

Project „Leader of External Cooperation of the Vocational School (LEADext)”.
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Procedures for validation and environmental certification of the new competency „Coordinate the cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors.”



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1.

INTRODUCTION

An important step in the European Union's new education and labor market policy has been the adoption of the general principle that the basis for awarding a qualification is for a person to demonstrate that he or she has achieved the learning outcomes required for the qualification. In the system of awarding qualifications, in which learning outcomes are the main point of reference, **validation**, in other words, a formalized process of verifying that the learning outcomes required for a qualification have been achieved, plays a very important role.

Until now, validation has been associated with a formally conducted exam in the form of a theoretical and/or practical test (e.g. a work trial). According to the new rules, validation can:

- be staggered, i.e. it is not necessary to confirm all the learning outcomes required for a qualification at the same time,
- take place at various locations, such as the employer,
- Various methods selected according to the needs and constraints of those entering validation may be used to test learning outcomes.

The introduction of more flexible validation systems has been the subject of analysis and discussion in Europe for several years. The culmination of a certain stage of these discussions was the issuance in 2012 of the EU Council Recommendation on the validation of non-formal and informal learning¹. The Recommendation calls on member countries to introduce solutions in their national qualification systems to take into account competencies acquired outside school and university.

Related to the validation process is the certification of qualifications. A person applying for the award of a specific qualification, after obtaining a positive result of validation, receives a certificate from an authorized entity - a document confirming the award of a specific qualification.

Certificates and other credentials should be recognized and acknowledged in the relevant environment, sector or industry nationally and internationally.

Therefore, taking into account the above, it was reasonable to undertake within the framework of the project "Leader of external cooperation of vocational school (LEADext)" (No. 2021-1-PL-01-KA220-VET-000033019) activities aimed at developing a valid model for validation and certification of professional qualifications within the framework of the partnership, "Coordinating cooperation of a vocational education and training institution with external companies, including attracting sponsors."

¹ Council Recommendation of December 20, 2012 on the validation of non-formal and informal learning (OJEU.C.2012.398.1): <https://sip.lex.pl/akty-prawne/dzienniki-UE/zalecenie-w-sprawie-walidacji-uczenia-sie-pozaformalnego-i-nieformalnego-68268562> (accessed 05.11.2024).

The project was co-financed by the European Union under the Erasmus+ Cooperation for innovation and the exchange of good practices Strategic Partnership for vocational education and training program.

The basis for the development of proposals for joint procedures within the partnership for validation and environmental certification of the new competence "Coordination of cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors" was the following results developed in the "LEADext" project:

- IO1. Profile of professional competence in coordinating the educational institution's cooperation with external companies, including obtaining sponsors;
- IO2. Modular training program for the professional competence "Coordinating cooperation of the vocational education and training institution with external companies, including obtaining sponsors";
- IO3. A set of educational packages for the instructor and trainee in the new competence "Coordinating cooperation of the vocational education and training institution with external companies, including obtaining sponsors";
- IO5. A bank of tests for diagnosing the level of competence and individualizing the trainee's learning process.

The project results indicated above can be viewed at <https://radomskibiznes.pl/leadext>.

As a result of the work undertaken in the given task, the project partners became familiar with the procedures of validation and certification of competencies in force in their partner countries, on the basis of which a chapter of good practices from the area of validation and certification of professional competencies in the partner countries was developed.

Then, taking into account examples of good practice and with reference to the EQF and NQF, the language of learning outcomes, procedures were developed for the validation and environmental certification of the new professional qualification "Coordinating cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors". The procedures included, among other things, specimens of certificates confirming the trainee's acquisition of sub-qualifications identical to modular units and a certificate

The developed validation and certification procedures were subjected to evaluation of potential users (representatives of vocational schools) during dissemination events of the results of the intellectual work and reviewed by 5 independent experts. The collected feedback was used to improve the developed material.

The procedures developed will enable comparability among the countries of the partners of the qualification project "Coordination of cooperation of VET institution with external companies, including obtaining sponsors." Like the test bank, they will support the implementation of the Council Recommendation on automatic mutual recognition, including promoting the recognition of formal education and transversal competencies developed through non-formal and informal learning.

The publication is aimed at a wide audience, including representatives:

- partner institutions,
- training institutions providing in-service training, including related topics to coordinate the cooperation of the vocational education and training institution with external companies, including obtaining sponsors,

- Management, teachers and administrative staff employed in vocational education and interested in acquiring the qualification of a leader for cooperation with the school's external environment,
- national institutions interested in conducting validation and certification processes of the new qualification "Coordinating cooperation of the vocational education and training institution with external companies, including obtaining sponsors."
- institutions that maintain national qualification registries.

In summary, as a result of the activities undertaken by the project partners, innovative procedures were developed for the validation and certification of the proposal of a new professional qualification "Coordination of cooperation of the vocational education and training institution with external companies, including obtaining sponsors", through which:

- Consideration was given to the Recommendation on the Establishment of a European Qualifications Framework for Lifelong Learning (European Parliament and Council, 2008), which recommends that EU member states relate their national qualifications systems to the European Qualifications Framework;
- taken into account the recommendations of the Council of the European Union on the validation of non-formal and informal learning, which call on member states to introduce solutions in their national qualification systems to take into account competencies acquired outside school and university.

Optionally, the Polish partner took steps to prepare a draft description of the free market qualification "Coordination of cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors" as an application to the National Register of Qualifications.

2.

Definitions of key terms

The following are definitions of key terms associated with the term validation. The definitions are in accordance with the provisions of the Council Recommendation of December 20, 2012 r. on the validation of non-formal and informal learning (OJ EU.C.2012.398.1) and the Law of December 22, 2015 on the Integrated Qualification System (OJ 2024 item 1606).

Balance of competencies	A process to identify and analyze an individual's knowledge, skills and competencies, including his or her aptitudes and motivations, in order to develop a career development or reorientation plan or training project; the balance of competencies is intended to help an individual analyze his or her work experience, self-assess his or her position in the professional environment and plan a career path or, in some cases, prepare for the validation of non-formal or informal learning outcomes.
Certification	The process by which a person applying for a specific qualification, after successful validation, receives a document from an authorized certification body confirming the award of a specific qualification.
Formal education	Education provided by public and non-public schools and other entities of the educational system, universities and other entities of the higher education and science system, under programs that lead to qualifications.
Learning outcomes	Knowledge, skills and social competencies acquired in the learning process.
Evaluation	Analysis of the functioning of the certification body leading to a diagnosis of the processes involved in certification to ensure and improve the quality of qualifications.
Certifying authority	Entity that has been authorized to certify.
Social competencies	Developed in the course of learning the ability to shape their own development and autonomous and responsible participation in professional and social life, taking into account the ethical context of their own conduct.
National Qualifications Framework	A tool for classifying qualifications into listed levels of learning achievement according to an accepted set of criteria, which aims to integrate and coordinate national qualification subsystems and improve the transparency, accessibility, development and quality of qualifications in relation to the labor market and civil society.
Qualification	A set of learning outcomes in terms of knowledge, skills and social competencies, acquired in formal education, non-formal education or through informal learning, in accordance with the requirements established for a given qualification, the achievement of which has been verified in validation and formally confirmed by an authorized certifying body. The formal outcome of the assessment and validation process obtained when a competent authority determines that an individual has achieved learning outcomes that meet specified standards.

Open educational resources	Digital material offered free of charge and universally to teachers, pupils, students, and self-taught students for use and processing for teaching, learning, or research; they consist of educational content, software to create, use, and distribute the content, and means of implementation, such as open licenses; they also mean cumulative digital assets that can be modified and that are useful without limiting the ability of others to use them.
National Qualifications Framework level	The scope and complexity of the required learning outcomes for a qualification of a given level, formulated by means of general characteristics of learning outcomes.
Informal learning	Obtaining learning outcomes through various activities outside formal education and non-formal education.
Skills	Acquired in the learning process, the ability to perform tasks and solve problems appropriate to the field of learning or professional activity.
Recognition of prior learning	Validation of learning outcomes obtained through formal education or non-formal or informal learning before applying for validation.
Validation	Verification that the applicant for a specific qualification, regardless of the person's mode of learning, has achieved a distinct part or all of the learning outcomes required for that qualification. The process of confirming by an authorized body that an individual has achieved learning outcomes measured against relevant standards; it consists of the following four separate steps: 1) IDENTIFY a person's specific experiences through conversation; 2) DOCUMENTATION to showcase a person's experience; 3) formal EVALUATION of these experiences and 4) CERTIFICATION of the results of the evaluation that may result in partial or full qualification.
Knowledge	A collection of descriptions of objects and facts, principles, theories, and practices, assimilated in the learning process, relating to a field of learning or professional activity.

3.

Examples of good practice - validation and certification procedures in partner countries

3.1. Integrated Qualification System in Poland - sector qualification "Tourist Guiding".

3.1.1. Introduction - identification of an example of good practice

The chapter presents information on the "Tourist Guiding" sector qualification, including its validation and certification procedures.

The qualification is listed in the Integrated Register of Qualifications maintained by the Educational Research Institute in Warsaw.

The Integrated Qualifications Register (IQR) is a public registry maintained in the form of a database that collects information on all included professional qualifications.

The structure of the qualification description and the procedure for its inclusion in the register is strictly defined. Through this, their quality is guaranteed.

A qualification to the Integrated Qualifications Register is introduced in the form of a legal act by the minister to whom it is subject.

3.1.2. Legal basis

- Announcement by the Speaker of the Sejm of the Republic of Poland of December 13, 2019 on the announcement of the consolidated text of the Act on the Integrated Qualifications System (Journal of Laws 2020, item 226).
- Announcement of the Minister of Sport and Tourism of 2023.01.04 on the inclusion of the market qualification "Tourist Guiding" in the Integrated Qualification System (Monitor Polski of 2023-02-09, item 168).

3.1.3. Information relevant to the project

Structure of qualification description:

1. Link to the Polish Qualifications Framework and the European Qualifications Framework - by providing the qualification level number.
2. General Information:

- qualification name,
- status,
- Document confirming the awarding of a qualification (sector qualification certificate),
- type,
- Category,
- Date of inclusion in the Integrated Qualification System,
- The name of the related sectoral qualification framework.

3. Brief characteristics of the qualification:

- groups of people who may be interested in obtaining the qualification;
- if necessary, the conditions to be met by the person entering the validation;
- typical opportunities to use qualifications;
- the validity period of the qualification document and the conditions for its renewal;
- qualification demand;
- a reference to qualifications of a similar nature and an indication of qualifications included in the Framework with common sets of learning outcomes;
- Validation requirements and validation providers;
- additional information;
- A summary of the opinions received during the consultation of the draft qualification.

4. Qualification information.

5. Learning outcomes.

6. List of institutions validating and certifying the qualification.

One of the key aspects of validation is the selection of appropriate methods. A list of sample validation methods is presented in the form of a catalog at <https://walidacja.ibe.edu.pl/metody/pl/>. The catalog describes each validation method and outlines the principles for selecting them in such a way as to maintain the relevance, reliability and appropriateness of validation.

The following validation methods are listed:

- 1) Analysis of evidence and declarations - involves examining a person's documents and creations for the extent to which they can attest to the candidate's achievement of the selected learning outcomes.
- 2) Competency balance - involves identifying and analyzing a person's knowledge, skills and social competencies, including his talents and motivations, in order to develop a plan for professional development or further learning.
- 3) Free interview - involves the exchange of questions and answers in the form of an unstructured conversation between the interviewer and the person taking the validation.
- 4) Observation under real conditions - involves analyzing the candidate's performance under actual conditions of performing the tasks specified in the qualification description.
- 5) Observation under simulated conditions - involves analyzing the candidate's performance under near-real conditions created for the validation process.
- 6) Presentation - involves preparing, presenting and discussing a specific topic before a panel of experts (e.g., assessors).
- 7) Structured interview - involves asking a series of standardized closed-ended questions and analyzing the answers.
- 8) Free debate - involves the exchange of arguments on a specific topic. It takes place in a group and

the participants have a lot of freedom, as they are not assigned specific functions or dictated how to present their positions.

- 9) Theoretical test - consists of asking the candidate questions or performing specific tasks on cognitive knowledge and skills, and analyzing the results of these activities.
- 10) Structured debate - consists of an organized and moderated (guided) discussion in a group of people by exchanging arguments on a selected topic. It can follow a specific scenario.

3.1.4. Description of validation and certification procedures

Requirements for validation and validators of the sectoral qualification "Tourist Guiding".

1. Verification stage

1.1. Methods

The following **methods of validation** are acceptable at the verification stage: **analysis of evidence and declarations, theoretical test, casual interview (interview with the validation committee, hereinafter referred to as "the committee"), observation under simulated conditions**. All or part of the validation can be checked by the method of analysis of evidence and declarations. A document confirming the possession of some or all of the learning outcomes is one of the following, presented no later than 2 years after this qualification obtained the status of functioning in the Integrated Qualification System:

- A document confirming the attainment of tourist guide privileges or a certificate of passing an examination before an examination board appointed by a public administration body in accordance with the Act of August 29, 1997 on hotel services and tour guide and tourist guide services (Journal of Laws of 2020, item 2211, as amended).
- a certificate of passing the tourist guide exam issued by an examination commission appointed by the PTTK Board of Directors or another document confirming competence to perform the tasks of a tourist guide.

1.2. Human Resources

The committee for validation of the sector qualification "Tourist Guiding" is composed of 3 experts authorized to validate. Lists of examiners and a list of areas covered by validation are created by entities authorized to conduct validation. Each member of the commission must meet the following conditions:

- Have a full qualification with a minimum of PRK level 6.
- Have a certificate of qualification "Tourist Guiding" or, within two years after the qualification has been granted the status of a functioning qualification in the Integrated Qualification System, a document confirming the attainment of tourist guide qualifications in accordance with the Act of August 29, 1997 on Hotel Services and Tourist Guides and Tourist Pilots Services.
- Within a period of up to two years after obtaining the status of a qualification functioning in the Integrated Qualification System, have a certificate of passing the tourist guide examination issued by an examination commission appointed by the PTTK Board of Directors or another document confirming competence and experience in performing the tasks of a tourist guide.
- Update, at least once every 5 years, the knowledge, skills and social competencies possessed in the application of validation methods, including verification of the achievement of learning outcomes. The updating of these competencies must be documented.

In addition:

- At least one person must have documented experience in leading tours (min. 100 tour days) gained in the last 5 years.
- At least one person must have proven experience in grading (e.g., has been a member of an examination committee).
- At least two persons must have the knowledge described in the validation criteria from the area in which the validation is conducted. A secretary who is responsible for the documentation and formal conduct of the validation, but who does not have the right to evaluate, also participates in the validation.

1.3. Method of organization of validation and organizational and material conditions

Validation of the sector qualification "Tour Guiding" consists of two parts. The first part uses the method of analysis of evidence and declarations (a previously sent tour scenario) and a theoretical test, combined with an interview with the commission. With the help of the theoretical test combined with an interview with the commission, the learning outcomes contained in sets 1 "Legal and methodological basis of the work of a tourist guide" and 2 "Knowledge of the selected area" are verified. Using the method of analysis of evidence and declarations combined with an interview with the committee, the learning outcomes described in set 3 "Preparation of a tour scenario" are verified. The tour scenario must include at least the following:

- target group description,
- the course of the route on a map or plan,
- tour schedule (including: arrival/transit time, sightseeing time, breaks),
- sites (minimum of 7 sites, including: religious site, secular site, natural site, historic site),
- outline of content to share,
- at least: one bus ride, one walking tour and one entrance to the facility. In the second part, the method of observation under simulated conditions is used, by means of which the learning outcomes included in Set 4 "Guided tour route" are verified. The tour route (designated by the certifying or validating institution) must include areas and facilities that allow for validation. The tour group, consisting of min. 4 persons, shall be provided by the certifying institution. Validation takers and the committee may be members of this group. The certifying institution must provide:
 - bus or minibus with sound system,
 - premises to enable validation,
 - information on the route of the tour to be conducted,
 - the opportunity to enter selected facilities on the tour route.

The candidate selects an area for validation from a list provided by the certifying authority. The areas proposed by the certifying institution should include, but not be limited to, popular tourist routes, thematic trails, cities of major tourist centers and other tourist attractive areas with an area of not less than a county. The certifying institution, after verifying possession of all the learning outcomes included in the qualification, shall issue the participant with a certificate confirming "Tourist Guiding". Information about the area that was the subject of validation is included on the document confirming the awarding of the qualification.

2. Stages of identifying and documenting

The certification body provides a validation advisor (examiner). The validation advisor must meet the following criteria:

- have a certificate of qualification "Tourist Guiding" or a document confirming the attainment of tourist guide qualifications in accordance with the Act of August 29, 1997 on hotel services and tour guide and tourist guide services, or a certificate of passing the examination for tourist guide issued by an examination board appointed by the Board of the PTTK, or any other document confirming competence to perform the tasks of a tourist guide,
- have documented experience in leading tours (min. 20 tour days) gained in the last 2 years,
- have knowledge in the area of the Integrated Qualification System and the methods used during validation. An advisor supporting a candidate in the development of a portfolio for evidence analysis may not sit on the committee conducting the validation for that particular candidate.

3.1.5. Qualification validation institution

Polish Tourist and Sightseeing Society.

3.1.6. Sources of information

- Description of the sector qualification "Tourist Guiding": https://kwalifikacje.gov.pl/k?id_kw=13984 (accessed May 30, 2024).

3.2. Environmental certification model for photovoltaic trainer taking into account the requirements of the PN-EN ISO 17024 standard

3.2.1. Introduction - identification of an example of good practice

The paper presents information on the validation and certification of the environmental qualification of photovoltaic trainer developed in the Erasmus+ Cooperation for innovation and the exchange of good practices Strategic Partnership for vocational education and training project titled. "Training and certification model for photovoltaic trainers with the use of ECVET system (EU-PV-Trainer)" (No 2016-1-PL01-KA202-026279).

3.2.2. Legal basis

- EN ISO 17024 Conformity assessment - General requirements for bodies providing certification of persons (ISO/ IEC 17024:2012)

3.2.3. Information relevant to the project

The purpose of the international research conducted in the project in partner countries (Poland, Spain, Romania, Cyprus) was to analyze purposefully selected documents describing, among other things, the processes of validation and certification of competencies of selected experts, carried out by institutions meeting the requirements of ISO /IEC 17024:2012 in terms of their applicability to the validation and certification of PV trainer competencies.

The international standard ISO/IEC 17024:2012 Conformity assessment - general requirements for personnel certification bodies specifies the principles and requirements for a personnel certification body with respect to specific requirements, including the development and maintenance of a personnel certification program.

The standard includes requirements for a personnel certification body in the following areas:

1) **General requirements**

This section describes, among other things:

- general requirements for the legal form of the certification body,
- issues related to the entity's responsibility for certification decisions,
- Neutrality management criteria, including the inclusion of information that the entity should have a documented structure, policies and procedures for, among other things, personnel certification to ensure that neutrality is maintained,
- Ensure adequate funding for the operation of the certification body so that the principle of neutrality is not violated.

2) **Organizational requirements**, specifically stating that the certification body should:

- Have a documented organizational structure, defined terms of reference, responsibilities and authorizations for management and personnel involved in the certification process,
- remain neutral when conducting both the training and certification process, including, but not limited to, demonstrating neutrality between the training and certification process, demonstrating that trainees cannot participate in the certification process, while completing training at the certification body conducting such training cannot be expected of candidates seeking certification.

3) **Resource requirements**

This section describes the resource requirements that should be available to the personnel certification body. Personnel and resource requirements necessary for the certification process (e.g., premises, teaching aids). Competency requirements for personnel involved in the certification process should be written down and updated. Among other things, personnel should sign a pledge to apply the principles of confidentiality, neutrality and conflict of interest.

In addition, general requirements for examiners are outlined. In particular, examiners should understand the certification program, know how to use examination procedures and documents, and be competent in the area covered by the examination. In addition, the certification body should monitor the performance of examiners and the reliability of the grades they give.

The standard allows subcontracting of work related to part of the certification process, such as conducting the practical skills exam. In this case, the certification body should sign a corresponding agreement with the contractor.

4) **Documentation and information requirements**

This section describes the records and information requirements for personnel certification bodies. Requirements include criteria for records of persons interested in certification. Requirements for the extent of information that must be made public, as well as information that must be confidential. This section discusses information security criteria (related, for example, to examination documents, etc.).

5) **Certification program**

This section discusses the general requirements for developing and maintaining a certification system.

According to the guidelines, the certification program should include:

- scope of certification,
- job description and tasks,
- competency requirements,
- skills (if applicable),
- prerequisites (if applicable).

The program should also include:

- initial and recertification criteria,
- evaluation methods,
- surveillance methods and criteria,
- criteria for suspension and revocation of the certificate,
- scope change criteria.

The certification program should be approved and reviewed periodically, as records should be kept of these reviews.

6) ***Requirements related to the certification process***

This section describes the general requirements for:

- application process,
- evaluation process,
- making decisions on certification (including, among other things, the content of the certificate),
- suspension, cancellation or reduction of the scope of certification,
- recertification process,
- use of certificates, logos and marks,
- rules for appealing a certification decision,
- complaint procedure.

7) ***Management system requirements***

This section describes the requirements for:

- management system documentation,
- exercise supervision over the documentation of the management system and the records kept in it,
- Conducting a review of the management system,
- internal audit,
- Implementation of corrective and preventive actions.

After reviewing the above information, the partnership determined that the scope of the benchmarking of certification processes should be limited to the requirements of ISO/IEC 17024:2012, which describes the following:

- 1) Resource requirements, particularly for examiners;
- 2) Certification Program;
- 3) Requirements related to the certification process.

3.2.4. Description of validation and certification procedures

The project has developed a sample PV trainer qualification verification and certification program. The structure of the program and the provisions that are most important from the point of view of the LEADext project are presented below.

1. INTRODUCTION

- 1.1. This program outlines the rules for verifying the qualifications and certification of individuals performing PV trainer tasks.
- 1.2. This program meets the requirements of PN-EN ISO/IEC 17024:2012 Conformity assessment. General requirements for personnel certification bodies.

2. RELATED DOCUMENTS

A list of EU and national legislation regulating the issues is presented.

3. TERMS AND DEFINITIONS

The most important concepts and their definitions from the point of view of validation and certification procedures are listed, including, among others:

- Certification process - the totality of activities including application, assessment, certification decision, recertification and use of certificates and logos/marks by which the certification body determines that a person meets the certification requirements.
- Certification requirements - a set of specific requirements, including certification program requirements, that must be met in order to obtain or maintain certification.
- Applicant (client/candidate) - an interested person or an employer employing that person or an entity holding a power of attorney from an interested person/employer, applying for verification of that person's qualifications/certification in connection with this program.
- Renewal - the process of recertification, after the expiration of the first period of validity of the certificate, i.e. after five years and after another five years from the first qualification exam or the date of analysis of the submitted documents, under the conditions specified in this certification program.
- Competence - the ability to apply knowledge and skills to achieve desired results.
- Certificate - a document issued by a personnel certification body, confirming the competence of a certified person, as specified in this qualification verification and certification program.

4. QUALIFICATION REQUIREMENTS

It is presented what level of education and work experience at the entrance should be possessed by a candidate seeking confirmation of professional competence as a PV trainer.

5. REQUEST FOR VERIFICATION OF QUALIFICATIONS/CERTIFICATION

- 5.1. The candidate shall submit an application together with proof of payment of the fee to the personnel certification body. The fee can be paid by wire transfer/payment to the designated account number. The candidate may additionally apply for qualification verification (validation) and certification.
- 5.2. A model application for qualification verification (validation)/certification is attached to the program.
- 5.3. The template of the application for certification/recertification is attached to the program.
- 5.3.1 In addition, a person with:

6. ASSESSMENT

6.1. Application overview and registration

The application is registered with the personnel certification body. It is evaluated by a selection committee or a designated person. If the application is incomplete, the candidate is notified of the necessary additions. In the case of the certification process, where the personnel certification body recognizes the documents referred to in Section 5.3.1 as evidence of successful completion of the theoretical and practical qualification examination, as well as in the recertification process, the application is evaluated by a staff member trained in the scope of PV trainer certification and the EN ISO/IEC 17024 standard appointed by the head of the personnel certification body.

6.2. Qualification examination - place of examination and scope of knowledge

6.2.1. The qualification exam shall consist of a written theoretical and practical part.

6.2.2. The necessary scope of theoretical knowledge, practical skills and social competencies of a PV trainer is presented in the PV trainer Professional Competence Standard developed under the project "Model for training and certification of PV trainers using ECVET (EU-PV-Trainer)" No. 2016-1-PL01-KA202-026279.

6.2.3. The exam may be conducted at the premises of the personnel certification body or remotely using the Test Bank developed under the project "Model for training and certification of photovoltaic trainers using ECVET (EU-PV-Trainer)" No. 2016-1-PL01-KA202-026279.

6.3. Method of conducting the qualification exam and evaluation criteria

6.3.1. Rules on how to conduct the PV trainer qualification exam:

a) The total duration of the exam - max. 3 hours.

(b) During the exam, the candidate must take six single-choice knowledge tests.

(c) The result of the exam is positive if the candidate answered at least 70% of the questions correctly.

6.4. Result of the qualification exam

6.4.1. The result of the qualification exam is generated automatically, and after the exam is completed, the candidate is informed whether he or she passed it or not.

6.4.2. A negative result of the exam ends the proceedings.

6.4.3. In case of a negative exam result, the candidate may apply for re-verification of his/her qualification/certificate one month after taking the last exam.

7. DECISION

7.1. In the event of a successful examination, after meeting the certification requirements, the issuance of a certificate/activity certificate shall be decided by the head of the personnel certification body or a person authorized by him, in accordance with the authority obtained.

In the case of a negative decision on the issuance of a certificate (e.g., due to a negative exam result or failure to meet the certification requirements), the candidate applying for certification should take the exam in accordance with Section. 6.2.

7.2. The certificate shall be signed by the head of the personnel certification body or his designee, in accordance with the authority obtained.

7.3. The personnel certification body shall retain sole ownership of any certificate issued.

7.4. In case of destruction or loss of the certificate/certificate of activity, it is possible to issue a duplicate upon written request.

8. VALIDITY OF ISSUED DOCUMENTS

- 8.1. Certificates of completion of PV trainer training, in accordance with the program in the project, shall be issued for an indefinite period of time, while certificates, in the case of simultaneous application for qualification verification and certification, shall be issued for a period of five years, counting from the date of completion of all certification requirements specified in this program.
- 8.2. In the case of certification on the basis of a previously issued certificate of activity, the documents submitted by the candidate (application and other attachments) are reviewed. Certificates are issued for a period of five years from the date of successful consideration of the application.
- 8.3. A sample certificate template is attached.

9. SUPERVISION

- 9.1. As part of the supervision of the operating certificate/certification, a designated employee of the personnel certification body, as part of his activities in the employer's organization, may verify the correctness of the teaching of the photovoltaic installer course.
- 9.2. As part of the supervision of the issued certificate, the personnel certification body shall verify compliance with the requirements of the reference document each time the candidate submits an application for recertification.
- 9.3. The personnel certification body, as part of the supervision of the issued certificate/certificate of activity, shall receive and consider complaints and appeals.

10. RECERTIFICATION

- 10.1. Certification renewal
 - 10.1.1. The condition for renewal of the certificate (after the first five years and after the next five years) is the submission of an application (annex to the program) before the expiration of the certificate. The application must be accompanied by proof of work in the scope specified in the certificate, covering at least three months of the last 12 months of the validity of the certificate, in the form of a statement from the certified person confirmed by his employer .
 - 10.1.2. The candidate shall submit the application jointly to the headquarters of the personnel certification body.
 - 10.1.3. After the expiration of the certificate, the procedure shall be followed as for new candidates, in accordance with paragraph 5 of these Regulations.
- 10.2. Recertification
 - 10.2.1. The condition for renewal of the certificate after the second period of validity (recertification) and after another ten years is the submission of an application (annex to the program) before the expiration of the certificate. The application must be accompanied by proof of work in the scope specified in the certificate, covering at least three months of the last 12 months of validity of the certificate, in the form of a statement from the certified person confirmed by his employer .
 - 10.2.2. An additional condition for recertification is a positive result of the examination, in accordance with the rules set forth in Section. 6 of these Regulations.
 - 10.2.3. The candidate shall submit an application to the office of the personnel certification body.
 - 10.2.4. After the expiration of the certificate, the procedure shall be followed as for new candidates, in accordance with paragraph 5 of these Regulations.

11. COMPLAINTS AND APPEALS

- 11.1. The candidate may file complaints and appeals with the personnel certification body.
- 11.2. A party who has felt that the activities of a person holding an operational certificate/certificate have been affected may approach the personnel certification body with a complaint/appeal, including a description of events and evidence of such operations.
- 11.3. Complaints and appeals shall be the subject of proceedings in the personnel certification body, with conditions of confidentiality, neutrality, independence and openness.
- 11.4. Complaints and appeals submitted to the personnel certification body shall be in writing.

12. USE OF CERTIFICATES/CERTIFICATES OF OPERATION

- 12.1. The personnel certification body, placing the certification mark/logo on the certificate, shall specify the conditions for their use.
- 12.2. Persons holding operational certificates/certificates and their employers shall not misuse operational certificates/certificates and the logo/mark of the personnel certification body.
- 12.3. Operational certificates/certificates shall not be used in a misleading manner, thereby exposing the personnel certification body to loss of credibility and trust.
- 12.4. Any misuse of the certificate/action certificate or misleading use of the document or its loss shall be reported to the personnel certification body.
- 12.5. The certified person shall declare in the certification application that he/she will abide by the "Terms and conditions for the use of certificates and marks by customers of the Personnel Certification Body".

13. SUSPENSION OF VALIDITY OF ISSUED DOCUMENTS

- 13.1. If an employee of the personnel certification body performing inspection activities finds non-compliance by the contractor with the rules of instruction, he shall request the head of the personnel certification body to suspend the certificate.
- 13.2. If the head of the personnel certification body considers the application to be justified, he shall issue a decision to suspend the entitlement pending re-verification of the qualification. This decision shall be delivered to the person concerned with a letter stating the simultaneous suspension of the certificate and information on the need to deliver the certificate to the personnel certification body.
- 13.3. A certificate may also be suspended as a result of:
 - (a) notification of temporary cancellation of the certificate by the Client,
 - (b) receipt by the personnel certification body of a legitimate complaint against the certified person,
 - (c) a statement under supervision of non-compliance with the requirements for the use of the certificate.
- 13.4. Restoration of the certificate may be carried out at the request of the certified person after consideration of his application in accordance with the procedure provided for complaints and appeals.
- 13.5. The certificate may be suspended for up to six months.

14. CANCELLATION OF ISSUED DOCUMENTS

- 14.1 Cancellation of a certificate may occur as a result of:
 - (a) failure to meet the conditions specified in the decision to suspend the validity of the traffic entitlement within the specified period,

- (b) misuse of the certificate,
- (c) cancellation of the certificate.

14.2. The employee of the personnel certification body shall request the manager to cancel the certificate, if he has one.

14.3. If the head of the personnel certification body considers the application to be justified, he shall issue a decision to cancel the certificate until the qualification is verified again. The decision shall be delivered to the person concerned with a letter stating the cancellation of the certificate and mentioning the need to deliver the certificate to the personnel certification body.

14.4. In the case of certificate cancellation, you may reapply for qualification/certificate verification after at least one month from the date of cancellation.

14.5. A new certificate/certificate shall be issued in the event of a successful re-verification of qualification.

15. RECORDS IN THE PROCESS OF VERIFICATION OF QUALIFICATIONS/CERTIFICATES

15.1. The personnel certification body shall maintain a register of certificates/certificates issued.

15.2. Records of the qualification/certification verification process shall be kept at the personnel certification body under conditions of security and confidentiality, under the supervision of the manager or an authorized employee of the personnel certification body.

3.2.5. Qualification validation institution

Validating institutions are the institutions forming partnerships in the project.

While keeping the training processes separate from the validation and certification processes. That is, people participating in the training of future PV trainers cannot be examiners in the qualification validation process.

3.2.6. Sources of information

- Intellectual Output O7. Development of community certification model for the photovoltaic trainer with regard to the requirements of EN ISO 17024. Project "Training and certification model for photovoltaic trainers with the use of ECVET system (EU-PV-Trainer)" (No. 2016-1-PL01-KA202-026279): <https://pvtrainer.projectsgallery.eu/pl/rezultaty-intelektualne/> (accessed May 30, 2024).

3.3. Qualification system in Denmark - AMU course "Anlægsgartner" (Landscape gardener).

3.3.1. Introduction - identification of an example of good practice

In Denmark, the course "Anlægsgartner" (Green Area Gardener) is offered by Green Academy as part of its AMU (Adult Vocational Training) program. This course is designed for people who want to gain practical skills related to the establishment and maintenance of green spaces, such as parks, gardens and urban spaces. The program focuses on aspects such as site preparation, planting, paving and maintenance of green spaces.

The “Anlægsgartner” course is registered in the Danish VET (Vocational Education and Training) system, which means it is nationally recognized and enables participants to obtain a formal vocational qualification. The AMU system is flexible and adapted to the needs of the labor market, allowing participants to acquire qualifications in a way that fits their schedule and professional needs

3.3.2. Legal basis

- Adult Vocational Education Act of 2001 (Loven om arbejdsmarkedsuddannelser, 2001).
- Ministry of Education’s 2018 regulation on the inclusion of AMU courses in the national qualification system.

3.3.3. Information relevant to the project

Course description structure:

1. **Link to the Danish Qualification Framework and the European Qualification Framework - qualification level.**
2. **General Information:**
 - course name: „Anlægsgartner” (Landscape Gardener),
 - status: course available,
 - Document confirming the completion of the course: the AMU certificate,
 - type: vocational course,
 - Category: vocational education for adults,
 - AMU inclusion date,
 - sectoral qualification framework.
3. **A brief overview of the course:**
 - Target groups: adults interested in gaining skills in establishing and caring for green spaces;
 - prerequisites: no specific requirements, open to all interested parties;
 - Typical opportunities to use the qualification: work in horticultural companies, landscaping companies, municipal work or as a freelancer;
 - validity period of the certificate: indefinite;
 - Demand for the course: high, especially in the horticulture and landscaping sector;
 - Validation and certification body requirements: AMU institutions;
 - Additional information: the course is conducted on-site at Jægerspris Højskole.
4. **Qualification information.**
5. **Learning outcomes:**
 - Participants in the course will gain practical skills related to establishing gardens, including site preparation, planting, paving and maintenance of green spaces.
6. **Certification bodies and course-related entities:**
 - Green Academy.

3.3.4. Description of validation and certification procedures

Requirements for validation and validation providers

Verification stage

1. Methods

At the verification stage, course participants must pass practical tests covering various tasks related to establishing and caring for green areas. Skills such as preparing and leveling the land, planting plants, installing landscaping elements and laying paving stones are evaluated.

2. Human resources

The evaluation committee consists of Green Academy instructors who have many years of experience in horticulture and landscaping. Each member of the committee must have relevant professional qualifications and experience in the industry.

3. Validation organization and organizational and material conditions

Validation takes place on the premises of the Green Academy, where participants have access to all necessary tools and materials. Practical examinations are held in real conditions, which allows an accurate assessment of the trainees' skills in establishing and caring for green areas.

3.3.5. Qualification validation institution

3.3.6. Sources of information

Course description "Anlægsgartner" (Green area gardener): Available on the Green Academy website (accessed 22.08.2024):

<https://ju.dk/kurser/anlaegsgartner-via-amu/>

<https://www.uvm.dk/arbejdsmarkedssuddannelser/adgang-og-tilmelding>

3.4. Dual Vocational Education and Training (Dual VET) in Spain with the implementation of a new education law

3.4.1. Introduction - identification of an example of good practice

The academic year 2024/2025 will mark a significant milestone for Dual Vocational Education and Training (Dual VET) in Spain with the implementation of a new education law. This legislation, aims to revitalise and modernise the Dual VET system, with an emphasis on greater integration between education and business.

The new Dual VET law introduces a series of structural and operational changes aimed at improving the quality of training, increasing the employability of students and responding more effectively to the demands of the labour market.

3.4.2. Legal basis

Organic Law 3/2022, on the Organisation and Integration of Vocational Training aims to 'regulate a system of vocational training and support which, while serving to strengthen the competitiveness and sustainability of the Spanish economy, is capable of responding flexibly to the interests, expectations and aspirations of people throughout their lives for professional qualifications and to the skills demanded by the new productive and sectoral needs both to increase productivity and to generate employment.

Since September 2024, all Intermediate and Higher-Level training cycles will combine the learning processes in the company and in the centre through the co-participation of both entities, which will be jointly responsible for the training. This means that the workplace training module will disappear, and all training cycles will be dual.

Although the law came into force in March 2022, given that educational competences have been transferred to the autonomous communities, they still have to develop their own regulations for its effective implementation. Royal Decree 659/2023 has set a deadline of 1 January 2025 for all provisions of the new Vocational Training Law to be fully operational in the academic year 2024/2025.

3.4.3. Information relevant to the project

The new Organic Law 3/2022 has established a single VET system, unifying competences that were previously divided between two different bodies under the umbrella of the Ministry of Education. This new approach organises VET into five grades (A, B, C, D and E) within a single structure.

In addition, the new Dual VET will integrate training and employment simultaneously in grades C, D and E, eliminating what was previously known as internships in companies. This Dual system will offer two education regimes: General Dual VET and Intensive Dual VET, each with specific conditions for internships (we will look at this in more detail later).

Another important change is that significant changes have been made to the requirements for teaching in grades A, B and C of the new VET system. From now on, the *Habilitación de la Docencia en grados A, B y C* (SSCE0110), previously known as *Certificado de Docencia de la Formación Profesional para el Empleo* (SSCE0110), will be required.

According to the implementation schedule of the new Vocational Training Law, from the next school year, all VET centres will have to adopt the modifications introduced by this law.

All VET will be dual in general

From this academic year onwards, all vocational training will be integrated into a single system, and this will be dual. With the recently approved regulations, students in the first year of the Intermediate and Higher Levels will begin part of their training directly in companies from September of the 2024/2025 academic year. Two modalities are offered depending on the time the student spends training in the company:

General VET: In-company training will last between 25% and 35% of the total curriculum of the training cycle. In addition, it will cover between 10% and 20% of the learning outcomes of the professional modules.

Intensive VET: In this case, the company assumes between 35-50% of the training hours and will cover at least 30% of the learning outcomes of the vocational modules. In addition, students are paid by means of a grant or contract, with a contract being compulsory from 2029 onwards.

Training will also be dual in vocational training master's degrees that include internships, i.e. in specialisation courses.

Elimination of the FCT module

With the full implementation of Dual VET, the traditional Workplace Training module, which used to offer internships at the end of the second year of all training cycles, will be eliminated

by the 2025/2026 academic year. According to the new law, students will do an internship from the first year of their studies.

Internships will not be an add-on at the end of the course but will be distributed throughout the programme and oriented towards specific learning outcomes. This change aims for cohesion between theory and practice.

The new system will also value professional skills gained by students through work experience, allowing these to be recognised and advanced through the different levels. This will be particularly beneficial for workers or unemployed people with vocational skills, but who lack formal certification.

New roles are introduced with a focus on strengthening career guidance as an essential accompaniment to both lifelong learning and innovation. This initiative has been widely praised by education and training specialists, who believe that effective guidance throughout the training pathway is crucial to improve individuals' job opportunities.

In addition changes are also introduced in the assessment system. The assessment will be divided into 40% for the Continuous Assessment Tests (CAP) and 60% for the final exams. If the student does not reach 40% in the continuous assessment, he/she may choose to sit the final exam, but his/her mark will depend exclusively on the final exam.

3.4.4. Description of validation and certification procedures

The new Vocational Training Law is the link between the VET of the education system and the VET for employment, mainly dedicated to the continuous training of workers and the accreditation of competences through work experience.

Thus, the new law presents a learning pathway divided into modules throughout life, including partial accreditation of competences through specialisation courses.

The new Vocational Training model is divided into five grades:

- Grade A: Partial accreditation of competences
- Grade B: Certificate of Vocational Competence
- Grade C: Vocational Certificate
- Grade D: Training Cycles (Basic Grade, Intermediate Grade and Higher Grade)
- Grade E: Specialisation courses (specialist degree and Professional Master's Degree).

The first three can only be accessed by people over 18 years of age, and are those that affect vocational training for employment and on which the accreditation of competences through work experience and certificates of professionalism is focused. Based on this structure, each person can design and configure their own itineraries adapted to their professional expectations, personal circumstances or labour needs, according to the Ministry of Education and Vocational Training.

If we take a closer look at blocks A, B and C, which are closely related to the subject we are dealing with, we find:

Grade A: Partial accreditation of competences

It constitutes the basis of the vocational training system, with a partial and cumulative character, it allows to obtain a partial accreditation of competence. It is the learning outcome included in a certificate of professionalism of a professional module of those included in the

Modular Catalogue of Vocational Training and linked to the National Catalogue of Professional Qualifications.

The competent Administration is in charge of establishing the duration and structure of the training offer according to the approved curriculum and its time load. The successful completion of a Grade A training course leads to the award of a partial accreditation of competence, the validity of which extends to the entire national territory. By completing all the partial accreditations of each professional module, Group B is passed, and the student obtains a certificate of professional competence.

Grade B: Certificate of Professional Competence

As a result of passing a vocational module included in the Modular Catalogue of Vocational Training, or by-passing Grade A, the Certificate of Vocational Competence is obtained. The structure and duration are established according to the time load of the corresponding vocational module.

Once the professional module has been passed, the student will obtain the Certificate of Competence, in which the standards of professional competence associated with it are described. The competent Administration oversees awarding these certificates, which are valid throughout the Spanish territory.

Grade C: Professional Certificate

Once the students pass several professional modules of the Modular Catalogue of Vocational Training, they obtain the Professional Certificate. The competent Administration will establish its design and structure organised in levels 1, 2 and 3.

These certificates will have national validity, however, the credentials issued by the competent Administrations for the passing of courses that are not included in the National Catalogue of Vocational Training Offers as Grade C courses, are only valid at Autonomous Community level.

People who have acquired professional competences through work experience or non-formal training can officially accredit these competences thanks to the fact that the procedure is permanently open. It can also be accessed by people in the labour force with work experience who do not have an accreditation, certificate or diploma that validates all their professional competences.

3.4.5. Qualification validation institution

Conselleria de educaci3n de la Generalitat Valenciana <https://ceice.gva.es/es/web/formacion-profesional> and Ministerio de Educaci3n <https://www.todofp.es/sobre-fp/fp-dual.html>

3.4.6. Sources of information

- <https://cursos-formacion.camaramadrid.es/blog/fp-dual-nueva-ley-curso-2024-2025/>
- <https://certired.com/la-acreditacion-de-competencias-segun-la-nueva-ley-de-formacion-profesional/>
- <https://www.todofp.es/sobre-fp/fp-dual.html>
- <https://www.observatoriofp.com/>

4.

Procedures for validation and certification of qualifications

The project partners recognized that the following boundary conditions should be taken into account when developing validation and environmental certification procedures for the qualification "Coordinating cooperation of a vocational education and training institution with external companies, including obtaining sponsors."

- 1) The procedures developed are designed to promote the personal career development of the applicant.
- 2) An applicant for confirmation of professional competence should be able to confirm his or her competence regardless of how it was achieved, i.e., the validation and certification procedures developed should take into account the possibility of confirming learning outcomes acquired through self-learning, including completion of e-learning training. This possibility translates into any way a candidate prepares for validation. This means equalizing the paths of competence acquisition in formal education, non-formal education and informal learning. Thanks to this, a person interested in acquiring a qualification consciously chooses where and how to prepare for validation, including, what is particularly valuable and important, can reliably assess and choose the best form of it for him or herself.
- 3) The introduced procedure indicated to contribute to the employee's chances in the labor market. By this, the possibility of obtaining a new qualification is automatically associated with the expansion of existing professional qualifications, which can be an important asset in obtaining a salary increase, career advancement or when participating in the recruitment for a new job.
- 4) Optionally, it is proposed to present validation and certification procedures for candidates completing blended learning training.
- 5) It would be reasonable to include the introduction of the possibility for a participant in the validation process to have his or her competencies recognized on entry.
- 6) The professional qualifications obtained should be accurately described, because with this information the employer knows what skills and knowledge the candidate who obtained the qualification has and can more easily compare them with those needed for the job. This can contribute to reducing the time it takes for an employee to become fully job-ready, since he or she does not need to undergo additional training if his or her competencies are already properly identified by the employer at the recruitment stage and prove sufficient.
- 7) A clearly described vocational qualification can be an excellent resource for planning training that takes into account the needs of those interested in obtaining the qualification.
- 8) On the certificates confirming the acquisition of knowledge and skills after each modular unit and the certificate confirming the achievement of the qualification "Coordinating cooperation

of the vocational education and training institution with external companies, including obtaining sponsors" should be placed information regarding:

- qualification level according to the National and European Qualifications Frameworks. By being able to compare the levels of the National Qualifications Framework (NQF) and the European Qualifications Framework (EQF), a person with a given qualification has a chance to clearly demonstrate his or her competence if he or she applies for a job in a country whose qualification system also refers to the EQF;
- a list of acquired learning outcomes presented in a synthetic manner;
- the number of hours allocated for mastering a given range of knowledge and skills,
- the number of ECVET points according to the methodology adopted by the project,
- the form of education delivery (e.g., e-learning, blended learning);
- the name of the certifying institution and the date of qualification.

9) Validation procedures should also take into account:

- clearly defined evaluation criteria for each module, which will be based on learning outcomes;
- the ability to conduct validation online, especially for e-learning and blended learning;
- flexibility in adapting validation procedures to the individual needs of participants, including those with disabilities;
- ensuring that the validation process follows ethical principles and maintains the highest quality standards;
- creation of documentation on the validation process, which will be archived at the certifying institution for a specified period of time (5 years).

After reviewing examples of good practice and taking into account the above boundary conditions, for the needs of the project in question, the partners agreed that it would be reasonable to develop two validation procedures: the first associated with self-confirmation of learning outcomes through participation in e-learning training, and the second through training conducted in a blended learning system.

At the same time, it was agreed that these procedures must be general enough to be applicable by all institutions forming a partnership. In addition, it was agreed that the project partners will be able to detail the developed procedures on their own and thus adapt them to the current internal regulations introduced in their institutions.

Each of the recommended forms of e-learning and blended learning has its own advantages and the range of people to whom it can be directed.

Below are selected advantages of training organized in the form of e-learning versus blended learning:

1. Flexibility, by giving the participant the ability to learn anywhere, anytime. E-learning allows you to learn from anywhere with Internet access, which is ideal for people with busy schedules.
2. Self-paced, so participants can learn at their own pace, allowing them to tailor their learning to their individual needs and abilities.
3. E-learning usually involves lower costs than blended learning because it eliminates the need for classroom rentals, travel and printed materials.
4. Widespread access, as e-learning materials are available 24/7, giving you the opportunity to learn at the most convenient time for the participant.
5. Global reach, as e-learning can be accessed by people all over the world, regardless of their location.

6. Individualized learning paths - e-learning allows easier creation of individualized learning paths, tailored to the needs and goals of a specific participant.
7. Advanced e-learning platforms offer tools to analyze participants' progress, allowing for ongoing monitoring and adjustment of materials.
8. E-learning materials can be easily updated, ensuring that participants always have access to the latest knowledge and information.
9. E-learning often offers a wide range of resources, including multimedia, interactive quizzes, simulations and other tools to support learning.
10. E-learning is particularly beneficial for people who value flexibility and accessibility, as well as for organizations that want to reduce costs associated with traditional forms of training.

E-learning training is especially recommended for the following groups of people:

1. Busy people - professionals with busy schedules who have limited time due to work or other commitments will appreciate the flexibility of e-learning, allowing them to learn at any time.
2. Students and learners who want to study remotely, especially those who live far from the university or have difficulty commuting, or people who like to study at their own pace and have the ability to be self-disciplined, so they can benefit from personalized online learning.
3. Employees of companies, educational institutions that want to conduct large-scale employee training. They can use e-learning to train teams quickly and effectively without the need for physical meetings.
4. Individuals seeking new skills who want to develop their skills and knowledge outside the formal education system through self-education will find e-learning a rich source of courses and educational materials.
5. Residents of rural areas who have limited access to educational centers. People living in areas where access to traditional educational centers is limited can use e-learning to get quality education without having to travel.
6. People with various disabilities, to whom e-learning can offer greater support, in particular enabling them to learn in a comfortable environment and with adapted learning materials

In summary, e-learning is a versatile and flexible way of learning that can be tailored to the individual needs of different groups of people, providing them with access to education in a convenient and effective format.

Within the framework of the partnership, it was agreed that partner institutions could implement the training course "Coordinating cooperation of a vocational education and training institution with external companies, including attracting sponsors" in a **blended** form, i.e. **blended learning**.

In order to organize it, you can use the teaching materials prepared in the form of tutor and participant guides, which were developed within the framework of the project "Leader of External Cooperation of Vocational School (LEADext)" (Nr 2021-1-PL01-KA220-VET-000033019). The developed tutorials for each modular unit, in addition to the teaching material, include sample exercises that can be conducted with participants in classes organized in the form of stationary.

Blended learning (blended) training has several significant advantages over traditional e-learning:

1. Provides interaction and involvement - the participant during the class has the opportunity to interact directly with the instructor, the opportunity to ask questions and get immediate answers, participate in discussions, implement exercises in a group.

2. It translates into building social interaction, as live meetings allow participants to build relationships, which can translate into increased motivation and engagement of participants.
3. It is characterized by greater flexibility, as it allows the instructor to use a variety of teaching methods. By combining online classes with live sessions, blended learning offers a greater variety of teaching methods, which can better suit participants' different learning styles.
4. Better understanding of the material, as participants can use the e-learning resources at any time, and thus better prepare for the classroom sessions. During the classroom session, they will additionally have the opportunity to get clarification in case of unclear or incomprehensible issues.
5. It can translate into increased learning efficiency by putting theory into practice, as the live sessions can include hands-on exercises that solidify the knowledge and skills gained by the participant online.
6. Improved memorization of knowledge by introducing a combination of different learning modalities during classroom instruction that engage different senses and ways of processing information.
7. Instructors can better tailor the material to the individual needs of participants during live sessions.
8. Class instructors continuously monitor the progress of participants, whom they observe during live classes, and can react to any difficulties based on their observations.
9. Regular classroom sessions can help you stay disciplined and systematic in your studies.
10. Group meetings can further motivate participants through elements of competition and group support

With these advantages, blended learning is considered a more effective and engaging way of teaching, combining the best of both worlds: e-learning and traditional teaching methods.

Blended learning training is recommended for the same groups of participants as and e-learning, who can benefit from a combination of e-learning and traditional teaching methods:

1. Working people - professionals who can use the flexibility of e-learning for theoretical learning at their leisure, and live sessions for practical exercises and interaction with the instructor and other participants.
2. Students and learners who appreciate the opportunity to study at home on their own, but also want to attend on-site classes for additional support and clarification.
3. Organizations and companies that provide in-house training. Companies can use blended learning to conduct comprehensive training programs that combine the flexibility of e-learning with interactive workshops and live training.
4. Individuals seeking new skills, interested in professional and personal development. These individuals want to develop their skills, both theoretical and practical, through which they can take advantage of the various forms of learning offered by blended learning.
5. Educational institutions such as universities and schools that can introduce blended learning as part of their curriculum to increase student engagement of students and adapt learning to diverse learning styles.
6. People with disabilities who have different needs and thus can benefit from the flexibility of e-learning and at the same time benefit from the direct support of instructors during live sessions.

The participant decides on the form of training validation procedure.

4.1. Qualification validation procedures

4.1.1. Procedure for validation of qualifications acquired as a result of self-learning through e-learning

The following is the procedure for e-learning training combined with the procedure for validation of learning outcomes included in the professional qualification “Coordinating cooperation of the vocational education and training institution with external companies, including obtaining sponsors”:

1. Registration for the course

A participant interested in obtaining and validating the qualification “Coordinating the cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors” enrolls in the e-learning course through the training platform: <https://actionelearning.eu/register/>, where he registers his data and gains access to training materials.

The participant interested in taking part in the training course receives a link with confirmation of participation to the email address indicated during registration. After clicking on it, he goes to the course page and confirms his data. From this moment he can start the training.

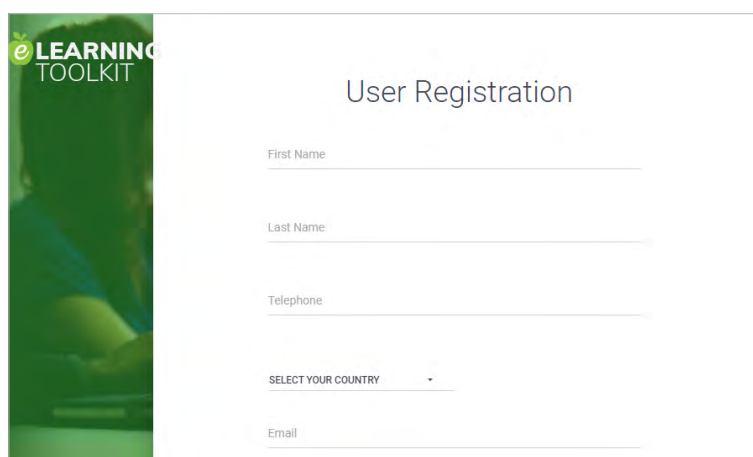
The image shows a web form for user registration. On the left is a green vertical banner with the text 'eLEARNING TOOLKIT'. The main form area is white and titled 'User Registration'. It contains several input fields: 'First Name', 'Last Name', 'Telephone', 'SELECT YOUR COUNTRY' (a dropdown menu), and 'Email'. Each field has a small icon to its left indicating the type of input required.

Fig. 1. Screenshot of participant registration for e-learning training

The first task for the participant after logging in will be to select the language version of the training, which is available in 5 languages:

- English,
- Greek,
- Polish,
- Danish,
- Spanish.

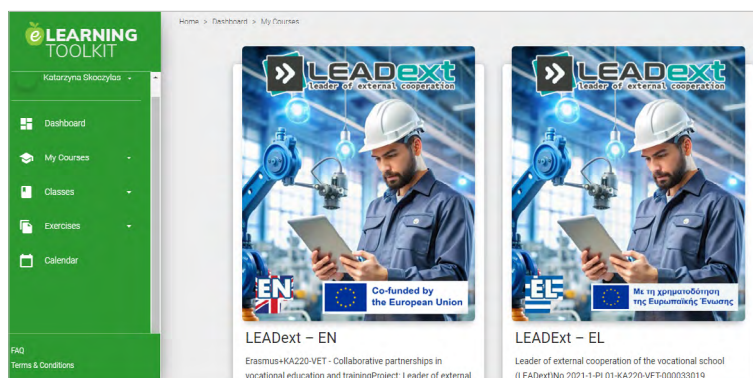


Fig. 2. Selection of the language version of the elearning course

The participant then has the opportunity to read the Introduction, from the contents of which he will learn, among other things:

- under which project the course was developed,
- of how many modular units the course consists of,
- how to navigate the course,
- how to perform knowledge and skill validations before and after each modular unit.

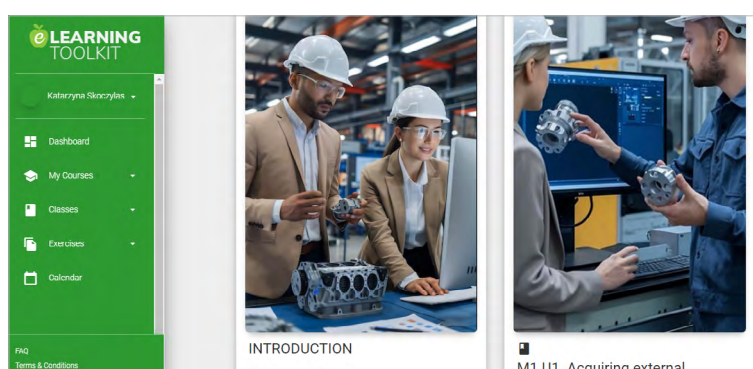


Fig. 3. Familiarizing yourself with the Introduction and selecting a modular unit

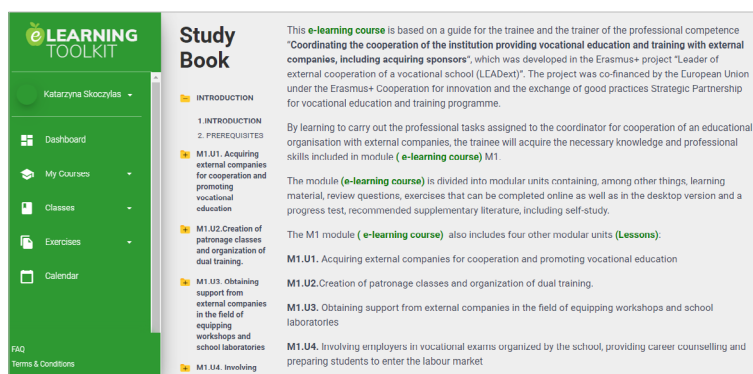


Fig. 4. Contents of the Course Introduction

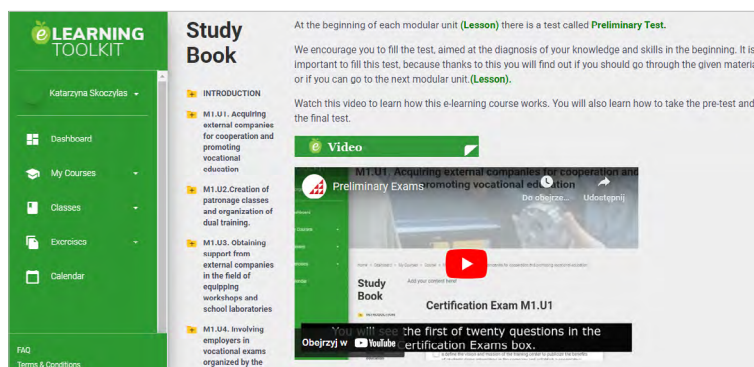


Fig. 5. Instructional video on the validation of professional competencies at the entrance and at the end of the modular unit

2. Validation of learning outcomes at the entrance of the modular unit

The participant, before the start of each modular unit, has the opportunity to take an exam - an entrance test to verify, evaluate the professional competencies that have been acquired as a result of self-learning.

A participant can take the test only once.

The implementing partners agreed that passing the entrance exam before each modular unit requires the participant to answer all questions correctly. Checking whether the participant answered correctly is carried out automatically. This approach was adopted because otherwise access to a training tutor must be provided. The project partners felt that this approach increases the cost of the training and makes it unavailable at any time to the participant.

If the participant gets a positive result, he may not proceed with the training content of the modular unit. But the decision is up to him whether he wants to familiarize himself with the prepared training material.

After successfully passing the entrance exam for the modular unit, the participant will have access to the opportunity to download a certificate confirming mastery of the professional competencies comprising the modular unit.

Certificates have been developed for each of the five modular units comprising the course "Coordinating the cooperation of a vocational education and training institution with external companies, including obtaining sponsors", among other things:

- Participant data (name, date of birth),
- The name of the passed modular unit,
- Date of completion of the modular unit,
- The names of the institutions issuing the certificate (forming a partnership),
- European Qualifications Framework level,
- Certificate supplement with skills and competency profile.

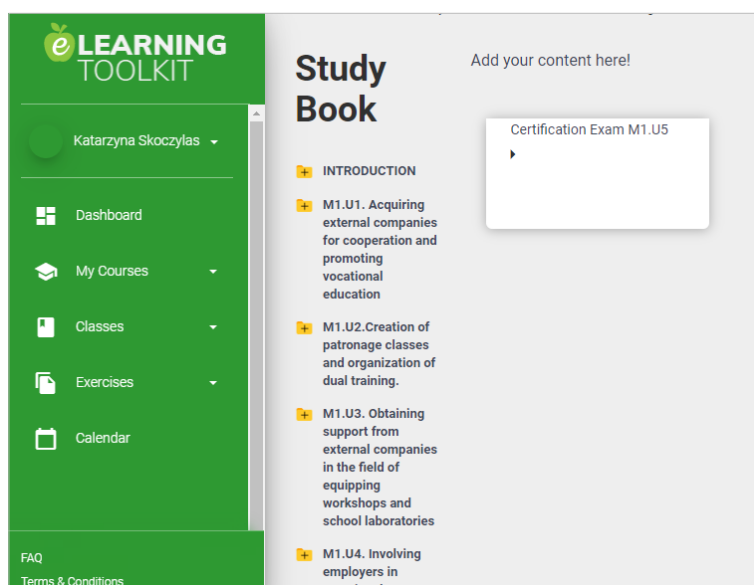


Fig. 6. Exam - test before the start of the modular unit

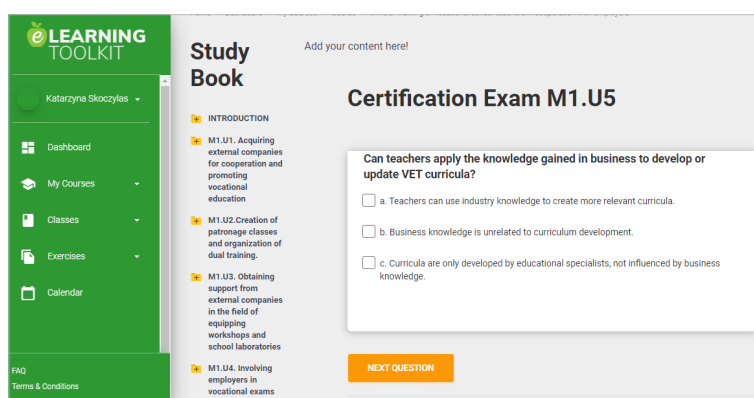


Fig. 7. Exam - example of a test task

3. Familiarization with study material

A participant who has not passed the exam - the test at the entrance to the modular unit, receives information about the fact and is redirected to the realization of the learning material within the given modular unit included in the e-learning course for the qualification "Coordinating cooperation of the vocational education and training institution with external companies, including obtaining sponsors".

In the course of learning, he familiarizes himself with the posted materials, performs interactive exercises that are part of the program of a given modular unit.

It can deepen its knowledge by using the recommended resources.

4. Validation upon completion of the modular unit

After completing the study of a modular unit, the participant takes an exam - an exit test. With the help of the test, the participant checks his acquired knowledge and skills related to the module. The test results are generated automatically.

If the participant answered more than 80% of the questions correctly, he or she passed the modular unit.

After successfully passing the exam at the exit of the modular unit, the participant will have access to the opportunity to download a certificate confirming mastery of the professional competencies comprising the modular unit.

In the event that the participant answered **less** than 80% of the questions correctly, he will be recommended to repeat the given modular unit again or to use additional training materials developed in the project in the form of an educational package. In these materials he will find additional sources of literature to supplement and expand his knowledge and skills.

Failure to pass the exam - entrance or exit test, will prevent the issuance of a certificate to the course participant confirming the acquisition of professional competence in the field covered by a specific modular unit.

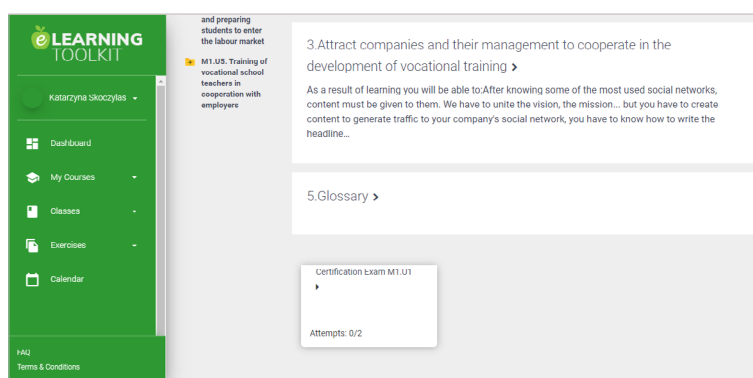


Fig. 8. Examination - test at the end of the modular unit

5. Validation of modular (training) units

To sum up, the first stage of the validation process boils down to passing the exams - tests developed for all five modular units included in the course "Coordinating cooperation of a vocational education and training institution with external companies, including obtaining sponsors."

- M1.U1. Acquiring external companies for cooperation and promoting vocational education;
- M1.U2. Creation of patronage classes and organization of dual training;
- M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories;
- M1.U4. Involve employers in vocational exams organized by the school, providing career counseling and preparing students to enter the labor market;
- M1.U5. Training of vocational school teachers in cooperation with employers.

After passing each of the modular units, the system automatically generates the possibility to download a certificate confirming its passing on its own.

Note: the participant, after learning the scope of the course, can decide that he only wants to study selected topics - modular units. But then he will receive certificates only from those units in which he passes the exam - the test at the entrance or after learning the course material.

Templates for a set of certificates for each modular (training) unit are presented in Section 3.4.3.

6. Final validation of qualifications

In the case of the e-learning training, the final validation - confirming the acquisition of the qualification "Coordination of cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors" by the participant of the training will take place automatically. The participant will receive access to a diploma confirming the acquisition of the qualification after passing all the modular units included in the training.

7. Issuance of a diploma confirming the acquisition of a qualification

As indicated above, the participant will automatically receive access to the diploma confirming the acquisition of the professional qualification "Coordination of cooperation of the vocational education and training institution with external companies, including obtaining sponsors". After passing all the modular units included in the training, the system will allow downloading the diploma.

A model diploma confirming the acquisition of a professional qualification "Coordinating cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors" is presented in Section 3.4.3.

4.1.2. Validation procedure for qualifications acquired as a result of blended learning or through self-study

The chapter presents a sample procedure for the validation and certification of qualifications entitled. "Coordinating cooperation of the vocational education and training institution with external companies, including obtaining sponsors."

The procedure takes into account the confirmation of professional competencies acquired in different ways, i.e. through self-study or participation in on-site training or blended learning.

The choice of the various stages of the validation and certification process is decided by the partner institution in the project, which can adapt it to its rules and regulations.

Principles that apply in validation and certification processes

1. Separation of validation and training processes and exclusion of conflicts of interest

The first principle to be introduced in an institution wishing to conduct validation and certification processes is related to the separation of validation and training processes and the exclusion of conflicts of interest. In practice, this means that validation and certification processes cannot involve the same employees as those who conduct the training of validation applicants. Systematic measures to ensure the separation of training and validation processes and are intended to lead to the prevention of conflicts of interest. This can be done, for example, at the stage of joining validation, where the participant will be required to mark the names of the validation providers (based on a list) in whose training he or she participated in connection with the training provided. If it turned out that there was a possibility that the training leader would become a member of the validation committee at the same time, then the candidate should be offered another date for the validation process or the composition of the committee should be changed.

2. Reliability and relevance of the validation process

It is necessary to ensure that the process of validation of the qualification "Coordination of cooperation of an institution providing vocational education and training with external

companies, including obtaining sponsors” is accurate. This means that the right learning outcomes have been defined for the qualification, and when verifying the learning outcomes, all the learning outcomes indicated in the qualification description are checked.

In our case, **relevance** was ensured by identifying the right learning outcomes within the qualification at the stage of describing it, as the process involved international experts representing the institutions forming the partnership in the project “Leader in Vocational School External Cooperation (LEADext)” (Nr 2021-1-PL01-KA220-VET-000033019).

The qualification validation process is **reliable**, as the result of the verification process is independent of the time and space conditions and the validators. The validation process is stationary or remote. Methods of verification of learning outcomes are carried out stationary or online, providing and analyzing evidence indicated as appropriate to validate learning outcomes. Those conducting the exam will conduct it based on a uniform standard described in the validation scenarios. The entire process is supervised by the chairman of the validation committee.

3. Adequacy of validation methods and tools for a given qualification

The methods and tools used in validation should be relevant to the learning outcomes that make up the qualification, as:

- result directly from the requirements for validation contained in the qualification description,
- at the qualification description level have been identified and accepted as appropriate by experts from the project’s partner institutions.

The IC ensures the adequacy of the validation methods used with the learning outcomes for the qualification by:

- strict adherence to the requirements for acceptable methods specified in the qualification description,
- modifications to the solutions used in the validation process in terms of the validation methods used in the event of updating the qualification description in this regard,
- adherence to the validation scenario for a given qualification, taking into account only methods acceptable for the qualification.

4. Validation process standard

The quality of the process of verification of learning outcomes highlighted in the qualification is ensured by developing a detailed description of the process, standardizing activities, i.e. validation scenario, appeal procedure.

5. Appeal procedures

The partner institution performing the tasks of the certifying authority, will develop an appeal procedure in the validation and certification processes.

The following solution can be used:

- From the moment of receipt of the validation decision, the candidate has the right to appeal the decision in question in writing within 14 working days. In the appeal letter, he/she shall present his/her reasons. The letter can be made in the form of an email or by letter and sent by snail mail with acknowledgement of receipt.
- The partner institution performing the tasks of the certifying authority has 14 working days to consider the appeal. The response to the appeal is provided electronically if the

appellant provides an email, or by letter and sent by snail mail with acknowledgment of receipt.

- The appeal will be considered regardless of what it concerns, be it technical or organizational conditions of the validation process or substantive issues.
- If the partner institution performing the tasks of the certifying authority finds an appeal on substantive issues to be valid, the validation decision may be changed. If, on the other hand, the partner institution performing the tasks of the certifying authority finds the appeal on technical/organizational issues to be valid, the candidate may be allowed to re-enter the validation process free of charge.

6. Certification

The partner institution performing the task of certifying authority ensures the quality of issuance of certificates by the fact that certificates are issued:

- to the right people, i.e., only to those validation participants who have confirmed all the learning outcomes that make up a given qualification, which is confirmed by a positive validation decision,
- in an orderly manner - each certificate will be stamped with the logo of the partner institution performing the tasks of the certifying institution and the appropriate number, name of the certificate owner. The partner institution performing the tasks of the certifying institution will be required to keep a register of the diplomas issued. On the back of each diploma will be all the learning outcomes confirmed in the process of qualification validation.

The course of the validation process - an example scenario

1. Familiarize the participant with the validation process (validation methods) and certification - this is best done by posting information on the website.
2. Participant registration - can be done by filling out a form at the headquarters of the partner institution performing the tasks of the validating and certifying institution or online.
3. Sending by the participant along with the registration form - any evidence and confirmation of payment.
4. Appoint a validation committee and select a committee chairman.
5. Setting a date for conducting the validation process.
6. Notifying the participant of the validation date.
7. Option 1:
 - Entering the theoretical part of the validation process - covering all sets of learning outcomes, checked by means of a test. At this stage, the partner institution performing the tasks of the validating and certifying institution may use examination tasks - entry and post-tests of the modular unit included in the e-learning training. A positive result of the test, i.e. providing more than 80% correct answers to the questions asked, may be the basis for passing the group of learning outcomes assigned to a given modular unit that is a component of the qualification.
 - In the event of failure to pass the test - the participant in the validation process, through the use of a free interview, can be questioned by members of the examination committee from those areas that he failed to pass by taking the exam - test before or after the training in the modular unit.
8. Option 2:

- Entering the theoretical part of the validation process - covering all sets of learning outcomes, checked by means of a test. At this stage, the partner institution performing the tasks of the validating and certifying institution may use examination tasks - entry and post-tests of the modular unit included in the e-learning training. A positive result of the test, i.e., providing more than 80% correct answers to the questions passed, may be the basis for passing the group of learning outcomes assigned to a given modular unit that is a component of the qualification.
- In the event of failure to pass the test - the participant in the validation process through the use of a free interview can be questioned by members of the examination committee from those areas that he failed to pass by taking the exam - test before or after the training within the modular unit. Interviews can take place stationary or remotely.
- In addition, checking by observation under simulated or real conditions can be introduced; observation under simulated or real conditions is each time combined with an interview with the committee, which is complementary in nature; observation under simulated or real conditions is carried out using documentation and materials provided. Interviews can be held stationary or remotely.

9. Option 3:

Regardless of the e-learning examinations-tests used in the training before or after the training of the modular unit, the partner institution performing the tasks of the validating and certifying institution may choose to use the method of evidence analysis and declarations in the validation procedure. This method involves the examination by members of the validation committee of an individual's documents and creations as to the extent to which they can attest to the candidate's achievement of the selected learning outcomes included in the qualification "Coordination of cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors."

This method can be applied to candidates who have work experience in the field covered by the qualification "Coordinating cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors."

This method can be supplemented by a free-flow interview during which the validation participant can be questioned in case the members of the validation (examination) committee have doubts about the evidence and declarations provided for evaluation. Interviews can be held stationary or remotely.

Note: the choice of validation method is decided by the partner institution performing the tasks of the certifying authority.

10. Regardless of the validation method adopted, the partner institution performing the tasks of the validating and certifying institution may consider making one correction, if any, from the unscored part of the verification.
11. Preparation by the examination committee of a protocol for conducting the validation process and forwarding it to the person responsible for issuing the certificate.
12. Inform the participant of the validation results.
13. Waiting for a possible complaint from the person involved in the validation process.
14. In the event of a negative validation result, the validated person may again, at any time, proceed to enroll for the selected date for the next validation.
15. Issue of a diploma confirming the participant's mastery of the qualification, its registration and issuance to the participant in the validation process. An example of a diploma is presented in section 3.4.3.

Registration and formal handling of a candidate interested in participating in the validation process

Registration takes place via a form provided at the premises of the institution wishing to conduct validation and certification processes or an online form.

A candidate with professional experience in the area covered by the qualification "Coordination of cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors" may present evidence on the basis of which the examination committee can confirm the learning outcomes highlighted in the qualification.

The candidate can also choose the option without providing evidence. Then he or she is subject to the validation process according to option 1 or 2.

During registration, the candidate chooses the option of conducting the validation procedure.

Provide the necessary material and organizational resources to carry out validation and certification processes

In order to carry out knowledge verification, an institution wishing to conduct validation and certification processes shall provide conditions that allow each person entering validation to work independently.

In order to verify learning outcomes, an institution wishing to conduct validation and certification processes shall provide:

- screen,
- projector,
- Computer,
- internet access.

Principles and availability of validation documentation

All documents generated in the validation process are in the form of paper or electronic documents and are stored in locked cabinets or on a secure disk.

Access to individual documents is available:

- authorized employees of the institution wishing to conduct validation and certification processes,
- Validation participants (only as far as their documents are concerned),
- members of the validation committee - only in terms of the documents/files they evaluate and complete,
- Members of the Appeals Committee - only for documents related to the appeal procedure.

Quality assurance in the human resources area

In the processes of qualification, members participate:

- validation committee, who are appointed and trained by the partner institution conducting the validation and certification processes to carry out the learning outcomes verification process. These individuals have the competencies (knowledge, skills and experience) specified in the requirements for validation and validation providers outlined in the qualification description. Committee members are employed by the partner institution conducting the validation and certification processes and are able to demonstrate evidence of the necessary competencies,

- appeal commission, who are selected by the partner institution conducting the validation and certification processes. It is recommended that the committee be composed of a minimum of two people. The committee should include one member of the validation committee who participated in the validation of this candidate and may include another member of the validation committee who did not participate in this particular validation.

A detailed description of the tasks and competencies of those involved in the validation and certification processes is specified in the qualification description.

4.1.3. Documents issued in the certification process

The given subsection presents samples of documents that participants can acquire as a result of learning. These will be:

- 1) Certificate of completion of training in the form:
 - Online,
 - Online and stationary.

The certificate only confirms the participant's participation in a given form of training. It does not confirm his acquisition of qualifications, since he did not pass the exams - tests of modular units. It is issued separately for each of the modular units.

- 2) Certificate upon completion of each modular unit, resulting from successful completion of the exam - test at the entrance or exit of the modular unit.
- 3) A diploma confirming the acquisition of the qualification "Coordination of cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors." - is awarded to the participant after obtaining all certificates, i.e. passing all five modular units.

Sample documents:

1. Certificate of completion of training:
 - **Name of the document:** Certificate of completion of training in the modular unit.
 - **Contents of the certificate:**
 - Logos: of the LEADext project and the partner institution specific to the language version.
 - The name of the modular unit under which the training was conducted (e.g., modular unit "M1.U1: Acquiring external companies for cooperation and promoting vocational education").
 - Participant's name.
 - Date of completion of training in the modular unit.
 - Information on the form of training delivery (e-learning or blended learning).
 - Hours dimension.
 - Names of partner institutions.
 - The name of the project and the EU logo with information about the funding.

2. Certificate after passing the training unit and passing the exam - test:

- **Name of the document:** Certificate on validation of learning outcomes (included in the modular unit).
- **Certificate content:**
 - Logos: of the LEADext project and the partner institution specific to the language version.
 - Name of the qualification acquired as a result of passing the modular unit (e.g., modular unit "M1.U1. Acquiring external companies for cooperation and promoting vocational education").
 - Information on the form of training delivery (e-learning or blended learning).
 - Participant's name.
 - Date of completion of the modular unit.
 - Designation of qualification level according to the European Qualifications Framework.
 - Number of hours allocated for mastering the learning outcomes covered by the modular unit.
 - Number of ECVET points.
 - The name of the project and the EU logo with information about the funding.
 - List of acquired learning outcomes.

3. Diploma - obtained after obtaining all certificates:

- **Name of document:** Diploma confirming the acquisition of the professional qualification "Coordinating the cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors".
- **Diploma content:**
 - Logos: of the LEADext project and the partner institution specific to the language version.
 - Participant's name.
 - Course name.
 - Date of obtaining the diploma.
 - Designation of qualification level according to the European Qualifications Framework.
 - Number of hours allocated to master the learning outcomes covered by the qualification.
 - Total ECVET points.
 - Name of the certifying authority.
 - The name of the project and the EU logo with information about the funding.
 - List of acquired learning outcomes.

Example - certificate of completion of training in the modular unit



.....
Logo of the partner institution

CERTIFICATE

on completion of training in the modular unit

(name of modular unit)

It is certified that you

(name(s))

completed training in the form of e-learning/blended learning/stationary* in the modular unit

.....
(name of modular unit)

amounting to hours, carried out using materials developed under the project "Leader of External Cooperation of the Vocational School (LEADext)" (No. 2021-1-PL01-KA-220-VET-000033019), funded by the European Commission under the Erasmus+ program.

The training was completed on

(Date of completion of training)

No. / 20.....

.....
(name of person representing)

** inappropriate should be deleted or removed.*



Example - Certificate on validation of learning outcomes



.....

Logo of the partner institution



Partial qualification at level 5 of the Polish

Qualifications Framework and the European Qualifications Framework

CERTIFICATE **about validation of learning outcomes**

It is certified that you

(name(s))

in the validation process confirmed the learning outcomes included in the modular unit

.....

(name of modular unit)

The validation process was carried out using materials developed within the framework of the project "Leader in Vocational School External Cooperation (LEADext)" (No. 2021-1-PL01-KA-220-VET-000033019), funded by the European Commission under the Erasmus+ program.

Validation completed on

(Date of completion of training)

No. / 20.....

.....

(Name of the person representing the validating institution)

** inappropriate should be deleted or removed.*



Certificate Supplement

Information about the learning outcomes confirmed in the validation process and included in the scope of the modular unit

(name of modular unit)

No.	Learning outcomes confirmed by the validation process

No. /20.....

Example - Diploma confirming the acquisition of a professional qualification "Coordination of cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors".



.....
Logo of the partner institution



Partial qualification at level 5 of the Polish
Qualifications Framework and the European Qualifications Framework

DIPLOM
certifying the acquisition of a professional qualification

It is certified that you
(name(s))

in the validation process confirmed the learning outcomes falling under the professional qualification **"Coordination of cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors"**.

The validation process was carried out using materials developed within the framework of the project "Leader in Vocational School External Cooperation (LEADext)" (No. 2021-1-PL01-KA-220-VET-000033019), funded by the European Commission under the Erasmus+ program.

Validation completed on
(Date of completion of training)

No. / 20.....

.....
(Name of the person representing the validating institution)

** inappropriate should be deleted or removed.*



Diploma supplement

Information on the learning outcomes confirmed in the validation process and included in the professional qualification **"Coordinating cooperation of the VET institution with external companies, including obtaining sponsors."**

Lp.	Learning outcomes validated through qualification validation process

No. /20.....

4.1.4. Certificate and diploma supplements confirming the qualification "Coordinating cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors" and its components

The subsection presents information on the learning outcomes validated in the validation process and included in the modular units included in the qualification "Coordinating cooperation of the vocational education and training institution with external companies, including obtaining sponsors."

- M1.U1. Acquiring external companies for cooperation and promoting vocational education;
- M1.U2. Creation of patronage classes and organization of dual training;
- M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories;
- M1.U4. Involve employers in vocational exams organized by the school, providing career counseling and preparing students to enter the labor market;
- M1.U5. Training of vocational school teachers in cooperation with employers.

A supplement in the form of a list of learning outcomes will be attached to each certificate issued confirming their positive validation within a specific modular unit, as well as to a diploma confirming the acquisition of the qualification "Coordinating cooperation of an institution providing vocational education and training with external companies, including acquiring sponsors", which the participant obtains after recommending all modular units.

Certificate and diploma supplements are posted in English and the languages of the project's partner countries (Danish, Polish, Spanish and Greek).

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

Certificate Supplement - English

Information about learning outcomes confirmed in the validation process and included in the modular unit M1.U1. Acquiring external companies for cooperation and promoting vocational education

No.	Learning outcomes confirmed in the validation process
1.	Developing a marketing strategy for a vocational school aimed at developing cooperation with employers
2.	Promoting cooperation for vocational education with the environment, including employers, via social media
3.	Presenting the benefits of various stakeholder groups from the cooperation of vocational schools with employers
4.	Creating and developing a network of cooperation between the school and enterprises
5.	Determining the needs of parties involved in cooperation between schools and the environment, including employers
6.	Developing network cooperation between the school and its environment, including employers

Suplement do certyfikatu – język polski

Informacja o efektach uczenia się potwierdzonych w procesie walidacji i wchodzących w zakres jednostki modułowej M1.J1. Pozyskiwanie firm zewnętrznych do współpracy i promocja kształcenia zawodowego

Lp.	Efekty uczenia się potwierdzone w procesie walidacji
1.	Opracowywanie strategii marketingowej szkoły zawodowej ukierunkowanej na rozwój współpracy z pracodawcami
2.	Promowanie współpracy na rzecz szkolnictwa zawodowego z otoczeniem, w tym z pracodawcami, za pośrednictwem mediów społecznościowych
3.	Przedstawianie korzyści różnych grup interesariuszy ze współpracy szkół zawodowych z pracodawcami
4.	Tworzenie i rozwijanie sieci współpracy szkoły z przedsiębiorstwami
5.	Określanie potrzeb stron zaangażowanych we współpracę szkół z otoczeniem, w tym z pracodawcami
6.	Rozwijanie współpracy sieciowej szkoły z otoczeniem, w tym z pracodawcami

Certifikattillæg – dansk

Oplysninger om læringsudbytte bekræftet i valideringsprocessen og inkluderet i omfanget af den modulære enhed M1.U1. Indkøb af eksterne virksomheder til samarbejde og fremme af erhvervsuddannelse

Nej.	Læringsresultater bekræftet i valideringsprocessen
1.	Udvikle en markedsføringsstrategi for erhvervsskolen med henblik på at udvikle samarbejdet med arbejdsgivere.
2.	Fremme erhvervsuddannelsernes samarbejde med miljøet, herunder arbejdsgivere, gennem sociale medier.
3.	At demonstrere fordelene ved samarbejde mellem erhvervsskoler og arbejdsgivere for forskellige interessentgrupper
4.	Oprettelse og udvikling af netværk mellem skoler og virksomheder
5.	Identificere behovene hos de parter, der er involveret i skolemiljø-samarbejdet, herunder arbejdsgivere
6.	Udvikling af skolens netværk med omverdenen, herunder arbejdsgivere

Suplemento al certificado – Español

Información sobre los resultados de aprendizaje confirmados en el proceso de validación e incluidos en el alcance de la unidad modular M1.U1. Captación de empresas externas para la cooperación y promoción de la formación profesional

No.	Resultados de aprendizaje confirmados en el proceso de validación
1.	Desarrollar una estrategia de marketing para la escuela de formación profesional destinada a desarrollar la colaboración con los empresarios
2.	Fomento de la cooperación en materia de formación profesional con el entorno, incluidos los empresarios, a través de los medios sociales
3.	Demostrar las ventajas de la colaboración entre centros de formación profesional y empleadores a los distintos grupos de interesados.
4.	Creación y desarrollo de redes escuela-empresa

5.	Identificar las necesidades de las partes implicadas en la cooperación escuela-entorno, incluidos los empresarios.
6.	Desarrollar la red de contactos de la escuela con el entorno, incluidos los empresarios

Συμπλήρωμα Πιστοποιητικού – Ελληνική γλώσσα

Πληροφορίες σχετικά με τα μαθησιακά αποτελέσματα που επιβεβαιώθηκαν στη διαδικασία επικύρωσης και περιλαμβάνονται στο πεδίο εφαρμογής της σπονδυλωτής ενότητας M1.U1. Εξαγορά εξωτερικών εταιρειών για συνεργασία και προώθηση της επαγγελματικής εκπαίδευσης

Οχι.	Τα μαθησιακά αποτελέσματα επιβεβαιώθηκαν στη διαδικασία επικύρωσης
1.	Ανάπτυξη στρατηγικής μάρκετινγκ για την επαγγελματική σχολή με στόχο την ανάπτυξη συνεργασίας με τους εργοδότες
2.	Προώθηση της συνεργασίας για την επαγγελματική εκπαίδευση με το περιβάλλον, συμπεριλαμβανομένων των εργοδοτών, μέσω των μέσων κοινωνικής δικτύωσης
3.	Επίδειξη των πλεονεκτημάτων της συνεργασίας επαγγελματικών σχολείων και εργοδοτών σε διάφορες ομάδες ενδιαφερομένων
4.	Δημιουργία και ανάπτυξη δικτύων σχολείων-επιχειρήσεων
5.	Προσδιορισμός των αναγκών των μερών που εμπλέκονται στη συνεργασία σχολείου-περιβάλλοντος, συμπεριλαμβανομένων των εργοδοτών
6.	Ανάπτυξη της δικτύωσης του σχολείου με το περιβάλλον, συμπεριλαμβανομένων των εργοδοτών

M1.U2.Creation of patronage classes and organization of dual training

Certificate Supplement - English

Information about learning outcomes confirmed in the validation process and included in the modular unit M1.U2.Creation of patronage classes and organization of dual training

No.	Learning outcomes confirmed in the validation process
1.	Defining the term „patronage class” and indicating actions that can be taken within the patronage class
2.	Indicating the benefits of various stakeholder groups from the creation of a patronage class
3.	Creating a patronage class and drawing up an agreement between the school and the enterprise to create a patronage class
4.	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
5.	Verification of the company in terms of the possibility of conducting practical classes for students in the form of dual education
6.	Drawing up an agreement between the parties involved in the process of practical training of students for dual education in the company
7.	Preparing a program of practical classes organized in the dual education system
8.	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
9.	Selection of instructors to conduct practical classes for students in the company
10.	Preparing the student for practical classes organized in the form of dual education in the company
11.	Documenting the dual education process in the company
12.	Monitoring the process of practical education for students

13.	Diagnosing the knowledge and skills of students participating in practical classes organized in the form of dual education at the employer
14.	Evaluation of practical classes for students organized in the company's dual education system

Suplement do certyfikatu – język polski

Informacja o efektach uczenia się potwierdzonych w procesie walidacji i wchodzących w zakres jednostki modułowej M1.J2. Tworzenie klas patronackich i organizacja kształcenia dualnego

Lp.	Efekty uczenia się potwierdzone w procesie walidacji
1.	Definiowanie terminu „klasa patronacka” i wskazywanie działań jakie można podejmować w ramach klasy patronackiej
2.	Wskazywanie korzyści różnych grup interesariuszy z utworzenia klasy patronackiej
3.	Tworzenie klasy patronackiej i sporządzanie umowy pomiędzy szkołą a przedsiębiorstwem na utworzenie klasy patronackiej
4.	Definiowanie terminu „kształcenie dualne” i wskazywanie korzyści z wprowadzenia zajęć praktycznych dla uczniów w formie kształcenia dualnego jakie mają różne grupy interesariuszy
5.	Przeprowadzenie weryfikacji firmy pod kątem możliwości prowadzenia zajęć praktycznych dla uczniów w formie kształcenia dualnego
6.	Sporządzanie umowy między stronami zaangażowanymi w proces kształcenia praktycznego uczniów w formie dualnej
7.	Przygotowywanie programu zajęć praktycznych organizowanych w systemie kształcenia dualnego
8.	Weryfikowanie możliwości realizacji w firmie efektów uczenia się zawartych w programie zajęć praktycznych organizowanych w formie kształcenia dualnego
9.	Dobieranie kadry instruktorskiej do prowadzenia zajęć praktycznych dla uczniów w firmie
10.	Przygotowywanie ucznia do odbycia zajęć praktycznych organizowanych w formie kształcenia dualnego w przedsiębiorstwie
11.	Dokumentowanie procesu kształcenia dualnego w firmie
12.	Prowadzenie monitoring procesu kształcenia praktycznego dla uczniów
13.	Diagnozowanie wiedzy i umiejętności uczniów uczestniczących w zajęciach praktycznych organizowanych w formie kształcenia dualnego u pracodawcy
14.	Prowadzenie ewaluacji zajęć praktycznych dla uczniów organizowanych w systemie kształcenia dualnego w firmie

Certifikattillæg – dansk

Oplysninger om læringsudbytte bekræftet i valideringsprocessen og inkluderet i omfanget af den modulære enhed M1.U2. Oprettelse af patronage-klasser og organisering af dobbeltuddannelse

Nej.	Læringsresultater bekræftet i valideringsprocessen
1.	Definition af begrebet „paraplyklasse” og identifikation af aktiviteter, der kan udføres som en del af en paraplyklasse.
2.	Påpegning af fordelene for forskellige interessentgrupper ved at oprette en paraplyklasse
3.	Oprettelse af en sponsorklasse og udarbejdelse af en kontrakt mellem skolen og virksomheden om oprettelse af en sponsorklasse
4.	Definition af begrebet „dual education” og angivelse af fordelene ved at indføre praktisk undervisning for studerende i form af dual education for forskellige interessentgrupper.

5.	Verificering af virksomheden for muligheden for at give praktisk undervisning til studerende i form af dobbeltuddannelse
6.	Udarbejdelse af en aftale mellem de parter, der er involveret i processen med praktisk uddannelse af studerende i et dobbelt format
7.	Forberedelse af programmet for praktisk undervisning organiseret i det dobbelte uddannelsessystem
8.	Verifikation af muligheden for i virksomheden at realisere de læringsresultater, der er inkluderet i programmet for praktisk undervisning organiseret i form af dobbeltuddannelse.
9.	Udvælgelse af instruktører til at gennemføre praktisk undervisning for studerende i virksomheden
10.	Forberede den studerende på praktisk undervisning organiseret som vekseluddannelse i en virksomhed.
11.	Dokumentation af den dobbelte oplæringsproces i virksomheden
12.	Overvågning af den praktiske træningsproces for studerende
13.	Diagnosticering af viden og færdigheder hos studerende, der deltager i praktisk undervisning organiseret i form af dobbeltuddannelse hos arbejdsgiveren.
14.	Gennemførelse af evalueringer af praktiske klasser for studerende, der er organiseret i virksomhedens dobbelte uddannelsessystem.

Suplemento al certificado – Español

Información sobre los resultados de aprendizaje confirmados en el proceso de validación e incluidos en el alcance de la unidad modular M1.U2. Creación de clases de patronato y organización de la formación dual

No.	Resultados de aprendizaje confirmados en el proceso de validación
1.	Definir el término „clase paraguas” e identificar las actividades que pueden llevarse a cabo como parte de una clase paraguas.
2.	Señalar las ventajas de crear una clase de mecenazgo a los distintos grupos de interesados
3.	Creación de una clase de mecenazgo y elaboración de un contrato entre la escuela y la empresa para la creación de una clase de mecenazgo.
4.	Definir el término „educación dual” e indicar las ventajas de introducir clases prácticas para los estudiantes en forma de educación dual para los distintos grupos de interesados.
5.	Comprobación de la empresa de la posibilidad de impartir clases prácticas a los alumnos en forma de formación dual
6.	Elaboración de un acuerdo entre las partes implicadas en la formación práctica de los estudiantes en formato dual
7.	Preparación del programa de clases prácticas organizadas en el sistema de formación dual
8.	Verificación de la posibilidad de realización en la empresa de los resultados de aprendizaje incluidos en el programa de clases prácticas organizadas en forma de formación dual.
9.	Selección de personal docente para impartir clases prácticas a los alumnos de la empresa
10.	Preparar al alumno para las clases prácticas organizadas como formación dual en una empresa
11.	Documentación del proceso de formación dual en la empresa
12.	Seguimiento del proceso de formación práctica de los estudiantes
13.	Diagnóstico de los conocimientos y competencias de los alumnos que participan en las clases prácticas organizadas en forma de formación dual en las instalaciones del empresario.
14.	Realización de evaluaciones de las clases prácticas de los alumnos organizadas en el sistema de formación dual de la empresa

Συμπλήρωμα Πιστοποιητικού – Ελληνική γλώσσα

Πληροφορίες σχετικά με τα μαθησιακά αποτελέσματα που επιβεβαιώθηκαν στη διαδικασία επικύρωσης και περιλαμβάνονται στο πεδίο εφαρμογής της σπονδυλωτής ενότητας M1.U2. Δημιουργία πελατειακών τάξεων και οργάνωση της διπλής εκπαίδευσης

Οχι.	Τα μαθησιακά αποτελέσματα επιβεβαιώθηκαν στη διαδικασία επικύρωσης
1.	Ορισμός του όρου „ομπρέλα” και προσδιορισμός των δραστηριοτήτων που μπορούν να αναληφθούν στο πλαίσιο μιας ομπρέλας
2.	Επισήμανση των πλεονεκτημάτων για τις διάφορες ομάδες ενδιαφερομένων από τη δημιουργία μιας ομπρέλας τάξης
3.	Δημιουργία τάξης πατρωνίας και κατάρτιση σύμβασης μεταξύ του σχολείου και της εταιρείας για τη δημιουργία τάξης πατρωνίας
4.	Ορισμός του όρου „διπλή εκπαίδευση” και επισήμανση των πλεονεκτημάτων της εισαγωγής πρακτικών μαθημάτων για τους φοιτητές με τη μορφή διπλής εκπαίδευσης σε διάφορες ομάδες ενδιαφερομένων
5.	Επαλήθευση της εταιρείας για τη δυνατότητα παροχής πρακτικών μαθημάτων για τους σπουδαστές με τη μορφή διπλής κατάρτισης
6.	Κατάρτιση συμφωνίας μεταξύ των εμπλεκόμενων μερών για την πρακτική άσκηση των σπουδαστών σε διπλή μορφή
7.	Προετοιμασία του προγράμματος των πρακτικών μαθημάτων που οργανώνονται στο πλαίσιο του διπλού συστήματος κατάρτισης
8.	Επαλήθευση της δυνατότητας υλοποίησης στην επιχείρηση των μαθησιακών αποτελεσμάτων που περιλαμβάνονται στο πρόγραμμα των πρακτικών μαθημάτων που οργανώνονται με τη μορφή της διπλής κατάρτισης
9.	Επιλογή εκπαιδευτικού προσωπικού για τη διεξαγωγή πρακτικών μαθημάτων για τους φοιτητές της εταιρείας
10.	Προετοιμασία του σπουδαστή για τα πρακτικά μαθήματα που οργανώνονται ως διπλή εκπαίδευση σε μια επιχείρηση
11.	Τεκμηρίωση της διαδικασίας διπλής κατάρτισης στην εταιρεία
12.	Παρακολούθηση της διαδικασίας πρακτικής άσκησης των φοιτητών
13.	Διάγνωση των γνώσεων και των δεξιοτήτων των σπουδαστών που συμμετέχουν σε πρακτικά μαθήματα που οργανώνονται με τη μορφή διπλής εκπαίδευσης στις εγκαταστάσεις του εργοδότη
14.	Διεξαγωγή αξιολογήσεων των πρακτικών μαθημάτων για τους σπουδαστές που οργανώνονται στο σύστημα διπλής εκπαίδευσης της εταιρείας

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

Certificate Supplement - English

Information about learning outcomes confirmed in the validation process and included in the modular unit M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories

No.	Learning outcomes confirmed in the validation process
1.	Justification of the need to support the school by entrepreneurs in the field of retrofitting workshops and school laboratories
2.	Presenting actions from the perspective of legal regulations that enterprises can take to equip workshops and school laboratories.

3.	Presenting actions from the perspective of legal regulations that schools can take to equip workshops and school laboratories.
4.	Recognizing the needs of the school in terms of retrofitting workshops and school laboratories
5.	Organizing the process of supporting schools by enterprises in the field of retrofitting workshops and school laboratories
6.	Monitoring and evaluating the processes of supporting schools by enterprises in the field of equipping workshops and school laboratories

Suplement do certyfikatu – język polski

Informacja o efektach uczenia się potwierdzonych w procesie walidacji i wchodzących w zakres jednostki modułowej M1.J3. Pozyskiwanie wsparcia od firm zewnętrznych w zakresie doposażania warsztatów i pracowni szkolnych

Lp.	Efekty uczenia się potwierdzone w procesie walidacji
1.	Uzasadnienie potrzeby wspierania szkoły przez przedsiębiorców w zakresie doposażania warsztatów i pracowni szkolnych
2.	Przedstawianie działań z punktu widzenia regulacji prawnych jakie mogą <u>podjąć przedsiębiorstwa</u> , aby wyposażyc warsztaty i pracownie szkolne
3.	Przedstawianie działań z punktu widzenia regulacji prawnych jakie mogą <u>podjąć szkoły</u> , aby wyposażyc warsztaty i pracownie szkolne
4.	Rozpoznawanie potrzeb szkoły w zakresie doposażenia warsztatów i pracowni szkolnych
5.	Organizowanie procesu wspierania szkół przez przedsiębiorstwa w zakresie doposażenia warsztatów i pracowni szkolnych
6.	Monitorowanie i ocenianie procesów wspierania szkół przez przedsiębiorstwa w zakresie wyposażenia warsztatów i pracowni szkolnych

Certifikattillæg – dansk

Oplysninger om læringsudbytte bekræftet i valideringsprocessen og inkluderet i omfanget af den modulære enhed M1.U3. Få støtte fra eksterne virksomheder til eftermontering af værksteder og skolelaboratorier.

Nej.	Læringsresultater bekræftet i valideringsprocessen
1.	Begrundelse for behovet for erhvervsstøtte til skolen til ombygning af værksteder og klasseværelser
2.	Præsentation af tiltag fra et lovgivningsmæssigt synspunkt, som virksomheder kan tage for at udstyre værksteder og skolelaboratorier.
3.	Præsentation af lovgivningsmæssige foranstaltninger, som skoler kan træffe for at udstyre værksteder og skolelaboratorier.
4.	Identificering af skolens behov for ombygning af værksteder og klasseværelser
5.	Organisering af en proces, hvor virksomheder kan støtte skoler med eftermontering af værksteder og skolelaboratorier
6.	Overvågning og evaluering af processerne for støtte til skoler fra virksomheder til udstyr af værksteder og skolelaboratorier

Suplemento al certificado – Español

Información sobre los resultados de aprendizaje confirmados en el proceso de validación e incluidos en el alcance de la unidad modular M1.U3. Obtener apoyo de empresas externas para el reequipamiento de talleres y laboratorios escolares.

No.	Resultados de aprendizaje confirmados en el proceso de validación
1.	Justificación de la necesidad de apoyo empresarial a la escuela para el acondicionamiento de talleres y aulas
2.	Presentación de medidas desde el punto de vista normativo que pueden adoptar las empresas para equipar talleres y laboratorios escolares
3.	Presentación de las medidas que, desde el punto de vista reglamentario, pueden adoptar los centros escolares para equipar los talleres y laboratorios escolares
4.	Determinación de las necesidades de la escuela en materia de acondicionamiento de talleres y aulas
5.	Organizar un proceso para que las empresas apoyen a las escuelas con el acondicionamiento de talleres y aulas.
6.	Seguimiento y evaluación de los procesos de apoyo a las escuelas por parte de las empresas para el equipamiento de talleres y laboratorios escolares.

Συμπλήρωμα Πιστοποιητικού – Ελληνική γλώσσα

Πληροφορίες σχετικά με τα μαθησιακά αποτελέσματα που επιβεβαιώθηκαν στη διαδικασία επικύρωσης και περιλαμβάνονται στο πεδίο εφαρμογής της σπονδυλωτής ενότητας M1.U3. Λήψη υποστήριξης από εξωτερικές εταιρείες για τον εκσυγχρονισμό των εργαστηρίων και των σχολικών εργαστηρίων

Οχι.	Τα μαθησιακά αποτελέσματα επιβεβαιώθηκαν στη διαδικασία επικύρωσης
1.	Αιτιολόγηση της ανάγκης για επιχειρηματική στήριξη του σχολείου για τη μετασκευή των εργαστηρίων και των αιθουσών διδασκαλίας
2.	Παρουσίαση των μέτρων από κανονιστική άποψη που μπορούν να λάβουν οι εταιρείες για τον εξοπλισμό των εργαστηρίων και των σχολικών εργαστηρίων
3.	Παρουσίαση μέτρων από κανονιστική άποψη που μπορούν να λάβουν τα σχολεία για τον εξοπλισμό των εργαστηρίων και των σχολικών εργαστηρίων
4.	Προσδιορισμός των αναγκών του σχολείου για τη μετασκευή εργαστηρίων και αιθουσών διδασκαλίας
5.	Διοργάνωση μιας διαδικασίας για την υποστήριξη των σχολείων από τις εταιρείες με τη μετασκευή εργαστηρίων και αιθουσών διδασκαλίας
6.	Παρακολούθηση και αξιολόγηση των διαδικασιών υποστήριξης των σχολείων από εταιρείες για τον εξοπλισμό των εργαστηρίων και των σχολικών εργαστηρίων

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

Certificate Supplement - English

Information about learning outcomes confirmed in the validation process and included in the modular unit M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market

No.	Learning outcomes confirmed in the validation process
1.	Providing information to employers about vocational examinations
2.	Indicating the benefits that the employer has in connection with the participation of students in professional examinations
3.	Indicating the benefits that the school has in connection with the participation of employers in vocational examinations
4.	Indication of activities related to professional examinations in which the employer can get involved
5.	Monitoring and evaluating activities in the area of employers' involvement in the organization of vocational examinations
6.	Defining and explaining what career counseling is
7.	Indication of who can be involved internally and externally in the implementation of career guidance in schools
8.	Listing the benefits for the employer and other participants of the vocational counseling process in schools
9.	Listing the tasks that employers' representatives can perform as part of vocational counseling in schools
10.	Conducting monitoring and evaluation of career counseling activities in which employers were involved
11.	Project planning and goal setting
12.	Selecting and assigning tasks to project team members
13.	Implementation of the project
14.	Project monitoring and evaluation
15.	Characterizing the process of awarding qualifications in force at the school
16.	Determining the possibility of supplementing qualifications
17.	Recognition of professional qualifications in European countries

Suplement do certyfikatu – język polski

Informacja o efektach uczenia się potwierdzonych w procesie walidacji i wchodzących w zakres jednostki modułowej M1.J4. Angażowanie pracodawców w egzaminy zawodowe organizowane przez szkołę, realizację doradztwa zawodowego i przygotowanie uczniów do wejścia na rynek pracy

Lp.	Efekty uczenia się potwierdzone w procesie walidacji
1.	Przedstawianie informacji pracodawcom na temat egzaminach zawodowych
2.	Wskazywanie korzyści jakie ma pracodawca w związku z udziałem w egzaminach zawodowych uczniów
3.	Wskazywanie korzyści jakie ma szkoła w związku z udziałem pracodawców w egzaminach zawodowych
4.	Wskazanie działań związanych z egzaminami zawodowymi, w które może zaangażować się pracodawca
5.	Prowadzenie monitoringu i ewaluacji działań w obszarze angażowania się pracodawców w organizację egzaminów zawodowych
6.	Definiowanie i wyjaśnienie czym jest doradztwo zawodowe
7.	Wskazanie kto może być zaangażowany wewnętrznie i zewnętrznie w realizację doradztwa zawodowego w szkołach
8.	Wymienienie korzyści dla pracodawcy i innych uczestników procesu doradztwa zawodowego w szkołach

9.	Wymienienie zadań jakie mogą wykonywać przedstawiciele pracodawców w ramach doradztwa zawodowego w szkołach
10.	Prowadzenie monitoringu i ewaluacji działań z doradztwa zawodowego, w które zaangażowani byli pracodawcy
11.	Planowanie projektu i określanie celów
12.	Dobieranie i przydzielanie zadań członkom zespołu projektowego
13.	Realizacja projektu
14.	Monitorowanie i ewaluacja projektu
15.	Charakteryzowanie procesu nadawania kwalifikacji obowiązujące w szkole
16.	Określanie możliwości uzupełnienia kwalifikacji
17.	Uznawanie kwalifikacji zawodowych w krajach europejskich

Certifikattillæg – dansk

Oplysninger om læringsudbytte bekræftet i valideringsprocessen og inkluderet i omfanget af den modulære enhed M1.U4. Inddrag arbejdsgivere i de erhvervsfaglige eksamener, som skolen arrangerer, i gennemførelsen af karrierevejledning og i forberedelsen af eleverne til at komme ind på arbejdsmarkedet.

Nej.	Læringsresultater bekræftet i valideringsprocessen
1.	Information til arbejdsgivere om faglige eksamener
2.	Påpegning af fordelene for arbejdsgiveren ved elevers deltagelse i faglige eksamener
3.	At påpege de fordele, skolen har i forhold til arbejdsgivernes deltagelse i erhvervsuddannelser.
4.	Identifikation af aktiviteter i forbindelse med faglige eksamener, som arbejdsgiveren kan være involveret i.
5.	Overvågning og evaluering af aktiviteter inden for inddragelse af arbejdsgivere i tilrettelæggelsen af erhvervsuddannelser.
6.	Definere og forklare, hvad karrierevejledning er
7.	Identificere, hvem der kan inddrages internt og eksternt i implementeringen af karrierevejledning i skolen.
8.	Opremsning af fordelene for arbejdsgiveren og andre deltagere i karrierevejledningsprocessen i skolerne
9.	En liste over de opgaver, som arbejdsgiverrepræsentanter kan udføre som en del af karrierevejledningen i skolerne.
10.	Overvågning og evaluering af karrierevejledningsaktiviteter, der involverer arbejdsgivere
11.	Projektplanlægning og målsætning
12.	Udvælgelse og tildeling af opgaver til projektteamets medlemmer
13.	Implementering af projektet
14.	Projektovervågning og -evaluering
15.	Karakterisering af den kvalifikationsproces, der anvendes på skolen
16.	Anerkendelse af faglige kvalifikationer i europæiske lande

Suplemento al certificado – Español

Información sobre los resultados de aprendizaje confirmados en el proceso de validación e incluidos en el alcance de la unidad modular M1.U4. Implicar a los empresarios en los exámenes profesionales organizados por la escuela, en la aplicación de la orientación profesional y en la preparación de los alumnos para su incorporación al mercado laboral.

No.	Resultados de aprendizaje confirmados en el proceso de validación
1.	Informar a los empresarios sobre los exámenes profesionales
2.	Señalar las ventajas que supone para el empresario la participación de los alumnos en los exámenes profesionales
3.	Señalar las ventajas que supone para la escuela que los empresarios participen en los exámenes profesionales
4.	Identificación de las actividades relacionadas con los exámenes profesionales en las que puede participar el empresario
5.	Seguimiento y evaluación de las actividades en el ámbito de la participación de los empresarios en la organización de exámenes profesionales
6.	Definir y explicar qué es la orientación profesional
7.	Determinar quién puede participar interna y externamente en la aplicación de la orientación profesional en los centros escolares
8.	Enumerar los beneficios para el empresario y otros participantes en el proceso de orientación profesional en las escuelas
9.	Enumerar las tareas que pueden desempeñar los representantes de los empresarios en la orientación profesional en los centros escolares
10.	Seguimiento y evaluación de las actividades de orientación profesional en las que participan los empleadores
11.	Planificación de proyectos y fijación de objetivos
12.	Selección y asignación de tareas a los miembros del equipo del proyecto
13.	Ejecución del proyecto
14.	Seguimiento y evaluación de proyectos
15.	Caracterización del proceso de cualificación aplicable en la escuela
16.	Identificar oportunidades para complementar las cualificaciones
17.	Reconocimiento de cualificaciones profesionales en los países europeos

Συμπλήρωμα Πιστοποιητικού – Ελληνική γλώσσα

Πληροφορίες σχετικά με τα μαθησιακά αποτελέσματα που επιβεβαιώθηκαν στη διαδικασία επικύρωσης και περιλαμβάνονται στο πεδίο εφαρμογής της σπονδυλωτής ενότητας M1.U4. Συμμετοχή των εργοδοτών στις επαγγελματικές εξετάσεις που διοργανώνει το σχολείο, στην εφαρμογή της συμβουλευτικής σταδιοδρομίας και στην προετοιμασία των μαθητών για την είσοδο στην αγορά εργασίας

Οχι.	Τα μαθησιακά αποτελέσματα επιβεβαιώθηκαν στη διαδικασία επικύρωσης
1.	Παροχή πληροφοριών στους εργοδότες σχετικά με τις επαγγελματικές εξετάσεις
2.	Επισημαίνοντας τα οφέλη για τον εργοδότη από τη συμμετοχή των μαθητών σε επαγγελματικές εξετάσεις
3.	Επισημαίνοντας τα οφέλη για το σχολείο από τη συμμετοχή των εργοδοτών στις επαγγελματικές εξετάσεις
4.	Προσδιορισμός των δραστηριοτήτων που σχετίζονται με τις επαγγελματικές εξετάσεις στις οποίες μπορεί να συμμετάσχει ο εργοδότης
5.	Παρακολούθηση και αξιολόγηση των δραστηριοτήτων στον τομέα της συμμετοχής των εργοδοτών στη διοργάνωση των επαγγελματικών εξετάσεων
6.	Ορισμός και εξήγηση του τι είναι ο επαγγελματικός προσανατολισμός
7.	Προσδιορίστε ποιοι μπορούν να συμμετέχουν εσωτερικά και εξωτερικά στην εφαρμογή του επαγγελματικού προσανατολισμού στα σχολεία

8.	Καταγραφή των οφελών για τον εργοδότη και τους άλλους συμμετέχοντες στη διαδικασία επαγγελματικού προσανατολισμού στα σχολεία
9.	Καταγραφή των καθηκόντων που μπορούν να εκτελούν οι εκπρόσωποι των εργοδοτών στο πλαίσιο του επαγγελματικού προσανατολισμού στα σχολεία
10.	Παρακολούθηση και αξιολόγηση των δραστηριοτήτων επαγγελματικού προσανατολισμού με τη συμμετοχή εργοδοτών
11.	Σχεδιασμός έργου και καθορισμός στόχων
12.	Επιλογή και ανάθεση καθηκόντων στα μέλη της ομάδας έργου
13.	Υλοποίηση του έργου
14.	Παρακολούθηση και αξιολόγηση του έργου
15.	Χαρακτηρισμός της διαδικασίας προσόντων που εφαρμόζεται στο σχολείο
16.	Εντοπισμός ευκαιριών για τη συμπλήρωση των προσόντων
17.	Αναγνώριση των επαγγελματικών προσόντων στις ευρωπαϊκές χώρες

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

Certificate Supplement - English

Information about learning outcomes confirmed in the validation process and included in the modular unit M1.U5. Training of vocational school teachers in cooperation with employers

No.	Learning outcomes confirmed in the validation process
1.	Identifying and communicating benefits to entrepreneurs related to involvement in professional development of teachers
2.	Identifying benefits for teachers and employees of vocational training and education institutions in connection with their participation in professional development in the enterprise
3.	Informing teachers and staff of vocational training and education institutions about the benefits of their participation in professional development in the enterprise
4.	Identifying the scope of teacher training in the company
5.	Involving enterprises in the process of improving vocational education teachers
6.	Prioritization and selection of teacher training areas, taking into account their importance for the school
7.	Organizing teacher training needs analysis
8.	Conducting an analysis of teachers' training needs and their interest in professional development in enterprises
9.	Verifying the company in terms of the possibility of conducting training for teachers
10.	Developing an agreement between the parties involved in the process of organizing professional development for teachers
11.	Preparing a professional development program for teachers in the enterprise
12.	Defining the term „learning outcomes“
13.	Selection of trainers leading professional development of vocational education teachers in the enterprise
14.	Preparing teachers for professional development in the enterprise
15.	Documenting the professional development process of teachers in the enterprise
16.	Monitoring the professional development process of teachers in the enterprise
17.	Evaluating the professional development process of teachers in the enterprise

18.	Designing the evaluation of the teacher training process in the company
19.	Evaluation of the teacher training process in the company

Suplement do certyfikatu – język polski

Informacja o efektach uczenia się potwierdzonych w procesie walidacji i wchodzących w zakres jednostki modułowej M1.J5. Doskonalenie nauczycieli kształcenia zawodowego we współpracy z pracodawcami

Lp.	Efekty uczenia się potwierdzone w procesie walidacji
1.	Identyfikowanie i komunikowanie korzyści przedsiębiorcom związanych z zaangażowaniem się w doskonalenie zawodowe nauczycieli
2.	Identyfikowanie korzyści dla nauczycieli i pracowników instytucji prowadzących szkolenie i kształcenie zawodowe w związku z ich udziałem w doskonaleniu zawodowym w przedsiębiorstwie
3.	Informowanie nauczycieli i personelu instytucji prowadzących szkolenie i kształcenie zawodowe o korzyściach w związku z ich udziałem w doskonaleniu zawodowym w przedsiębiorstwie
4.	Identyfikowanie w przedsiębiorstwie zakresu doskonalenia nauczycieli
5.	Angażowanie przedsiębiorstw w proces doskonalenia nauczycieli kształcenia zawodowego
6.	Priorytetyzacja i wybór obszarów doskonalenia nauczycieli, z uwzględnieniem ich ważności dla szkoły
7.	Organizowanie analizy potrzeb szkoleniowych nauczycieli
8.	Przeprowadzanie analizy potrzeb szkoleniowych nauczycieli i ich zainteresowania rozwojem zawodowym w przedsiębiorstwach
9.	Weryfikowanie firmy pod kątem możliwości prowadzenia szkoleń dla nauczycieli
10.	Sporządzanie umowy pomiędzy stronami zaangażowanymi w proces organizacji doskonalenia zawodowego nauczycieli
11.	Przygotowanie programu doskonalenia zawodowego nauczycieli w przedsiębiorstwie
12.	Definiowanie terminu „efekty uczenia się”
13.	Dobieranie trenerów prowadzących w przedsiębiorstwie doskonalenie nauczycieli kształcenia zawodowego
14.	Przygotowywanie nauczycieli do doskonalenia zawodowego w przedsiębiorstwie
15.	Dokumentowanie procesu doskonalenia zawodowego nauczycieli w przedsiębiorstwie
16.	Monitorowanie procesu doskonalenia zawodowego nauczycieli w przedsiębiorstwie
17.	Ocenianie procesu doskonalenia zawodowego nauczycieli w przedsiębiorstwie
18.	Prowadzenie ewaluacji procesu doskonalenia zawodowego nauczycieli w przedsiębiorstwie

Certifikattillæg – dansk

Oplysninger om læringsudbytte bekræftet i valideringsprocessen og inkluderet i omfanget af den modulære enhed M1.J5. Uddannelse af erhvervsuddannelseslærere i samarbejde med arbejdsgivere

Nej.	Læringsresultater bekræftet i valideringsprocessen
1.	Identificere og kommunikere fordelene for virksomheder ved at engagere sig i læreruddannelse
2.	Identificering af fordelene for lærere og ansatte på erhvervsuddannelser og uddannelsesinstitutioner i forbindelse med deres deltagelse i efteruddannelse i virksomheden.
3.	Informere lærere og personale på erhvervsuddannelser og uddannelsesinstitutioner om fordelene ved at deltage i efteruddannelse i virksomheden.

4.	Identificering af mulighederne for lærerudvikling i virksomheden
5.	Inddragelse af virksomheder i processen med at uddanne erhvervsskolelærere
6.	Prioritering og udvælgelse af områder for lærerudvikling under hensyntagen til deres betydning for skolen.
7.	Organiser en analyse af lærernes uddannelsesbehov
8.	Gennemfør en analyse af lærernes uddannelsesbehov og deres interesse for professionel udvikling i virksomheden.
9.	Verificering af virksomhedens evne til at tilbyde uddannelse til lærere
10.	Udarbejdelse af en aftale mellem de parter, der er involveret i processen med at organisere efteruddannelse af lærere.
11.	Forberedelse af et efteruddannelsesprogram for lærere i virksomheden
12.	Definition af begrebet „læringsudbytte“
13.	Udvælgelse af undervisere til virksomhedsintern uddannelse af erhvervsuddannelseslærere
14.	Forberedelse af lærere til efteruddannelse i virksomheden
15.	Dokumentere den professionelle udviklingsproces for lærere i virksomheden
16.	Overvågning af efteruddannelse af lærere i virksomheden
17.	Evaluerings af efteruddannelsesprocessen for lærere i virksomheden
18.	Design af evalueringen af et efteruddannelsesforløb for lærere i en virksomhed
19.	Gennemførelse af evaluering af efteruddannelsesprocessen for lærere i virksomheden

Suplemento al certificado – Español

Información sobre los resultados de aprendizaje confirmados en el proceso de validación e incluidos en el alcance de la unidad modular M1.U5. Formación de profesores de formación profesional en cooperación con los empresarios

No.	Resultados de aprendizaje confirmados en el proceso de validación
1.	Identificar y comunicar las ventajas que supone para las empresas participar en la formación del profesorado
2.	Identificar los beneficios para los profesores y el personal de los proveedores de formación profesional y educación en relación con su participación en la formación continua dentro de la empresa.
3.	Informar a los profesores y al personal de los centros de formación profesional y de enseñanza de las ventajas de su participación en la formación continua dentro de la empresa
4.	Determinar las posibilidades de desarrollo del profesorado en la empresa
5.	Implicar a las empresas en el proceso de formación profesional del profesorado
6.	Priorización y selección de áreas para el desarrollo del profesorado, teniendo en cuenta su importancia para la escuela.
7.	Organizar el análisis de las necesidades de formación de los profesores
8.	Realizar un análisis de las necesidades de formación de los profesores y de su interés por el desarrollo profesional corporativo.
9.	Verificación de la capacidad de la empresa para impartir formación a los profesores
10.	Elaboración de un acuerdo entre las partes implicadas en el proceso de organización de la formación continua del profesorado
11.	Preparación de un programa de formación continua del profesorado en la empresa
12.	Definición del término „resultados del aprendizaje“
13.	Selección de formadores para impartir formación en las empresas a los profesores de formación profesional

14.	Preparar a los profesores para la formación continua en la empresa
15.	Documentar el proceso de desarrollo profesional de los profesores de la empresa
16.	Seguimiento de la formación continua del profesorado en la empresa
17.	Evaluación del proceso de formación continua del profesorado en la empresa
18.	Diseño de la evaluación de un proceso de formación permanente del profesorado en una empresa
19.	Realización de la evaluación del proceso de formación continua del profesorado en la empresa

Συμπλήρωμα Πιστοποιητικού – Ελληνική γλώσσα

Πληροφορίες σχετικά με τα μαθησιακά αποτελέσματα που επιβεβαιώθηκαν στη διαδικασία επικύρωσης και περιλαμβάνονται στο πεδίο εφαρμογής της σπονδυλωτής ενότητας M1.U5. Κατάρτιση εκπαιδευτικών επαγγελματικής εκπαίδευσης σε συνεργασία με εργοδότες

Οχι.	Τα μαθησιακά αποτελέσματα επιβεβαιώθηκαν στη διαδικασία επικύρωσης
1.	Προσδιορισμός και κοινοποίηση των οφελών για τις επιχειρήσεις από τη συμμετοχή στην κατάρτιση των εκπαιδευτικών
2.	Προσδιορισμός των οφελών για τους εκπαιδευτικούς και το προσωπικό των φορέων επαγγελματικής κατάρτισης και εκπαίδευσης σε σχέση με τη συμμετοχή τους στην ενδοεπιχειρησιακή κατάρτιση εντός της επιχείρησης
3.	Ενημέρωση των εκπαιδευτικών και του προσωπικού των ιδρυμάτων επαγγελματικής κατάρτισης και εκπαίδευσης για τα οφέλη της συμμετοχής τους στην ενδοεπιχειρησιακή κατάρτιση εντός της επιχείρησης
4.	Προσδιορισμός του πεδίου ανάπτυξης των εκπαιδευτικών στην εταιρεία
5.	Συμμετοχή των επιχειρήσεων στη διαδικασία της επαγγελματικής κατάρτισης των εκπαιδευτικών
6.	Ιεράρχηση και επιλογή των τομέων για την ανάπτυξη των εκπαιδευτικών, λαμβάνοντας υπόψη τη σημασία τους για το σχολείο
7.	Οργάνωση της ανάλυσης των αναγκών κατάρτισης των εκπαιδευτικών
8.	Διεξαγωγή ανάλυσης των αναγκών κατάρτισης των εκπαιδευτικών και του ενδιαφέροντός τους για εταιρική επαγγελματική ανάπτυξη
9.	Επαλήθευση της ικανότητας της εταιρείας να παρέχει κατάρτιση στους εκπαιδευτικούς
10.	Κατάρτιση συμφωνίας μεταξύ των μερών που εμπλέκονται στη διαδικασία οργάνωσης της ενδοϋπηρεσιακής κατάρτισης των εκπαιδευτικών
11.	Προετοιμασία προγράμματος ενδοϋπηρεσιακής κατάρτισης εκπαιδευτικών στην εταιρεία
12.	Ορισμός του όρου „μαθησιακά αποτελέσματα“
13.	Επιλογή εκπαιδευτών για τη διεξαγωγή ενδοεπιχειρησιακής κατάρτισης των εκπαιδευτικών επαγγελματικής κατάρτισης
14.	Προετοιμασία των εκπαιδευτικών για ενδοϋπηρεσιακή κατάρτιση στην επιχείρηση
15.	Τεκμηρίωση της διαδικασίας επαγγελματικής ανάπτυξης για τους εκπαιδευτικούς της εταιρείας
16.	Παρακολούθηση της ενδοϋπηρεσιακής κατάρτισης των εκπαιδευτικών στην εταιρεία
17.	Αξιολόγηση της διαδικασίας ενδοϋπηρεσιακής κατάρτισης των εκπαιδευτικών στην επιχείρηση
18.	Σχεδιασμός της αξιολόγησης μιας διαδικασίας ενδοϋπηρεσιακής κατάρτισης εκπαιδευτικών σε μια επιχείρηση
19.	Διεξαγωγή αξιολόγησης της διαδικασίας ενδοϋπηρεσιακής κατάρτισης των εκπαιδευτικών στην εταιρεία

Professional qualification „Coordinating cooperation between the institution providing vocational education and training and external companies, including acquiring sponsors”

Diploma Supplement – in English

Information on learning outcomes confirmed in the validation process and included in the scope of the professional qualification “Coordinating cooperation between the institution providing vocational education and training and external companies, including acquiring sponsors”.

No.	Learning outcomes confirmed in the qualification validation process
1.	Building the image of a vocational school among employers based on a marketing strategy
2.	Conducting promotional activities in the environment through social media, including among employers for cooperation with vocational education
3.	Attracting representatives of the environment, including employers, to cooperate for the development of vocational education
4.	Creating patronage classes
5.	Organising dual education
6.	Obtaining support from external companies in the field of equipping workshops and school laboratories
7.	Involving employers in vocational exams organized by the school
8.	Engaging employers in career counselling
9.	Developing projects in cooperation with employers/external institutions
10.	Recognition of professional qualifications
11.	Explaining the benefits for companies’ involvement in teacher professional development
12.	Identifying new areas of teacher education in enterprises
13.	Identifying teachers’ training needs and their interest in professional development in enterprises
14.	Verifying the possibility of improving teachers in the enterprise
15.	Organizing in-service training for teachers in enterprises
16.	Monitoring and evaluating the professional development of teachers in enterprises

Suplement do dyplomu – w języku polskim

Informacja o efektach uczenia się potwierdzonych w procesie walidacji i wchodzących w zakres kwalifikacji zawodowej „**Koordynowanie współpracy placówki prowadzącej kształcenie i szkolenie zawodowe z firmami zewnętrznymi, w tym pozyskiwanie sponsorów**”.

Lp.	Efekty uczenia się potwierdzone w procesie walidacji kwalifikacji
1.	Budowanie wizerunku szkoły zawodowej wśród pracodawców w oparciu o strategię marketingową
2.	Prowadzenie za pośrednictwem mediów społecznościowych działalności promocyjnej w otoczeniu, w tym wśród pracodawców na rzecz współpracy z kształceniem zawodowym
3.	Pozyskiwanie przedstawicieli środowiska, w tym pracodawców, do współpracy na rzecz rozwoju szkolnictwa zawodowego
4.	Tworzenie klas patronackich
5.	Organizowanie kształcenia dualnego
6.	Pozyskiwanie wsparcia od firm zewnętrznych w zakresie wyposażenia warsztatów i warsztatów szkolnych

7.	Angażowanie pracodawców w egzaminy zawodowe organizowane przez szkołę
8.	Angażowanie pracodawców w doradztwo zawodowe
9.	Opracowywanie projektów we współpracy z pracodawcami/ instytucjami zewnętrznymi
10.	Uznawanie kwalifikacji zawodowych
11.	Wyjaśnianie korzyści dla zaangażowania przedsiębiorstw w doskonalenie zawodowe nauczycieli
12.	Identyfikowanie nowych obszarów kształcenia nauczycieli w przedsiębiorstwach
13.	Identyfikowanie potrzeb szkoleniowych nauczycieli i ich zainteresowania rozwojem zawodowym w przedsiębiorstwach
14.	Weryfikowanie możliwości doskonalenia nauczycieli w przedsiębiorstwie
15.	Organizowanie doskonalenie zawodowe nauczycieli w przedsiębiorstwach
16.	Monitorowanie i ocenianie rozwoju zawodowego nauczycieli w przedsiębiorstwach

Diploma Supplement – på dansk

Oplysninger om læringsudbytte bekræftet i valideringsprocessen og inkluderet i omfanget af den faglige kvalifikation "Koordinerende samarbejde mellem en institution, der udbyder erhvervsuddannelser med eksterne virksomheder, herunder anskaffelse af sponsorer."

Ingen.	Læringsresultater bekræftet i kvalifikationsvalideringsprocessen
1.	Opbygning af en erhvervsskoles image blandt arbejdsgivere på basis af en markedsføringsstrategi
2.	Gennemføre salgsfremmende aktiviteter i miljøet via sociale medier, herunder blandt arbejdsgivere for samarbejde med erhvervsuddannelser.
3.	Rekruttere repræsentanter for samfundet, herunder arbejdsgivere, til at samarbejde om udviklingen af erhvervsuddannelser.
4.	Oprettelse af lånerklasser
5.	Organisering af dobbeltuddannelse
6.	Indhente støtte fra eksterne virksomheder til værksteds- og skoleværkstedsudstyr
7.	Involvere arbejdsgivere i erhvervsuddannelseseksamener organiseret af skolen.
8.	Inddragelse af arbejdsgivere i karrierevejledning
9.	Udvikling af projekter i samarbejde med arbejdsgivere/eksterne institutioner
10.	Anerkendelse af faglige kvalifikationer
11.	Forklar fordelene ved at involvere erhvervslivet i lærernes faglige udvikling.
12.	Identificere nye områder for læreruddannelse i virksomheder
13.	Identificere lærernes uddannelsesbehov og deres interesse for professionel udvikling i virksomheden.
14.	Gennemgå mulighederne for efteruddannelse af lærere i virksomheden
15.	Organiser efteruddannelse af lærere i virksomheder
16.	Overvåge og evaluere den professionelle udvikling af lærere i virksomheder

Suplemento al Título – en español

Información sobre los resultados del aprendizaje confirmados en el proceso de validación e incluidos en el alcance de la cualificación profesional „Coordinación de la cooperación de una institución que imparte educación y formación profesional con empresas externas, incluida la adquisición de patrocinadores”.

No.	Resultados de aprendizaje confirmados en el proceso de validación del título
1.	Construir la imagen de una escuela de formación profesional entre los empleadores sobre la base de una estrategia de marketing.
2.	Realizar, a través de los medios sociales, actividades de promoción en el entorno, incluso entre los empleadores para la cooperación con la formación profesional.
3.	Reclutar a representantes de la comunidad, incluidos los empresarios, para que cooperen en el desarrollo de la formación profesional.
4.	Creación de clases patrón
5.	Organización de la formación dual
6.	Obtener apoyo de empresas externas para el equipamiento de talleres y escuelas taller.
7.	Implicar a los empresarios en los exámenes profesionales organizados por la escuela.
8.	Participación de los empleadores en la orientación profesional
9.	Desarrollo de proyectos en colaboración con empleadores/instituciones externas.
10.	Reconocimiento de cualificaciones profesionales
11.	Explicar las ventajas de la participación de las empresas en el desarrollo profesional del profesorado.
12.	Identificar nuevas áreas de formación del profesorado en las empresas
13.	Identificar las necesidades de formación de los profesores y su interés por el desarrollo profesional corporativo.
14.	Revisar las oportunidades de formación continua del profesorado en la empresa.
15.	Organizar la formación continua del profesorado en las empresas
16.	Supervisar y evaluar el desarrollo profesional de los profesores en las empresas.

Παράρτημα Διπλώματος – στα Ελληνικά

Πληροφορίες σχετικά με τα μαθησιακά αποτελέσματα που επιβεβαιώθηκαν στη διαδικασία επικύρωσης και περιλαμβάνονται στο πεδίο εφαρμογής του επαγγελματικού προσόντος «Συντονισμός συνεργασίας ιδρύματος που παρέχει επαγγελματική εκπαίδευση και κατάρτιση με εξωτερικές εταιρείες, συμπεριλαμβανομένης της απόκτησης χορηγών».

Οχι.	Τα μαθησιακά αποτελέσματα επιβεβαιώθηκαν στη διαδικασία επικύρωσης των προσόντων
1.	Οικοδόμηση της εικόνας μιας επαγγελματικής σχολής μεταξύ των εργοδοτών με βάση μια στρατηγική μάρκετινγκ
2.	Διεξαγωγή, μέσω των μέσων κοινωνικής δικτύωσης, δραστηριοτήτων προώθησης στο περιβάλλον, μεταξύ άλλων μεταξύ των εργοδοτών για συνεργασία με την επαγγελματική εκπαίδευση
3.	Προσέλκυση εκπροσώπων της κοινότητας, συμπεριλαμβανομένων των εργοδοτών, για να συνεργαστούν στην ανάπτυξη της επαγγελματικής εκπαίδευσης
4.	Δημιουργία τάξεων προστάτη
5.	Οργάνωση της διπλής εκπαίδευσης
6.	Αποκοτούν υποστήριξη από εξωτερικές εταιρείες για τον εξοπλισμό του εργαστηρίου και του σχολικού εργαστηρίου
7.	Συμμετοχή των εργοδοτών στις επαγγελματικές εξετάσεις που διοργανώνει το σχολείο
8.	Συμμετοχή εργοδοτών στον επαγγελματικό προσανατολισμό
9.	Ανάπτυξη έργων σε συνεργασία με εργοδότες/εξωτερικούς φορείς
10.	Αναγνώριση επαγγελματικών προσόντων
11.	Εξηγήστε τα οφέλη για τη συμμετοχή των επιχειρήσεων στην επαγγελματική ανάπτυξη των εκπαιδευτικών

12.	Εντοπισμός νέων τομέων εκπαίδευσης εκπαιδευτικών σε επιχειρήσεις
13.	Προσδιορισμός των επιμορφωτικών αναγκών των εκπαιδευτικών και του ενδιαφέροντός τους για εταιρική επαγγελματική ανάπτυξη
14.	Επανεξέταση των ευκαιριών για την ενδοϋπηρεσιακή κατάρτιση των εκπαιδευτικών στην επιχείρηση
15.	Οργάνωση ενδοϋπηρεσιακής κατάρτισης εκπαιδευτικών σε επιχειρήσεις
16.	Παρακολούθηση και αξιολόγηση της επαγγελματικής ανάπτυξης των εκπαιδευτικών σε επιχειρήσεις

5.

Description of the free market qualification “Coordinate the cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors”

The subsection presents a draft description of the free market qualification “**Coordinating cooperation of an institution providing vocational education and training with external companies, including obtaining sponsors**.” The description is presented in English (an example for other partners of how a sector qualification is described) and in Polish (a document prepared for submission to the Integrated Qualifications Register).

Project partners were acquainted with the procedures and documentation for reporting market qualifications to the Integrated Qualification System in Poland. The form for describing a free market qualification reported to the registry was analyzed in detail. Taking into account the scope of the information contained therein, the project partners agreed that the information contained therein is possible for possible use in creating qualification descriptions in their countries.

The task was performed as an additional one, beyond the scope of the project’s tasks.

The draft of the developed proposal for the description of the market qualification includes the following scopes of information, which is consistent with the guidelines presented in the support materials developed under the Integrated Qualification System in Poland :²

I. GENERAL QUALIFICATION INFORMATION

1. The name of the sectoral qualification
 - 1a. The name of the qualification in English
 2. Abbreviated name of qualification
 3. The proposed level of the Polish Qualification Framework
 4. Reference to the level of the Sectoral Qualification Framework (SRK)
 5. Basic qualification information
6. Qualification volume

² Integrated Qualification System: supporting materials (forms/template documents/information materials). https://kwalifikacje.gov.pl/o-zsk/materialy-pomocnicze?fbclid=IwAR10vhAdisD5INKlccb32Yux2M0XKtNvJ3gLSieNIZBYP7K_ItvS2TxQsTA (accessed 14.11.2024).

II. LEARNING OUTCOMES REQUIRED FOR THE QUALIFICATION

- 7. Synthetic characterization of learning outcomes
- 8. Learning outcomes required for a given sectoral qualification

III. VALIDATION INFORMATION

- 9. If necessary, the conditions to be met by the person entering the validation
- 10. If necessary, other conditions for obtaining the qualification, in addition to a positive result of validation
- 11. Validation framework requirements

IV. JUSTIFICATION FOR THE DESIRABILITY OF INCLUDING QUALIFICATIONS

- 12. Compatibility of the sectoral qualification with the identified needs of the industry or sector
- 13. Similarities and differences in relation to qualifications of a similar nature, in particular qualifications included in the Integrated Qualification System
- 14a. Check the box below, if applicable14b. Indicate the occupations of vocational education to which the qualification is related
- 15b. Indication of "additional professional skills" in the field of selected vocational education occupations containing common or similar sets of learning outcomes
- 16. Other indications of the compatibility of the sectoral qualification with the identified needs of the industry or sector

V. ADDITIONAL INFORMATION

- 17. Validity period of the sector qualification certificate18. Conditions for renewal of the certificate
- 19. International Standard Classification of Education (ISCED) code.
- 20. Code of the Polish Classification of Activities (PKD)
- 21. Indication of professions and specialties to which the qualification is related
- 22. The competent minister designated by the applicant
- 23. If necessary, justification for the designation of the competent minister by the applicant
- 24. Applicant

Description of a free market qualification prepared for submission to the Integrated Register of Qualifications in Poland

I. GENERAL INFORMATION ABOUT THE QUALIFICATION

1. Name of free market qualification*.

Mandatory field, Article 15b(1)(2a).

Enter the full name to appear in the ZRK and be placed on the certificate.

The name of the qualification (as much as possible) should:

- uniquely identify the qualification,
- differ from the names of other qualifications,
- differ from the name of the profession, job, job title, entitlement,
- Be as short as possible,
- do not include abbreviations,
- Be based on a verb noun (e.g., gathering, storing, sewing).

Maximum number of characters: 300.

Coordinate the cooperation of the vocational education and training institution with external companies, including obtaining sponsors.

1a. The name of the qualification in English

Optional field.

Maximum number of characters: 300.

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

2. Abbreviated name of qualification

Optional field.

You can give the colloquial (usually shorter) name of the qualification, which will be easier to use on a daily basis to be found in a given professional environment.

Providing the abbreviated name of the qualification may make it easier to search for this qualification in the ZRK.

Maximum number of characters: 150.

Leader for external cooperation of schools

3. The proposed level of the Polish Qualification Framework*.

Mandatory field, Article 15b(1)(2c).

Enter the proposed PRK level for the qualification. Guidance on defining the PRK level can be found in the publication <https://kwalifikacje.gov.pl/images/Publikacje/Poliska-rama-kwalifikacji.pdf>.

Note: the PRK level as recommended by the expert team is assigned to the qualification by the competent minister.

PRK level 5

4. Reference to the level of the Sectoral Qualification Framework (SRK)*.

Mandatory field, Article 15b(1)(2c).

Enter the proposal for referencing qualifications to the level of the relevant SRKs, if these SRKs are included in the Integrated Qualification System.

[Information on the Sectoral Qualifications Framework incorporated into the ZSK.](#)

If there is no corresponding SRK, enter „No corresponding SRK”.

Lack of relevance to the Sectoral Qualification Framework.

5. Basic qualification information including examples:

- activities and tasks that a person with a sector qualification can perform,
- groups of people to whom the sectoral qualification is specifically targeted,
- opportunities to use the sector qualification and further personal or professional development, including the possibility of applying for other qualifications and authorizations in the professional field.

Mandatory field, Article 15b(1)(2b).

Provide only selected key information about the qualification that is relevant to those potentially interested in obtaining it and to employers, which will allow them to quickly assess whether the qualification is in their field of interest.

Maximum number of characters: 5000.

The holder of this qualification implements and coordinates activities in the field of broadly understood cooperation of the institution providing vocational education and/or training with representatives of employers, including may undertake activities aimed at attracting sponsors.

Depending on the specifics of the workplace, divisions of responsibilities in the school or institution providing education or vocational training, the scope of activities performed by the outreach leader may vary. Assigned by management, the scope of tasks and activities of the outreach leader can be assigned to one person, as well as distributed among several people.

One of the main professional tasks carried out by an outreach leader is to attract employers for cooperation and the related promotion of vocational education. In carrying out these tasks, the leader, among other things, creates a network of contacts, and identifies the benefits to employers, schools, teachers, school authorities, the labor market and other stakeholders, from the cooperation of the school with the enterprise. In doing so, he uses ready-made tools or creates them himself, with the help of which he conducts promotional activities through a variety of media.

Another task that can be assigned to an outreach leader is the creation of patronage classes and the organization of dual education. This task is particularly important for the effectiveness and efficiency of the learning process for young people. Students, through participation in dual education, have the opportunity to work in a real work environment, solve problems that occur, and interact with other employees. Patronage classes, in turn, contribute not only to the promotion of the patronage company, but can also translate into better equipment for teaching laboratories in schools.

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

The outreach leader can be entrusted with tasks aimed at involving employers in professional examinations, or implementing career counseling. The participation of representatives of potential employers in the professional examinations of students gives prominence to the process of validation of professional competencies itself, and can contribute to the submission of job offers by employers to the best students.

Another group for which an outreach leader can carry out activities are vocational education teachers employed at an institution providing vocational education and/or training. The leader, on the basis of a diagnosis of the training needs of vocational education teachers, can organize training courses for them, or internships in enterprises, in cooperation with employers.

The Outreach Leader disseminates models of proper conduct among various stakeholder groups. He performs the entrusted tasks respecting the applicable ethical standards, legal regulations of the partner countries.

The outreach leader is able to critically evaluate his own activities. Accordingly, he conducts continuous monitoring and evaluation of his work in order to improve the activities carried out. To this end, among other things, he develops tools, prepares reports in which he identifies areas for improvement and proposes alternative solutions to improve the results of his work.

The Outreach Leader participates in the work of the team and works with its members representing both the school and business community. He bears responsibility for the quality of activities carried out in this area.

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

The Outreach Leader performs his professional duties on school premises and outside the school. As a rule, the work is carried out in an office room or other room of the institution's building adapted for such tasks. The Outreach Leader also carries out his duties and tasks in the field, during meetings with representatives of companies, local government bodies, other schools, educational institutions.

The qualification is directed to:

- representatives of the management of vocational schools (the director, his deputies or the head of practical classes);
- general education teachers delegated to leadership tasks;
- seconded vocational training teachers, or practical vocational training teachers, or teachers of vocational artistic subjects, or teachers of theoretical vocational subjects, or vocational counselors, or school administrative staff.

A person with this qualification can find employment in vocational schools and training institutions.

6. Qualification volume [in hours]*.

Mandatory field, Article 15b(1)(2d).

Indicate the approximate workload, specified in clock hours, required to achieve all the learning outcomes required for the qualification, taking into account various forms of learning, (including independent learning).

100 teaching hours

II. LEARNING OUTCOMES REQUIRED FOR THE QUALIFICATION

7. Synthetic characterization of learning outcomes*.

Mandatory field, Article 15b(1)(4a) and Article 9(1)(1a).

The general characteristics of knowledge, skills and social competence should be concisely presented by specifying the types of activities for which a person with a given qualification will be prepared.

Records should refer to the characteristics of the relevant PRK levels.

A synthetic characterization should indicate, among other things:

The degree to which a person with a given qualification is prepared to act independently,

The complexity of the activities that such a person can perform,

roles that a person with this qualification can perform in a group of employees.

Maximum number of characters: 9000.

The holder of this qualification implements and coordinates activities in the field of broadly understood cooperation of the institution providing vocational education and/or training with representatives of employers, including may undertake activities aimed at attracting sponsors.

Has knowledge and skills on:

Attracting external companies to cooperate and promote vocational training;

creation of patronage classes and organization of dual education;

Obtaining support from outside companies for retrofitting workshops and school studios;

Involving employers in vocational exams organized by the school, implementation of career counseling and preparation of students for entry into the labor market;

To improve vocational training teachers in cooperation with employers.

During the performance of all activities, he is ready to adhere to the rules of conduct applicable to professional activities that guarantee the quality of professional activities and safety, as well as maintain proper relations in the local professional community. He accepts responsibility related to his professional activities and promotes ethical principles in his professional activities.

Distinct sets of learning outcomes

List of sets of learning outcomes required for the qualification, including: sequence number (1, 2, ...), names of the sets, approximate reference of each set to the PRK level, and approximate workload required to achieve the learning outcomes in each set.

The name of the set should:

- *relate to the learning outcomes included in a given set or correspond to the specifics of the learning outcomes included in it,*
- *Be as short as possible,*
- *do not include abbreviations,*

When possible, be based on a verb noun, such as „gathering,” „storing,” „sewing.”

01. Attracting external companies for cooperation and promotion of vocational education (5 PRK)

02. Creation of patron classes and organization of dual education (5 PRK).

03. Obtaining support from external companies for the retrofitting of workshops and school laboratories (5 PRK).

04. Involving employers in professional examinations organized by the school, implementation of career counseling and preparation of students for entry into the labor market (5 PRK).

05. Training of vocational education teachers in cooperation with employers (5 PRK).

8. Learning outcomes required for the sectoral qualification*.

Mandatory field, Article 15b(1)(4a) and Article 9(1)(1b) and (1c).

Learning outcomes must be grouped into sets. Verification criteria must be provided for each learning outcome.

Sets of learning outcomes*	The separated sets should be numbered (1, 2, ...) and named. The name of the set should: - relate to the learning outcomes included in the set, - Be as short as possible, but rather not include abbreviations, - When possible, be based on a verb noun, such as "gathering," "storing," "sewing." The set should be referred to the most appropriate PRK level.
Learning outcomes*	Verification criteria*
Learning outcomes are best described by skills (i.e., the ability to perform tasks and solve problems). Learning outcomes should be described as unambiguously as possible - this will make the results of validations conducted by different institutions comparable. In addition, learning outcomes should be: achievable for those entering validation and verifiable during validation. When describing individual learning outcomes, it is beneficial to use operative verbs, such as „performs,” „demonstrates,” „diagnoses.”	Verification criteria should be provided for each learning outcome. The verification criteria detail the skills, knowledge and social competencies required for the qualification. Based on the criteria, it should be judged whether the learning outcome has been achieved.

Set of learning outcomes:	01. Attracting external companies for cooperation and promotion of vocational education
Type of kit	Mandatory
Learning outcomes* <i>Mandatory field</i>	Verification criteria* <i>Mandatory field</i>
Develops a marketing strategy for the vocational school aimed at developing cooperation with employers	➤ Setting the direction of activities within the framework of the developed marketing strategy; ➤ Identifying target groups within the framework of the developed marketing strategy; ➤ Creating a marketing strategy for the development of cooperation of the vocational school with the environment, including employers within the framework of the developed marketing strategy.
Promotes cooperation for vocational education with the environment, including employers, through social media	➤ Selecting social media according to the promotional activities carried out; ➤ Creating a school account on selected social media; ➤ Editing posts for posting on social media; ➤ Posting on social media; ➤ Conducting activities aimed at increasing the popularity of posted posts; ➤ Evaluate the quality of the promotional activities carried out in the environment, including among employers.
Outlines the benefits to various stakeholder groups of collaboration between vocational schools and employers	➤ Identifying stakeholder groups that may have benefits from the cooperation of the vocational school with the environment, including employers; ➤ Compiling a list of benefits of various stakeholder groups from cooperation between employers and schools.

Creates and develops networks between the school and businesses	➤ Compiling a list of institutions, including employers, with which the school currently cooperates; ➤ Identifying institutions in the surrounding area, including employers, with which the school could engage in broad-based cooperation; ➤ Drawing up a network agreement between the school and the environment, including employers.
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Set of learning outcomes:	02. Creation of patron classes and organization of dual education
Type of kit	Mandatory
Learning outcomes* <i>Mandatory field</i>	Verification criteria* <i>Mandatory field</i>
Creating a patronage class and drawing up a contract between the school and the enterprise for the creation of a patronage class	➤ Distinguish between the activities that can be undertaken as part of a patron class; ➤ Pointing out the benefits of various stakeholder groups from the establishment of a patronage class; ➤ Identifying the components of a contract between a school and an enterprise for the establishment of a patronage class; ➤ Developing, in consultation with a lawyer, an agreement between the school and the company for the establishment of patronage classes; ➤ Presenting and agreeing with the enterprise party on the content of the contract for the establishment of the patronage class.
Organizes dual education in cooperation with employers	➤ Developing sets of benefits for equal stakeholder groups resulting from the introduction of practical classes for students in the form of dual education; ➤ Finding and attracting companies to implement dual education for students; ➤ Drawing up criteria for verification of the company for the possibility of providing practical classes for students in the form of dual education; ➤ conducting verification of the company for the possibility of providing practical classes for students in the form of dual education; ➤ Developing, in consultation with a lawyer, the content of the agreement between the parties involved in the process of practical training of students in the form of dual training at the company.
Prepares the program of practical classes organized in the system of dual education	➤ Determining the structure of the program of practical classes organized under the dual education system; ➤ Development of a draft program of practical classes organized under the dual education system; ➤ Verifying the possibility of realizing at the company the learning outcomes included in the program of practical classes organized in the form of dual training; ➤ Carrying out verification of the possibility of realizing in the company the learning outcomes included in the program of practical classes organized in the form of dual training.
Selects instructional staff to conduct dual-enrollment practical classes for students at the company	➤ Development of competency requirements for instructors conducting practical classes for students under the dual education system; ➤ Assessing, in cooperation with the company's representative, the level of fulfillment of the competency requirements for instructors conducting practical classes for students under the dual education system; ➤ Conducting training for instructors conducting practical classes for students under the dual education system; ➤ Evaluating instructors conducting practical classes for students under the dual education system.
Prepares the student for practical classes organized in the form of dual training in an enterprise	➤ Determining, in consultation with the employer's representative, who and what (the scope of information) is to be provided to the student before the start of practical classes in the form of dual training; ➤ Drawing up the necessary bylaws related to the organization of the education of students in the dual system; ➤ Familiarizing the student with the organizational aspects of dual education of students.

Documents the company's dual training process	➤ Determining, in cooperation with the company's representative, the scope of the company's documentation of the dual training process; ➤ Preparing, in cooperation with the representative, the documents (practice log, attendance list, etc.) of the course of practical classes of students organized in the form of dual training at companies.
Conducts monitoring and evaluation of the process of dual education of students in enterprises	➤ Preparing a report on the monitoring of practical classes for students organized in the form of dual training at companies; ➤ Diagnosing the knowledge and skills of students participating in practical classes organized in the form of dual training with an employer; ➤ Designing a tool for conducting an evaluation of practical classes for students organized in the form of dual training at companies; ➤ Preparing a report in the conducted evaluation of practical classes for students organized in the form of dual training in companies.

Set of learning outcomes:	03. obtaining support from external companies for the retrofitting of workshops and school laboratories
Type of kit	Mandatory
Learning outcomes* <i>Mandatory field</i>	Verification criteria* <i>Mandatory field</i>
Presents actions from the regulatory point of view that companies can take to equip workshops and school laboratories	➤ Explaining to the employer's side the benefits it has from working with the school in connection with the school's support for workshop and workshop retrofitting; ➤ Identifying independently regulations relevant on the enterprise side for the planned cooperation in the field of equipment for workshops and school laboratories; ➤ Applying knowledge of legal regulations re: sponsorship and other business communications.
Presents actions from the point of view of regulations that schools can take to equip workshops and school laboratories	➤ Identifying independently regulations relevant to cooperation planning on the school side; ➤ Applying knowledge of the legal framework on the use of sponsorship by schools for equipment in workshops and school laboratories by companies; ➤ Initiating the process of drafting an agreement between the parties involved in the sponsorship process; ➤ Developing, in consultation with a lawyer, an agreement between the parties involved in the process of sponsoring (retrofitting workshops and school studios).
Identifies the school's needs for retrofitting workshops and school laboratories	➤ Selecting tools for identifying the needs of the school in terms of equipment for workshops and school laboratories; ➤ Developing independently or in cooperation a tool for identifying the needs of the school in terms of equipment for workshops and school laboratories; ➤ Conducting an analysis of the school's needs in terms of equipment for workshops and school laboratories; ➤ Preparing a report on the analysis of the school's needs for the equipment of workshops and school laboratories.
Organizes the process of supporting schools by enterprises in the field of retrofitting workshops and school laboratories	➤ Suggesting an overall and prioritized plan for implementing sponsorship projects at the school; ➤ Building relationships with existing members/contributors, donors and sponsors; ➤ Using key tools and methods to generate relevant knowledge about support providers, foundations, pools, etc., and possibly partners and stakeholders; ➤ Analyzing and evaluating methods and tools for planning and implementing appropriate fundraising and information gathering campaigns.
Monitors and evaluates the processes of support of schools by enterprises in the field of equipment of workshops and school laboratories	➤ Recognizing and selecting a tool for monitoring and evaluating the processes of supporting schools by companies in equipping workshops and laboratories; ➤ Developing and implementing a systematic procedure for controlling the sponsorship plan; ➤ Analyzing and evaluating a fundraising campaign or project in terms of relevance, target audience and channel selection; ➤ Preparing a report on the analysis of monitoring and evaluation of the processes of supporting schools by enterprises in the field of workshop and workshop equipment.

Set of learning outcomes:	04. Involvement of employers in professional exams organized by the school, implementation of career counseling and preparation of students to enter the labor market
Type of kit	Mandatory
Learning outcomes* <i>Mandatory field</i>	Verification criteria* <i>Mandatory field</i>
Involves employers in professional examinations organized by the school	➤ Presenting information to employers on professional examinations; ➤ Pointing out the benefits that the employer has in connection with the participation of students in professional examinations ➤ Pointing out the benefits the school has in connection with the participation of employers in professional examinations; ➤ Identifying activities related to professional examinations in which the employer can become involved ➤ Conducting monitoring and evaluation of activities in the area of employer involvement in the organization of professional examinations.
Involves employers in career counseling	➤ Listing the benefits for the employer and other participants in the career counseling process in schools; ➤ Drawing up a list of tasks that can be performed by representatives of employers within the framework of career counseling in schools; ➤ To justify to representatives of employers the extent of their participation in the various tasks of career counseling in schools; ➤ Getting employers to implement career counseling; ➤ Conducting monitoring and evaluation of career counseling activities that involved employers.

Set of learning outcomes:	05. In-service training of vocational education teachers in cooperation with employers
Type of kit	Mandatory
Learning outcomes* <i>Mandatory field</i>	Verification criteria* <i>Mandatory field</i>
Explains the benefits of involving businesses in teacher professional development	➤ Identifying and communicating the benefits to entrepreneurs of engaging in teacher professional development; ➤ Identifying benefits for teachers and employees of vocational training and education institutions in connection with their participation in in-service training at the company; ➤ Informing teachers and staff of vocational training and education institutions about the benefits of their participation in in-service training at the company.
Identifies areas for teacher improvement in companies	➤ Identifying within the company the scope of teacher improvement; ➤ Involving enterprises in the process of improving vocational training teachers; ➤ Prioritization and selection of areas of teacher improvement, taking into account their importance for the school.
Identifies the training needs of teachers and their interest in professional development in companies	➤ Organizing teacher training needs analysis; ➤ Conducting a training needs analysis of teachers and their interest in professional development at companies.
Verifying opportunities for teacher improvement in the enterprise	➤ Verifying the company's ability to provide training for teachers; ➤ Drawing up an agreement between the parties involved in the process of organizing professional development for teachers.
Organize in-service training of teachers in enterprises	➤ Preparing a program of professional development for teachers in the enterprise; ➤ Selecting trainers who conduct in-service training of vocational training teachers at the company; ➤ Documenting the process of professional development of teachers in the enterprise; ➤ Monitoring and evaluation of the process of professional development of teachers in the enterprise.

III. VALIDATION INFORMATION

9. If necessary, the conditions to be met by the person entering the validation*.

Mandatory field, Article 15b(1)(5b).

This may include the required education (e.g., basic), possession of a college degree (e.g., medical), possession of a diploma confirming professional qualifications (e.g., "accounting technician"), a certificate of no criminal record; a medical certificate of no contraindications, etc.

The indicated conditions for entering validation should be verifiable.

If no such conditions need to be specified, enter "No conditions."

Maximum number of characters: 2500.

A minimum of general secondary education - for administrative staff.

10. If necessary, other conditions for obtaining the qualification, in addition to a positive validation result*.

Mandatory field, Article 15b(1)(5b).

If applicable, state other (than those indicated in field No. 9) conditions that the person must meet in order to receive the certificate.

Note: it will be possible to proceed to validation without meeting the conditions specified in this field (No. 10).

For example: a condition for obtaining a qualification may be turning 18, but minors (e.g., high school students) can also take part in validation. On the other hand, a certificate could be issued to such a person only when he or she turns 18.

If it is not necessary to specify such conditions, enter "No conditions".

Maximum number of characters: 2500.

No conditions

11. Validation framework requirements, including:

(a) Requirements for validation methods

Mandatory field, Article 15b(1)(4b).

Only those method requirements should be specified that, in order to ensure credibility and comparability of validation results, must be valid in all institutions conducting validation of a given qualification. Take into account that the learning outcomes required for the qualification may have been achieved in different ways.

Information on validation methods can be found in the [Validation Methods Catalog](#).

Maximum number of characters: 5000.

Validation methods:

Analysis of evidence and declarations

Theoretical test

Observation under simulated or real conditions combined with a structured or casual interview

(b) Requirements for validators*

Mandatory field, Article 15b(1)(4b).

The requirements should focus on the competence of those conducting the validation, and, if necessary, also on the minimum number of people who will assess the achievement of the learning outcomes of applicants for qualification (members of the validation committee).

It is important to remember that the requirements for the competence of validators should be as adequate and realistic as possible (so that it is possible for certification bodies to obtain such people).

Competency requirements should be formulated so that they can be verified.

Maximum number of characters: 5000.

The validation committee should consist of a minimum of 2 people who meet the following conditions:

A university degree in educational management;

A minimum of 5 years of professional experience in conducting cooperation between vocational school and enterprises;

Full legal capacity.

(c) Requirements for organizational and material conditions necessary for proper and safe conduct of validation*.

Mandatory field, Article 15b(1)(4b).

Specify acceptable ways of conducting validation (e.g., onsite, remote, online) and the necessary material resources, including premises. There is no need to provide detailed and obvious information.

Avoid mentioning the name of the hardware manufacturer or software names.

The organizational and material requirements may relate to individual sets of learning outcomes or to parts of the verification (e.g., the theoretical part or the practical part).

Maximum number of characters: 5000.

Validation is carried out in a mixed way: remotely (in the case of document assessment or a casual interview) and stationary (in the case of combining validation with a theoretical test or observation in simulated or real conditions).

The certifying authority must ensure:

A room for conducting the validation process,

Computer workstations for the theoretical test (1 workstation per 1 participant).

(d) Additional information, if any, on the validation framework requirements

Optional field.

Maximum number of characters: 5000.

No

IV. JUSTIFICATION FOR THE DESIRABILITY OF INCLUDING QUALIFICATIONS

12. Compatibility of the sectoral qualification with the identified needs of the industry or sector*.

Mandatory field, Article 15b(1)(3a).

Indicate what current or anticipated needs of the industry or sector the qualification addresses.

It is useful to refer to various sources, such as the opinions of industry organizations, employees, employers, trends observed in the labor market, forecasts of technology development, as well as the development strategy of the country or region.

Maximum number of characters: 25000.

The qualification "Coordinating cooperation of a vocational education and training institution with external companies, including obtaining sponsors" is a key element in the modern vocational education system. In the face of a dynamically changing labor market and increasing technological requirements, cooperation between educational institutions and external companies is becoming indispensable. This qualification is aimed at school principals, heads of practical vocational training, vocational education teachers and other employees designated by the principal to cooperate with employers.

Current and anticipated needs of the industry

1. Increase cooperation between vocational education and industry

Need: Cooperation between educational institutions and external companies is crucial to aligning curricula with current labor market needs. Industry organizations and employers often emphasize the need to better prepare graduates for professional requirements.

Compliance: This qualification enables principals and teachers to effectively establish partnerships with companies, making vocational education more attractive and practical. This gives students the opportunity to learn practical skills that are directly related to their future careers.

2. Attracting sponsors and resources

Need: Faced with limited public budgets, educational institutions must seek additional sources of funding. The ability to attract sponsors is essential for educational and development projects.

Compatibility: This qualification develops skills in attracting sponsors, which allows educational institutions to be better equipped. This makes it possible to implement modern curricula that are in line with current market and technological trends.

3. Adaptation to technological change

Need: The rapid development of technology requires constant updating of knowledge and skills.

This qualification helps identify and implement new technologies in the learning process, which is key to remaining competitive in the job market.

Compliance: With this qualification, educational institutions can better respond to technological changes by introducing modern teaching tools and methods. This, in turn, increases the attractiveness of vocational education and prepares students for work in a modern professional environment.

4. Regional and national development strategies

Need: Collaboration with outside companies supports the implementation of regional and national development strategies by creating local partnerships and fostering innovation.

Compliance: This qualification enables educational institutions to actively participate in the implementation of regional and national development strategies. By working with local companies, it is possible to create curricula that are in line with the needs of the local labor market.

5. Increase the effectiveness of vocational training

Need: By gaining a better understanding of the needs of employers and the labor market, educational institutions can educate students more effectively, which increases their employability after graduation.

Compliance: This qualification allows for better alignment of curricula with the needs of the labor market, which increases the effectiveness of vocational training. As a result, graduates are better prepared to enter the workforce.

6. Development of soft skills

Need: Working with outside companies allows students to develop soft skills such as communication, teamwork and project management, which are highly valued by employers.

Compatibility: This qualification supports the development of soft skills by involving students in projects carried out in cooperation with external companies. As a result, students gain practical experience that is essential in the job market.

Detailed description of qualifications

Attract external companies to cooperate and promote vocational education

This qualification develops skills in establishing and maintaining cooperation with external companies. Directors and teachers learn how to effectively promote vocational education and convince companies to get involved in the educational process. This makes it possible to create curricula that are in line with the needs of the labor market.

Creation of patron classes and organization of dual education

Dual education, combining theoretical learning with vocational practice, is increasingly in demand by employers. This qualification makes it possible to create patronage classes, where students can gain practical skills directly at companies. As a result, students are better prepared for professional employment.

Obtaining support from external companies for the retrofitting of workshops and school laboratories

Modern technology and equipment are essential for effective vocational education. This qualification develops skills in obtaining support from external companies, which allows educational institutions to be better equipped. This makes it possible to implement modern curricula that are in line with current market and technological trends.

Involving employers in career exams, career counseling and preparing students for the job market

Employers want to influence the education process to ensure that graduates have the right skills. This qualification enables educational institutions to involve employers in various aspects of education, making it more effective and more in line with labor market needs. As a result, students are better prepared to enter the workforce.

Training of vocational education teachers in cooperation with employers

Teachers need to stay abreast of the latest trends and technologies in the industry to effectively prepare students. This qualification supports teachers' professional development by working with employers to continually improve their skills. As a result, teachers are better prepared to teach modern curricula.

In summary, the qualification „Coordinating cooperation of a vocational education and training institution with external companies, including attracting sponsors” is a response to key industry and sector needs. It enables educational institutions to better adapt their curricula to the needs of the labor market, obtain additional sources of funding, introduce modern technologies and teaching methods, and engage employers in the educational process. All of this contributes to increasing the effectiveness of vocational education and better preparing students for professional employment.

13. Similarities and differences in relation to qualifications of a similar nature, in particular qualifications included in the Integrated Qualification System*.

Mandatory field, Article 15b(1)(3b).

A comparative analysis of a given qualification should be made with other qualifications, in particular with qualifications included in the Integrated Qualification System. Indicate the relationship to other qualifications (supplement, expansion of scope, other groups of addressees of the offer, etc.).

Maximum number of characters: 6000.

Not applicable

14a. Check the box below, if applicable

The qualification may be useful for students of trade schools or technical schools training in specific professions

Indicate if the requested qualification can be useful for students of trade schools or technical schools training in specific professions.

In a school providing vocational training, learning is based on the core curriculum set out in the [MEN regulation](#).³

In the teaching plans, part of the hours may be allocated to the realization of compulsory educational activities that prepare students to obtain a sectoral qualification operating in the MCC ([§ 4.5\(2\)](#))⁴.

14b. Indication of the occupations of vocational education to which the qualification is related

If the suitability of the qualification is indicated in item 14a, then from the drop-down list indicate the occupations

for which it may be justified to prepare students for the qualification covered by the application.

<https://www.prawo.vulcan.edu.pl/przegdok.asp?qdatprz=akt&qplikid=5000>

Not applicable

15a. Check the box below, if applicable

The qualification contains common or similar sets of learning outcomes

with "additional vocational skills" for selected vocational education occupations - **not applicable**

Mark if the qualification applied for contains common or similar sets of learning outcomes with "additional vocational skills" in the field of selected vocational education professions (as defined in the MEN regulation⁵ - Annex No. 33).

Additional professional skills**15b. Indication of "additional vocational skills" for selected vocational education occupations containing common or similar sets of learning outcomes (Industry - Occupation - Skill).**

If the qualification contains common or similar sets of learning outcomes, select from the drop-down list of industries, occupations and additional professional skills those skills that contain common or similar sets of learning outcomes with the requested qualification.

Not applicable

16. Other rationale for the compatibility of the sector qualification with the identified needs of the industry or sector*.

Mandatory field, Article 15b(1)(3c).

Briefly state why a qualification is proposed in this form. Arguments can address various components of the description, e.g., the selection and design of learning outcomes, the rationale behind the requirements for validation methods, the validity period of the certificate, the conditions for entering validation.

Maximum number of characters: 6000.

This qualification enables confirmation of practical skills related to the implementation and coordination of activities in the field of broadly understood cooperation of the institution providing vocational education and/or training with representatives of employers, including activities aimed at attracting sponsors.

The learning outcomes proposed in the qualification and the criteria for their verification are in line with the growing demand for skilled workers in the aforementioned area. The learning outcomes are clearly and precisely formulated so that those entering validation are aware of what specific skills they need to master. The selection of learning outcomes is presented in such a way that it exhausts issues related to the implementation and coordination of activities in the broadly understood cooperation of the institution providing vocational education and/or training with representatives of employers, including undertaking activities aimed at attracting sponsors.

Validation methods make it possible to confirm learning outcomes comprehensively.

³ Decree of the Minister of Education of May 16, 2019 on the core curriculum for vocational training and additional professional skills for selected vocational training professions.

⁴ Regulation of the Ministry of Education of February 15, 2019 on the general goals and objectives of education in vocational training professions and the classification of vocational training professions.

⁵ Decree of the Minister of Education of May 16, 2019 on the core curriculum for vocational training and additional professional skills for selected vocational training professions.

V. ADDITIONAL INFORMATION

17. Validity period of the sector qualification certificate*.

Mandatory field, Article 15b(1)(5c).

In the case of a qualification granted for an indefinite period, enter: „Certificate valid indefinitely”.

In the case of a qualification granted for a limited period of time, state after what time it is necessary to renew the certificate.

Certificate valid indefinitely.

18. Conditions for renewal of the certificate

Mandatory field, Article 15b(1)(5c).

If the certificate has a specific expiration date, the conditions to be met by the certificate holder to renew the certificate should be stated.

If the certificate is valid indefinitely, enter “Not applicable.”

Maximum number of characters: 2000.

not applicable

19. International Standard Classification of Education (ISCED)* code.

Mandatory field, Art. 15b (1) para. 5d).

Assign an ISCED code to the qualification, selecting the one that best fits it from the drop-down list.

The International Standard Classification of Education (ISCED F-2013) is a system for collecting, compiling and analyzing internationally comparable education statistics.

List of ISCED-F codes

0114 Teacher training with thematic specialization

0188 Interdisciplinary education-related programs and qualifications

20. Code of the Polish Classification of Activities (PKD)*.

Mandatory field, Article 15b(1)(5e).

Enter the PKD code .⁶

Table of PKD codes

PKD 85.32 Schools providing vocational education, excluding post-secondary schools

PAC 85.32.A Technology

PKD 85.32.B Lower secondary industrial schools

PKD 85.32.C Special schools preparing for work

PKD 85.32.D Secondary technical schools of industry

PAC 85.41.A Post-secondary schools

21. Indication of professions and specialties to which the qualification is related (according to the classification of professions and specialties)

Optional field.

The information will make it easier to search and link a given qualification to other qualifications in the ZRK.

From the list, select those professions and specialties that are related to the requested qualification.

<https://psz.praca.gov.pl/rynek-pracy/bazy-danych/klasyfikacja-zawodow-i-specjalnosci/wyszukiwarka-opisow-zawodow>

134501 School Director

121202 Training department manager

134503 School workshop manager

232001 Teacher of practical vocational training

232003 Teacher of theoretical vocational subjects

232090 Other vocational education teachers

242217 Public Administration Specialist

⁶ Decree of the Council of Ministers of December 24, 2007 on the Polish Classification of Activities (PKD).

22. The competent minister designated by the applicant*.

Mandatory field, Article 16(1).

Indicate the minister who the applicant believes is competent to handle the application.

Minister of Education

23. If necessary, justification for the designation of the competent minister by the applicant

Optional field.

It is recommended to provide an explanation of why a particular minister has been deemed competent to consider the application, with reference to the regulations defining the scope of the minister's activities (in accordance with the Law on Government Departments).

When the applicant does not see the need for justification, enter "Not applicable."

Maximum number of characters: 4,000.

not applicable

24. Applicant*

Mandatory field, Article 15b (1) para. 1a).

Chamber of Industry and Commerce of the Radom Area

6.

Opis kwalifikacji wolnorynkowej „Koordynowanie współpracy placówki prowadzącej kształcenie i szkolenie zawodowe z firmami zewnętrznymi, w tym pozyskiwanie sponsorów”

W podrozdziale przedstawiono projekt opisu kwalifikacji wolnorynkowej **„Koordynowanie współpracy placówki prowadzącej kształcenie i szkolenie zawodowe z firmami zewnętrznymi, w tym pozyskiwanie sponsorów”**. Opis jest przedstawiony w języku angielskim (przykład dla pozostałych partnerów jak opisywana jest kwalifikacja sektorowa) oraz w języku polskim (dokument przygotowany do zgłoszenia do Zintegrowanego Rejestru Kwalifikacji)

Partnerzy projektu zapoznani zostali z procedurami oraz dokumentacją zgłaszania kwalifikacji rynkowych w Zintegrowanym Systemie Kwalifikacji w Polsce. Szczegółowej analizie poddano formularz opisu kwalifikacji wolnorynkowej zgłaszanej do rejestru. Uwzględniając zakres zawartych w nim informacji, partnerzy projektu ustalili, że zawarte w nim informacje są możliwe do ewentualnego wykorzystania przy tworzeniu opisów kwalifikacji w ich państwach.

Zadanie zostało wykonane jako dodatkowe, wykraczające poza zakres zadań projektu.

Projekt opracowanej propozycji opisu kwalifikacji rynkowej zawiera następujące zakresy informacji, który jest zgodny z wytycznymi przedstawionymi w materiałach pomocniczych opracowanych w ramach Zintegrowanego Systemu Kwalifikacji w Polsce⁷:

VI. INFORMACJE OGÓLNE O KWALIFIKACJI

1. Nazwa kwalifikacji sektorowej
- 1a. Nazwa kwalifikacji w języku angielskim
2. Skrócona nazwa kwalifikacji
3. Proponowany poziom Polskiej Ramy Kwalifikacji
4. Odniesienie do poziomu Sektorowych Ram Kwalifikacji (SRK)
5. Podstawowe informacje o kwalifikacji
6. Objętość kwalifikacji

⁷ Zintegrowany System Kwalifikacji: materiały pomocnicze (formularze/wzory dokumentów/materiały informacyjne). https://kwalifikacje.gov.pl/o-zsk/materiały-pomocnicze?fbclid=IwAR10vhAdisD5INKlccb32Yux2M0XKtNvJ3gLSieNIZBYP7K_ltvS2TxQsTA (dostęp: 14.11.2024).

VII. EFEKTY UCZENIA SIĘ WYMAGANE DLA KWALIFIKACJI

7. Syntetyczna charakterystyka efektów uczenia się
8. Efekty uczenia się wymagane dla danej kwalifikacji sektorowej

VIII. INFORMACJE DOTYCZĄCE WALIDACJI

9. W razie potrzeby warunki, jakie musi spełniać osoba przystępująca do walidacji
10. W razie potrzeby inne, poza pozytywnym wynikiem walidacji, warunki uzyskania kwalifikacji
11. Ramowe wymagania dotyczące walidacji

IX. UZASADNIENIE CELOWOŚCI WŁĄCZENIA KWALIFIKACJI

12. Zgodność kwalifikacji sektorowej z rozpoznanymi potrzebami danej branży lub sektora
13. Podobieństwa i różnice w odniesieniu do kwalifikacji o zbliżonym charakterze, w szczególności kwalifikacji włączonych do Zintegrowanego Systemu Kwalifikacji
- 14a. Należy zaznaczyć poniższe pole, jeśli dotyczy14b. Wskazanie zawodów szkolnictwa branżowego, z którymi związana jest kwalifikacja
- 15b. Wskazanie „dodatkowych umiejętności zawodowych” w zakresie wybranych zawodów szkolnictwa branżowego zawierających wspólne lub zbliżone zestawy efektów uczenia się
16. Inne przesłanki potwierdzające zgodność kwalifikacji sektorowej z rozpoznanymi potrzebami danej branży lub sektora

X. INFORMACJE DODATKOWE

17. Okres ważności certyfikatu kwalifikacji sektorowej
18. Warunki przedłużenia ważności certyfikatu
19. Kod Międzynarodowej Standardowej Klasyfikacji Edukacji (ISCED)
20. Kod Polskiej Klasyfikacji Działalności (PKD)
21. Wskazanie zawodów i specjalności, z którymi powiązana jest kwalifikacja
22. Minister właściwy wskazany przez wnioskodawcę
23. W razie potrzeby, uzasadnienie wskazania ministra właściwego przez wnioskodawcę
24. Wnioskodawca

Opis kwalifikacji wolnorynkowej przygotowanej do zgłoszenia do Zintegrowanego Rejestru Kwalifikacji w Polsce

I. INFORMACJE OGÓLNE O KWALIFIKACJI

1. Nazwa kwalifikacji wolnorynkowej*

Pole obowiązkowe, art. 15b ust. 1 pkt 2a).

Należy wpisać pełną nazwę, która ma figurować w ZRK i być umieszczana na certyfikacie.

Nazwa kwalifikacji (na ile to możliwe) powinna:

- jednoznacznie identyfikować kwalifikację,
- różnić się od nazw innych kwalifikacji,
- różnić się od nazwy zawodu, stanowiska pracy, tytułu zawodowego, uprawnienia,
- być możliwie krótka,
- nie zawierać skrótów,
- być oparta na rzeczowniku odczasownikowym (np. gromadzenie, przechowywanie, szycie).

Maksymalna liczba znaków: 300.

Koordinowanie współpracy placówki prowadzącej kształcenie i szkolenie zawodowe z firmami zewnętrznymi, w tym pozyskiwanie sponsorów.

1a. Nazwa kwalifikacji w języku angielskim

Pole nieobowiązkowe.

Maksymalna liczba znaków: 300.

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

2. Skrócona nazwa kwalifikacji

Pole nieobowiązkowe.

Można podać potoczną (zwykle krótszą) nazwę kwalifikacji, którą na co dzień łatwiej będzie posługiwać się w danym środowisku zawodowym.

Podanie skróconej nazwy kwalifikacji może ułatwić wyszukanie tej kwalifikacji w ZRK.

Maksymalna liczba znaków: 150.

Lider ds. współpracy zewnętrznej szkół

3. Proponowany poziom Polskiej Ramy Kwalifikacji*

Pole obowiązkowe, art. 15b ust. 1 pkt 2c).

Należy wpisać propozycję poziomu PRK dla kwalifikacji. Wskazówki dot. określania poziomu PRK można znaleźć w publikacji <https://kwalifikacje.gov.pl/images/Publikacje/Polska-rama-kwalifikacji.pdf>

Uwaga: poziom PRK zgodnie z rekomendacją zespołu ekspertów przypisuje do kwalifikacji właściwy minister.

Poziom PRK 5

4. Odniesienie do poziomu Sektorowych Ram Kwalifikacji (SRK)*

Pole obowiązkowe, art. 15b ust. 1 pkt 2c).

Należy wpisać propozycję odniesienia kwalifikacji do poziomu odpowiednich SRK, jeżeli te SRK są włączone do Zintegrowanego Systemu Kwalifikacji.

[Informacja o Sektorowych Ramach Kwalifikacji włączonych do ZSK.](#)

W przypadku braku odpowiedniej SRK, należy wpisać „Brak odpowiedniej SRK”.

Brak odpowiedniej do Sektorowej Ramy Kwalifikacji

5. Podstawowe informacje o kwalifikacji obejmujące przykładowe:

- działania i zadania, które potrafi wykonywać osoba posiadająca daną kwalifikację sektorową,
- grupy osób, do których dana kwalifikacja sektorowa w szczególności jest kierowana,
- możliwości wykorzystania kwalifikacji sektorowej i dalszego rozwoju osobistego lub zawodowego, w tym możliwości ubiegania się o inne kwalifikacje i uprawnienia w danej dziedzinie zawodowej.

Pole obowiązkowe, art. 15b ust. 1 pkt 2b).

Należy podać tylko wybrane, kluczowe informacje o kwalifikacji, istotne dla osób potencjalnie zainteresowanych jej uzyskaniem oraz dla pracodawców, które pozwolą szybko ocenić, czy dana kwalifikacja znajduje się w polu ich zainteresowania.

Maksymalna liczba znaków: 5000.

Osoba posiadająca niniejszą kwalifikację realizuje i koordynuje działania w zakresie szerokorozumianej współpracy instytucji prowadzącej kształcenie i/lub szkolenie zawodowe z przedstawicielami pracodawców, w tym może podejmować działania ukierunkowane na pozyskiwanie sponsorów.

Z zależności od specyfiki miejsca pracy, podziałów zakresu obowiązków w szkole lub placówce prowadzącej kształcenie czy też szkolenie zawodowe zakres wykonywanych czynności przez lider ds. współpracy zewnętrznej może być różnicowany. Przydzielany przez kadrę zarządzającą zakres zadań i czynności liderowi ds. współpracy zewnętrznej może być przypisane jednej osobie, jak i rozdzielone między kilka osób.

Jednym z głównych zadań zawodowych wykonywanych przez lidera ds. współpracy zewnętrznej jest pozyskiwanie pracodawców do współpracy i związana z tym promocja kształcenia zawodowego. Wykonując te zadania lider m.in. tworzy sieć kontaktów, a także identyfikuje korzyści jakie mają: pracodawcy, szkoły, nauczyciele, organy prowadzące szkoły, rynek pracy i inni interesariusze, ze współpracy szkoły z przedsiębiorstwem. Korzysta przy tym z gotowych narzędzi lub sam je tworzy, z pomocą których prowadzi działania promocyjne za pośrednictwem różnorodnych środków przekazu.

Kolejne zadania które można powierzyć liderowi ds. współpracy zewnętrznej jest tworzenie klas patronackich i organizacja kształcenia dualnego. Zadanie to jest szczególnie ważne z punktu widzenia skuteczności i efektywności procesu uczenia się młodych ludzi. Uczniowie poprzez udział w kształceniu dualnym mają możliwość pracy w rzeczywistym środowisku pracy, rozwiązywania występujących problemów, kontaktów z innymi pracownikami. Klasy patronackie z kolei przyczyniają się nie tylko do promocji firmy sprawującej patronat, ale także mogą przełożyć się na lepsze wyposażenie pracowni dydaktycznych w szkołach.

Z punktu widzenia instytucji prowadzącej kształcenie i/lub szkolenie zawodowe ważne jest także zaangażowanie się lidera ds. współpracy zewnętrznej w pozyskiwanie wsparcia od firm zewnętrznych w zakresie doposażania warsztatów i pracowni szkolnych w nowoczesne maszyny, narzędzia, urządzenia oraz pomoce dydaktyczne.

Liderowi ds. współpracy zewnętrznej mogą być powierzane zadania ukierunkowane na angażowanie pracodawców w egzaminy zawodowe, czy też realizację doradztwa zawodowego. Udział przedstawicieli potencjalnych pracodawców w egzaminach zawodowych uczniów nadaje rangi samemu procesowi walidacji kompetencji zawodowych oraz może przyczynić się do złożenia propozycji pracy przez pracodawcę najlepszym uczniom.

Kolejną grupą na rzecz której lider ds. współpracy zewnętrznej może prowadzić działania są nauczyciele kształcenia zawodowego zatrudnieni w instytucji prowadzącej kształcenie i/lub szkolenie zawodowe. Lider na podstawie diagnozy potrzeb szkoleniowych nauczycieli kształcenia zawodowego może we współpracy z pracodawcami organizować dla nich szkolenia, czy też staże w przedsiębiorstwach.

Lider ds. współpracy zewnętrznej upowszechnia wzory właściwego postępowania wśród różnych grup interesariuszy. Powierzane zadania wykonuje przestrzegając obowiązujących norm etycznych, przepisów prawnych obowiązujących w krajach partnerskich.

Lider ds. współpracy zewnętrznej potrafi krytycznie oceniać działania własne. W związku z tym, prowadzi ciągły monitoring oraz ewaluację swojej pracy w celu doskonalenia prowadzonych działań. W tym celu m.in. opracowuje narzędzia, sporządza raporty, w których wskazuje obszary do doskonalenia oraz proponuje alternatywne rozwiązania w celu poprawy efektów pracy.

Lider ds. współpracy zewnętrznej uczestnicząc w pracy zespołu, współpracuje z jego członkami reprezentującymi zarówno środowisko szkolne, jak i przedsiębiorstw. Ponoś odpowiedzialność za jakość prowadzonych w tym obszarze działań.

Ze względu na zachodzące zmiany organizacyjne, prawne lider ds. współpracy zewnętrznej z własnej inicjatywy doskonali warsztat pracy i aktualizuje stosowane narzędzia i materiały dydaktyczne.

Lider ds. współpracy zewnętrznej wykonuje swoje obowiązki zawodowe na terenie szkoły oraz poza nią. Praca z reguły odbywa się w pomieszczeniu biurowym lub innym przystosowanym do tego typu zadań pomieszczeniu budynku placówki. Lider ds. współpracy zewnętrznej realizuje również swoje obowiązki i zadania w terenie, podczas spotkań z przedstawicielami firm, organów samorządu, innych szkół, placówek edukacyjnych.

Kwalifikacja kierowana jest do:

- przedstawicieli kierownictwa szkół zawodowych (dyrektora, jego zastępców lub kierownika zajęć praktycznych);
- nauczycieli kształcenia ogólnego oddelegowanych do zadań lidera;
- oddelegowanych nauczycieli kształcenia zawodowego, lub nauczycieli praktycznej nauki zawodu, lub nauczycieli przedmiotów zawodowych artystycznych, lub nauczycieli przedmiotów teoretycznych zawodowych, lub doradców zawodowych lub pracowników administracyjnych szkoły.

Osoba posiadająca niniejszą kwalifikację może znaleźć zatrudnienie w szkołach zawodowych i instytucjach szkoleniowych.

6. Objętość kwalifikacji [w godz.]*

Pole obowiązkowe, art. 15b ust. 1 pkt 2d).

Należy wskazać orientacyjny nakład pracy, określony w godzinach zegarowych, potrzebny do uzyskania wszystkich efektów uczenia się wymaganych dla kwalifikacji, z uwzględnieniem różnych form uczenia się, (także samodzielnego).

100 godzin dydaktycznych

II. EFEKTY UCZENIA SIĘ WYMAGANE DLA KWALIFIKACJI

7. Syntetyczna charakterystyka efektów uczenia się*

Pole obowiązkowe, art. 15b ust. 1 pkt 4a) oraz art. 9 ust. 1 pkt 1a).

Należy zwięźle przedstawić ogólną charakterystykę wiedzy, umiejętności i kompetencji społecznych poprzez określenie rodzajów działań, do których przygotowana będzie osoba z daną kwalifikacją.

Zapisy powinny nawiązywać do charakterystyki odpowiednich poziomów PRK.

Syntetyczna charakterystyka powinna wskazać m.in. na:

stopień przygotowania osoby z daną kwalifikacją do samodzielnego działania,

stopień złożoności działań, które taka osoba może wykonywać,

role, które osoba z tą kwalifikacją może pełnić w grupie pracowników.

Maksymalna liczba znaków: 9000.

Osoba posiadająca niniejszą kwalifikację realizuje i koordynuje działania w zakresie szeroko rozumianej współpracy instytucji prowadzącej kształcenie i/lub szkolenie zawodowe z przedstawicielami pracodawców, w tym może podejmować działania ukierunkowane na pozyskiwanie sponsorów.

Posiada wiedzę i umiejętności na temat:

pozyskiwanie firm zewnętrznych do współpracy i promocji kształcenia zawodowego;

tworzenia klas patronackich i organizacji kształcenia dualnego;

pozyskiwania wsparcia od firm zewnętrznych w zakresie doposażania warsztatów i pracowni szkolnych;

angażowania pracodawców w egzaminy zawodowe organizowane przez szkołę, realizację doradztwa zawodowego i przygotowanie uczniów do wejścia na rynek pracy;

doskonalenia nauczycieli kształcenia zawodowego we współpracy z pracodawcami.

Podczas wykonywania wszystkich czynności jest gotowy do przestrzegania zasad postępowania obowiązujących w działalności zawodowej gwarantujących odpowiednią jakość czynności zawodowych oraz bezpieczeństwo, a także utrzymywania właściwych relacji w lokalnym środowisku zawodowym. Przyjmuje odpowiedzialność związaną z wykonywaną działalnością zawodową oraz propaguje zasady etyczne w swojej działalności zawodowej.

Wyodrębnione zestawy efektów uczenia się

Wykaz zestawów efektów uczenia się wymaganych dla kwalifikacji, zawierający: numer porządkowy (1, 2, ...), nazwy zestawów, orientacyjne odniesienie każdego zestawu do poziomu PRK oraz orientacyjny nakład pracy potrzebny do osiągnięcia efektów uczenia w każdym zestawie.

Nazwa zestawu powinna:

nawiązywać do efektów uczenia się wchodzących w skład danego zestawu lub odpowiadać specyfice wchodzących w jego skład efektów uczenia się,

być możliwie krótką,

nie zawierać skrótów,

gdy jest to możliwe, być oparta na rzeczowniku odczasownikowym, np. „gromadzenie”, „przechowywanie”, „szycie”.

01. Pozyskiwanie firm zewnętrznych do współpracy i promocja kształcenia zawodowego (5 PRK)

02. Tworzenie klas patronackich i organizacja kształcenia dualnego (5 PRK).

03. Pozyskiwanie wsparcia od firm zewnętrznych w zakresie doposażania warsztatów i pracowni szkolnych (5 PRK).

04. Angażowanie pracodawców w egzaminy zawodowe organizowane przez szkołę, realizację doradztwa zawodowego i przygotowanie uczniów do wejścia na rynek pracy (5 PRK).

05. Doskonalenie nauczycieli kształcenia zawodowego we współpracy z pracodawcami (5 PRK).

8. Efekty uczenia się wymagane dla danej kwalifikacji sektorowej*

Pole obowiązkowe, art. 15b ust. 1 pkt 4a) oraz art. 9 ust. 1 pkt 1b) i 1c).

Efekty uczenia się muszą być pogrupowane w zestawy. Do poszczególnych efektów uczenia się należy podać kryteria weryfikacji.

Zestawy efektów uczenia się*	Wyodrębnione zestawy powinny być ponumerowane (1, 2, ...) i nazwane. Nazwa zestawu powinna: ➤ nawiązywać do efektów uczenia się wchodzących w skład danego zestawu, ➤ być możliwie krótka, ale raczej nie zawierać skrótów, ➤ gdy to możliwe, być oparta na rzeczowniku odczasownikowym, np. „gromadzenie”, „przechowywanie”, „szycie”. Zestaw należy odnieść do najbardziej odpowiedniego poziomu PRK.
Efekty uczenia się*	Kryteria weryfikacji*
Efekty uczenia się najlepiej opisać za pomocą umiejętności (tj. zdolności wykonywania zadań i rozwiązywania problemów). Efekty uczenia się należy opisywać możliwie jednoznacznie – dzięki temu wyniki walidacji prowadzonych przez różne instytucje będą mogły być porównywalne. Ponadto efekty uczenia się powinny być: osiągalne dla osób przystępujących do walidacji i możliwe do zweryfikowania w toku walidacji. Podczas opisywania poszczególnych efektów uczenia się korzystne jest stosowanie czasowników operacyjnych, np. „wykonuje”, „demonstruje”, „diagnozuje”.	Do poszczególnych efektów uczenia się należy podać kryteria weryfikacji. Kryteria weryfikacji doprecyzowują umiejętności, wiedzę i kompetencje społeczne wymagane dla kwalifikacji. Na podstawie kryteriów powinno być oceniane, czy dany efekt uczenia się został osiągnięty.

Zestaw efektów uczenia się:	01. Pozyskiwanie firm zewnętrznych do współpracy i promocja kształcenia zawodowego
Rodzaj zestawu	Obowiązkowy
Efekty uczenia się* <i>Pole obowiązkowe</i>	Kryteria weryfikacji* <i>Pole obowiązkowe</i>
Opracowuje strategię marketingową szkoły zawodowej ukierunkowaną na rozwój współpracy z pracodawcami	➤ wyznaczanie kierunków działań w ramach opracowanej strategii marketingowej; ➤ określanie grupy docelowej w ramach opracowanej strategii marketingowej; ➤ tworzenie strategii marketingowej rozwoju współpracy szkoły zawodowej z otoczeniem, w tym z pracodawcami w ramach opracowanej strategii marketingowej.

Promuje współpracę na rzecz szkolnictwa zawodowego z otoczeniem, w tym z pracodawcami, za pośrednictwem mediów społecznościowych	➤ dobieranie mediów społecznościowych w zależności od prowadzonych działań promocyjnych; ➤ tworzenie konta szkoły w wybranych mediach społecznościowych; ➤ redagowanie postów do zamieszczenia w mediach społecznościowych; ➤ zamieszczanie postów w mediach społecznościowych; ➤ prowadzenie działań ukierunkowanych na wzrost popularności zamieszczanych postów; ➤ ocenianie jakości prowadzonych działań promocyjnych w otoczeniu, w tym wśród pracodawców.
Przedstawia korzyści dla różnych grup interesariuszy ze współpracy szkół zawodowych z pracodawcami	➤ identyfikowanie grup interesariuszy, którzy mogą mieć korzyści ze współpracy szkoły zawodowej z otoczeniem, w tym z pracodawcami; ➤ sporządzanie listy korzyści różnych grup interesariuszy ze współpracy pracodawców ze szkołami.
Tworzy i rozwija sieci współpracy szkoły z przedsiębiorstwami	➤ sporządzanie listy instytucji, w tym pracodawców, z którymi szkoła obecnie współpracuje; ➤ identyfikowanie instytucji w otoczeniu, w tym pracodawców, z którymi szkoła mogłaby podjąć szerokorozumianą współpracę; ➤ sporządzanie porozumienia o sieciowej współpracy szkoły z otoczeniem, w tym z pracodawcami.

Zestaw efektów uczenia się:	02. Tworzenie klas patronackich i organizacja kształcenia dualnego
Rodzaj zestawu	Obowiązkowy
Efekty uczenia się* <i>Pole obowiązkowe</i>	Kryteria weryfikacji* <i>Pole obowiązkowe</i>
Tworzenie klasy patronackiej i sporządzanie umowy pomiędzy szkołą a przedsiębiorstwem na utworzenie klasy patronackiej	➤ rozróżnianie działań jakie można podejmować w ramach klasy patronackiej; ➤ wskazywanie korzyści różnych grup interesariuszy z utworzenia klasy patronackiej; ➤ identyfikowanie elementów składowych umowy między szkołą a przedsiębiorstwem na utworzenie klasy patronackiej; ➤ opracowywanie w porozumieniu z prawnikiem umowy między szkołą a przedsiębiorstwem na utworzenie klasy patronackiej; ➤ przedstawianie i uzgadnianie ze stroną przedsiębiorstwa treści umowy na utworzenie klasy patronackiej.
Organizuje kształcenie dualne we współpracy z pracodawcami	➤ opracowywanie zestawów korzyści dla różnych grup interesariuszy wynikających z wprowadzenia zajęć praktycznych dla uczniów w formie kształcenia dualnego; ➤ wyszukiwanie i pozyskiwanie firm do realizacji kształcenia dualnego uczniów; ➤ sporządzanie kryteriów weryfikacji firmy pod kątem możliwości prowadzenia zajęć praktycznych dla uczniów w formie kształcenia dualnego; ➤ przeprowadzanie weryfikacji firmy pod kątem możliwości prowadzenia zajęć praktycznych dla uczniów w formie kształcenia dualnego; ➤ opracowywanie w porozumieniu z prawnikiem treści umowy między stronami zaangażowanymi w proces kształcenia praktycznego uczniów w formie kształcenia dualnego w firmie.
Przygotowuje program zajęć praktycznych organizowanych w systemie kształcenia dualnego	➤ ustalanie struktury programu zajęć praktycznych organizowanych w systemie kształcenia dualnego; ➤ opracowywanie projektu programu zajęć praktycznych organizowanych w systemie kształcenia dualnego; ➤ weryfikowanie możliwości realizacji w firmie efektów uczenia się zawartych w programie zajęć praktycznych organizowanych w formie kształcenia dualnego; ➤ przeprowadzanie weryfikacji możliwości zrealizowania w firmie efektów uczenia się zawartych w programie zajęć praktycznych organizowanych w formie kształcenia dualnego.

Dobiera kadrę instruktorską do prowadzenia zajęć praktycznych w systemie dualnych dla uczniów w firmie	➤ opracowywanie wymagań kompetencyjnych dla instruktorów prowadzących zajęcia praktyczne dla uczniów w ramach systemu kształcenia dualnego; ➤ ocenianie we współpracy z przedstawicielem firmy poziomu spełnienia wymagań kompetencyjnych dla instruktorów prowadzących zajęcia praktyczne dla uczniów w ramach systemu kształcenia dualnego; ➤ prowadzenie szkolenia dla instruktorów prowadzących zajęcia praktyczne dla uczniów w ramach systemu kształcenia dualnego; ➤ ocenianie instruktorów prowadzących zajęcia praktyczne dla uczniów w ramach systemu kształcenia dualnego.
Przygotowuje ucznia do odbycia zajęć praktycznych organizowanych w formie kształcenia dualnego w przedsiębiorstwie	➤ ustalanie w porozumieniu z przedstawicielem pracodawcy kto i co (zakres informacji) ma przekazać uczniowi przed rozpoczęciem zajęć praktycznych w formie kształcenia dualnego; ➤ sporządzanie niezbędnych regulaminów związanych z organizacją kształcenia uczniów w systemie dualnym; ➤ zapoznanie ucznia z aspektami organizacyjnymi kształcenia w systemie dualnym uczniów.
Dokumentuje proces kształcenia dualnego w firmie	➤ ustalanie we współpracy z przedstawicielem firmy zakresu prowadzonej dokumentacji procesu kształcenia dualnego w firmie; ➤ opracowywanie we współpracy z przedstawicielem dokumentów (dziennik praktyk, lista obecności itp.) przebiegu zajęć praktycznych uczniów organizowanych w formie kształcenia dualnego w firmach.
Prowadzi monitoring i ewaluację procesu kształcenia dualnego uczniów w przedsiębiorstwach	➤ sporządzanie raportu z monitorowania zajęć praktycznych dla uczniów organizowanych w formie kształcenia dualnego w firmach; ➤ diagnozowanie wiedzy i umiejętności uczniów uczestniczących w zajęciach praktycznych organizowanych w formie kształcenia dualnego u pracodawcy; ➤ projektowanie narzędzia do przeprowadzenia ewaluacji zajęć praktycznych dla uczniów organizowanych w formie kształcenia dualnego w firmach; ➤ sporządzanie raportu w przeprowadzonej ewaluacji zajęć praktycznych dla uczniów organizowanych w formie kształcenia dualnego w firmach.

Zestaw efektów uczenia się:	03. Pozyskiwanie wsparcia od firm zewnętrznych w zakresie doposażania warsztatów i pracowni szkolnych
Rodzaj zestawu	Obowiązkowy
Efekty uczenia się* <i>Pole obowiązkowe</i>	Kryteria weryfikacji* <i>Pole obowiązkowe</i>
Przedstawia działania z punktu widzenia regulacji prawnych jakie mogą podjąć przedsiębiorstwa, aby wyposażać warsztaty i pracownie szkolne	➤ wyjaśnianie stronie pracodawcy korzyści jakie ma ze współpracy ze szkołą w związku ze wsparciem szkoły w zakresie doposażenia warsztatów i pracowni; ➤ identyfikowanie samodzielnie regulacji prawnych istotnych po stronie przedsiębiorstwa dla planowanej współpracy w zakresie wyposażenia warsztatów i pracowni szkolnych; ➤ stosowanie znajomości przepisów prawnych dotyczących: sponsoringu i innych rodzajów komunikacji biznesowej.
Przedstawia działania z punktu widzenia regulacji prawnych jakie mogą podjąć szkoły, aby wyposażać warsztaty i pracownie szkolne	➤ identyfikowanie samodzielnie regulacji prawnych istotnych dla planowania współpracy po stronie szkoły; ➤ stosowanie znajomości ram prawnych dotyczących korzystania przez szkoły ze sponsoringu w zakresie wyposażenia warsztatów i pracowni szkolnych przez firmy; ➤ inicjowanie procesu sporządzania umowy między stronami zaangażowanymi w proces sponsoringu; ➤ opracowywanie w porozumieniu z prawnikiem umowy między stronami zaangażowanymi w proces sponsoringu (doposażenia warsztatów i pracowni szkolnych).
Identyfikuje potrzeby szkoły w zakresie doposażenia warsztatów i pracowni szkolnych	➤ dobieranie narzędzi do rozpoznawania potrzeb szkoły w zakresie wyposażenia warsztatów i pracowni szkolnych; ➤ opracowywanie samodzielnie lub we współpracy narzędzia do rozpoznawania potrzeb szkoły w zakresie wyposażenia warsztatów i pracowni szkolnych; ➤ przeprowadzanie analizy potrzeb szkoły w zakresie wyposażenia warsztatów i pracowni szkolnych; ➤ sporządzanie raportu z analizy potrzeb szkoły w zakresie wyposażenia warsztatów i pracowni szkolnych.

Organizuje proces wspierania szkół przez przedsiębiorstwa w zakresie doposażenia warsztatów i pracowni szkolnych	➤ sugerowanie ogólnego i priorytetowego planu wdrażania projektów sponsorin- gowych w szkole; ➤ budowanie relacji z istniejącymi członkami/współtwórcami, darczyńcami i sponsorami; ➤ korzystanie z kluczowych narzędzi i metod w celu wygenerowania odpowiedniej wiedzy o dostawcach wsparcia, fundacjach, pulach itp. oraz ewentualnie o partne- rach i interesariuszach; ➤ analizowanie i ocenianie metod i narzędzi planowania i wdrażania odpowiednich kampanii pozyskiwania funduszy oraz zbierania informacji.
Monitoruje i ocenia procesy wspierania szkół przez przedsiębiorstwa w zakresie wyposażenia warsztatów i pracowni szkolnych	➤ rozpoznawanie i dobieranie narzędzia do monitorowania i oceniania procesów wspierania szkół przez przedsiębiorstwa w zakresie wyposażenia warsztatów i pracowni; ➤ opracowywanie i wdrażanie systematycznej procedury kontroli planu sponsoringowego; ➤ analizowanie i ocenianie kampanii lub projektu pozyskiwania funduszy pod ką- tem trafności, grupy docelowej i wyboru kanałów; ➤ sporządzanie raportu z analizy monitorowania i oceniania procesów wspierania szkół przez przedsiębiorstwa w zakresie wyposażenia warsztatów i pracowni.

Zestaw efektów uczenia się:	04. Angażowanie pracodawców w egzaminy zawodowe organizowane przez szkołę, realizację doradztwa zawodowego i przygotowanie uczniów do wejścia na rynek pracy
Rodzaj zestawu	Obowiązkowy
Efekty uczenia się* <i>Pole obowiązkowe</i>	Kryteria weryfikacji* <i>Pole obowiązkowe</i>
Angażuje pracodawców w egzaminy zawodowe organizowane przez szkołę	➤ przedstawianie informacji pracodawcom na temat egzaminach zawodowych; ➤ wskazywanie korzyści jakie ma pracodawca w związku z udziałem w egzaminach zawodowych uczniów ➤ wskazywanie korzyści jakie ma szkoła w związku z udziałem pracodawców w eg- zaminach zawodowych; ➤ wskazywanie działań związanych z egzaminami zawodowymi, w które może zaangażować się pracodawca ➤ przeprowadzanie monitoringu i ewaluacji działań w obszarze angażowania się pracodawców w organizację egzaminów zawodowych.
Angażuje pracodawców w doradztwo zawodowe	➤ wymienianie korzyści dla pracodawcy i innych uczestników procesu doradztwa zawodowego w szkołach; ➤ sporządzanie wykazu zadań jaki mogą wykonywać przedstawiciele pracodawców w ramach doradztwa zawodowego w szkołach; ➤ uzasadnianie przedstawicielom pracodawców zakresu ich udział w poszczegół- nych zadaniach doradztwa zawodowego w szkołach; ➤ pozyskiwanie pracodawców do realizacji doradztwa zawodowego; ➤ prowadzenie monitoringu i ewaluacji działań z doradztwa zawodowego, w które zaangażowani byli pracodawcy.

Zestaw efektów uczenia się:	05. Doskonalenie nauczycieli kształcenia zawodowego we współpracy z pracodawcami
Rodzaj zestawu	Obowiązkowy
Efekty uczenia się* <i>Pole obowiązkowe</i>	Kryteria weryfikacji* <i>Pole obowiązkowe</i>

Wyjaśnia korzyści z zaangażowania przedsiębiorstw w doskonalenie zawodowe nauczycieli	➤ identyfikowanie i komunikowanie korzyści przedsiębiorcom związanych z zaangażowaniem się w doskonalenie zawodowe nauczycieli; ➤ identyfikowanie korzyści dla nauczycieli i pracowników instytucji prowadzących szkolenie i kształcenie zawodowe w związku z ich udziałem w doskonaleniu zawodowym w przedsiębiorstwie; ➤ informowanie nauczycieli i personelu instytucji prowadzących szkolenie i kształcenie zawodowe o korzyściach w związku z ich udziałem w doskonaleniu zawodowym w przedsiębiorstwie.
Identyfikuje w przedsiębiorstwach obszary do doskonalenia nauczycieli	➤ identyfikowanie w przedsiębiorstwie zakresu doskonalenia nauczycieli; ➤ angażowanie przedsiębiorstw w proces doskonalenia nauczycieli kształcenia zawodowego; ➤ priorytetyzacja i wybór obszarów doskonalenia nauczycieli, z uwzględnieniem ich ważności dla szkoły.
Identyfikuje potrzeby szkoleniowych nauczycieli i ich zainteresowania rozwojem zawodowym w przedsiębiorstwach	➤ organizowanie analizy potrzeb szkoleniowych nauczycieli; ➤ przeprowadzanie analizy potrzeb szkoleniowych nauczycieli i ich zainteresowania rozwojem zawodowym w przedsiębiorstwach.
Weryfikowanie możliwości doskonalenia nauczycieli w przedsiębiorstwie	➤ weryfikowanie firmy pod kątem możliwości prowadzenia szkoleń dla nauczycieli; ➤ sporządzanie umowy pomiędzy stronami zaangażowanymi w proces organizacji doskonalenia zawodowego nauczycieli.
Organizowania doskonalenie zawodowe nauczycieli w przedsiębiorstwach	➤ przygotowywanie programu doskonalenia zawodowego nauczycieli w przedsiębiorstwie; ➤ dobieranie trenerów prowadzących w przedsiębiorstwie doskonalenie nauczycieli kształcenia zawodowego; ➤ dokumentowanie procesu doskonalenia zawodowego nauczycieli w przedsiębiorstwie; ➤ Monitorowanie i ewaluacja procesu doskonalenia zawodowego nauczycieli w przedsiębiorstwie.

III. INFORMACJE DOTYCZĄCE WALIDACJI

9. W razie potrzeby warunki, jakie musi spełniać osoba przystępująca do walidacji*

Pole obowiązkowe, art. 15b ust.1 pkt 5b).

Może to być m.in. wymagane wykształcenie (np. podstawowe), posiadanie dyplomu ukończenia studiów (np. medycznych), posiadanie dyplomu potwierdzającego kwalifikacje zawodowe (np. „technik rachunkowości”), zaświadczenie o niekaralności; orzeczenie lekarskie o braku przeciwwskazań itp.

Wskazane warunki przystąpienia do walidacji powinny być możliwe do zweryfikowania.

Jeżeli nie trzeba określać takich warunków, należy wpisać „Brak warunków”.

Maksymalna liczba znaków: 2500.

Minimum wykształcenie średnie ogólne – w przypadku pracowników administracyjnych.

10. W razie potrzeby inne, poza pozytywnym wynikiem walidacji, warunki uzyskania kwalifikacji*

Pole obowiązkowe, art. 15b ust. 1 pkt 5b).

O ile dotyczy, należy podać inne (niż wskazane w polu nr 9) warunki, które musi spełniać osoba, aby otrzymać certyfikat.

Uwaga: do walidacji będzie można przystąpić, nie spełniając warunków określonych w tym polu (nr 10).

Przykładowo: warunkiem uzyskania kwalifikacji może być ukończenie 18 lat, ale do walidacji mogą przystępować również osoby niepełnoletnie (np. uczniowie szkoły średniej). Natomiast certyfikat można będzie wydać takiej osobie dopiero, gdy ukończy 18 lat.

Jeżeli określenie takich warunków nie jest potrzebne, należy wpisać „Brak warunków”.

Maksymalna liczba znaków: 2500.

Brak warunków

11. Ramowe wymagania dotyczące walidacji, w tym:

a) wymagania dotyczące metod przeprowadzania walidacji

Pole obowiązkowe, art. 15b ust.1 pkt 4b).

Należy określić wyłącznie te wymagania w zakresie metod, które dla zapewnienia wiarygodności i porównywalności wyników walidacji muszą obowiązywać we wszystkich instytucjach prowadzących walidację danej kwalifikacji. Należy brać pod uwagę, że wymagane dla kwalifikacji efekty uczenia się mogły być osiągnięte w różny sposób.

Informacje dotyczące metod walidacji można znaleźć w [Katalogu metod walidacji](#).

Maksymalna liczba znaków: 5000.

Metody walidacji:

analiza dowodów i deklaracji

test teoretyczny

obserwacja w warunkach symulowanych lub rzeczywistych połączona z wywiadem ustrukturyzowanym lub swobodnym

b) wymagania dotyczące osób przeprowadzających walidację*

Pole obowiązkowe, art. 15b ust. 1 pkt 4b).

Wymagania powinny dotyczyć przede wszystkim kompetencji osób przeprowadzających walidację, w razie potrzeby także minimalnej liczby osób, które będą oceniać osiągnięcie efektów uczenia się przez osoby ubiegające się o nadanie kwalifikacji (członków komisji walidacyjnej).

Należy pamiętać, aby wymagania dotyczące kompetencji osób przeprowadzających walidację były możliwie adekwatne i realne (żeby pozyskanie takich osób przez instytucje certyfikujące było możliwe).

Wymagania dotyczące kompetencji powinny być sformułowane tak, aby można było je zweryfikować.

Maksymalna liczba znaków: 5000.

Komisja walidacyjna powinna składać się minimum z 2 osób, które spełniają następujące warunki:

dplom ukończenia studiów wyższych na kierunku zarządzanie oświatą;

minimum 5-letnie doświadczenie zawodowe w prowadzeniu współpracy między szkołą zawodową a przedsiębiorstwami;

pełną zdolność do czynności prawnych.

c) wymagania dotyczące warunków organizacyjnych i materialnych niezbędnych do prawidłowego i bezpiecznego przeprowadzania walidacji*

Pole obowiązkowe, art. 15b ust. 1 pkt 4b).

Należy określić dopuszczalne sposoby prowadzenia walidacji (np. stacjonarnie, zdalnie, online) oraz niezbędne zasoby materialne, w tym lokalowe. Nie ma potrzeby podawania szczegółowych i oczywistych informacji.

Należy unikać podawania nazwy producenta sprzętu czy nazw oprogramowania.

Wymagania organizacyjne i materialne mogą dotyczyć poszczególnych zestawów efektów uczenia się albo części weryfikacji (np. części teoretycznej lub części praktycznej).

Maksymalna liczba znaków: 5000.

Walidacja jest przeprowadzana w sposób mieszany: zdalnie (w przypadku oceny dokumentów lub rozmowy w ramach wywiadu swobodnego) oraz stacjonarnie (w przypadku połączenia walidacji z testem teoretycznym lub obserwacją w warunkach symulowanych lub rzeczywistych) .

Instytucja certyfikująca musi zapewnić:

pomieszczenie do przeprowadzenia procesu walidacji,

stanowiska komputerowe do przeprowadzenia testu teoretycznego (1 stanowisko na 1 uczestnika).

d) ewentualnie dodatkowe informacje na temat ramowych wymagań dotyczących walidacji

Pole nieobowiązkowe.

Maksymalna liczba znaków: 5000.

Brak

IV. UZASADNIENIE CELOWOŚCI WŁĄCZENIA KWALIFIKACJI

12. Zgodność kwalifikacji sektorowej z rozpoznanymi potrzebami danej branży lub sektora*

Pole obowiązkowe, art. 15b ust. 1 pkt 3a).

Należy wskazać, na jakie aktualne lub przewidywane potrzeby danej branży lub sektora odpowiada kwalifikacja.

Warto odwołać się do różnych źródeł, np. opinii organizacji branżowych, pracowników, pracodawców, trendów obserwowanych na rynku pracy, prognoz dotyczących rozwoju technologii, a także strategii rozwoju kraju lub regionu.

Maksymalna liczba znaków: 25000.

Kwalifikacja „Koordynowanie współpracy placówki prowadzącej kształcenie i szkolenie zawodowe z firmami zewnętrznymi, w tym pozyskiwanie sponsorów” jest kluczowym elementem w nowoczesnym systemie edukacji zawodowej. W obliczu dynamicznie zmieniającego się rynku pracy oraz rosnących wymagań technologicznych, współpraca między placówkami edukacyjnymi a firmami zewnętrznymi staje się nieodzowna. Kwalifikacja ta jest skierowana do dyrektorów szkół, kierowników praktycznej nauki zawodu, nauczycieli kształcenia zawodowego oraz innych pracowników wyznaczonych przez dyrektora do współpracy z pracodawcami.

Aktualne i przewidywane potrzeby branży

1. Zwiększenie współpracy między edukacją zawodową a przemysłem

Potrzeba: Współpraca między placówkami edukacyjnymi a firmami zewnętrznymi jest kluczowa dla dostosowania programów nauczania do aktualnych potrzeb rynku pracy. Organizacje branżowe i pracodawcy często podkreślają potrzebę lepszego przygotowania absolwentów do wymagań zawodowych.

Zgodność: Kwalifikacja ta umożliwia dyrektorom i nauczycielom skuteczne nawiązywanie współpracy z firmami, co zwiększa atrakcyjność i praktyczność kształcenia zawodowego. Dzięki temu uczniowie mają możliwość zdobywania praktycznych umiejętności, które są bezpośrednio związane z ich przyszłą pracą zawodową.

2. Pozyskiwanie sponsorów i zasobów

Potrzeba: W obliczu ograniczonych budżetów publicznych, placówki edukacyjne muszą szukać dodatkowych źródeł finansowania. Umiejętność pozyskiwania sponsorów jest niezbędna do realizacji projektów edukacyjnych i rozwojowych.

Zgodność: Kwalifikacja ta rozwija umiejętności w zakresie pozyskiwania sponsorów, co pozwala na lepsze wyposażenie placówek edukacyjnych. Dzięki temu możliwe jest realizowanie nowoczesnych programów nauczania, które są zgodne z aktualnymi trendami rynkowymi i technologicznymi.

3. Adaptacja do zmian technologicznych

Potrzeba: Szybki rozwój technologii wymaga ciągłego aktualizowania wiedzy i umiejętności. Kwalifikacja ta pomaga w identyfikacji i wdrażaniu nowych technologii w procesie kształcenia, co jest kluczowe dla utrzymania konkurencyjności na rynku pracy.

Zgodność: Dzięki tej kwalifikacji, placówki edukacyjne mogą lepiej reagować na zmiany technologiczne, wprowadzając nowoczesne narzędzia i metody nauczania. To z kolei zwiększa atrakcyjność kształcenia zawodowego i przygotowuje uczniów do pracy w nowoczesnym środowisku zawodowym.

4. Strategie rozwoju regionalnego i krajowego

Potrzeba: Współpraca z firmami zewnętrznymi wspiera realizację strategii rozwoju regionalnego i krajowego, poprzez tworzenie lokalnych partnerstw i wspieranie innowacyjności.

Zgodność: Kwalifikacja ta umożliwia placówkom edukacyjnym aktywne uczestnictwo w realizacji strategii rozwoju regionalnego i krajowego. Dzięki współpracy z lokalnymi firmami, możliwe jest tworzenie programów nauczania, które są zgodne z potrzebami lokalnego rynku pracy.

5. Zwiększenie efektywności kształcenia zawodowego

Potrzeba: Poprzez lepsze zrozumienie potrzeb pracodawców i rynku pracy, placówki edukacyjne mogą bardziej efektywnie kształcić uczniów, co zwiększa ich szanse na zatrudnienie po ukończeniu nauki.

Zgodność: Kwalifikacja ta pozwala na lepsze dostosowanie programów nauczania do potrzeb rynku pracy, co zwiększa efektywność kształcenia zawodowego. Dzięki temu absolwenci są lepiej przygotowani do podjęcia pracy zawodowej.

6. Rozwój kompetencji miękkich

Potrzeba: Współpraca z firmami zewnętrznymi umożliwia uczniom rozwijanie umiejętności miękkich, takich jak komunikacja, praca zespołowa i zarządzanie projektami, które są wysoko cenione przez pracodawców.

Zgodność: Kwalifikacja ta wspiera rozwój kompetencji miękkich poprzez angażowanie uczniów w projekty realizowane we współpracy z firmami zewnętrznymi. Dzięki temu uczniowie zdobywają praktyczne doświadczenie, które jest niezbędne na rynku pracy.

Szczegółowy opis kwalifikacji

Pozyskiwanie firm zewnętrznych do współpracy i promocji kształcenia zawodowego

Kwalifikacja ta rozwija umiejętności w zakresie nawiązywania i utrzymywania współpracy z firmami zewnętrznymi. Dyrektorzy i nauczyciele uczą się, jak skutecznie promować kształcenie zawodowe i przekonywać firmy do angażowania się w proces edukacyjny. Dzięki temu możliwe jest tworzenie programów nauczania, które są zgodne z potrzebami rynku pracy.

Tworzenie klas patronackich i organizacja kształcenia dualnego

Kształcenie dualne, łączące naukę teoretyczną z praktyką zawodową, jest coraz bardziej pożądane przez pracodawców. Kwalifikacja ta umożliwia tworzenie klas patronackich, w których uczniowie mogą zdobywać praktyczne umiejętności bezpośrednio w firmach. Dzięki temu uczniowie są lepiej przygotowani do podjęcia pracy zawodowej.

Pozyskiwanie wsparcia od firm zewnętrznych w zakresie doposażania warsztatów i pracowni szkolnych

Nowoczesne technologie i sprzęt są niezbędne do prowadzenia efektywnego kształcenia zawodowego. Kwalifikacja ta rozwija umiejętności w zakresie pozyskiwania wsparcia od firm zewnętrznych, co pozwala na lepsze wyposażenie placówek edukacyjnych. Dzięki temu możliwe jest realizowanie nowoczesnych programów nauczania, które są zgodne z aktualnymi trendami rynkowymi i technologicznymi.

Angażowanie pracodawców w egzaminy zawodowe, doradztwo zawodowe i przygotowanie uczniów do wejścia na rynek pracy

Pracodawcy chcą mieć wpływ na proces kształcenia, aby zapewnić, że absolwenci będą posiadać odpowiednie umiejętności. Kwalifikacja ta umożliwia placówkom edukacyjnym angażowanie pracodawców w różne aspekty kształcenia, co zwiększa jego efektywność i zgodność z potrzebami rynku pracy. Dzięki temu uczniowie są lepiej przygotowani do podjęcia pracy zawodowej.

Doskonalenie nauczycieli kształcenia zawodowego we współpracy z pracodawcami

Nauczyciele muszą być na bieżąco z najnowszymi trendami i technologiami w branży, aby skutecznie przygotowywać uczniów. Kwalifikacja ta wspiera rozwój zawodowy nauczycieli poprzez współpracę z pracodawcami, co pozwala im na ciągłe doskonalenie swoich umiejętności. Dzięki temu nauczyciele są lepiej przygotowani do prowadzenia nowoczesnych programów nauczania.

Reasumując, kwalifikacja „Koordynowanie współpracy placówki prowadzącej kształcenie i szkolenie zawodowe z firmami zewnętrznymi, w tym pozyskiwanie sponsorów” jest odpowiedzią na kluczowe potrzeby branżowe i sektorowe. Dzięki niej placówki edukacyjne mogą lepiej dostosować swoje programy nauczania do potrzeb rynku pracy, pozyskiwać dodatkowe źródła finansowania, wprowadzać nowoczesne technologie i metody nauczania oraz angażować pracodawców w proces kształcenia. To wszystko przyczynia się do zwiększenia efektywności kształcenia zawodowego i lepszego przygotowania uczniów do podjęcia pracy zawodowej.

13. Podobieństwa i różnice w odniesieniu do kwalifikacji o zbliżonym charakterze, w szczególności kwalifikacji włączonych do Zintegrowanego Systemu Kwalifikacji*

Pole obowiązkowe, art. 15b ust. 1 pkt 3b).

Należy dokonać analizy porównawczej danej kwalifikacji z innymi kwalifikacjami, w szczególności z kwalifikacjami włączonymi do Zintegrowanego Systemu Kwalifikacji. Należy wskazać powiązania z innymi kwalifikacjami (uzupełnienie, rozszerzenie zakresu, inne grupy adresatów oferty itp.).

Maksymalna liczba znaków: 6000.

Nie dotyczy

14a. Należy zaznaczyć poniższe pole, jeśli dotyczy

Kwalifikacja może być przydatna dla uczniów szkół branżowych lub techników kształcących się w określonych zawodach

Należy zaznaczyć, jeżeli wnioskowana kwalifikacja może być przydatna dla uczniów szkół branżowych lub techników kształcących się w określonych zawodach.

W szkole prowadzącej kształcenie zawodowe nauka odbywa się w oparciu o podstawy programowe określone w [rozporządzeniu MEN](#)⁸.

⁸ Rozporządzenie Ministra Edukacji Narodowej z 16 maja 2019 r. w sprawie podstaw programowych kształcenia w zawodach szkolnictwa branżowego oraz dodatkowych umiejętności zawodowych w zakresie wybranych zawodów szkolnictwa branżowego.

W planach nauczania część godzin może zostać przeznaczona na realizację obowiązkowych zajęć edukacyjnych przygotowujących uczniów do uzyskania kwalifikacji sektorowej funkcjonującej w ZSK (§ 4 ust 5 pkt 2⁹).

14b. Wskazanie zawodów szkolnictwa branżowego, z którymi związana jest kwalifikacja

Jeżeli w punkcie 14a wskazano przydatność kwalifikacji, to z rozwijanej listy należy wskazać zawody, w przypadku których uzasadnione może być przygotowywanie uczniów do uzyskania kwalifikacji objętej wnioskiem.

<https://www.prawo.vulcan.edu.pl/przegdok.asp?qdatprz=akt&qplikid=5000>

Nie dotyczy

15a. Należy zaznaczyć poniższe pole, jeśli dotyczy

Kwalifikacja zawiera wspólne lub zbliżone zestawy efektów uczenia się z „dodatkowymi umiejętnościami zawodowymi” w zakresie wybranych zawodów szkolnictwa branżowego - **nie dotyczy**

Należy zaznaczyć, jeżeli wnioskowana kwalifikacja zawiera wspólne lub zbliżone zestawy efektów uczenia się z „dodatkowymi umiejętnościami zawodowymi” w zakresie wybranych zawodów szkolnictwa branżowego (określonymi w rozporządzeniu MEN¹⁰ – załącznik nr 33).

Dodatkowe umiejętności zawodowe

15b. Wskazanie „dodatkowych umiejętności zawodowych” w zakresie wybranych zawodów szkolnictwa branżowego zawierających wspólne lub zbliżone zestawy efektów uczenia się (Branża – Zawód – Umiejętność)

Jeżeli kwalifikacja zawiera wspólne lub zbliżone zestawy efektów uczenia się, to z rozwijanej listy branż, zawodów i dodatkowych umiejętności zawodowych należy wybrać te umiejętności, które zawierają wspólne lub zbliżone zestawy efektów uczenia się z wnioskowaną kwalifikacją.

Nie dotyczy

16. Inne przesłanki potwierdzające zgodność kwalifikacji sektorowej z rozpoznanymi potrzebami danej branży lub sektora*

Pole obowiązkowe, art. 15b ust. 1 pkt 3c).

Należy zwięźle przedstawić, dlaczego proponuje się kwalifikację w tym właśnie kształcie. Argumenty mogą dotyczyć różnych komponentów opisu, np. doboru i konstrukcji efektów uczenia się, uzasadnienia wymagań w zakresie metod walidacji, okresu ważności certyfikatu, warunków przystąpienia do walidacji.

Maksymalna liczba znaków: 6000.

Niniejsza kwalifikacja umożliwia potwierdzenie umiejętności praktycznych związanych z realizacją i koordynowaniem działań w zakresie szeroko rozumianej współpracy instytucji prowadzącej kształcenie i/lub szkolenie zawodowe z przedstawicielami pracodawców, w tym z podejmowaniem działań ukierunkowanych na pozyskiwanie sponsorów.

Zaproponowane w kwalifikacji efekty uczenia się i kryteria ich weryfikacji są zgodne z rosnącym zapotrzebowaniem na wykwalifikowanych pracowników w wyżej wymienionym obszarze. Efekty uczenia się są jasno i precyzyjnie sformułowane, aby osoby przystępujące do walidacji miały świadomość, jakie konkretne umiejętności muszą opanować. Dobór efektów uczenia się został przedstawiony w taki sposób, że wyczerpuje zagadnienia związane z realizacją i koordynowaniem działań w zakresie szeroko rozumianej współpracy instytucji prowadzącej kształcenie i/lub szkolenie zawodowe z przedstawicielami pracodawców, w tym z podejmowaniem działań ukierunkowanych na pozyskiwanie sponsorów.

Metody walidacji umożliwiają potwierdzenie efektów uczenia się w sposób wyczerpujący.

⁹ Rozporządzenie Ministra Edukacji Narodowej z 15 lutego 2019 r. w sprawie ogólnych celów i zadań kształcenia w zawodach szkolnictwa branżowego oraz klasyfikacji zawodów szkolnictwa branżowego.

¹⁰ Rozporządzenie Ministra Edukacji Narodowej z 16 maja 2019 r. w sprawie podstaw programowych kształcenia w zawodach szkolnictwa branżowego oraz dodatkowych umiejętności zawodowych w zakresie wybranych zawodów szkolnictwa branżowego.

V. INFORMACJE DODATKOWE

17. Okres ważności certyfikatu kwalifikacji sektorowej*

Pole obowiązkowe, art. 15b ust. 1 pkt 5c).

W przypadku kwalifikacji nadawanej na czas nieokreślony, należy wpisać: „Certyfikat ważny bezterminowo”.

W przypadku kwalifikacji nadawanej na czas określony, należy podać, po jakim czasie konieczne jest odnowienie ważności certyfikatu.

Certyfikat ważny bezterminowo.

18. Warunki przedłużenia ważności certyfikatu

Pole obowiązkowe, art. 15b ust. 1 pkt 5c).

Jeśli certyfikat ma określony termin ważności, należy podać warunki, jakie powinna spełnić osoba posiadająca certyfikat, aby przedłużyć jego ważność.

Jeśli certyfikat jest ważny bezterminowo, należy wpisać „Nie dotyczy”.

Maksymalna liczba znaków: 2000.

nie dotyczy

19. Kod Międzynarodowej Standardowej Klasyfikacji Edukacji (ISCED)*

Pole obowiązkowe, art. 15b ust. 1 pkt. 5d).

Należy przypisać do kwalifikacji kod ISCED, wybierając z listy rozwijanej taki, który najlepiej do niej pasuje.

Międzynarodowa Standardowa Klasyfikacja Edukacji (ISCED F-2013) to system służący do gromadzenia, zestawiania i analizowania statystyk dotyczących edukacji porównywalnych na szczeblu międzynarodowym.

Wykaz kodów ISCED-F

0114 Kształcenie nauczycieli ze specjalizacją tematyczną

0188 Interdyscyplinarne programy i kwalifikacje związane z edukacją

20. Kod Polskiej Klasyfikacji Działalności (PKD)*

Pole obowiązkowe, art. 15b ust. 1 pkt 5e).

Należy wpisać kod PKD¹¹.

Tabela kodów PKD

PKD 85.32 Szkoły prowadzące kształcenie zawodowe, z wyłączeniem szkół policealnych

PKD 85.32.A Technika

PKD 85.32.B Branżowe szkoły I stopnia

PKD 85.32.C Szkoły specjalne przysposabiające do pracy

PKD 85.32.D Branżowe szkoły II stopnia

PKD 85.41.A Szkoły policealne

21. Wskazanie zawodów i specjalności, z którymi powiązana jest kwalifikacja (wg klasyfikacji zawodów i specjalności)

Pole nieobowiązkowe.

Informacja ułatwi wyszukiwanie oraz powiązanie danej kwalifikacji z innymi kwalifikacjami w ZRK.

Z listy należy wybrać te zawody i specjalności, które mają związek z wnioskowaną kwalifikacją.

<https://psz.praca.gov.pl/rynek-pracy/bazy-danych/klasyfikacja-zawodow-i-specjalnosci/wyszukiwarka-opisow-zawodow>

134501 Dyrektor szkoły

121202 Kierownik działu szkoleń

134503 Kierownik warsztatów szkolnych

232001 Nauczyciel praktycznej nauki zawodu

232003 Nauczyciel przedmiotów teoretycznych zawodowych

232090 Pozostali nauczyciele kształcenia zawodowego

242217 Specjalista administracji publicznej

¹¹ Rozporządzenie Rady Ministrów z 24 grudnia 2007 r. w sprawie Polskiej Klasyfikacji Działalności (PKD).

22. Minister właściwy wskazany przez wnioskodawcę*

Pole obowiązkowe, art. 16 ust. 1.

Należy wskazać ministra, który zdaniem wnioskodawcy jest właściwy do rozpatrzenia wniosku.

Minister Edukacji Narodowej

23. W razie potrzeby, uzasadnienie wskazania ministra właściwego przez wnioskodawcę

Pole nieobowiązkowe.

Rekomenduje się podanie uzasadnienia, dlaczego dany minister został uznany za właściwego do rozpatrzenia wniosku, z odniesieniem do przepisów określających zakres działania danego ministra (zgodnie z ustawą o działach administracji rządowej).

Gdy wnioskodawca nie widzi potrzeby uzasadnienia, należy wpisać „Nie dotyczy”.

Maksymalna liczba znaków: 4000.

nie dotyczy

24. Wnioskodawca*

Pole obowiązkowe, art. 15b ust. 1 pkt. 1a).

Izba Przemysłowo-Handlowa Ziemi Radomskiej

PROJECT COORDINATOR



IZBA PRZEMYSŁOWO - HANDLOWA
ZIEMI RADOMSKIEJ

PROJECT PARTNERS

