

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

Erasmus+
KA220-VET – Cooperation partnerships
in vocational education and training

2022



Result 01

Profile of professional competences in the field of coordination of cooperation between an educational institution and external companies, including acquiring sponsors

THE PROFILE OF PROFESSIONAL COMPETENCES IN THE FIELD OF „COORDINATING THE COOPERATION OF THE INSTITUTION PROVIDING VOCATIONAL EDUCATION AND TRAINING WITH EXTERNAL COMPANIES, INCLUDING ACQUIRING SPONSORS”

Compilation of the team:

Coordinator of the task: Chamber of Industry and Commerce of the Radom Region (Poland)

Patner: WIR Development and Innovation Foundation (Poland)

Patner: Jordbrugets Uddannelsescenter Aarhus (Denmark)

Patner: Federacion Empresarial Metalurgicavalenciana (Spain)

Patner: Action Synergy SA (Greece)

Reviewers:

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

Tomasz Magnowski (Technical School, Zespół Szkół Technicznych im. Tadeusza Kościuszki, Radom, Poland)

dr Monika Mazur-Mitrowska (Mazovia Self-government Teacher Training Center Faculty in Radom, Mazowieckie Samorządowe Centrum Doskonalenia Nauczycieli Wydział w Radomiu, Poland)

Sofia Pakalidou (D Group, Athens, Greece)

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

Methodological consultation:

Prof. Daniel Kukla (Jan Długosz University, Czestochowa, Poland)

Editorial work:

Ewelina Sikora

Linguistic proofreading:

Katarzyna Skoczylas

2022



IZBA PRZEMYSŁOWO - HANDLOWA
ZIEMI RADOMSKIEJ

Chamber of Commerce and Industry of the Radom Region

ul. Rwańska 86, 26-600 Radom (Poland); phone: 048 384 56 60; 600 245 881; 668 446 048

e-mail: izba@radomskibiznes.pl

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

CONTENTS

INTRODUCTION	5
1. THE LOCATION OF COMPETENCES IN CLASSIFICATIONS	8
1.1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors	8
2. DESCRIPTION	10
2.1. Synthesis	10
2.2. Description of the work and the way it is performed, areas of the occupation	10
2.3. Education and qualifications necessary to work within the scope of professional competence	12
2.4. Professional development opportunities, confirmation / validation of professional competences	14
2.5. List of professional competences and units of learning outcomes	15
2.6. Relations between professional competences and the level of qualifications in the European Qualifications Framework	15
3. DESCRIPTION OF PROFESSIONAL COMPETENCE	16
SOURCES	34

INTRODUCTION

Contemporary educational institutions included in the vocational education and training (VET) are designed to prepare learners for professional work and active functioning in the changing labor market. In order to carry out a task formulated in this way, vocational schools need well-prepared leaders at various management levels.

On the one hand, leaders in VET institutions should be equipped with leadership, organizational and often also pedagogical skills, and on the other hand, with the ability to cooperate with the environment, in particular with employers.

Establishing effective cooperation between an educational institution, which is a vocational school, and representatives of the management staff in companies, is an important factor that translates into, among others, for better preparation of the graduate for the role of an employee and thus increasing his chances of employment.

By involving employers in the process of VET becomes modern and meets the needs of the modern economy.

In connection with the above, leaders in educational institutions, in particular vocational training institutions, should be equipped with the skills necessary to establish and coordinate cooperation between the educational institution and external companies, including in the field of acquiring sponsors.

Taking into account the complexity and diversity of roles that may be played by leaders in institutions providing vocational education, they may delegate tasks related to cooperation with the environment to their deputy, head of vocational training, or designated employees.

Taking into account the above, the conclusions from the analysis of literature sources, discussions within the partnership, opinions of external experts cooperating with the partners of the Erasmus + project „Leader of external cooperation of the vocational school (LEADext)”, we considered it justified to develop a professional competence profile for a leader of external cooperation of a vocational school with the environment in the project. The profile of professional competences of the leader of external cooperation of a vocational school with the environment consists of one professional competence: **Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors**¹.

The profile of professional competences proposed in the partnership for the leader of the external cooperation of the vocational school with the environment includes the minimum

¹ The partners implementing the project decided that the name of the profile of professional competences being developed should be changed from „Coordination of cooperation between an educational institution and external companies, including acquiring sponsors” to „Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors”. Justifying the name change, reference was made to the title of the project „Leader of external cooperation of the vocational school”, which shows that the term „educational institution” should be understood as „a school providing vocational education and training”.

requirements in terms of knowledge, skills and personal and social competences that should be possessed. Which is also in line with the definition of the term **professional competence** adopted for the purposes of the project as a set of learning outcomes in the field of knowledge, skills and social competences, acquired in formal education, non-formal education or through informal learning, in accordance with the requirements established for a given competence. In order to acquire professional qualifications in the field of coordinating the cooperation of an educational institution with external companies, including acquiring sponsors, the learner will be obliged to undergo a validation process (examination), the positive result of which will allow for the formal issuance of a certificate by an authorized certifying entity.

PROFILE OF PROFESSIONAL
COMPETENCES COORDINATING THE
COOPERATION OF THE INSTITUTION
PROVIDING VOCATIONAL EDUCATION
AND TRAINING WITH EXTERNAL
COMPANIES, INCLUDING ACQUIRING
SPONSORS

1.

The location of competences in classifications

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

International Standard Classification of Occupations ISCO-08²

- Group 1345 Education Managers
Poland³: group 1345 Managers in educational institutions; occupations: 134501 School director, 134503 School workshop manager
Spain⁴: 1326 Managers in educational institutions
Denmark: DISCO-08: 134500⁵
Greece: 1345 Managers in educational institutions
- Group 2330 Secondary education teacher
Poland⁶: group 2330 Secondary school teachers (except vocational education teachers); occupation: 233001 Subject teacher in secondary school; 233090 Other secondary school teachers (except vocational education teachers)
Spain⁷: group 223 Secondary school teachers (except vocational education teachers); 2230 Group 223 Secondary school teachers (except vocational education teachers)
Denmark: DISCO-08: group 233⁸
Greece: 2330 Secondary school teachers

² International Standard Classification of Occupation: <https://www.ilo.org/public/english/bureau/stat/isco/isco08/> (accessed: 20/06/2022).

³ Classification of professions and specialties for the needs of the labor market as of 01/01/2022: <https://psz.praca.gov.pl/rynek-pracy/bazy-danych/klotykacja-zawodow-i-specjalnosci> (accessed: 20.06. 2022).

⁴ Established under royal decree: Ministry of Economy (2010). Real Decreto 1591/2010, por el que se aprueba la Clasificación Nacional de Ocupaciones 2011. Boletín oficial del estado nº 306: https://www.boe.es/diario_boe/txt.php?id=BOE-A-2010-19389 (accessed: 30.06.2022).

⁵ Danmarks Statistik's Fagklassifikation (DISCO-08), v1:2010: <https://www.dst.dk/da/Statistik/dokumentation/nomenklaturer/disco>

⁶ Classification of professions and specialties for the needs of the labor market as of 01/01/2022: <https://psz.praca.gov.pl/rynek-pracy/bazy-danych/klotykacja-zawodow-i-specjalnosci> (accessed: 20.06. 2022).

⁷ Established under royal decree: Ministry of Economy (2010). Real Decreto 1591/2010, por el que se aprueba la Clasificación Nacional de Ocupaciones 2011. Boletín oficial del estado nº 306: https://www.boe.es/diario_boe/txt.php?id=BOE-A-2010-19389 (accessed: 30.06.2022).

⁸ Danmarks Statistik's Fagklassifikation (DISCO-88), v1:1996: <https://www.dst.dk/da/Statistik/dokumentation/nomenklaturer/disco?id=ec4f3246-ea1a-4e8b-b229-f03c0dc680c6> (accessed: 30.06.2022).

- **Group 2320 Vocational education teacher**
 Poland⁹: group 2320 Teachers of vocational training; professions: 232001 Teacher of practical vocational training; 232002 Teacher of professional arts subjects; 232003 Teacher of theoretical vocational subjects; 232090 Other vocational education teachers
 Spain¹⁰: Group 22: Teachers of primary, secondary and post-secondary education. 222 Teachers of vocational training (specific subjects). 2220 Teachers of vocational training (specific subjects).
 Denmark: DISCO-08: group 232¹¹
 Greece: 2320 Teachers of vocational training
- **Group 2423 Personnel and Careers Professionals**
 Poland¹²: group 2423 Human resource management specialists; occupation: 242304 Vocational advisory
 Greece: 2423 Career Guidance advisors

European Qualifications Framework¹³

- level V (minimum).

National Qualifications Framework

	Poland ¹⁴	Spain ¹⁵	Denmark ¹⁶	Greece
KRS level	5	5	5	4

⁹ Classification of professions and specialties for the needs of the labor market as of 01/01/2022: <https://psz.praca.gov.pl/rynek-pracy/bazy-danych/klotykacja-zawodow-i-specjalnosci> (accessed: 20.06.2022).

¹⁰ Established under royal decree: Ministry of Economy (2010). Real Decreto 1591/2010, por el que se aprueba la Clasificación Nacional de Ocupaciones 2011. Boletín oficial del estado nº 306: https://www.boe.es/diario_boe/txt.php?id=BOE-A-2010-19389 (accessed: 30.06.2022).

¹¹ Danmarks Statistik's Fagklassifikation (DISCO-88), v1:1996: <https://www.dst.dk/da/Statistik/dokumentation/nomenklaturer/disco?id=ec4f3246-ea1a-4e8b-b229-f03c0dc680c6> (accessed: 30.06.2022).

¹² Klasyfikacja zawodów i specjalności na potrzeby rynku pracy wg stanu na dzień 01.01.2022 r.: <https://psz.praca.gov.pl/rynek-pracy/bazy-danych/klasyfikacja-zawodow-i-specjalnosci> (accessed: 20.06.2022).

¹³ European Qualifications Framework - levels: <https://europa.eu/europass/pl/description-eight-efq-levels> (accessed: 20/06/2022).

¹⁴ Polish Qualifications Framework - <https://www.kwalifikacje.gov.pl/o-zsk/polska-rama-kwalifikacji> (accessed: 20/06/2022).

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

¹⁶ Levels in the Danish Qualifications Framework: https://ufm.dk/en/education/recognition-and-transparency/transparency-tools/qualifications-frameworks/levels/niveaubeskrivelser_en.pdf (accessed: 30.06.2022).

2.

Description

2.1. Synthesis

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

2.2. Description of the work and the way it is performed, areas of the occupation

Depending on the specificity of the country, workplace, division of responsibilities in a school or institution providing education or vocational training, the scope of activities performed by the leader for external cooperation may vary. The scope of tasks and activities assigned to the leader for external cooperation can be assigned to one person, as well as divided among several.

One of the main professional tasks performed by the external cooperation leader is to attract employers for cooperation and the related promotion of vocational education. In carrying out these tasks, the leader, among others, creates a network of contacts and identifies the benefits that employers, schools, teachers, school authorities, the labor market and other stakeholders have from the cooperation between the school and the company. Use ready-made tools or I create them myself using their supporting effect for the beneficial effectiveness of the media.

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

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

The leader for external cooperation may be entrusted with tasks aimed at engaging employers in vocational examinations or providing vocational counseling. The participation

of representatives of potential employers in student vocational examinations gives rank to the very process of validation of professional competences and may contribute to the employer's submission of a job offer to the best students.

Another group for which the leader may conduct activities are vocational education teachers employed in the institution providing vocational education and / or training. The leader, based on the diagnosis of training needs of vocational education teachers, may, in cooperation with employers, organize trainings and internships for them in enterprises.

The external cooperation leader disseminates best practices among various stakeholder groups. The entrusted tasks are performed in compliance with the applicable ethical standards and legal principles in the partner countries.

The leader is able to critically evaluate his own actions. Therefore, it conducts continuous monitoring and evaluation of its work in order to improve its activities. For this purpose, i.a. develops tools, draws up reports in which it indicates areas of improvement and proposes alternative solutions to improve the effects of work.

The leader for external cooperation, while participating in the work of the team, cooperates with its members representing both the school and business community. Responsible for the quality of the activities carried out.

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

The external cooperation leader performs his professional duties in and outside the school. As a rule, work takes place in an office or other room in the facility's building adapted to this type of task. The leader for external cooperation of the vocational school also carries out his duties and tasks in the field, during meetings with representatives of companies, local government bodies, other schools, and educational institutions.

The leader for external cooperation of the vocational school in the professional activity uses:

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

In the course of performing official tasks, the leader for external cooperation of the vocational school may be exposed to stress caused by:

- responsibility for decisions made,
- carrying out tasks that require negotiation and talks with representatives of enterprises.

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

- leadership in educational institutions, including the school head or head of school workshops;
- appointed post-primary school teachers;
- designated vocational education teachers, including apprenticeship teachers, arts teacher, theoretical vocational teacher, or a vocational counselor, or
- other administrative and office staff employed at the school appointed by the director.

2.3. Education and qualifications necessary to work within the scope of professional competence

The leader of external cooperation is prepared theoretically and practically for the implementation and coordination of activities aimed at the development of cooperation between the institution providing education and / or vocational training with external companies, including the acquisition of sponsors.

The required level of education and the entitlement necessary to work within the framework of a separate professional competence are, inter alia, derivative of the main position he holds in an institution providing vocational education and / or training.

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

- a school head or head of school workshops, education at the VII level of the European Qualifications Framework and several years of professional experience are required.

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

In Spain the selection of directors of public centers is carried out through a merit contest among teachers who work in those centers. Established under Law: Ministry of Education (2020). Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. Boletín oficial del estado, nº 340 https://www.boe.es/diario_boe/txt.php?id=BOE-A-2020-17264

In Denmark, the board of the school selects and define competences and other requirements needed. In many cases, a director will have an academic education at a bachelor or master level.

In Greece, in order to be selected as a director of a public vocational education centre (IEK, KEK), one should be a permanent teacher of public education or permanent civil servant or employee with employment contracts under private law for an indefinite period of time, who have a degree of higher education in Greece or an equivalent title in foreign countries, at least ten (10) years of public or educational service, of which six (6) years of administrative and/or educational experience in Vocational Education and Training (experience acquired as hourly teaching experience in Vocational Education and Training structures). For other kinds of vocational centres (EPAS, PEPAS etc) other conditions apply. All the regulations are described in the relevant edition of the government newspaper (5831/2021) which is available online here: https://www.esos.gr/sites/default/files/articles-legacy/oaed_0.pdf

- teachers of general or vocational education - at least level VII of the European Qualifications Framework.

In Poland, the qualification requirements for teachers are regulated by law and are included in the announcement of the Minister of National Education of 1 July 2020 on

the announcement of the consolidated text of the regulation of the Minister of National Education on the detailed qualifications required of teachers.

In Spain to become a vocational teacher must do an exam and also must have minimum level VI of the European Qualification Framework. Established under Law: Ministry of Education (2020). Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. Boletín oficial del estado, nº 340 https://www.boe.es/diario_boe/txt.php?id=BOE-A-2020-17264 ; <https://www.educacion.navarra.es/documents/27590/651861/niveles+de+cualificación.pdf/0a822454-a7d6-2f51-e751-6ad9b8f33e48>

In Denmark to become a vocational teacher you must have a vocational education as a skilled profession, perhaps supplemented with a higher education. Furthermore, applicant without a pedagogical education must complete a pedagogical diploma course (PD) within the first 4 years of employment. This typically begins one year after employment¹⁷. It is director who hires a teacher. The director acts with assistance from a hiring committee composed of teachers.

In Greece in order for a teacher to be able to work as Vocational Education teacher s/he needs to be registered in the National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP). In order for someone to be registered in the registers of the organizations, s/he needs to take a Certification of educational competence. The procedures are described in detail in the legislation 40 N.4722/2020, ΦΕΚ Α 177/15.9.2020 and in the website of EOPPEP <https://www.eoppep.gr/index.php/el/how-to/teacher-certification-educational-attainment-lifelong-learning-III-adult>

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

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

In Denmark, it is required to have higher education or vocational education. Very often experience as a teacher is required.

In Greece, under the existing institutional framework, (Law 4547/2018), in order for someone to be able to be included in the Register of Career Counsellors they should have a University degree in any faculty and a specialization in Counseling and Career Guidance, which is proven by submitting one of the three following documents: (a) Doctoral degree from a Higher Educational Institution (HEI) in Greece or an equivalent degree from a foreign institution in the field of Counselling and Career Guidance or in Career Counselling, (b) a diploma of postgraduate studies from a higher education institution in the field of Counselling and Career Guidance or Career Counselling, or (c) Certificate of Specialization in Counseling and Guidance (P.E.SY.P.) of the Higher School of Pedagogical and Technological Education (A.S.PAITE).

¹⁷ Uddannelsesforbundets: <https://www.uddannelsesforbundet.dk/media/4883/aftaler-for-tjenestemandsligende-paarhversuddannelser-mm-2019.pdf> (accessed: 04.07.2022).

- appointed by the director of administrative and office employees - minimum 5th level of the European Qualifications Framework.

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

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

In Denmark, administrative director must have an academic education at a bachelor or master level.

In Greece in order to work as an administrative or office worker in a public vocational centre, one needs to have a minimum level 3 of EQF (Law 4763/20) https://www.minedu.gov.gr/publications/docs2021/nomos_4763_2020_fek_254_a_.pdf

2.4. Professional development opportunities, confirmation / validation of professional competences

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

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

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

However, in the case of the position held, both horizontal (extension of the scope of tasks) and vertical (promotion to another higher position) are possible.

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

Documented with a certificate of professional qualification K1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors, allows assigning the issued document to at least the 5th level of the European Qualifications Framework.

Confirmation of qualifications or validation of professional competences may take place based on the results obtained by the student from the validation test, work test, etc. o ISO / IEC 17024: 2012 *Conformity assessment - General criteria for the operation of various types of bodies that certify persons.*

2.5. List of professional competences and units of learning outcomes

Competence: **K1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors**

Units of learning outcomes (professional tasks) included in the competence K1:

- K1.1. Acquiring external companies for cooperation and promoting vocational education,
- K1.2. Creating patronage classes and organising dual education,
- K1.3. Obtaining support from external companies in the field of equipping workshops and school laboratories,
- K1.4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market,
- K1.5. Training of vocational school teachers in cooperation with employers.

2.6. Relations between professional competences and the level of qualifications in the European Qualifications Framework

Professional competences of an external cooperation leader meet the requirements of the level 5 descriptors of the European Qualifications Framework:

Knowledge

He has extensive knowledge in the field of implementation and coordination of cooperation between an education and vocational training institution and external companies, including acquiring sponsors. He knows and understands the theories and methods related to the performed professional tasks to a wide extent and notices the relationships between them, taking into account various conditions and contexts specific to the industry.

Skills

It presents a wide range of cognitive and practical skills needed to creatively solve theoretical and practical problems related to coordinating the cooperation of an education and vocational training institution with external companies, including soliciting sponsors. Can perform educational tasks independently, in variable, predictable conditions, solve not too complex and unusual problems related to assigned tasks, learn independently, create statements that are understandable to recipients using specialized terminology.

Social competence

It is ready to perform functions related to coordinating the cooperation of the VET institution with external companies, including the acquisition of sponsors, subject to unpredictable changes. He is able to analyze and develop the achievements of his own and other people's work. He is prepared to undertake basic professional and social duties related to the performance of entrusted professional tasks. He can lead a small team in organized conditions, evaluate his own actions and the actions of the people and teams he manages and take responsibility for the effects of these actions.

3.

Description of professional competence

K1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors

K1.1. Acquiring external companies for cooperation and promoting vocational education

Knowledge:	Skills:
<ul style="list-style-type: none"> – The definition of the concept of marketing – Defines the concept of marketing strategy – It explains who is the initiator of marketing activities – It explains what the expectations of the recipients of marketing activities are – Selects the concept of marketing development – Distinguishes three concepts of marketing development (Marketing 1.0, Marketing 2.0, Marketing 3.0) – It discusses the structure of the vocational school marketing strategy model – Indicates target groups – Selects methods of determining the direction of development of cooperation between vocational schools and employers within the framework of the developed marketing strategy – Distinguishes between different social media – Selects social media depending on the promotional activities – It discusses the different functionalities of social media – Applies the rules for making posts in social media – Discuss the rules for publishing posts in social media – Selects methods and techniques to increase the popularity of posts posted on social media 	<ul style="list-style-type: none"> – He applies the concept of marketing development for a vocational school – He develops models of a vocational school's marketing strategy aimed at establishing cooperation with employers – Set directions for actions within the developed marketing strategy – It defines target groups as part of the developed marketing strategy – It indicates the directions of development of cooperation between vocational schools and employers as part of the developed marketing strategy – Creates marketing strategy for the development of cooperation between the vocational school and the environment, including employers as part of the developed marketing strategy – It supports selected social media to promote vocational education in the environment, including among employers – Creates a school account in selected social media – Edits posts to be posted on social media – He posts on social media – It conducts activities aimed at increasing the popularity of posted posts – It evaluates the quality of promotional activities carried out in the environment, including among employers

- | | |
|--|--|
| <ul style="list-style-type: none"> – Distinguishes methods, techniques and tools for assessing the quality of promotional activities in the environment, including among employers – It defines groups of stakeholders who may benefit from the cooperation of the vocational school with its environment, including employers – Identifies the ways and methods of diagnosing the benefits of various stakeholder groups from the school's cooperation with the environment, including employers – It defines what a collaborative network is – It selects methods and tools enabling the preparation of a list of institutions from the environment interested in cooperation with a vocational school – It distinguishes the components of agreements on network cooperation between the school and its environment, including employers – It defines what the needs may be – It selects methods, techniques and tools to identify the needs of parties involved in the cooperation of vocational schools with the environment, including employers – Identifies the components of the school's cooperation plan with the environment, including employers – Selects methods and forms of strengthening cooperation between the school and its environment, including employers | <ul style="list-style-type: none"> – It diagnoses the benefits of various stakeholder groups from the school's cooperation with the environment, including employers – It draws up lists of benefits of various stakeholder groups from cooperation between employers and schools – It draws up a list of institutions, including employers, with which the school currently cooperates – It identifies institutions in the environment, including employers, with whom the school could start broadly understood cooperation – It draws up agreements on network cooperation between the school and its environment, including employers – It defines the needs of parties involved in cooperation between schools and the environment, including employers – Creates a plan of cooperation between the school and the environment, including employers – It organizes activities aimed at strengthening cooperation with the environment, including employers – It evaluates actions taken to cooperate with the environment, including employers |
|--|--|

Social competence:

- It operates independently and cooperates in organized conditions in the processes of acquiring external companies for cooperation and promotion of vocational education.
- He is responsible for the quality of activities related to the acquisition of external companies for cooperation and the promotion of vocational education.
- Evaluates the impact of activities on potential participants and their working environment.
- He is able to critically evaluate his own activities as a designer and organizer of acquiring external companies for cooperation and promotion of vocational education.
- It disseminates models of good conduct among various stakeholder groups. involved in attracting external companies for cooperation and promoting vocational education.
- Adapts behavior to changing work circumstances during the activities carried out.
- On his own initiative, he perfects his workshop.
- Suggests alternative solutions to improve work results.
- Participates and collaborates with other team members.
- Suggests alternative solutions to improve work results.
- He organizes his work in a productive way.
- Participates in the work of the team and cooperates with its members.
- Maintains order at the workplace and in its vicinity, in accordance with the established requirements.
- Performs tasks in an effective manner.

K1.2. Creating patronage classes and organising dual education

Knowledge:	Skills:
<ul style="list-style-type: none"> – Defines the term patron class – Names and explains the activities that can be undertaken within the patron class – It lists the stakeholder groups directly and indirectly involved in the sponsorship classes – Defines what a benefit is – Explains to the employer's side the benefits of cooperation with the school in connection with the creation of an umbrella class – He explains to the other parties their benefits in relation to the creation of an umbrella class – Explains how to set up an umbrella class – Identifies the components of the contract between the school and the enterprise to create a patronage class – It describes the procedure for drawing up a contract between the school and the enterprise for the creation of a patron class – It defines the term dual education – Lists groups of stakeholders directly and indirectly involved in the process of dual education in companies – Explains to the employer's side the benefits of cooperation with the school in the field of dual education – It explains to the other parties the benefits of introducing dual education for students – Identifies and selects criteria for the verification of the company in terms of the possibility of conducting practical classes for students in the form of dual education – It describes the consultation procedure and verification of the company in terms of the possibility of conducting practical classes for students in the form of dual education – It explains how to prepare a report on the verification of the company in terms of the possibility of conducting practical classes for students in the form of dual education – Expresses an opinion orally and in writing on the possibility of conducting practical classes for students in the form of dual education by the company 	<ul style="list-style-type: none"> – Recognizes the term patronage class – Distinguishes between activities that can be undertaken as part of the patron class – Draws up a list of activities that can be undertaken as part of the patron class – It presents to the parties the actions that can be taken as part of the patron class – Recognizes stakeholder groups directly and indirectly involved in dual umbrella classes in companies – Develops sets of benefits for equal groups of stakeholders resulting from the creation of an umbrella class – Develops the procedure for creating a patron class – Initiates the process of drawing up a contract between the school and the company to create a patron class – In consultation with a lawyer, he develops a contract between the school and the company to create a patronage class – Presents and agrees with the party of the enterprise the content of the contract for the creation of the patronage class – Recommends that the parties sign an agreement to create an umbrella class – Recognizes the term of dual education – Recognizes stakeholder groups directly and indirectly involved in the process of dual education in companies – Develops sets of benefits for equal stakeholder groups resulting from the introduction of practical classes for students in the form of dual education have different stakeholder groups – He prepares criteria for verifying the company in terms of the possibility of conducting practical classes for students in the form of dual education – Consult with representatives of the school and employers the developed criteria of the company in terms of the possibility of conducting practical classes for students in the form of dual education

K1.2. Creating patronage classes and organising dual education

Knowledge:	Skills:
<ul style="list-style-type: none"> – Identifies the components of the contract concluded between the parties involved in the process of practical training of students in a dual form for dual education in a company – Describes the procedure for drawing up a contract between the parties involved in the process of practical training of students in a dual form for dual training in a company – Lists the rules for the organization of the team for the development of the practical training program in the dual education system with the participation of employers – It points to the benefits of employers' participation in the preparation of a program of practical classes organized in the dual education system – Identifies and applies the principles of developing the content of the program of practical classes organized in the dual education system – Defines the criteria for verifying the implementation in the company of the learning outcomes included in the program of practical classes organized in the form of dual education – Identifies and selects methods and tools for verifying the implementation of the learning outcomes in the company included in the program of practical classes organized in the form of dual education – Defines the components of the report on the verification of the possibility of implementing in the company the learning outcomes included in the program of practical classes organized in the form of dual education – Selects and determines the criteria constituting the basis for the formulation of competence requirements for instructors conducting practical classes for students within the dual education system – Explains to the company's representatives the competency requirements to be met by the staff in the company (instructor) conducting practical classes for students under the dual education system 	<ul style="list-style-type: none"> – Conducts verification of the company in terms of the possibility of conducting practical classes for students in the form of dual education – He prepares a report on the verification of the company in terms of the possibility of conducting practical classes for students in the form of dual education – He presents the representatives of the school and the company with a report on the verification of the company in terms of the possibility of conducting practical classes for students in the form of dual education – Develops conclusions and recommendations from the verification of the company in terms of the possibility of conducting practical classes for students in the form of dual education – In cooperation with the school management, he decides to organize dual education in the verified enterprise – Initiates the process of drawing up a contract between the parties involved in the process of practical training of students in a dual form for dual education in a company – Develops, in consultation with a lawyer, an agreement between the parties involved in the process of practical training of students in a dual form for dual training in a company – Presents and agrees with the party to the enterprise the content of the contract – Recommends that the parties sign the contract – It appoints a team for the development of a program of practical classes organized in the dual education system , which includes a representative from the school and the company – The team determines the structure of the program of practical classes organized in the dual education system – Participates in the development of the content of the practical classes program organized in the dual education system

K1.2. Creating patronage classes and organising dual education

Knowledge:	Skills:
<ul style="list-style-type: none"> – Selects the materials necessary for the training of instructors conducting practical classes for students under the dual education system – Expresses an opinion on the level of preparation of instructors to conduct practical classes for students within the dual education system – It determines the scope of information provided to the student by the parties involved in the organization of practical classes organized in the form of dual education in the enterprise – It explains why the student should be prepared for practical classes organized in the form of dual education in the company – Identifies the constituent regulations of the organization of student education in the dual system – Defines the documents used in the process of dual education in the company – Describes the components of the documentation used in the process of dual education in the company – Explains the rules for drawing up documents – It defines what monitoring practical classes for students organized in the form of dual education in companies is – Distinguishes and selects methods of monitoring practical classes for students organized in the form of dual education in companies – Explains the principles of cooperation with a company representative coordinating the organization of practical classes for students organized in the form of dual education in companies – Recognizes tools for monitoring practical classes for students organized in the form of dual education in companies – It describes the principles of preparing a report and formulating improvement actions 	<ul style="list-style-type: none"> – Prepares a tool for verifying the possibility of implementing the learning outcomes contained in the program of practical classes organized in the form of dual education in the company – He consults the tool with a representative of the company – Conducts verification of the possibility of implementing in the company the learning outcomes included in the program of practical classes organized in the form of dual education – Prepares a report on the verification of the possibility of implementing the learning outcomes contained in the program of practical classes organized in the form of dual education in the company – Develops competence requirements for instructors conducting practical classes for students within the dual education system – Acquaints the company's representative with the competency requirements for instructors conducting practical classes for students under the dual education system – Assesses, in cooperation with a company representative, the level of compliance with the competency requirements for instructors conducting practical classes for students under the dual education system by delegated employees – Conducts trainings for instructors conducting practical classes for students under the dual education system by delegated employees – Evaluates instructors conducting practical classes for students within the dual education system by delegated employees – Determines, in agreement with the representative of the employer, who and what (the scope of information) is to be communicated to the student before the start of practical classes in the form of dual education – Draws up the necessary regulations related to the organization of student education in the dual system

K1.2. Creating patronage classes and organising dual education

Knowledge:	Skills:
<ul style="list-style-type: none"> – Distinguishes between methods and tools of assessing students participating in practical classes organized in the form of dual education at the employer – Describes the principles of drawing up the regulations for assessing students participating in practical classes organized in the form of dual education at employers – Selects, in cooperation with a company representative, tools for assessing students participating in practical classes organized in the form of dual education at the employer's – Explains to the employer's representatives the rules of drawing up the assessment regulations and the use of selected tools for assessing students participating in practical classes organized in the form of dual education at employers – Defines the term evaluation – Distinguishes and selects methods of evaluating practical classes for students organized in the form of dual education in companies – Identifies tools to conduct the evaluation of practical classes for students organized in the form of dual education in companies – Explains the functionalities of tools for conducting evaluation in a remote form – Explains how to prepare a report on the evaluation of practical classes for students organized in the form of dual education in companies – Characterizes how to draw conclusions and recommendations from the evaluation of practical classes for students organized in the form of dual education in companies – It characterizes the process of improving practical classes for students organized in the form of dual education in companies 	<ul style="list-style-type: none"> – It acquaints the student with the organizational aspects of education in the dual system of students lying on the side of the school – Determines, in cooperation with a representative of the company, the scope of the documentation of the dual education process in the company? – Develops, in cooperation with the representative, documents (internship journal, attendance list, etc.) documenting the course of practical classes for students organized in the form of dual education in companies – I plan to carry out, in cooperation with a company representative, monitoring of practical classes for students organized in the form of dual education in companies – In cooperation with a company representative, it designs tools for monitoring practical classes for students organized in the form of dual education in companies – Prepares reports on monitoring practical classes for students organized in the form of dual education in companies – Based on conclusions and recommendations, it proposes improvement actions – Introduces and tests the effectiveness of the implemented improvement actions – Establishes and draws up, in consultation with a representative from the company, the rules and methods and tools for assessing students participating in practical classes organized in the form of dual education at the employer's – Prepares, in cooperation with a company representative, the regulations for assessing students participating in practical classes organized in the form of dual education at the employer's – Prepares, in cooperation with a company representative, tools for assessing students participating in practical classes organized in the form of dual education at the employer's

K1.2. Creating patronage classes and organising dual education

Knowledge:	Skills:
	<ul style="list-style-type: none">– Checks that employees from the company conduct the process of assessing students participating in practical classes organized in the form of dual education at the employer's– Uses various evaluation methods for practical classes for students organized in the form of dual education in companies– Project of a tool to conduct the evaluation of practical classes for students organized in the form of dual education in companies (forms, google surveys)– He prepares a report on the evaluation of practical classes for students organized in the form of dual education in companies– Proposes, on the basis of conclusions and recommendations, activities to improve the organization of practical classes for students organized in the form of dual education in companies– Introduces and tests the effectiveness of the implemented improvement activities in the area of organized in the form of dual education in companies
Social competences:	
<ul style="list-style-type: none">– It works independently and cooperates in organized conditions in the process of creating patronage classes and organizing dual education for students in companies.– Responsible for the quality of activities related to the creation of patronage classes and the organization of dual education for students in companies.– Assesses the impact of activities carried out on potential participants and their work environment.– He can critically evaluate his own activities as a designer and organizer of patronage classes and dual education for students in companies.– It disseminates patterns of proper conduct among various groups of stakeholders. involved in the creation of patronage classes and the organization of dual education for students.– Adapts behavior to the changing circumstances of work during the activities carried out.– On his own initiative, he improves his work technique.– It proposes alternative solutions to improve the effects of work.– Participates and collaborates with other team members.– Interpret and carry out your work in accordance with instructions and regulations.– It proposes alternative solutions to improve the effects of work.– Organizes his work productively.– Participates in the work of the team and cooperates with its members.– Maintains order at the workplace and in its vicinity, in accordance with the established requirements.– Carries out tasks efficiently.	

K1.3. Obtaining support from external companies in the field of equipping workshops and school laboratories

Knowledge:	Skills:
<ul style="list-style-type: none"> – Recognizes the concept of mutual interests as the basis for cooperation between enterprises and schools – Identifies relevant companies at local, national and international level that would be relevant to the school looking for external sponsors – Explains to the employer's side the benefits of cooperation with the school in connection with the support of the school in the field of equipping workshops and studios – What distinguishes sponsorship from other marketing channels – He independently identifies all legal regulations important on the part of the enterprise for the planned cooperation in the field of workshop equipment and school workshops – He independently identifies all legal regulations important for the planned cooperation on the part of the school – Uses in-depth knowledge of the school, its organizational structure, programs, didactics and teaching methods to present and prioritize any sponsorship initiatives – Recognizes and selects tools to recognize the needs of the school in terms of equipping workshops and school studios – Describes the principles of preparing a report on the analysis of the school's needs in terms of equipping workshops and school studios – Has basic knowledge of building relationships at work as a fundraiser – Has knowledge based on development in applied theory and methodology in application technology and relationship building in working as a fundraiser – Understands the practice and the centrally applied theory and method in the concepts and techniques of the fundraiser profession – Recognizes and selects tools to monitor and evaluate the processes of supporting schools by enterprises in the field of equipping workshops and workshops 	<ul style="list-style-type: none"> – Analyzes the interests of relevant stakeholders involved in supporting schools in terms of equipping workshops and studios – Develops benefit sets for employers interested in retrofitting workshops and school studios – Indicates the advantages and disadvantages of sponsoring workshop and teaching lab equipment by enterprises – Analyzes the legal requirements on the part of the enterprise, important for the development of cooperation between the parties (companies and schools) in the field of workshop and school workshop equipment – Applies knowledge of legal regulations regarding: sponsorship and other types of business communication – Analyzes the legal requirements relevant from the point of view of the school, enabling enterprises to equip school workshops and workshops – Applies the knowledge of the legal framework for the use by schools of sponsorship by enterprises in terms of equipping school workshops and workshops – Initiates the process of drawing up a contract between the parties involved in the sponsorship process – In consultation with a lawyer, he develops a contract between the parties involved in the sponsorship process (additional equipment for workshops and school workshops) – Presents and agrees with the enterprise party the content of the sponsorship agreement – Develops independently or in cooperation tools for recognizing the needs of the school in terms of equipping workshops and school studios – Carries out an analysis of the school's needs in the field of workshop and school workshop equipment – He prepares a report on the analysis of the school's needs in the field of workshop and school workshop equipment

<ul style="list-style-type: none"> – It describes the principles of preparing a report on the analysis of monitoring and evaluation of the processes of supporting schools by enterprises in the field of equipping workshops and laboratories 	<ul style="list-style-type: none"> – Suggests an overall and priority plan for implementing sponsorship projects in the school – Develops and implements a well-structured work plan – Builds relationships with existing members / co-founders, donors and sponsors – Uses key tools and methods to generate relevant knowledge about support providers, foundations, pools, etc., and possibly about partners and stakeholders – Analyzes and evaluates methods and tools for planning and implementing relevant fundraising and information-gathering campaigns – Develops and implements a systematic procedure for controlling the sponsorship plan – Analyzes and evaluates a fundraising campaign or project for relevance, target audience and channel selection – He prepares a report on the analysis of monitoring and evaluation of school support processes by enterprises in the field of equipping workshops and laboratories
---	--

Social competences:

- He works independently and cooperates in organized conditions in the process of obtaining support from external companies in the field of equipping workshops and school studios.
- He has an open and committed personality that favors meeting new people and companies.
- I take initiative in making external contacts.
- Responsible for the quality of activities related to obtaining support from external companies in the field of equipment for workshops and school studios.
- Assesses the impact of activities carried out with external partners.
- He critically evaluates his own business as a designer and organizer of external sponsorship.
- It disseminates models of proper conduct among various stakeholders involved in the creation of external sponsorship.
- Adapts behavior to changing working conditions during the activities performed.
- It proposes alternative solutions to improve the effects of work.
- Participates and collaborates with any team member.
- Translates and performs work in accordance with the instructions and regulations.
- Organizes his work productively.
- Participates in the works of relevant teams and cooperates with their members.
- Maintains order at the workplace and its surroundings, in accordance with the established requirements.
- Efficiently performs any task.

K1.4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market

Knowledge:	Skills:
<ul style="list-style-type: none"> – Explains to employers what professional exams are – Defines the benefits that the employer has from participation in professional examinations – Explains to the employer the benefits of participating in professional examinations – Defines the benefits of the school and its environment in connection with the participation of employers in vocational examinations – Explains to representatives of the school and the environment the legitimacy of employers' participation in vocational examinations – Lists activities related to vocational examinations in which employers can be involved – Explains to the parties what are the professional examination activities in which employers can be involved – Distinguishes and selects methods for monitoring and evaluating activities in the area of involving employers in the organization of vocational examinations – Identifies tools for monitoring and evaluating activities in the area of involving employers in the organization of vocational examinations – Explains the functionalities of tools for monitoring and evaluating activities in the area of involving employers in the organization of vocational examinations – Explains how to prepare a report on the evaluation of activities in the area of involving employers in the organization of vocational examinations – Characterizes the process of improving activities in the area of involving employers in the organization of professional examinations – Defines the concept of career counselling – Lists terms related to career counselling – Explains to the employer what career counseling is – Identifies internal and external parties that may be involved in the school's career guidance process 	<ul style="list-style-type: none"> – Provides information to employers on vocational examinations organized by the school in each partner country – Develops a set of benefits for employers interested in participating in professional examinations – Justifies the need for employers to participate in professional examinations – Recognizes groups of stakeholders who may benefit from the participation of employers in vocational examinations – Develops sets of benefits for the school and its environment in connection with the participation of employers in vocational examinations – Justifies schools and their environment for the need for employers to participate in vocational examinations – Distinguishes between occupational examination activities that employers can be involved in – Designs procedures for activities related to professional examinations in which employers can be involved – Co-organizes activities related to professional examinations in which employers can be involved – Uses various methods of monitoring and evaluating activities in the area of involving employers in the organization of vocational examinations – Designs tools for monitoring and evaluating activities in the area of involving employers in the organization of professional exams (Forms, Google surveys) – Prepares a report in the evaluation of activities in the area of involving employers in the organization of vocational examinations – Proposes improvement actions in the area of involving employers in the organization of vocational examinations – Introduces and examines the effectiveness of the introduced improvement actions in the area of involving employers in the organization of vocational examinations

<ul style="list-style-type: none"> – Defines the benefits for parties involved in career guidance – Explains to parties the benefits they have of participating in student career guidance – Selects tasks supporting vocational counseling at school, in which employers could be involved – Explains to the employer the need to perform specific tasks to support career counseling at school – Distinguishes and selects methods for monitoring and evaluating activities in the area of involving employers in the organization of career counselling – Identifies tools for monitoring and evaluating career counseling activities in which employers have been involved – Explains how to prepare a report on the evaluation of career guidance activities in which employers have been involved – Selects the rules for drawing up the project's objective and its tasks – Selects methods for preparing the project schedule – Describes the stages of creating a project budget – Recalls ways of assigning project tasks to individual team members – Defines the concept of risk management – Distinguishes between risk management methods in the project – Describes the principles of selection of project team members – Explains the rules for assigning project tasks to team members in accordance with their competencies – Describes the procedure for creating a matrix of project team competences – Distinguishes the methods of human resources management – Selects the methods of verifying the goals and tasks implemented within the project in accordance with the planned project schedule 	<ul style="list-style-type: none"> – Indicates the goals of career counseling for various groups of recipients at school – Provides information to employers on career guidance – Draws up a list of internal and external participants who may be involved in the career guidance process in the school – Develops benefit packages for parties to interest them in participating in joint ventures related to career guidance in schools – Justifies the need for employers to participate in vocational guidance in schools – Draws up a list of tasks that can be performed by representatives of employers as part of vocational counseling in schools – Justifies employers' representatives about the scope of their participation in particular vocational counseling tasks in schools – Uses various methods of monitoring and evaluating career counseling activities in which employers were involved – Designs tools for monitoring and evaluating career counseling activities in which employers were involved (Forms, Google surveys) – Prepares a report in the conducted evaluation of career counseling activities in which employers were involved – Proposes actions to improve activities in the area of involving employers in the organization of career counselling – Introduces and examines the effectiveness of the implemented career counseling activities in which employers were involved – Creates project objectives and tasks – Constructs the project budget – Calculates the costs of individual budget items, taking into account the applicable legislation – Draws up a list of risks in the project and preventive actions – Selects project team members – Assigns project tasks in accordance with the competences of employees
---	---

<ul style="list-style-type: none"> – Adjusts the principles of risk minimization in the project – Recognizes the principles of project budget management – Selects methods of introducing changes in the project – Monitors planned goals in the project (quantitatively and qualitatively) – Defines the rules for measuring planned goals in the project – Defines the principles of evaluation in the project – Defines what professional qualifications are at school – Describes the principles of awarding professional qualifications at school – Identifies the stages of conducting an external examination that gives vocational qualifications at school – Defines what market qualifications, additional professional skills and other forms of professional development are distinguished in partner countries – Defines the term regulated profession – Identifies the stages of the procedure for recognizing professional qualifications in partner countries, members of the European Union – Identifies the costs of recognition of qualifications – Specifies the level of knowledge of the language of the country in which the qualification is to be recognized – Defines what sectoral occupations are – Identifies how professional qualifications confirmed by experience are recognized – Recognizes what the European Professional Card is 	<ul style="list-style-type: none"> – Verifies the implementation of project tasks assigned to team members – Verifies the objectives and tasks of the project in accordance with the adopted schedule – Manages project risk – Counteracts failure to achieve project goals – Supervises the implementation of tasks in accordance with the planned project schedule – Makes changes to the project – Prepares a report on the implementation of the project – Monitors qualitative and quantitative indicators planned in the project – Performs quantitative and qualitative measurement of planned indicators – Evaluates and counteracts failure to achieve project goals – Conducts the evaluation process in the project – Assigns a professional qualification to the major taught – Defines the rules for awarding qualifications at school – Organizes an external exam that gives qualifications in the profession – Specifies the possibility of supplementing the student's professional qualifications acquired at school with other professional qualifications useful on the labor market – Presents the procedures for recognizing professional qualifications in partner countries, members of the European Union – Presents the costs of recognition of professional qualifications – Prepares information on the requirements as to the level of knowledge of the language of the country in which the professional qualification will be recognized – Presents the procedure for recognizing sectoral professional qualifications and confirmed by experience – Indicates how to prepare the European Professional Card
--	---

Social competences:

- Works independently and cooperates in organized conditions in the areas of involving employers in vocational examinations and the implementation of vocational counselling.
- Responsible for the quality of activities carried out in the areas of involving employers in vocational examinations and the implementation of career counselling.
- Evaluates the impact of activities on potential participants and their working environment.
- Able to critically evaluate their own activities as a project initiator and organizer of activities in the areas of involving employers in vocational examinations and the implementation of vocational counselling.

- Disseminates models of proper conduct among various stakeholder groups involved in activities in the areas of involving employers in vocational examinations and the implementation of career counselling.
- Adapts behavior to the changing circumstances of work during the activities carried out.
- On its own initiative, it perfects the workshop in the areas of involving employers in vocational examinations and the implementation of vocational counselling.
- Proposes alternative solutions to improve work results in the areas of involving employers in vocational examinations and the implementation of career counselling.
- Participates and cooperates with other team members in the areas of involving employers in vocational examinations and the implementation of career counselling.
- Interpret and carry out your work in accordance with instructions and regulations.
- Proposes alternative solutions to improve work results in the areas of involving employers in vocational examinations and the implementation of career counselling.
- Organizes his work in a productive way in the areas of involving employers in vocational examinations and the implementation of career counselling.
- Participates in the work of the team and cooperates with its members in the areas of involving employers in professional examinations and the implementation of professional counselling.
- Maintains order in and around the workplace, in accordance with the established requirements
- Performs and improves tasks in the areas of involving employers in professional examinations and the implementation of professional counseling in an effective manner.
- Establishes cooperation with employers/external institutions according to accepted standards.
- Ability to plan collaborative activities.
- Anticipates the effects of establishing cooperation.
- Evaluates the quality of your actions.
- Acts in cooperation in accordance with accepted social and moral norms.
- He is responsible for actions taken in the field of cooperation with employers/external institutions.
- Anticipates the risk of actions taken.
- Perfect workshop.
- Organizes own and other people's work.
- Cooperates with other persons and institutions in establishing cooperation.
- Improves their knowledge and skills in the field of vocational education in the European context.
- Evaluates the impact of the actions taken.
- Cooperates with labor market institutions in the field of recognition of professional qualifications.
- Plans activities in an effective and efficient manner.
- Takes responsibility for actions taken.
- Evaluates himself and the team in terms of actions taken.
- Participates in team work.
- Identifies alternative solutions to improve operational efficiency.

K1.5. Training of vocational school teachers in cooperation with employers

Knowledge:	Skills:
<ul style="list-style-type: none"> – Is aware of best practices at national and European level related with the benefits of the enterprises – Draws a list of benefits for the enterprises – Validates the list in cooperation with representatives of enterprises – Identifies the companies that would be potentially more interested to be involved in the in-service training 	<ul style="list-style-type: none"> – Speaks clearly and in a concise way – Provides ideas and is able to incorporate feedback – Designs and monitors the implementation of a communication strategy – Designs promotional campaigns and activities in order to advertise the benefits for the enterprises

- | | |
|--|--|
| <ul style="list-style-type: none"> – Recognises a variety of communication tools and channels for approaching enterprises – Explains the benefits in a clear and concise way – Is aware of best practices at national and European level related with the benefits of the teachers and VET staff – Draws a list of benefits for the teachers and VET staff – Lists the members of staff inside the organisation that would benefit most from the cooperation with the companies – Organises activities for the discussion and consultation of these benefits inside the VET organisation – Is aware of best practices and innovations in the sector of specialisation of the VET school – Identifies new technologies, tools, machines, devices, products, processes, etc. in enterprises that could be part of teacher training – Identifies the gaps between the vocational offer of the school and the developments in the sector – Identifies the needs of the enterprises in relations with the innovations – Identifies common fields of interest between the companies and the enterprises – Draws a list of opportunities and presents it within the VET school – Makes a synthesis of the views within the VET school – Identifies the best practices in relation with the conduction of a training needs analysis – Is aware of research methodologies related with Training Needs Analysis – Is aware of tools that could be used in the training needs analysis – Implements the research plans and makes adaptations when necessary – Writes a report on the results of the training needs analysis | <ul style="list-style-type: none"> – Is able to inspire and convince on the benefits of the cooperation – Organises consultations within the staff members of the VET organisations – Is able to make a synthesis of opinions taking into consideration feedback – Coordinates the formulation of a strategy of the VET institution related with the in-service training of teachers in cooperation with enterprises taking into consideration the opinions of the VET staff – Designs and implements a method for the Analysis of Opportunities – Consults effectively with enterprises, teachers and members of staff for the identification of teacher training opportunities – Consults effectively with the enterprises – Understands the needs of the enterprises and is able to suggest mutual beneficial solutions – Negotiates the terms and conditions for the involvement of the enterprise in the in-service teacher training of VET for this sector – Coordinates consultation within the VET school in order to make a prioritisation – Creates a plan for the training needs analysis – Creation of tools for the training needs analysis – Organisation of a methodological plan for the conduction of the training needs analysis – Coordinates the implementation of the training needs analysis together with teachers and other members of the VET school – Designs and implements a verification methodology – Prepares criteria for verifying the company in terms of the possibility of conducting in-service training for teachers – Consults with representatives of the school and employers the developed criteria and is able to make modifications based on feedback |
|--|--|

- | | |
|--|---|
| <ul style="list-style-type: none"> – Makes conclusions and recommendations based on the results of the report – Verifies the results of the research with teachers and staff from the VET school – Is aware of good examples and methods for the verification – Identifies and selects criteria for the verification of the company in terms of the possibility of conducting in-service training for teachers – Describes the consultation procedure and verification of the company in terms of the possibility of conducting in-service training for teachers – It explains how to prepare a report on the verification of the company in terms of the possibility of conducting in-service training for teachers – Expresses an opinion orally and in writing on the possibility of conducting in-service training for teachers – Identifies the components of the contract concluded between the parties involved in the process of in-service teacher training in companies – Describes the procedure for drawing up a contract between the parties involved in the process – Is aware of the main principles for the organisation of a team for the development of the in-service teacher training in enterprises – Identifies and applies the principles of developing the content of the training program – Is aware of what are learning outcomes and is able to define the learning outcomes for the program of in-service teacher training – Defines the criteria for the successful completion of the training program – Identifies and selects methods and tools to verify the implementation of the learning outcomes | <ul style="list-style-type: none"> – Conducts verification of the company in terms of the possibility of conducting in-service training for teachers – Prepares report on the verification of the company – Presents the representatives of the school and the company with a report on the verification of the company on the possibility of conducting in-service training for teachers – Develops conclusions and recommendations from the verification of the company – Makes, in cooperation with the school management, a decision on the organization of in-service training for teachers in the enterprise – Initiates the process of drawing up a contract between the parties involved in the process of in-service teacher training in companies – Develops, in consultation with a lawyer, an agreement between the parties involved in the process of in-service teacher training in companies – Presents and agrees with the party to the enterprise the content of the contract – Recommends that the parties sign the contract – Appoints a team for the development of a practical training program which includes a representative from the school and the company – Sets up the structure of the practical training program within the team organized in cooperation with the team members – Participates in the development of the content of the in-service teacher training program – Prepares a tool for the verification of the achievement of the learning outcomes – Organises consultations on the learning outcomes with the representatives of the school and the company – Ensures that all learning outcomes can be achieved through the implementation of the training program |
|--|---|

- | | |
|---|--|
| <ul style="list-style-type: none"> – Selects and determines the criteria (work experience, training experience etc) constituting the basis for the formulation of competence requirements for instructors conducting the in-service training for teachers – Explains to the company’s representatives the competency requirements to be met by the staff in the company (trainer) conducting the in-service training – Selects the materials necessary for the trainers – Expresses an opinion on the level of preparation of trainers to conduct the in-service training – Determines the scope of information provided to the teachers by the company – Ensures that the learning objectives and process of the training is clear for the teachers – Identifies the constituent regulations for the organisation of the in-service teacher training – Defines the documents used in the process of the in-service teacher training – Describes the way that each of these documents is going to be used and where are they going to be stored – Explains the rules for drawing up documents – Defines the scope, the tools and the extent of the monitoring process – Distinguishes and selects methods of monitoring – Establishes common procedures and close communication with the company representative – Recognizes tools for monitoring practical classes for in-service training of teachers in companies – Describes the principles of preparing a report and formulating improvement actions – Identifies appropriate methods of assessment in the framework of in-service teacher training in companies | <ul style="list-style-type: none"> – Develops competence requirements for the trainers – Acquaints the company’s representative with the competency requirements for the trainers – Assesses, in cooperation with a company representative, the level of compliance with the competency requirements for trainers by the employees delegated for this purpose – Conducts trainings for trainers – Evaluates the trainers and communicates the results of the evaluation to the company – Determines, in agreement with the representative of the employer and the school, who and what (the scope of information) is to be communicated to the teachers before the start of the in-service training – Draws up the necessary regulations related to the organization of the in-service teacher training – Draws a training program that is commonly agreed by the company and the school – Determines, in cooperation with the company’s representative, the scope of the documentation of the in-service teacher training? – Develops, in cooperation with the representative, documents (training log, attendance list, etc.) documenting the course of the in-service teacher training – Conduct, in cooperation with a company representative, monitoring of in-service teacher training – Implements the monitoring procedures according to the established plan – Prepares a risk management plan and implements it in case there are problems – Proposes alternative solutions in case there are things that do not go according to the plan – Determines and prepares, in consultation with the representative from the company, the rules and methods and tools for assessing the participants |
|---|--|

<ul style="list-style-type: none"> – Selects, in cooperation with a company representative, tools for assessing the participants in the training – Explains to the employer’s representatives the principles of drawing up the assessment regulations and the use of selected tools for assessing teachers and measure the degree of achievement of the learning objectives – Defines the term evaluation – Defines the objectives of the evaluation and defines the indicators for success – Understands the importance to measure the knowledge and skills before and after the training in order to measure the distance traveled. – Is able to identify evaluation methods that will measure the achievement of the evaluation objectives – Distinguishes and selects methods of evaluating practical in-service teacher training in cooperation with enterprises – Identifies tools to conduct the evaluation of in-service teacher training in cooperation with enterprises that are appropriate for the target group – Explains the functionalities of tools for conducting evaluation – Explains how to prepare a report on the evaluation of professional development of teachers in enterprises – Is able to interpret the data collected and relate them to the evaluation objectives – Characterizes how to draw conclusions and recommendations from the evaluation – Characterizes the process of improving the professional development program 	<ul style="list-style-type: none"> – Prepares, in cooperation with a company representative, an assessment plan – Prepares, in cooperation with a company representative, tools for the conduction of the assessment – Checks that employees from the company conduct the process of assessing teachers agreed – Designs an Evaluation Strategy and Framework for the Evaluation of the professional development of teachers and enterprises – Identifies a list of desirable outcomes of the training – Uses various evaluation methods for professional development of teachers in enterprises – Creates tools to conduct the evaluation of the professional development of teachers in enterprises (online questionnaires, interviews, case studies, training logs etc) – Defines a timetable for the use of each of the tools – Monitors the correct implementation of the evaluation framework and the collection of appropriate data – Follows-up teachers and enterprises for the provision of data with the use of the selected tools – Prepares a report on the evaluation of the professional development of teachers in enterprises – Proposes, on the basis of conclusions and recommendations, activities to improve the organization of professional development courses for teachers in enterprises – Reflects on the effectiveness of the implemented improvement activities in the area
---	---

Social competence:

- Works independently and cooperates in organized conditions in the process of creating in-service training of teachers in enterprises.
- Responsible for the quality of activities related to the organisation of in-service training of teachers in enterprises.
- Assesses the impact of activities carried out on potential participants and their work environment.
- He can critically evaluate his own activities and take into consideration feedback provided by others.
- Disseminates models of proper conduct among various groups of stakeholders involved in the creation of the in-service teacher training.
- Adapts behavior to the changing circumstances of work during the activities carried out.

- Proposes alternative solutions to improve the effects of work.
- Can base his/her actions on best practices and successful examples.
- Participates and collaborates with other team members.
- Interpret and carry out his/her work in accordance with instructions and regulations.
- Maintains order at the workplace and in its vicinity, in accordance with the established requirements.
- Carries out tasks efficiently.

SOURCES

The following studies were used in the preparation of the description of the professional competences profile of the leader of external cooperation in the field of „Coordinating the cooperation of an institution providing vocational education and training with external companies, including acquiring sponsors“:

Poland:

- Announcement of the Marshal of the Sejm of the Republic of Poland of May 21, 2019 on the publication of the uniform text of the Act - Education Law (Journal of Laws of 2019, item 1148).
- Classification of professions and specialties for the needs of the labor market as of 01/01/2022: <https://psz.praca.gov.pl/rynek-pracy/bazy-danych/klotykcja-zawodow-i-specjalnosci> (accessed: 20.06. 2022).
- COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2017 / C 189/03) C_2017189EN .01001501.xml (europa.eu).
- Descriptions of professions (school director, head of school workshops, teacher of practical vocational training, teacher of theoretical vocational subjects): <https://psz.praca.gov.pl/rynek-pracy/bazy-danych/klotykcja-zawodow-i-specjalnosci/wyszukuj-opisow-profesow> (accessed: June 20, 2022).
- European Qualifications Framework: <https://europa.eu/europass/pl/description-eight-eqf-levels> (accessed: 20/06/2022).
- International Standard Classification of Occupation: <https://www.ilo.org/public/english/bureau/stat/isco/isco08/> (access: 20/06/2022).
- Polish Qualifications Framework: <https://www.kfinansacje.gov.pl/o-zsk/polska-ramakawodacji> (accessed: 20/06/2022).
- Regulation of the Minister of National Education of 19 March 2019 on continuing education in non-school forms (Journal of Laws of 2019, item 652).

Spain:

- CEDEFOP Una Mirada a la Formación Profesional España: https://www.cedefop.europa.eu/files/8035_es.pdf
- LEY ORGÁNICA DE ORDENACIÓN E INTEGRACIÓN DE LA FORMACIÓN PROFESIONAL. Agenda 2030: <https://www.educacionyfp.gob.es/dam/jcr:eeee54c0-c2fc-41a8-8451-e62599154d50/doc-ley-fp.pdf>
- ReferNet: <https://www.sepe.es/HomeSepe/Personas/formacion/cedefop/ReferNET.html>
- DECRETO 166/2018, de 18 de septiembre, del Gobierno de Aragón, por el que

se regula la formación del profesorado de enseñanzas no universitarias que presta sus servicios en centros docentes sostenidos con fondos públicos en la Comunidad Autónoma de Aragón: <http://www.boa.aragon.es/cgi-bin/EBOA/BRSCGI?CMD=VEROBJ&MLKOB=1040620063232&type=pdf>

- Estudiantes matriculados en FP Dual en España: <https://www.observatoriofp.com/indicadores-destacados/espana/estudiantes-matriculados-en-fp-dual>
- Buenas prácticas en Formación Profesional dual en España. 14 indicadores europeos de calidad, 102 ejemplos autonómicos: <https://www.fundacionbertelsmann.org/wp-content/uploads/2021/12/14-BBPPP-FP-ES-OL.pdf>
- Pérez Manzano, Ángela, El aprendizaje basado en el trabajo en España desde la perspectiva europea (Work-based learning in Spain in relation to the European Union): <https://uvadoc.uva.es/bitstream/handle/10324/32841/TFM-G891.pdf?sequence=1>
- Chana Kasipar, Mac Van Tien, Se-Yung LIM, Pham Le Phuong, Phung Quang Huy, Alexander Schnarr, Wu Quanquan, Xu Ying, Frank Bünning (2002): Linking Vocational Training with the Enterprises - Asian Perspectives: https://unevoc.unesco.org/up/Link_Voc_End.pdf
- Varietats de l'FP Dual: <https://mestrecasa.gva.es/web/fpdual/variedades>
- Observatorio sobre la FP en España. Informe 2021. La FP como clave de desarrollo y sostenibilidad: <https://www.observatoriofp.com/fp-analisis/anual>
- Ley Orgánica 3/2022, de 31 de marzo, de ordenación e integración de la Formación Profesional. https://www.boe.es/diario_boe/txt.php?id=BOE-A-2022-5139

Denmark:

- Danmarks Statistiks Fagklassifikation (DISCO-08), v1:2010: <https://www.dst.dk/da/Statistik/dokumentation/nomenklaturer/disco>
- Danmarks Statistiks Fagklassifikation (DISCO-88), v1:1996: <https://www.dst.dk/da/Statistik/dokumentation/nomenklaturer/disco?id=ec4f3246-ea1a-4e8b-b229-f03c0dc680c6>
- Levels in the Danish Qualifications Framework: https://ufm.dk/en/education/recognition-and-transparency/transparency-tools/qualifications-frameworks/levels/niveaubeskrivelser_en.pdf
- www.jobindex.dk
- Degrees and qualifications: <https://ufm.dk/en/education/higher-education/degrees-and-qualifications>
- Uddannelsesforbundets: <https://www.uddannelsesforbundet.dk/media/4883/aftaler-for-tjenestemandsligende-paa-erhvervsuddannelser-mm-2019.pdf>
- Bekendtgørelse om erhvervsuddannelser: <https://www.retsinformation.dk/eli/lt/2021/2499#ide48d875b-c441-4602-b021-232c0dd542ab>

Greece:

- Cedefop, & EOPPEP. 2019. Vocational education and training in Europe: Greece. <https://www.cedefop.europa.eu/el/printpdf/tools/vet-in-europe/systems/greece> (accessed: June 20, 2022).
- Cedefop, 2018. Apprenticeship review: Greece: modernising and expanding apprenticeships in Greece.
- Common Ministerial Decision 26381/2017 (Φ.Ε.Κ. 490B/20.2.2017) which regulates the apprenticeships
- Common Ministerial Decision 26385 (Φ.Ε.Κ. 491 B 20.2.2017) on the content of the VET programmes

- Law 3848/2010 which establishes standards for the evaluation and meritocracy in education
- Law 3879/2010 which shaped national priorities in the field of VET and regulated issues governing actions for lifelong learning, such as the definition of the basic concepts and the distinction between administrative bodies and service providers. In addition, it established the National Qualifications Framework and the National Lifelong Learning Network.
- Law 4009/2011 related with in the structure, the operation, quality assurance and internationalisation of VET institution.
- Law 4763/2020 on the establishment on the National System for Vocational Education, Training and Lifelong Learning
- Opengov.gr. 2015. Πλαίσιο για τη Διασφάλιση της Ποιότητας στη Δια Βίου Μάθηση (Framework for the Quality Assurance in Lifelong Learning). <http://www.opengov.gr/ygepth/wpcontent/uploads/downloads/2015/12/PLAISIODIASFALISIS.pdf>
- Research from the Foundation for Economic & Industrial Research (2021), "Vocational Education & Training in Greece", http://iobe.gr/docs/research/RES_05_F_27042021_REP_GR.pdf (accessed: June 20, 2022).

PROJECT COORDINATOR



PROJECT PARTNERS

