation leader depends mainly on:

- the scope of entrusted tasks related to the implementation and coordination of activities aimed at developing cooperation between the institution providing education and/or vocational training with external companies, and
- main job position held in the vocational education and/or training institution.

Due to the scope of entrusted tasks regarding the implementation and coordination of activities aimed at developing cooperation between an educational institution providing vocational education and/or training and employers, the leader of external cooperation has the possibility of horizontal promotion related to the extension of the scope of entrusted tasks.

However, in the case of the position held, both horizontal promotion (expansion of the scope of tasks) and vertical promotion (promotion to another higher position in the school's organizational hierarchy) are at stake.

Currently, in the project partner countries, it is not possible to confirm/validate the professional competence "K1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors". Depending on the adopted solutions developed as part of the project, the leader of external cooperation may be obliged to periodically renew professional qualifications. Dependent, it may be the validity period of the issued certificate.

Documented with a certificate of professional qualifications K1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors, allows for assigning the issued document to at least level V of the European Qualifications Framework.

Confirmation of qualifications or validation of professional competence may be based on the results of the validation test, work test, etc. obtained by the training participant. The basis for the validation and certification process may be the solutions adopted in the National Qualifications System or other industry and environmental solutions developed, e.g. based on the requirements of ISO/IEC 17024:2012 Conformity assessment – General criteria for the operation of various types of bodies that certify persons.

3. Modular training plan

Total workload

Module name	The name of the modular unit	Number of hours			Number of ECVET points ¹
		classes	own work	Total	
M1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors	M1.U1. Acquiring external companies for cooperation and promoting vocational education	20	15	35	15
	M1.U2. Creating patronage classes and organising dual education	20	30	50	
	M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories	20	15	35	
	M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market	20	30	50	
	M1.U5. Training of vocational school teachers in cooperation with employers	20	35	55	
	Total M1	100	125	225	

¹ As part of the partnership in the project, for calculating the number of ECVET points, it was assumed that there are 15 teaching hours per 1 point. This is due to the fact that in a vocational school there are about 900 didactic hours per year, which in terms of 60 credits gives 15 didactic hours per 1 credit.

4. Recommendations on the organization of the teaching and learning process

The implementation of the modular training program should be in accordance with the attached proposal (diagram below) of the "Didactic map of the modular vocational training program". It is a system of connections between modules and modular units of the program, which determines the order of their implementation. It will be used by training organizers to plan teaching activities and training participants to plan the learning process.

The training can be carried out in the following versions:

- 1) stationary in a training institution, conducted by a trainer using sets of educational packages developed as part of the project and supported by a set of tests developed in an electronic version and available on the training platform along with e-learning training;
- 2) remote, in which the training participant logs in to the training platform and learns on its own.

The trainer implementing the training program should have:

- preparation in the methodology of modular education,
- using activating teaching methods,

- knowledge and skills of designing and developing educational packages,
- specialized preparation in the field of coordinating the cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors or one of the modular units distinguished in the program which will teach.
- practical experience in coordinating the cooperation of vocational education and training institutions with external companies, including the acquisition of sponsors.

The trainer, directing the process of acquiring skills by the participant, should provide him with help in solving problems related to the implementation of tasks, control the pace of shaping professional skills, taking into account predispositions and personal experiences.

The trainer, in justified cases, may determine an individual learning process for the participant. In addition, it should develop professional interests in learners, indicate opportunities for further education, acquiring new professional skills. It should also shape the desired attitudes of participants, such as: reliability and responsibility for work, care for its quality, respect for the work of others, care for the rational use of materials, openness to innovative solutions, willingness to establish and maintain professional contacts.

The trainer should participate in the organization of the technical and didactic base and the evaluation of the modular curriculum and the developed didactic materials (guides in the form of educational packages).

It is advisable for the trainer to update and supplement educational packages (guides) supporting the implementation of the curriculum, e.g. in terms of the validity of the indicated legal provisions, as well as the content contained therein.

In the case of stationary training, a very important role in this respect is played by the trainer, who is responsible for creating such didactic situations in which it would be possible to develop social competences highlighted in the program.

It is recommended that a maximum of 16 participants participate in classes conducted in stationary form in groups. Practical exercises during the classes were conducted in subgroups of 2 to 4 people.

Recommended methods of conducting classes

It is recommended that modular education be implemented using activating methods, such as:

- guiding text method,
- guided self-education method,
- the situational method and the method of projects and practical exercises.

Practical exercises should be the dominant method of teaching. It is advisable to use didactic films, organize didactic trips to institutions where cooperation between the school providing vocational education and training and enterprises is strongly developed.

During the implementation of the modular program, attention should be paid to self-education, using materials other than textbooks, such as: legal acts, materials from the Internet, textbooks, books, etc.

When implementing the content of education, including exercises, modern teaching technologies should be taken into account.

Exercise Suggestions

It is recommended that the exercises included in the educational packages (guides) for the teacher and the training participant should be possible to carry out both in the form of stationary and remote organization of the training.

In the case of training conducted in the stationary form, it is recommended that the trainers expand the exercises with practical aspects related to coordinating the cooperation of the vocational education and training institution with external companies.

Evaluating the achievements of training participants

Before, during and after each modular unit, the trainee should be given the opportunity to assess their knowledge and skills. Assessment should make the participant aware of the level of his/her achievements in relation to the requirements specified in the profile of professional competences, introduce to systematic work, self-control and self-assessment.

Assessing the achievements of participants can be carried out by means of:

- tests (oral, written and practical),
- observation of the participant's activities,
- didactic measurement (eg tests of knowledge and skills at the entrance and at the end of each modular unit).

Checking and evaluating performance requires the trainer to define evaluation criteria and standards, develop performance tests, observation sheets and progress evaluation sheets.

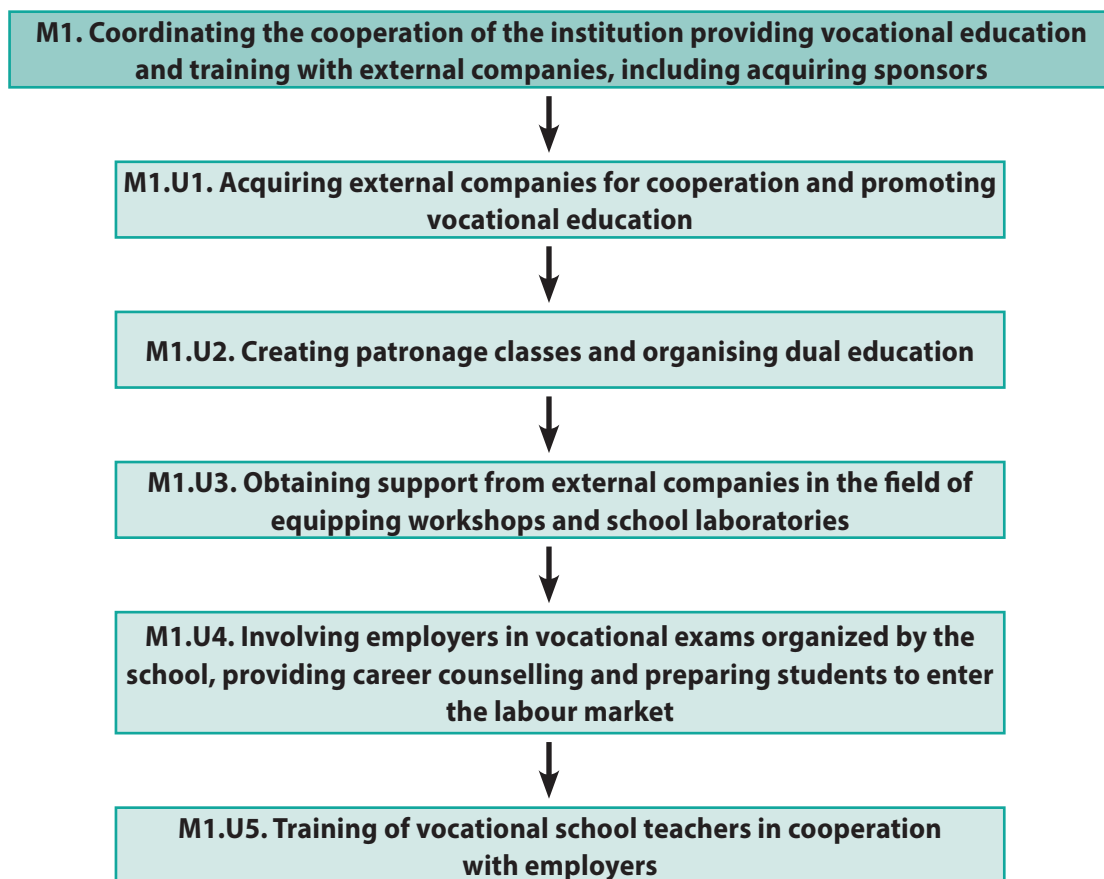
It is recommended to conduct a diagnostic assessment before starting stationary and remote training, as well as each of the modular units, in order to identify the scope and level of knowledge and skills of the learner in the initial phase of the education process. It is recommended to use an aptitude test to be completed by the learner for this purpose. If the learner obtains more than 80% of correct answers in such a test, he or she may be exempted from the given scope of training.

During the on-site and remote training tours of each modular unit, it is recommended to conduct a formative assessment, which aims to provide current information on the effectiveness of teaching and learning processes. The information obtained as a result of the assessment allows you to make the necessary adjustments in the teaching and learning process. As part of the project, progress checks were prepared after each training unit, which enable the trainee to self-assess the acquired learning outcomes.

After carrying out the formative assessment (self-assessment test of mastering knowledge and skills after each modular unit), the training participant should proceed to conduct a summative assessment of the modular unit, and thus the entire training. For this purpose, test sets developed within the project will be used. The tests should be available to the training participant in an electronic version on the developed training platform. The tests will be developed within the test bank. As part of the test, a computer program from the test database for the modular unit indicated to randomly select the questions. The participant of the stationary or remote training must obtain more than 80% of correct answers to pass a given modular unit. Passing it will be the basis for issuing a microcertificate. Completion of all modular units provided for in the training program results in the issuance of a certificate confirming the completion of the training and a micro-certification in the form of a badges.

5. Didactic map of the modular vocational training program

The diagram below shows the correlation of modular units in the module **M1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors.**



II.

Modular training program in the field of „Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors” – modular and training units

1. M1.U1. Acquiring external companies for cooperation and promoting vocational education

Modular unit M1.U1. Acquiring external companies for cooperation and promoting vocational education	
Learning outcomes	Verification criteria
A group of learning outcomes: M1.U1.G1. Building the image of a vocational school among employers based on a marketing strategy	
Developing a marketing strategy for a vocational school aimed at developing cooperation with employers	– Defines the concept of marketing – Defines the concept of marketing strategy – Explains who is the initiator of marketing activities – Explains what are the expectations of the recipients of marketing activities – Selects the concept of marketing development – Distinguishes three concepts of marketing development (Marketing 1.0, Marketing 2.0, Marketing 3.0) – Discusses the structure of the vocational school marketing strategy model – Indicates the target groups – Selects methods of determining the direction of development of cooperation between a vocational school and employers within the framework of the developed marketing strategy – Applies the concept of marketing development for a vocational school – Develops models of a vocational school's marketing strategy aimed at establishing cooperation with employers – Sets directions for actions within the developed marketing strategy – Defines target groups as part of the developed marketing strategy – Indicates directions for the development of cooperation between the vocational school and employers within the framework of the developed marketing strategy Creates a marketing strategy for the development of cooperation between the vocational school and the environment, including employers as part of the developed marketing strategy
A group of learning outcomes: M1.U1.G2. Conducting promotional activities in the environment through social media, including among employers for cooperation with vocational education	
Promoting cooperation for vocational education with the environment, including employers, via social media	– Differentiates between different social media – Selects social media depending on the conducted promotional activities – Discusses the different functionalities of social media – Applies the rules of making posts in social media – Discusses the rules for publishing posts in social media – Selects methods and techniques to increase the popularity of posts posted on social media – Distinguishes between methods, techniques and tools for assessing the quality of promotional activities in the environment, including among employers

Modular unit M1.U1. Acquiring external companies for cooperation and promoting vocational education	
Learning outcomes	Verification criteria
	- Operates selected social media to promote vocational education in the environment, including employers - Creates a school account in selected social media - Edits posts to be posted on social media - Posts on social media - Conducts activities aimed at increasing the popularity of posted posts - Evaluates the quality of promotional activities carried out in the environment, including among employers
A group of learning outcomes: M1.U1.G3. Attracting representatives of the environment, including employers, to cooperate for the development of vocational education	
Presenting the benefits of various stakeholder groups from the cooperation of vocational schools with employers	- Defines groups of stakeholders who may benefit from the cooperation of the vocational school with the environment, including employers - Identifies the ways and methods of diagnosing the benefits of various stakeholder groups from the school's cooperation with the environment, including employers - Diagnoses the benefits of various stakeholder groups from the school's cooperation with the environment, including employers - Draws up lists of benefits of various stakeholder groups from cooperation between employers and schools
Creating and developing a network of cooperation between the school and enterprises	- Defines what a collaborative network is - Selects methods and tools enabling the preparation of a list of institutions from the environment interested in cooperation with a vocational school - Distinguishes between the components of agreements on network cooperation between the school and its environment, including employers - Prepares a list of institutions, including employers, with which the school currently cooperates - Identifies the institutions in the environment, including employers, with whom the school could start broadly understood cooperation - Draws up agreements on network cooperation between the school and its environment, including employers
Determining the needs of parties involved in cooperation between schools and the environment, including employers	- Defines what the needs may be - Selects methods, techniques and tools to identify the needs of parties involved in the cooperation of vocational schools with the environment, including employers - Defines the needs of parties involved in cooperation between schools and the environment, including employers

Modular unit M1.U1. Acquiring external companies for cooperation and promoting vocational education	
Learning outcomes	Verification criteria
Developing network cooperation between the school and its environment, including employers	- Identifies the components of the school's cooperation plan with the environment, including employers - Selects methods and forms of strengthening cooperation between the school and its environment, including employers - Creates a plan of cooperation between the school and the environment, including employers - Organizes activities aimed at strengthening cooperation with the environment, including employers Conducts evaluation of actions taken for cooperation with the environment, including employers
Social competence	
- Acts independently and cooperates in organized conditions in the processes of acquiring external companies for cooperation and promotion of vocational education. - Responsible for the quality of activities related to the acquisition of external companies for cooperation and the promotion of vocational education. - Evaluates the impact of activities on potential participants and their working environment. - Able to critically evaluate their own activities as a designer and organizer of acquiring external companies for cooperation and promotion of vocational education. - Disseminates models of good conduct among various stakeholder groups. involved in attracting external companies for cooperation and promoting vocational education. - Adapts behavior to changing work circumstances during the activities carried out. - On his own initiative, he perfects his workshop. - Suggests alternative solutions to improve work results. - Participates and collaborates with other team members. - Suggests alternative solutions to improve work results. - Organizes his work in a productive way. - Participates in the work of the team and cooperates with its members. - Maintains order in and around the workplace in accordance with established requirements. - Performs tasks in an effective manner.	

2. M1.U2. Creating patronage classes and organising dual education

Modular unit M1.U2. Creating patronage classes and organising dual education	
Learning outcomes	Verification criteria
A group of learning outcomes: M1.U2.G1. Creating patronage classes	
Defining the term „patronage class” and indicating actions that can be taken within the patronage class	- Defines the term patronage class - Names and explains the activities that can be undertaken within the patronage class - Recognizes the term patronage class

Modular unit M1.U2. Creating patronage classes and organising dual education	
Learning outcomes	Verification criteria
Indicating the benefits of various stakeholder groups from the creation of a patronage class	- Distinguishes the actions that can be taken within the patronage class - Draws up a list of activities that can be undertaken within the patronage class - Presents to the parties the actions that can be taken within the patronage class - Lists the stakeholder groups directly and indirectly involved in the patronage classes - Defines what a benefit is - Explains to the employer the benefits of cooperation with the school in connection with the creation of the patronage class - Explains to the other parties their benefits of creating an umbrella class - Recognizes groups of stakeholders directly and indirectly involved in patronage classes in companies - Develops sets of benefits for equal groups of stakeholders resulting from the creation of a patronage class
Creating a patronage class and drawing up an agreement between the school and the enterprise to create a patronage class	- Explains how to set up a patron class - Identifies the components of the agreement between the school and the enterprise to create a patronage class - Describes the procedure for drawing up an agreement between the school and the company for the creation of a patronage class - Develops a procedure for creating a patronage class - Initiates the process of drawing up an agreement between the school and the company for the creation of a patron class - Develops, in consultation with a lawyer, an agreement between the school and the company for the creation of a patronage class - Presents and agrees with the company's party the content of the contract for the creation of a patronage class - Recommends that the parties sign an agreement to create a patronage class
A group of learning outcomes: M1.U2.G2. Organising dual education	
Defining the term „dual education” and indicating the benefits of introducing practical classes for students in the form of dual education for various stakeholder groups	- Defines the term dual education - Lists stakeholder groups directly and indirectly involved in the dual education process in companies - Defines whether there is a benefit - Explains to the employer the benefits of cooperation with the school in the field of dual education - Explains to the other parties their benefits in connection with the introduction of dual education for pupils - Recognizes the term of dual education - Recognizes stakeholder groups directly and indirectly involved in the dual education process in companies - Develops sets of benefits for equal groups of stakeholders resulting from the introduction of practical classes for students in the form of dual education have different groups of stakeholders

Modular unit M1.U2. Creating patronage classes and organising dual education	
Learning outcomes	Verification criteria
Verification of the company in terms of the possibility of conducting practical classes for students in the form of dual education	– Identifies and selects the company's verification criteria in terms of the possibility of conducting practical classes for students in the form of dual education – Describes the procedure of consulting and verifying the company in terms of the possibility of conducting practical classes for students in the form of dual education – Explains how to prepare a report on the verification of the company in terms of the possibility of conducting practical classes for students in the form of dual education – Expresses an opinion orally and in writing on the possibility of conducting practical classes for students in the form of dual education by the company – Draws up criteria for verifying the company in terms of the possibility of conducting practical classes for students in the form of dual education – Consults with representatives of the school and employers the developed criteria of the company in terms of the possibility of conducting practical classes for students in the form of dual education – Verifies the company in terms of the possibility of conducting practical classes for students in the form of dual education – Prepares a report on the verification of the company in terms of the possibility of conducting practical classes for students in the form of dual education – Presents the school and company representatives with a report on the verification of the company in terms of the possibility of conducting practical classes for students in the form of dual education – Develops conclusions and recommendations from the verification of the company in terms of the possibility of conducting practical classes for students in the form of dual education – Makes, in cooperation with the school management, the decision to organize dual education in the verified enterprise
Drawing up an agreement between the parties involved in the process of practical training of students for dual education in the company	– Identifies the components of the contract concluded between the parties involved in the process of practical training of students in the dual form for dual education in the company – Describes the procedure for drawing up an agreement between the parties involved in the process of practical training of students in the dual form for dual education in the company – Initiates the process of drawing up an agreement between the parties involved in the process of practical training of students in the dual form for dual education in the company – Develops, in consultation with a lawyer, an agreement between the parties involved in the process of practical training of students in the dual form for dual education in the company – Presents and agrees with the party of the enterprise the content of the contract – Recommends signing the contract by the parties

Modular unit M1.U2. Creating patronage classes and organising dual education	
Learning outcomes	Verification criteria
Preparing a program of practical classes organized in the dual education system	– Lists the principles of organization of the team for developing a program of practical classes in the dual education system with the participation of employers – Indicates the benefits related to the participation of employers in the preparation of the program of practical classes organized in the dual education system – Identifies and applies the principles of developing the content of the program of practical classes organized in the dual education system – Appoints a team for developing a program of practical classes organized in the dual education system, which includes a representative from the school and the company – Determines within the team the structure of the program of practical classes organized in the dual education system – Participates in the development of the content of the program of practical classes organized in the dual education system
Verifying the possibility of implementing the learning outcomes included in the program of practical classes organized in the form of dual education in the company	– Defines the criteria for verifying the implementation of the learning outcomes included in the program of practical classes organized in the form of dual education in the company – Identifies and selects methods and tools for verifying the implementation of learning outcomes in the company included in the program of practical classes organized in the form of dual education – Defines the components of the report on the verification of the possibility of implementing the learning outcomes included in the program of practical classes organized in the form of dual education in the company – Prepares a tool to verify the possibility of implementing the learning outcomes included in the program of practical classes organized in the form of dual education in the company – Consults the tool with a representative of the company – Verifies the possibility of implementing the learning outcomes included in the program of practical classes organized in the form of dual education in the company – Prepares a report on the verification of the possibility of implementing the learning outcomes included in the program of practical classes organized in the form of dual education in the company
Selection of instructors to conduct practical classes for students in the company	– Selects and sets the criteria that are the basis for formulating competency requirements for instructors conducting practical classes for students under the dual education system – Explains to company representatives the competency requirements to be met by the company's staff (instructor) conducting practical classes for students as part of the dual education system – Selects materials necessary for training instructors conducting practical classes for students within the dual education system – Expresses an opinion on the level of preparation of instructors to conduct practical classes for students within the dual education system

Modular unit M1.U2. Creating patronage classes and organising dual education	
Learning outcomes	Verification criteria
	- Develops competency requirements for instructors conducting practical classes for students within the dual education system - Familiarizes the company representative with the competency requirements for instructors conducting practical classes for students as part of the dual education system - Assesses, in cooperation with the company's representative, the level of meeting the competence requirements for instructors conducting practical classes for students under the dual education system by employees delegated for this purpose - Conducts training for instructors conducting practical classes for students as part of the dual education system by employees delegated for this purpose - Evaluates instructors conducting practical classes for students as part of the dual education system by employees delegated for this purpose
Preparing the student for practical classes organized in the form of dual education in the company	- Determines the scope of information provided to the student by the parties involved in the organization of practical classes organized in the form of dual education in the company - Explains why the student should be prepared for practical classes organized in the form of dual education in the company - Identifies the components of the regulations for the organization of student education in the dual system - Determines, in consultation with the employer's representative, who and what (scope of information) is to be provided to the student before the start of practical classes in the form of dual education - Draws up the necessary regulations related to the organization of students' education in the dual system - Familiarizes the student with the organizational aspects of education in the dual system of students at the school
Documenting the dual education process in the company	- Identifies the documents used in the dual education process in the company - Describes the components of the documentation used in the dual education process in the company - Explains the rules of preparing documents - Determines, in cooperation with the company's representative, the scope of documentation of the dual education process in the company - Develops documents in cooperation with the representative (practice log, attendance list, etc.) documenting the course of students' practical classes organized in the form of dual education in companies
Monitoring the process of practical education for students	- Defines what it means to monitor practical classes for students organized in the form of dual education in companies - Distinguishes and selects methods of monitoring practical classes for students organized in the form of dual education in companies - Explains the rules of cooperation with the company representative coordinating the organization of practical classes for students organized in the form of dual education in companies

Modular unit M1.U2. Creating patronage classes and organising dual education	
Learning outcomes	Verification criteria
Diagnosing the knowledge and skills of students participating in practical classes organized in the form of dual education at the employer	– Recognizes tools for monitoring practical classes for students organized in the form of dual education in companies – Describes the principles of preparing a report and formulating improvement actions – Plans to monitor practical classes for students organized in the form of dual education in companies in cooperation with a representative of the company – Designs, in cooperation with a company representative, tools for monitoring practical classes for students organized in the form of dual education in companies – Prepares reports on the monitoring of practical classes for students organized in the form of dual education in companies – Proposes improvement actions based on conclusions and recommendations – Introduces and tests the effectiveness of the implemented improvement actions
	– Distinguishes between the methods and tools for evaluating students participating in practical classes organized in the form of dual education at the employer's – Describes the rules for drawing up regulations for evaluating students participating in practical classes organized in the form of dual education at employers – Selects, in cooperation with a company representative, tools for evaluating students participating in practical classes organized in the form of dual education at the employer – Explains to the employer's representatives the principles of drawing up assessment regulations and the use of selected tools for assessing students participating in practical classes organized in the form of dual education at employers – Establishes and prepares, in consultation with a representative from the company, the rules, methods and tools for assessing students participating in practical classes organized in the form of dual education at the employer – Prepares, in cooperation with the company's representative, regulations for evaluating students participating in practical classes organized in the form of dual education at the employer's – Prepares, in cooperation with a company representative, tools for evaluating students participating in practical classes organized in the form of dual education at the employer – Checks the process of evaluating students participating in practical classes organized in the form of dual education at the employer's by the company's employees

Modular unit M1.U2. Creating patronage classes and organising dual education	
Learning outcomes	Verification criteria
Evaluation of practical classes for students organized in the company's dual education system	– Defines the term evaluation – Distinguishes and selects methods for evaluating practical classes for students organized in the form of dual education in companies – Identifies tools for evaluating practical classes for students organized in the form of dual education in companies – Explains the functionalities of remote evaluation tools – Explains how to prepare a report on the evaluation of practical classes for students organized in the form of dual education in companies – Characterizes how to draw conclusions and recommendations from the evaluation of practical classes for students organized in the form of dual education in companies – Characterizes the process of improving practical classes for students organized in the form of dual education in companies – Uses various methods of evaluating practical classes for students organized in the form of dual education in companies – Project of a tool for evaluating practical classes for students organized in the form of dual education in companies (forms, google surveys) – Prepares a report in the evaluation of practical classes for students organized in the form of dual education in companies – Proposes, on the basis of conclusions and recommendations, actions improving the organization of practical classes for students organized in the form of dual education in companies – Introduces and tests the effectiveness of the introduced improvement activities in the area organized in the form of dual education in companies
Social competence	
– Works independently and cooperates in organized conditions in the process of creating patron classes and organizing dual education for students in companies. – Responsible for the quality of activities related to the creation of patronage classes and the organization of dual education for students in companies. – Evaluates the impact of activities on potential participants and their working environment. – Can critically evaluate their own activities as a designer and organizer of patronage classes and dual education for students in companies. – It disseminates models of proper conduct among various stakeholder groups involved in the creation of patronage classes and the organization of dual education for students. – Adapts behavior to changing work circumstances during the activities carried out. – On his own initiative, he perfects his workshop. – Suggests alternative solutions to improve work results. – Participates and collaborates with other team members. – Interpret and carry out your work in accordance with instructions and regulations.	

Modular unit M1.U2. Creating patronage classes and organising dual education	
Learning outcomes	Verification criteria
– Suggests alternative solutions to improve work results. – Organizes his work in a productive way. – Participates in the work of the team and cooperates with its members. – Maintains order in and around the workplace in accordance with established requirements. – Performs tasks in an effective manner.	

3. M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories

Modular unit M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories	
Learning outcomes	Verification criteria
A group of learning outcomes: M1.U3.G1. Obtaining support from external companies in the field of equipping workshops and school laboratories	
Justification of the need to support the school by entrepreneurs in the field of retrofitting workshops and school laboratories	– Recognizes the concept of mutual interests as the basis for cooperation between enterprises and schools – Identifies relevant local, national and international companies that would be relevant to a school seeking external sponsors – Explains to the employer the benefits of cooperation with the school in connection with the school's support in the field of retrofitting workshops and laboratories – Distinguishes how sponsorship differs from other marketing channels – Analyzes the interests of relevant stakeholders involved in supporting schools in the field of equipping workshops and laboratories – Develops sets of benefits for employers interested in retrofitting workshops and school laboratories – Indicates the advantages and disadvantages of sponsoring equipment for workshops and teaching rooms by enterprises
Presenting activities from the point of view of legal regulations that schools can take to equip workshops and school laboratories	– Identifies independently all legal regulations relevant to the planned cooperation on the part of the school – Analyzes legal requirements important from the school's point of view, enabling companies to equip workshops and school labs – Applies knowledge of the legal framework regarding the use by schools of sponsorship by enterprises in the field of equipment for workshops and school laboratories – Initiates the process of drawing up an agreement between the parties involved in the sponsorship process – Develops, in consultation with a lawyer, an agreement between the parties involved in the sponsorship process (retrofitting workshops and school laboratories) – Presents and agrees with the company party the content of the sponsorship agreement

Modular unit M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories	
Learning outcomes	Verification criteria
Recognizing the needs of the school in terms of retrofitting workshops and school laboratories	– Uses in-depth knowledge of the school, its organizational structure, programs, teaching and teaching methods to present and prioritize any sponsorship initiatives – Recognizes and selects tools to recognize the needs of the school in terms of equipping workshops and school laboratories – Describes the principles of preparing a report on the analysis of school needs in terms of equipping workshops and school laboratories – Develops, independently or in cooperation with, tools for recognizing the needs of the school in terms of equipping workshops and school laboratories – Conducts an analysis of the school's needs in terms of equipping workshops and school laboratories – Prepares a report on the analysis of the school's needs in terms of equipping workshops and school laboratories
Organizing the process of supporting schools by enterprises in the field of retrofitting workshops and school laboratories	– Has basic knowledge of building relationships at work as a fundraiser – Possesses development-based knowledge in applied theory and method in application technology and relationship building work as a fundraiser – Understands the practice and centrally applied theory and method in the concepts and techniques of the fundraising profession – Suggests an overall and priority plan for implementing sponsorship projects in the school – Develops and implements a well-structured work plan – Builds relationships with existing members/contributors, donors and sponsors – Uses key tools and methods to generate relevant knowledge about support providers, foundations, pools, etc. and possibly partners and stakeholders – Analyzes and evaluates methods and tools for planning and implementing appropriate fundraising and information gathering campaigns
Monitoring and evaluating the processes of supporting schools by enterprises in the field of equipping workshops and school laboratories	– Recognizes and selects tools to monitor and evaluate the processes of supporting schools by enterprises in the field of equipping workshops and laboratories – Describes the rules for preparing a report on the analysis of monitoring and evaluation of the processes of supporting schools by enterprises in the field of equipping workshops and laboratories – Develops and implements a systematic procedure for controlling the sponsorship plan – Analyzes and evaluates a fundraising campaign or project for relevance, target audience and channel selection – Prepares a report on the analysis of monitoring and evaluation of the processes of supporting schools by enterprises in the field of equipping workshops and laboratories
Social competence	
– Works independently and cooperates in organized conditions in the process of obtaining support from external companies in the field of equipment for workshops and school laboratories.	

Modular unit M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories	
Learning outcomes	Verification criteria
– Has an open and committed personality, which is conducive to meeting new people and companies. – I show initiative in establishing external contacts. – Responsible for the quality of activities related to obtaining support from external companies in the field of equipping workshops and school laboratories. – Evaluates the impact of activities carried out with external partners. – Critically evaluates own activity as a designer and organizer of external sponsorship. – Disseminates models of correct conduct among various stakeholders involved in the creation of external sponsorship. – Adapts behavior to changing working conditions during the activities performed. – Suggests alternative solutions to improve work results. – Participates and collaborates with any team members. – Translates and performs work in accordance with instructions and regulations. – Organizes his work in a productive way. – Participates in the work of relevant teams and cooperates with their members. – Maintains order at the workplace and its surroundings, in accordance with the established requirements. – Performs each task effectively.	

4. M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market

Modular unit M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market	
Learning outcomes	Verification criteria
A group of learning outcomes: M1.U4.G1. Involving employers in vocational exams organized by the school	
Providing information to employers about vocational examinations	– Explains to employers what professional exams are – Provides information to employers on vocational examinations organized by the school in each Member State
Indicating the benefits that the employer has in connection with the participation of students in professional examinations	– Identifies the benefits that the employer has from participation in professional examinations – Explains to the employer the benefits of participating in professional examinations – Develops a set of benefits for employers interested in participating in professional examinations – Justifies employers the need for their participation in professional examinations

Modular unit M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market	
Learning outcomes	Verification criteria
Indicating the benefits that the school has in connection with the participation of employers in vocational examinations	– Defines the benefits of the school and its environment in connection with the participation of employers in vocational examinations – Explains to representatives of the school and the environment the legitimacy of employers' participation in vocational examinations – Recognizes groups of stakeholders who may benefit from the participation of employers in vocational examinations – Develops sets of benefits for the school and its environment in connection with the participation of employers in vocational examinations – Justifies schools and their environment for the need for employers to participate in vocational examinations
Indication of activities related to professional examinations in which the employer can get involved	– Lists activities related to vocational examinations in which employers can be involved – Explains to parties what are the professional examination activities that employers can be involved in – Distinguishes the activities related to vocational examinations in which employers can be involved – Designs procedures for activities related to vocational examinations in which employers can be involved – Co-organizes activities related to vocational examinations in which employers can be involved
Monitoring and evaluating activities in the area of employers' involvement in the organization of vocational examinations	– Distinguishes and selects methods for monitoring and evaluating activities in the area of involving employers in the organization of professional examinations – Identifies tools for monitoring and evaluating activities in the area of involving employers in the organization of vocational examinations – Explains the functionalities of tools for monitoring and evaluating activities in the area of involving employers in the organization of vocational exams – Explains how to prepare a report on the evaluation of activities in the area of involving employers in the organization of vocational examinations – Characterizes the process of improving activities in the area of involving employers in the organization of professional examinations – Uses various methods of monitoring and evaluating activities in the area of involving employers in the organization of vocational examinations – Designs tools for monitoring and evaluating activities in the area of involving employers in the organization of professional exams (Forms, Google surveys) – Prepares a report on the evaluation of activities in the area of involving employers in the organization of vocational examinations – Suggests improvement actions in the area of involving employers in the organization of vocational examinations – Introduces and examines the effectiveness of the implemented improvement actions in the area of involving employers in the organization of vocational examinations

Modular unit M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market	
Learning outcomes	Verification criteria
A group of learning outcomes: M1.U4.G2. Engaging employers in career counselling	
Defining and explaining what career counselling is	– Defines the concept of career counselling – Lists terms related to career counselling – Explains to the employer what career counseling is – Indicates the goals of career counseling for various groups of recipients at school – Provides information to employers on career guidance
Indication of who can be involved internally and externally in the implementation of career guidance in schools	– Identifies internal and external parties that may be involved in the school's career guidance process – Draws up a list of internal and external participants who may be involved in the career guidance process at the school
Listing the benefits for the employer and other participants of the vocational counseling process in schools	– Defines the benefits of the parties involved in career guidance – Explains to parties the benefits they have of participating in student career guidance – Develops benefit kits for parties to interest them in participating in joint ventures related to career guidance in schools – Justifies to employers the need for their participation in vocational guidance in schools
Listing the tasks that employers' representatives can perform as part of vocational counseling in schools	– Selects tasks supporting vocational counseling at school, in which employers could be involved – Explains to the employer the need to perform specific tasks to support career counseling at school – Draws up a list of tasks that can be performed by representatives of employers as part of vocational counseling in schools – Justifies employers' representatives the scope of their participation in particular tasks of career counseling in schools
Conducting monitoring and evaluation of career counseling activities in which employers were involved	– Distinguishes and selects methods for monitoring and evaluating activities in the area of involving employers in the organization of career counseling – Identifies tools for monitoring and evaluating career counseling activities in which employers were involved – Explains how to prepare a report on the evaluation of career guidance activities in which employers have been involved – Uses various methods of monitoring and evaluating career counseling activities in which employers were involved – Designs tools for monitoring and evaluating career counseling activities in which employers were involved (Forms, Google surveys) – Prepares a report in the evaluation of career counseling activities in which employers were involved – Proposes actions to improve activities in the area of involving employers in the organization of career counselling – Introduces and examines the effectiveness of the implemented career counseling activities in which employers were involved

Modular unit M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market

Learning outcomes	Verification criteria
Social competence: – Acts independently and cooperates in organized conditions in the areas of involving employers in vocational examinations and the implementation of vocational counselling. – Responsible for the quality of activities carried out in the areas of involving employers in vocational examinations and the implementation of vocational counselling. – Evaluates the impact of activities on potential participants and their working environment. – Able to critically evaluate their own activities as a project initiator and organizer of activities in the areas of involving employers in vocational examinations and the implementation of vocational counselling. – Disseminates models of proper conduct among various stakeholder groups involved in activities in the areas of involving employers in vocational examinations and the implementation of career counselling. – Adapts behavior to changing work circumstances during the activities carried out. – On its own initiative, it perfects the workshop in the areas of involving employers in vocational examinations and the implementation of vocational counselling. – Suggests alternative solutions to improve work results in the areas of involving employers in vocational examinations and the implementation of career counselling. – Participates and cooperates with other team members in the areas of involving employers in vocational examinations and the implementation of career counselling. – Interpret and carry out your work in accordance with instructions and regulations. – Suggests alternative solutions to improve work results in the areas of involving employers in vocational examinations and the implementation of career counselling. – Organizes its work in a productive way in the areas of involving employers in vocational examinations and the implementation of vocational counselling. – Participates in the work of the team and cooperates with its members in the areas of involving employers in professional examinations and the implementation of professional counselling. – Maintains order in and around the workplace in accordance with established requirements. – Performs and improves tasks in the areas of involving employers in vocational examinations and the implementation of professional counselling in an effective manner.	A group of learning outcomes: M1.U4.G3. Developing projects in cooperation with employers/external institutions Project planning and goal setting – Selects the rules for drawing up the project's objective and its tasks – Selects methods for preparing the project schedule – Describes the stages of creating a project budget – Recalls ways of assigning project tasks to individual team members – Defines the concept of risk management – Distinguishes between risk management methods in the project – Creates project objectives and tasks – Constructs the project budget

Modular unit M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market	
Learning outcomes	Verification criteria
	– Calculates the costs of individual budget items, taking into account the applicable legislation – Draws up a list of risks in the project and preventive actions
Selecting and assigning tasks to project team members	– Describes the principles of selection of project team members – Explains the rules for assigning project tasks to team members in accordance with their competencies – Describes the procedure for creating a matrix of project team competences – Distinguishes the methods of human resources management – Selects project team members – Assigns project tasks in accordance with the competencies of employees
Implementation of the project	– Selects the methods of verifying the goals and tasks implemented within the project in accordance with the planned project schedule – Adjusts the principles of risk minimization in the project – Recognizes the principles of project budget management – Selects methods of introducing changes in the project – Verifies the implementation of project tasks assigned to team members – Verifies the objectives and tasks of the project in accordance with the adopted schedule – Manages project risk – Counteracts failure to achieve project goals – Supervises the implementation of tasks in accordance with the planned project schedule – Makes changes to the project – Prepares a report on the implementation of the project
Project monitoring and evaluation	– Monitors planned goals in the project (quantitatively and qualitatively) – Defines the rules for measuring planned goals in the project – Defines the principles of evaluation in the project – Monitors qualitative and quantitative indicators planned in the project – Performs quantitative and qualitative measurement of planned indicators – Evaluates and counteracts failure to achieve project goals – Conducts the evaluation process in the project

Modular unit M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market	
Learning outcomes	Verification criteria
Social competence: – Establishes cooperation with employers/external institutions according to accepted standards – Ability to plan collaborative activities – Anticipates the effects of establishing cooperation – Evaluates the quality of your actions – Acts in cooperation in accordance with accepted social and moral norms – Responsible for actions taken in the field of cooperation with employers/external institutions – Anticipates the risk of actions taken – Perfect workshop – Organizes own and other people's work – Cooperates with other persons and institutions in establishing cooperation – Performs duties in an effective and efficient manner	
A group of learning outcomes: M1.U4.G4. Recognition of professional qualifications	
Characterizing the process of awarding qualifications in force at the school	– Defines what professional qualifications are at school – Assigns a professional qualification to the major taught
Determining the possibility of supplementing qualifications	– Defines what market qualifications, additional professional skills and other forms of professional development are distinguished in partner countries – Specifies the possibility of supplementing the student's professional qualifications acquired at school with other professional qualifications useful on the labor market
Recognition of professional qualifications in European countries	– Defines the term regulated profession – Identifies the stages of the procedure for recognizing professional qualifications in partner countries, members of the European Union – Identifies the costs of recognition of qualifications – Specifies the level of knowledge of the language of the country in which the qualification is to be recognized – Defines what sectoral occupations are – Identifies how professional qualifications confirmed by experience are recognized – Recognizes what the European Professional Card is – Presents the procedures for recognizing professional qualifications in partner countries, members of the European Union – Presents the costs of recognition of professional qualifications

Modular unit M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market	
Learning outcomes	Verification criteria
	– Prepares information on the requirements as to the level of knowledge of the language of the country in which the professional qualification will be recognized – Presents the procedure for recognizing sectoral professional qualifications and confirmed by experience – Shows how to prepare the European Professional Card
Social competence: – Improves their knowledge and skills in the field of vocational education in the European context – Evaluates the impact of the actions taken – Cooperates with labor market institutions in the field of recognition of professional qualifications – Plans activities in an effective and efficient manner – Takes responsibility for actions taken – Evaluates himself and the team in terms of actions taken – Participates in team work – Identifies alternative solutions to improve operational efficiency	

5. M1.U5. Training of vocational school teachers in cooperation with employers

Modular unit M1.U5. Training of vocational school teachers in cooperation with employers	
Learning outcomes	Verification criteria
A group of learning outcomes: M1.U5.G1. Explaining the benefits for companies' involvement in teacher professional development	
Identifying and communicating benefits to entrepreneurs related to involvement in professional development of teachers	– Identifies companies that would be potentially more interested in participating in professional development training – Recognizes various tools and channels of communication in contacts with enterprises – Explains the benefits in a clear and concise way – Designs and monitors the implementation of the communication strategy – Designs campaigns and promotional activities to advertise benefits for enterprises
Identifying benefits for teachers and employees of vocational training and education institutions in connection with their participation in professional development in the enterprise	– Is aware of best practices at national and European level related to benefits for VET teachers and staff – Creates a list of benefits for teachers and VET staff – Able to inspire and convince of the benefits of cooperation – Organizes consultations among employees of VET organizations – Can synthesize opinions taking into account feedback

Modular unit M1.U5. Training of vocational school teachers in cooperation with employers	
Learning outcomes	Verification criteria
Informing teachers and staff of vocational training and education institutions about the benefits of their participation in professional development in the enterprise	– Lists the staff members within the organization who would benefit most from working with the companies – Organizes activities to discuss and consult these benefits within the VET organisation – Coordinates the formulation of strategies of VET institutions in the field of professional development of teachers in cooperation with enterprises, taking into account the opinions of VET staff
A group of learning outcomes: M1.U5.G2. Identifying new areas of teacher education in enterprises	
Identifying the scope of teacher training in the company	– Is aware of best practices and innovations in the specialization sector of the VET school – Identifies new technologies, tools, machines, devices, products, processes, etc. in enterprises that can be part of teacher training – Identifies gaps between the school's vocational offer and changes in the sector – Designs and implements an opportunity analysis method – Effectively consults with companies, teachers and staff members to identify teacher training opportunities
Involving enterprises in the process of improving vocational education teachers	– Identifies the needs of enterprises in connection with innovations – Identifies common areas of interest for companies and enterprises – Effectively consults with companies – Understands the needs of enterprises and is able to propose mutually beneficial solutions – Negotiates the conditions of the company's involvement in professional development of VET teachers for this sector
Prioritization and selection of teacher training areas, taking into account their importance for the school	– Creates a list of possibilities and presents it in the VET school – Makes a synthesis of views in the VET school – Coordinates consultations within the VET school to set priorities
A group of learning outcomes: M1.U5.G3. Identifying teachers' training needs and their interest in professional development in enterprises	
Organizing teacher training needs analysis	– Identifies best practices in relation to conducting a training needs analysis – Is aware of research methodologies related to the Training Needs Analysis – Is aware of the tools that can be used in the analysis of training needs – Creates a training needs analysis plan – Creation of tools for the analysis of training needs – Organization of a methodical plan for conducting a training needs analysis
Conducting an analysis of teachers' training needs and their interest in professional development in enterprises	– Implements research plans and makes adaptations if necessary – Writes a report on the results of the training needs analysis – Draws conclusions and recommendations based on the results of the report – Verifies the results of research with teachers and employees of the VET school – Coordinates the implementation of the training needs analysis with teachers and other members of the VET school

Modular unit M1.U5. Training of vocational school teachers in cooperation with employers	
Learning outcomes	Verification criteria
A group of learning outcomes: M1.J5.G4. Verifying the possibility of improving teachers in the enterprise Verifying the company in terms of the possibility of conducting training for teachers	– Is aware of good examples and verification methods – Identifies and selects criteria for verifying the company in terms of the possibility of conducting professional development for teachers – Describes the procedure of consulting and verifying the company in terms of the possibility of professional development for teachers – Explains how to prepare a company verification report in terms of professional development opportunities for teachers – Expresses an opinion orally and in writing about the possibility of professional development for teachers – Designs and implements the verification methodology – Prepares criteria for verifying the company in terms of the possibility of professional development for teachers – Consults the developed criteria with representatives of the school and employers and makes modifications based on feedback – Verifies the company in terms of the possibility of professional development for teachers – Prepares a company verification report – Presents the school and company representatives with a report on the verification of the company in the field of professional development opportunities for teachers – Develops conclusions and recommendations from the verification of the company – Makes, in cooperation with the school management, the decision to organize in-service training for teachers in the enterprise
developing an agreement between the parties involved in the process of organizing professional development for teachers	– Identifies the elements of the agreement concluded between the parties involved in the professional development process of teachers in companies – Describes the procedure for drawing up an agreement between the parties involved in the process – Initiates the process of preparing an agreement between the parties involved in the professional development of teachers in companies – Develops, in consultation with a lawyer, an agreement between the parties involved in the professional development process of teachers in companies – Presents and agrees with the party of the enterprise the content of the contract – Recommends the parties to sign the contract

Modular unit M1.U5. Training of vocational school teachers in cooperation with employers	
Learning outcomes	Verification criteria
A group of learning outcomes: M1.J5.G5. Organizing in-service training for teachers in enterprises	
Preparing a professional development program for teachers in the enterprise	- Is aware of the main principles of organization of the team for professional development of teachers in enterprises; - Identifies and applies the principles of developing the content of the training program - Appoints a team to develop a practical training program, which includes a representative of the school and the company - Establishes the structure of a team practical training program organized in cooperation with team members - Participates in developing the content of the teachers' professional development programme
Defining the term „learning outcomes“	- Is aware of what learning outcomes are and is able to define learning outcomes for the professional development program for teachers - Defines the criteria for successful completion of the training program - Identifies and selects methods and tools to verify the achievement of learning outcomes - Prepares a tool to verify the achievement of learning outcomes - Organizes consultations on learning outcomes with school and company representatives - Ensures that all learning outcomes can be achieved through the implementation of the training programme
Selection of trainers leading professional development of vocational education teachers in the enterprise	- Selects and defines criteria (professional experience, training experience, etc.) constituting the basis for formulating competency requirements for instructors conducting in-service teacher training - Explains to company representatives the competency requirements that should be met by the company's staff (trainer) conducting vocational training - Selects materials needed by trainers - Gives opinions on the level of preparation of trainers to conduct professional development - Develops competency requirements for trainers - Familiarizing the company's representative with the competency requirements for trainers - Evaluates, in cooperation with the company representative, the degree of meeting the competence requirements for trainers by employees delegated for this purpose - Conducts training for trainers - Evaluates the trainers and communicates the results of the evaluation to the company
Preparing teachers for professional development in the enterprise	- Specifies the scope of information provided to teachers by the company - Ensures that the learning objectives and the training process are clear to teachers - Identifies legal regulations concerning the organization of professional development for teachers - Determines, in consultation with the representative of the employer and the school, who and what (scope of information) is to be provided to teachers before starting professional development

Modular unit M1.U5. Training of vocational school teachers in cooperation with employers	
Learning outcomes	Verification criteria
	- Develops the necessary regulations related to the organization of teacher training - Develops a training program jointly agreed by the company and the school
Documenting the professional development process of teachers in the enterprise	- Defines the documents used in the teacher training process - Describes how each of these documents will be used and where they will be stored - Explains the rules of preparing documents - Determines, in cooperation with the company's representative, the scope of teacher training documentation? - Develops documents in cooperation with the plenipotentiary (training log, attendance list, etc.) documenting the course of teachers' professional development
Monitoring the professional development process of teachers in the enterprise	- Defines the scope, tools and scope of the monitoring process - Distinguishes and selects monitoring methods - Establishes common procedures and close communication with the company representative - Recognizes tools for monitoring practical training for teachers in companies - Describes the principles of preparing a report and formulating improvement actions - Conducts, in cooperation with the company's representative, monitoring of teachers' professional development - Implements monitoring procedures in accordance with the established plan - Conducts, in cooperation with the company's representative, monitoring of teachers' professional development - Implements monitoring procedures in accordance with the established plan - Suggests alternative solutions in case things don't go according to plan
Evaluating the professional development process of teachers in the enterprise	- Identifies appropriate methods of evaluation within the professional development of teachers in companies - Selects, in cooperation with the company's representative, tools for evaluating training participants - Explains to employers' representatives the principles of drawing up assessment regulations and the use of selected tools for assessing teachers and measuring the degree of achievement of learning objectives - Establishes and prepares, in consultation with the company's representative, rules and methods as well as tools for evaluating participants - Prepares an evaluation plan in cooperation with the company's representative - Prepares tools for the assessment in cooperation with the company's representative - Checks whether the company's employees carry out the process of evaluating agreed teachers

Modular unit M1.U5. Training of vocational school teachers in cooperation with employers	
Learning outcomes	Verification criteria
A group of learning outcomes: M1.U5.G6. Monitoring and evaluating the professional development of teachers in enterprises Designing the evaluation of the teacher training process in the company	- Defines the term evaluation - Defines evaluation objectives and defines success indicators - Understands the importance of measuring knowledge and skills before and after training to measure distance traveled. - Can identify evaluation methods that will measure the achievement of evaluation objectives - Distinguishes and selects methods for evaluating teachers' professional development in cooperation with enterprises - Identifies tools for evaluating teacher professional development in cooperation with enterprises relevant to the target group - Designs a strategy and framework for evaluating the professional development of teachers and companies - Identifies a list of desired training outcomes - Uses various methods to evaluate the professional development of teachers in enterprises - Creates tools for evaluating the professional development of teachers in enterprises (online questionnaires, interviews, case studies, training logs, etc.) - Specifies the schedule for using each of the tools
Evaluation of the teacher training process in the company	- Explains the functionalities of evaluation tools - Explains how to prepare a report on teacher professional development in enterprises - Is able to interpret the collected data and refer them to the purposes of the evaluation - Characterizes how to draw conclusions and recommendations from the evaluation - Characterizes the process of improving the professional development program - Monitors the correct implementation of the assessment framework and the collection of relevant data - Teachers controlling and companies in the field of sharing data with the use of selected tools - Prepares a report on the evaluation of professional development of teachers in enterprises - Proposes, on the basis of conclusions and recommendations, actions to improve the organization of professional development courses for teachers in enterprises - Reflects the effectiveness of the implemented improvement actions in the area

Modular unit M1.U5. Training of vocational school teachers in cooperation with employers	
Learning outcomes	Verification criteria
Social competence – Works independently and cooperates in organized conditions in the process of creating professional development of teachers in enterprises – Responsible for the quality of activities related to the organization of teacher training in enterprises – Evaluates the impact of the activities on potential participants and their working environment. – Can critically evaluate own actions and take into account feedback from others – Disseminates models of correct conduct among various stakeholder groups involved in the development of teachers' professional development – Adapts behavior to changing working conditions during the activities performed. – Suggests alternative solutions to improve work results. – Can base its actions on best practices and successful examples – Participates and collaborates with other team members. – Interpret and carry out your work in accordance with instructions and regulations. – Maintains order in the workplace and its surroundings, in accordance with established requirements. – Effectively performs tasks.	

III.

Evaluation and monitoring of the training program

1. Evaluation

When evaluating a training program, the following can be used:

- achievement tests,
- results of self-evaluation of the trainer's work,
- course evaluation questionnaires completed by participants,
- opinions of people making observations.

The quality of the teaching process and the achieved results depend to a large extent on the training program:

- its concept,
- selection of teaching methods and techniques used,
- the teaching aids used in relation to the assumed goals and content of education.

The implementation of the training program "Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors" should ensure the achievement of the assumed effects. At this stage of curriculum evaluation, the following may be used:

- class observation sheets,
- trainer's own notes,
- notes from conversations with employers,
- list of current achievements of participants,
- participants' self-assessment cards/sheets,
- results from the verification tests.

As part of the evaluation of the training program, it is advisable to identify and analyze:

- issues mastered without difficulty by the participants,
- issues mastered with difficulty by the participants,
- teaching aids, applied teaching methods,
- results achieved by participants.

Thanks to the implementation of these activities, it will be possible to optimize the content of the curriculum, equipment and teaching aids as well as the teaching methods used.

SAMPLE QUESTIONNAIRE FOR A PARTICIPANT/TRAINER/EMPLOYER

SUGGESTED TOOLS FOR MEASUREMENT AS PART OF THE EDUCATION ASSESSMENT FOR THE COMPETENCE "COORDINATING THE COOPERATION OF THE INSTITUTION PROVIDING VOCATIONAL EDUCATION AND TRAINING WITH EXTERNAL COMPANIES, INCLUDING ACQUIRING SPONSORS"

Suggested tools for measuring mastery of knowledge and skills as part of the training program:

- 1) **initial skills questionnaire** - conducted before the start of the training;
- 2) **final skills questionnaire** - conducted at the end of the training;
- 3) **observation and assessment** of progress in mastering the content of the course and performing tasks during the training.

INITIAL SKILLS QUESTIONNAIRE

The questionnaire is aimed at determining the level of knowledge and skills in the field of the training program for the competence "Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors". The survey will be performed at the beginning of the training and at its end to confirm the effectiveness of the training and to carry out evaluation.

First name and last name:

Date of completion:

Assessment system and training evaluation

Each of the listed skills has been assigned a description of the scope of their possession, according to the scale.

Level-Rating:

1. Zero level - No skills.
2. Basic level - Knowledge of basic issues, frequent mistakes. Troubleshooting help needed.
3. Good level - Knowledge of all topics. Rarely made mistakes. Attempting to solve problems on your own is often successful.
4. Very good level - Very good knowledge of all issues. Very rare mistakes. Self-correction of errors. A very rare need for help.
5. Expert level - Not making mistakes. Efficient and flawless organization. Troubleshooting yourself. Helping people with fewer skills.

Professional skills	Rating					Comments
	1	2	3	4	5	
Developing a marketing strategy for a vocational school aimed at developing cooperation with employers						
Promoting cooperation for vocational education with the environment, including employers, via social media						
Presenting the benefits of various stakeholder groups from the cooperation of vocational schools with employers						
Creating and developing a network of cooperation between the school and enterprises						
Determining the needs of parties involved in cooperation between schools and the environment, including employers						
Defining the term „supervising class” and indicating actions that can be taken within the patronage class						
Creating a patronage class and drawing up an agreement between the school and the enterprise to create a patronage class						
Defining the term „dual education” and indicating the benefits of introducing practical classes for students in the form of dual education for various stakeholder groups						
Verification of the company in terms of the possibility of conducting practical classes for students in the form of dual education						
Drawing up an agreement between the parties involved in the process of practical training of students in the dual form for dual education in the company						
Preparing a program of practical classes organized in the dual education system						
Verifying the possibility of implementing the learning outcomes included in the program of practical classes organized in the form of dual education in the company						
Selection of instructors to conduct practical classes for students in the company						
Preparing the student for practical classes organized in the form of dual education in the company						
Documenting the dual education process in the company						
Monitoring the process of practical education for students						
Diagnosing the knowledge and skills of students participating in practical classes organized in the form of dual education at the employer						
Evaluation of practical classes for students organized in the company's dual education system						
Justification of the need to support the school by entrepreneurs in the field of retrofitting workshops and school laboratories						
Presenting actions from the point of view of legal regulations that can be taken by enterprises to equip workshops and school laboratories						
Presenting activities from the point of view of legal regulations that schools can take to equip workshops and school laboratories						
Recognizing the needs of the school in terms of retrofitting workshops and school laboratories						
Organizing the process of supporting schools by enterprises in the field of retrofitting workshops and school laboratories						
Monitoring and evaluating the processes of supporting schools by enterprises in the field of equipping workshops and school laboratories						

Professional skills	Rating					Comments
	1	2	3	4	5	
Providing information to employers about vocational examinations						
Indicating the benefits that the employer has in connection with the participation of students in professional examinations						
Indicating the benefits that the school has in connection with the participation of employers in vocational examinations						
Indication of activities related to professional examinations in which the employer can get involved						
Monitoring and evaluating activities in the area of employers' involvement in the organization of vocational examinations						
Defining and explaining what career counseling is						
Indication of who can be involved internally and externally in the implementation of career guidance in schools						
Listing the benefits for the employer and other participants of the vocational counseling process in schools						
Listing the tasks that employers' representatives can perform as part of vocational counseling in schools						
Conducting monitoring and evaluation of career counseling activities in which employers were involved						
Project planning and goal setting						
Selecting and assigning tasks to project team members						
Project monitoring and evaluation						
Characterizing the process of awarding qualifications in force at the school						
Identifying and communicating benefits to entrepreneurs related to involvement in professional development of teachers						
Identifying benefits for teachers and employees of vocational training and education institutions in connection with their participation in professional development in the enterprise						
Informing teachers and staff of vocational training and education institutions about the benefits of their participation in professional development in the enterprise						
Identifying the scope of teacher training in the enterprise						
Involving enterprises in the process of improving vocational education teachers						
Conducting an analysis of teachers' training needs and their interest in professional development in enterprises						
Verifying the company in terms of the possibility of conducting training for teachers						
Drawing up an agreement between the parties involved in the process of organizing professional development for teachers						
Preparing a professional development program for teachers in the company						
Selection of trainers leading professional development of vocational education teachers in the enterprise						
Documenting the professional development process of teachers in the company						
Monitoring the professional development process of teachers in the company						
Evaluating the professional development process of teachers in the company						
Evaluation of the teacher training process in the company						

FINAL SKILLS QUESTIONNAIRE

The questionnaire is aimed at determining the level of knowledge and skills in the field of the training program for the competence "Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors". The survey will be performed at the beginning of the training and at its end to confirm the effectiveness of the training and to carry out evaluation.

First name and last name:

Date of completion:

Assessment system and training evaluation

Each of the listed skills has been assigned a description of the scope of their possession, according to the scale.

Level-Rating:

1. Zero level - No skills.
2. Basic level - Knowledge of basic issues, frequent mistakes. Troubleshooting help needed.
3. Good level - Knowledge of all topics. Rarely made mistakes. Attempting to solve problems on your own is often successful.
4. Very good level - Very good knowledge of all issues. Very rare mistakes. Self-correction of errors. A very rare need for help.
5. Expert level - Not making mistakes. Efficient and flawless organization. Troubleshooting yourself. Helping people with fewer skills.

Professional skills	Rating					Comments
	1	2	3	4	5	
Developing a marketing strategy for a vocational school aimed at developing cooperation with employers						
Promoting cooperation for vocational education with the environment, including employers, via social media						
Presenting the benefits of various stakeholder groups from the cooperation of vocational schools with employers						
Creating and developing a network of cooperation between the school and enterprises						
Determining the needs of parties involved in cooperation between schools and the environment, including employers						
Defining the term „supervising class” and indicating actions that can be taken within the patronage class						
Creating a patronage class and drawing up an agreement between the school and the enterprise to create a patronage class						
Defining the term „dual education” and indicating the benefits of introducing practical classes for students in the form of dual education for various stakeholder groups						
Verification of the company in terms of the possibility of conducting practical classes for students in the form of dual education						
Drawing up an agreement between the parties involved in the process of practical training of students in the dual form for dual education in the company						
Preparing a program of practical classes organized in the dual education system						
Verifying the possibility of implementing the learning outcomes included in the program of practical classes organized in the form of dual education in the company						
Selection of instructors to conduct practical classes for students in the company						
Preparing the student for practical classes organized in the form of dual education in the company						
Documenting the dual education process in the company						
Monitoring the process of practical education for students						
Diagnosing the knowledge and skills of students participating in practical classes organized in the form of dual education at the employer						
Evaluation of practical classes for students organized in the company's dual education system						
Justification of the need to support the school by entrepreneurs in the field of retrofitting workshops and school laboratories						
Presenting actions from the point of view of legal regulations that can be taken by enterprises to equip workshops and school laboratories						
Presenting activities from the point of view of legal regulations that schools can take to equip workshops and school laboratories						
Recognizing the needs of the school in terms of retrofitting workshops and school laboratories						
Organizing the process of supporting schools by enterprises in the field of retrofitting workshops and school laboratories						

Professional skills	Rating					Comments
	1	2	3	4	5	
Monitoring and evaluating the processes of supporting schools by enterprises in the field of equipping workshops and school laboratories						
Providing information to employers about vocational examinations						
Indicating the benefits that the employer has in connection with the participation of students in professional examinations						
Indicating the benefits that the school has in connection with the participation of employers in vocational examinations						
Indication of activities related to professional examinations in which the employer can get involved						
Monitoring and evaluating activities in the area of employers' involvement in the organization of vocational examinations						
Defining and explaining what career counseling is						
Indication of who can be involved internally and externally in the implementation of career guidance in schools						
Listing the benefits for the employer and other participants of the vocational counseling process in schools						
Listing the tasks that employers' representatives can perform as part of vocational counseling in schools						
Conducting monitoring and evaluation of career counseling activities in which employers were involved						
Project planning and goal setting						
Selecting and assigning tasks to project team members						
Project monitoring and evaluation						
Characterizing the process of awarding qualifications in force at the school						
Identifying and communicating benefits to entrepreneurs related to involvement in professional development of teachers						
Identifying benefits for teachers and employees of vocational training and education institutions in connection with their participation in professional development in the enterprise						
Informing teachers and staff of vocational training and education institutions about the benefits of their participation in professional development in the enterprise						
Identifying the scope of teacher training in the enterprise						
Involving enterprises in the process of improving vocational education teachers						
Conducting an analysis of teachers' training needs and their interest in professional development in enterprises						
Verifying the company in terms of the possibility of conducting training for teachers						
Drawing up an agreement between the parties involved in the process of organizing professional development for teachers						
Preparing a professional development program for teachers in the company						
Selection of trainers leading professional development of vocational education teachers in the enterprise						
Documenting the professional development process of teachers in the company						
Monitoring the professional development process of teachers in the company						
Evaluating the professional development process of teachers in the company						
Evaluation of the teacher training process in the company						

Training program evaluation protocol

Description of the results of the tests carried out:

.....

.....

.....

.....

.....

.....

Assessment of the increase in competences and skills of participants:

.....

.....

.....

.....

.....

.....

Conclusions after comparing the research results:

.....

.....

.....

.....

.....

.....

Recommendations:

.....

.....

.....

.....

.....

.....

Developed by:

1.
2.
3.

2. Monitoring of the training program

Monitoring of the training program will be based on tracking, evaluating and collecting information on the progress, effectiveness and efficiency of the training programme. It aims to ensure that the training program achieves its intended goals, meets the expectations of participants and delivers valuable results.

When monitoring the training program, it is recommended to collect data and information that allows to assess the progress of the participants, the quality of the content and materials provided, the effectiveness of the training methodology, the involvement of the participants and the overall impact of the program on the organization. Monitoring will also allow for the identification of areas for improvement, the introduction of possible corrections during the course of the program and the adjustment of activities in order to achieve better results.

When monitoring your training program, consider the following:

Training Objectives: To assess whether program participants are achieving the intended goals and set indicators of success. Are their skills, knowledge and attitudes improving?

Participants' progress: Observation of participants' development during the training program. What specific skills and competences do they acquire? What is their progress in applying their new skills in practice?

Participant satisfaction: Collecting participants' opinions on the quality of the training, availability of materials, instructor, etc. Checking whether participants are satisfied with the program and whether it meets their expectations.

Evaluation of lecturers/leaders: Evaluation of the trainers. Are they competent, engaging and effective? Do they transfer knowledge and skills to participants well?

Practical Usefulness: Investigating how participants apply the acquired skills and knowledge in practice. Are they able to apply the new skills in their work or professional life?

Impact Monitoring: Assessing the impact of a training program on the organization or environment in which it operates. Does the program bring the expected benefits? What are the visible effects in terms of efficiency, quality of work, efficiency or other aspects?

Feedback from other stakeholders: Gathering feedback from people related to the training program, such as supervisors, colleagues, clients, etc. Their perspective can provide valuable information on the effectiveness of the program.

Evaluation at various stages: It is appropriate to carry out assessments and evaluations both at the beginning, during and after the training programme. This will allow you to track your progress, adjust the program and evaluate overall success.

Data analysis and reporting: Careful analysis of the collected data, compilation of results and preparation of reports. Presentation of information related to progress, results, areas for improvement and recommendations for the future.

The monitoring plan should be adapted to the training program and take into account its objectives, scope and context.

An example training program monitoring plan:

MONITORING PLAN OF TRAINING PROGRAM:

1. Training objectives:

- a) Building the skills of effective external cooperation with companies.
- b) Establishing and maintaining lasting relationships with business partners.
- c) Implementation of projects and initiatives in cooperation with companies.

2. Selected monitoring indicators:

- a) Number and quality of established business partnerships.
- b) The level of involvement of companies in the school's projects and initiatives.
- c) Efficiency of project implementation in cooperation with companies.
- d) Satisfaction of companies and business partners with the quality of cooperation.

3. Checkpoints:

- a) An initial assessment of the leader's skills in external cooperation is recommended prior to the start of the training.
- b) At the end of each training module, it is recommended that the leader's progress in mastering the new skills is assessed.
- c) Regularly collecting feedback from companies and business partners regarding cooperation.
- d) Conducting a post-training evaluation to assess the leader's overall progress.

4. Monitoring tools:

- a) Surveys for companies and business partners to assess the level of commitment and satisfaction with cooperation with the leader.
- b) Analysis of projects and initiatives carried out in cooperation with companies.
- c) Meetings, talks and feedback from companies and business partners.
- d) Evaluation of projects in terms of compliance with the objectives of the training and the quality of cooperation.

5. Analysis of results and actions:

- a) Comparison of pre- and post-training assessments to assess the leader's progress in developing the ability to work with companies.
- b) Analysis of survey results from companies and business partners and identification of areas where the leader can improve the quality of cooperation.
- c) Analysis of feedback from companies and business partners and identification of strengths and areas for improvement in relations with them.
- d) Based on the collected data, developing a development action plan for the leader, taking into account the identified areas for improvement.

6. Monitoring:

- a) Continue to monitor the leader's progress after the training is completed to assess the sustainability of the effects and long-term impact on cooperation with companies.
- b) Collecting feedback from third parties on a regular basis to evaluate the effectiveness and quality of the training program.

PROJECT COORDINATOR



IZBA PRZEMYSŁOWO - HANDLOWA
ZIEMI RADOMSKIEJ

PROJECT PARTNERS

