REPORT ON IMPLEMENTATION AND A MANUAL OF GOOD PRACTICE

**Quality of education
in the VET sector
EOG/19/K3/W/0010W0041**

HEURESIS

Kraków, march 2022

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THE PURPOSE OF THE MANUAL

The purpose of the manual is to summarize and present good practices related to the development of blended learning courses for vocational education. All deliverables have been developed under the Quality in Education in Vocational Education project funded by the European Economic Area Financial Mechanism.

SUMMARY

As a result of the cooperation of all members of the project team, several tangible results have been produced, which will improve the quality of the education system in the VET sector. The final result would not have been possible without multiple tests and pilots. Thanks to them we could best adapt our materials and products to the needs of the market, education and VET sector representatives.

The results of the Quality in Education for the Vocational Education Sector project are:

1. three professional competence standards for three key roles in the vocational education sector,

2. three blended learning programmes for the three key roles in the vocational education sector

3. this manual of good practice.

By the three key roles in the vocational education sector we mean: VET Trainer, Education Project Manager and Education Quality Manager.

The teps we took during the project are as follows:

1. forming the project team

2. getting acquainted with good practices and trends in the preparation of e-learning in Poland and abroad

3. beginning of activities on the standard of professional competences for the trainer

4. testing and elaboration of a standard of professional competences for a trainer

5. creating standard of professional competences for Project Manager and Quality Manager

6. testing and developing a standard of professional competence for the Trainer

7. preparing scenarios for e-learning lessons

8. designing training courses, preparing outlines

9. attempts to find the best way to create innovative e-learning: from animation, through engaging film actors to recording training in the form of participatory observation with participation of target group representatives

10. evaluation of training courses and fine-tuning their formula

11. preparation of educational programs in the form of blended learning

12. organization of dissemination conference - sharing the final results of the work with the representatives of the target groups

13. preparation of a good practices manual

14. preparation of final report

As a key achievement in the project we consider the development of an effective and innovative method of constructing blended learning programs, which is presented in this manual, to share good practices with interested representatives of the vocational education sector and improve the quality of education in this sector.

DESCRIPTION OF THE PROJECT

THE DONOR AND THE PROJECT IMPLEMENTERS

The EEA Funds represent the contribution of Iceland, Liechtenstein and Norway to creating a green, competitive and inclusive Europe.

There are two general objectives: to reduce economic and social inequalities in Europe and to strengthen bilateral relations between the Donor States and the 15 EU countries of Central and Southern Europe and the Baltic Sea area.

The three Donor States work closely with the EU under the Agreement on the European Economic Area (EEA). The donors have provided €3.3 billion in successive fund programmes between 1994 and 2014. The EEA funds for 2014-2021 amount to €1.55 billion. Priorities for this period are:

- innovation, research, education and competitiveness;

- Social inclusion, youth employment and poverty reduction;

- Environment, energy, climate change and low-carbon economy;

- culture, civil society, good governance and fundamental rights;

- justice and home affairs.

The EEA Funds are jointly funded by Iceland, Liechtenstein and Norway, whose contribution is based on their GDP. Eligibility for the funds is based on meeting the criteria set out under the EU Cohesion Fund, which is intended for member states with a gross domestic income per capita of less than 90% of the EU average.

ABOUT HEURESIS

Heuresis® company exists since 2001. We operate in the field of adult education: training, development programs and consulting services. We are an exclusive partner of American Certification Institute, one of the leading certification institutions in the world.

Our offer includes blended development programs for managers and specialists in many business-related industries.

The highest quality of our products and services is confirmed by ISO 9001:2015 certification and numerous references from our clients.

We are the developers of Heuresis Smart Manager® human capital software. We also offer consulting for companies, strategic and HR consulting. Since 2020, we also create and run postgraduate MBA courses in management and HR.

We were one of the first Polish companies to adapt our methodology and teaching tools to the European Qualifications Framework and we actively support public institutions and the business sector by helping them create and adapt their curricula to the requirements of the framework.

We have been repeatedly awarded for our achievements in the field of non-formal education, both by our clients and official public institutions, such as the Educational Research Institute - the official partner of the Ministry of National Education responsible for the implementation of the Polish Qualifications Framework, as well as labour market institutions (the Employment Office) and the Association of Polish Employers (MZPL).

THE PARTNER

For this project, we worked with a Norwegian company Easy Learning Solutions. ELS company was established in 2005 and offers consulting services for projects related to the development and implementation of ICT-based learning methods. The staff has a wide network of contacts with the industrial sector in Europe and has extensive experience in developing international projects related to vocational training in the following sectors: mechanical industry, water management, language training, ICT-supported training, education in mathematics and physics. ELS has previously participated in 2 EU-funded Lifelong Learning projects, developing new training materials and methodologies for VET in the mechanical industry in Hungary, Slovakia and Slovenia.

Dr. John Birger Stav, ELS' foremost expert in responsive technologies, visual communication and collaboration, evaluation of learning solutions, use of mobile devices in learning and assessment of outcomes has led several Long Life Learning pilot and dissemination projects: QSim, EduMECCA, Done-IT, iSSA LOT 1 BlueEDU, EMME.

THE PURPOSE OF THE PROJECT

The need for the project arose from the transformation of vocational education based on the process to the one meeting the needs of the professional tasks performed. The aim of the project was to prepare educational tools to support the development of a quality culture in VET institutions.

During the project there were prepared standards of professional requirements, competencies and validation for three key roles in education.

- Quality Manager,
- Project Manager,
- Trainer

In addition, during the project 3 blended learning programs were prepared for three professional roles included in the standards. These materials were tested by 18 trainees from 8 Polish educational institutions. The results of the project were consulted with stakeholders during the project and the final results are presented in this manual.

THE RESULTS DEVELOPED

1. Development of standards of professional competencies along with the definition of tools for validation of competencies.
2. The developed standards constituted the substantive scope for the developed blended learning materials and defined the expected learning outcomes for each of the training courses. At this stage 112 hours of blended learning materials were developed (i.e. e-learning training supported by workshop activities). For the role of trainer, a total of 24 hours of workshops and 20 hours of interactive e-learning lessons were created. Other courses included 24 hours of workshops and 10 hours of remote materials.
3. Each training course was subjected to a 3-level evaluation according to Donald Kirkpatrick's methodology:

   1st level was the level of satisfaction of the people testing the developed results from participation in the training, i.e. and evaluation level according to D. Kirkpatrick;

   2nd level, i.e. the level of learning was the level evaluated by the trainer from the point of view of participants' educational progress;

   3rd level was evaluated by the trainees who made expert evaluation of educational processes.

4. Preparation of this manual of good practices.

The seven complementary results developed in the project enable systematic and timely development of key competences in VET institutions.
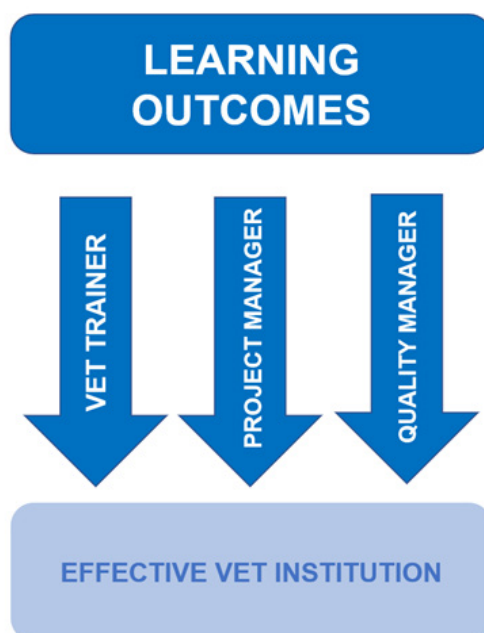

Illustration 1. 3 key roles in education

QUALITY OF THE PROJECT

The project tasks were carried out using a hybrid methodology combining traditional and Agile approaches to project management.

At each stage of work the results were verified and their compatibility with the professional experience of practitioners in the VET sector.

The table below presents activities undertaken in order to produce high quality and useful results for the VET sector.

SUMMARY OF DEVELOPED RESULTS

NO.	THE NAME OF THE RESULT	THE METHOD OF VERIFYING ITS QUALITY AND COMMERCIAL SUITABILITY
1	Standard of competence for VET trainer	1. Online survey of 52 practitioners from Poland and other countries - results included in report Survey results: The standard correctly reflects the requirements for a trainer in VET education 2. Examination of the standard during focus groups with stakeholders Focus meetings results: The standard corresponds to the professional tasks performed. 3. Examination of the usefulness of the standard during the training - examination of the competences based on the standard and during the workshop the particular learning outcomes are referred to - collection of opinions of the training participants collection of opinions of the training participants in a guided discussion devoted to the standard Results of the survey: not all learning outcomes assumed in the standard are possible to achieve within 24 hours of the workshop and 20 hours of e-learning

2	Standard of competence for Project Manager	1. The study on the standard through focus groups with stakeholders Results of focus meetings: The standard corresponds to the job tasks performed. 2. Examination of the usefulness of the standard during training - examination of competencies based on the standard and - ¬ during the workshop - particular learning outcomes are referred to - collection of opinions of training participants in a guided discussion dedicated to the standard Results of the survey: not all learning outcomes set out in the standard are achievable within 24 hours of the workshop and 10 hours of e-learning
3	Standard of competence for Quality Manager	1. The study on the standard through focus groups with stakeholders Results of focus meetings: The standard corresponds to the job tasks performed. Examination of the usefulness of the standard during training - examination of competencies based on the standard and during the workshop the individual learning outcomes are referred to - collection of opinions of training participants in a guided discussion devoted to the standard Results of the study: not all learning outcomes assumed in the standard are possible to achieve within 24 hours of workshops and 10 hours of e-learning

4	Learning materials Professional Trainer	The usefulness of the teaching materials was tested during the test training.
		The evaluation was done by:
		- experts designing the workshops and e-learning materials,
		- the trainer leading the workshop,
		- participants of individual workshops.
		Results:
		The developed learning materials were highly evaluated by the participants and the trainer in charge.
		The design experts pointed out the excessive scope of the standard and the necessity to make a selection of learning outcomes, because during the 24 hours of the workshop not all learning outcomes were worked out. E-learning has been identified as an excellent way to supplement the knowledge covered in the standard. However, practical practice of skill-based learning outcomes and deepening and consolidating procedural knowledge requires extending the workshop time to 32 hours.

5	Learning materials Development Project Manager	The usefulness of the teaching materials was tested during the test training.
		The evaluation was done by:
		- experts designing the workshops and e-learning materials,
		- the trainer leading the workshop;
		- the participants of each workshop.
		Results:
		The developed learning materials were highly evaluated by the participants and the trainer in charge.
		Design experts pointed out the too extensive scope of the standard and the necessity to select the learning outcomes, because during the 24 hours of the workshop not all learning outcomes were worked out.
		E-learning was indicated as an excellent way to supplement the knowledge included in the standard. However, practical practice of the skill-based learning outcomes and deepening and consolidation of procedural knowledge requires extending the workshop time to 32 hours.

6	Quality Manager	The usefulness of the teaching materials was tested during the test training.
		The evaluation was done by:
		- the experts designing the workshops and the elearning materials,
		- the trainer leading the workshop,
		- participants of individual workshops.
		Results:
		The developed learning materials received high evaluation by the participants and the trainer in charge.
		The design experts pointed out that the scope of the standard was too broad and that a selection of learning outcomes had to be made, because during the 24 hours of the workshop not all learning outcomes were worked out. E-learning został wskazany jako doskonały sposób na uzupełnienie wiedzy ujętej w standardzie. However, practical practice of skill-based learning outcomes and deepening and consolidating procedural knowledge requires extending the workshop time to 32 hours.

THE PROJECT IMPLEMENTATION DATE

The project was implemented between April 2020 and March 2022.

The period from April 2020 to March 2021 was implemented during the peak of the COVID 19 pandemic, which forced some changes in the approach to organizing project activities.

Many activities took the form of online activities, resulted in our more intensive use of social media to conduct research and obtain feedback from stakeholder groups, and work in small groups rather than in a single dissemination meeting.

THE PROJECT TEAM

Project Manager, Expert 1:

Expert in adult education, co-founder of a training company, author of unique development programs, creator of innovative tools for distance learning and human capital management based on the EQF competence system. Originator and initiator of international projects in the field of education. Member of advisory bodies of international and national institutions in the field of quality in education.

Expert 2:

Expert in Human Capital Management with several years of experience in HR in international organizations, certified HR Manager, CEO of foundations in the field of education in the implementation of CSR projects, competence development, remote working skills, reskilling, inclusion and diversity. English language teacher, translator.

Expert 3:

Expert in e-learning, creator of remote learning tools, developer of e-learning tools, implemented training projects for both global corporations, medium and small companies, cooperates as a methodologist with universities and non-formal education institutions. English language translator.

Expert 4:

Creator of some of the first e-learning classes in Poland, originator and author of international adult education projects, certified trainer and education consultant. Founder of a training company using remote working tools, participant of many international projects in education, intercultural cooperation, personal development.

Expert 5:

Experienced manager in the field of management and assessment of competences according to European standards, teaching staff of British educational institutions, experienced methodologist and expert in conducting development projects for adults using remote tools. English language translator.

Expert 6:

Experienced graphic designer, computer scientist, practical experience in creating and visualizing educational content, e-learning materials, remote tools and marketing tools. Collaborated in the design and development of innovative IT systems for competence management based on EQF.

Expert 7:

Psychologist, graphic designer, creator of educational content and remote learning materials, including visualization of learning-enhancing content experienced project coordinator, participated in the implementation of professional activation, competence enhancement and social inclusion, recruitment and competence verification projects.

Expert 8:

Possesses an academic title: doctor of sociological sciences; Experienced trainer, consultant of consulting projects in the field of adult development, creator of interactive tools for improving soft and managerial competences - business game platform used in conducting classes for students. Certified trainer and manager. Experience in conducting educational classes in English, English translator

Expert 9:

Linguist, English translator, experience in language verification of educational materials, creation and visualization of graphic content; experience in preparing and coordinating projects with foreign partners.

Expert 10:

Computer scientist, coordinator of information systems, graphic designer, skills in processing and editing footage, conducts verification of the correctness and compatibility of the content of the developed results; experience in coordination of educational projects.

Expert 11:

Graphic designer, IT specialist, producer of e-learning content, experience in the preparation and editing of footage, creation of graphic visualization, content proofreader.

Expert 12:

Physicist, lecturer, expert in education and evaluation of learning solutions, responsive technologies, and visual communication and collaboration; with experience in the use of mobile devices in learning and evaluation of learning outcomes.

THE TOOLS USED TO BUILD BLENDED LEARNING COURSES

In preparation for building e-learning courses as part of blended learning, we reviewed available LMS platforms and software used to build e-learning courses.

As platforms, we reviewed both commercially provided and open source platforms.

Below there is a summary of the platforms we considered:

An e-learning platform is an online information system used by schools, universities and institutions to teach by delivering online courses.

It is simultaneously a content management system and a learning management system. It is also important that the e-learning platform supports a collaborative learning system by facilitating and stimulating the creation of a virtual community of learners, lecturers and trainers for systemic knowledge management.

Since we wanted the platform to enable learning on smartphones, we focused on those that offer a version adapted for phones.

Below we present in detail the 6 best performing e-learning platforms on the market in 2020. The ranking below allowed us to quickly compare different platforms and choose our solution.

6 BEST PERFORMING E-LEARNING PLATFORMS

E-learning platform	The type of the solution	Features
1. iSpring Learn LMS	An easy-to-use cloud-based LMS that offers advanced user and content management, advanced authoring capabilities and a powerful reporting mechanism.	It works well for small and medium sized companies that need to quickly create and share e-learning courses. It also allows you to deliver blended courses using a single platform. Paid platform sold in SaaS system.
2. Talent LMS	An intuitive LMS that has all the basic options you would expect from an LMS and also offers e-commerce and Zapier integration.	Suitable for companies that are interested in a cost-effective platform to train employees, partners or customers. It is also a good choice for those who plan to sell online courses. Paid SaaS tool.
3. Docebo	A learning management system that offers extensive opportunities for both formal and informal learning.	It is a SCORM-compliant e-learning platform aimed at various audiences. It facilitates the creation of lesson content, and trainers and teachers can reuse files they already have (Powerpoint, Word, PDF, film clips, etc.). Users can also be managed by groups or categories, and you can personalize the desktop environment for subgroups of users. It allows you to engage in social learning. However, its interface is complex and requires customization. There is also no Polish menu available. Paid system with closed code.
4. Adobe Captivate Prime	A cloud-based online platform that features advanced social learning, skills management and powerful reporting.	Good solution for large institutions that need to train and deliver e-learning in multiple languages. Its weak point is that it is a closed, paid solution.

5. Moodle	A cloud-based application, it can be used to create online educational websites along with an entire system for managing all stages and processes of education. An e-learning platform for education that combines an LMS with the ability to create a wide library of courses.	Good for educational institutions looking to integrate their courses with CRM and HR systems . An open source solution. Provides extensive learning opportunities using social networks.
1. Chamillo	Trainers can get started in as little as one day. Easy creation of educational content, tracking user performance, allowing for improvements in methodology. Clean interface, allowing the user to focus on learning. Synchronous and asynchronous communication channels. Multiple tools allowing for all types of learning. Extensive document management capabilities.	Good for educational institutions looking to integrate their courses with CRM and HR systems . An open source solution. Provides extensive learning opportunities using social networks.

In making this review, we were guided by the desire to select the best possible tool. Ultimately, we decided to maintain the Moodle platform after proper configuration and improvement of server performance and speed. The choice of Moodle was supported by its widespread use and familiarity among the participants of the courses.

THE TOOLS USED TO MANAGE THE PROJECT AND ORGANIZE WORK IN THE PROJECT

In order to manage the project and the work of project team members, we used an in-house developed tool, Smart Manager, which enabled us to manage the current work in the project. It is an online tool that facilitates communication and task management within the project team.

GENERAL CONTENT ASSUMPTIONS FOR THE PREPARED EDUCATIONAL TOOLS

Substantive assumptions for professional competence standards

In developing the standards we were concerned with:

1. Ease of implementation into everyday professional practice in the VET education sector.
2. Transparency and easy referencing to existing competence and qualification systems
2. Transparency and easy reference to existing competence and qualification systems
3. Easy transferability to educational programmes

We felt that these criteria should be met for all three standards.

Ease of implementation into daily professional practice in the VET education sector.

Reflecting as a team on how we could meet the above criterion, we decided that the key was to inventory and map the professional tasks performed in each job role and link them into sequences of logical, sequential activities. Therefore, we based the standards on "cycles" of work, consistent with praxeological principles of good work. We felt that standards for all roles should be based on a universal cycle that can be characterized as follows:
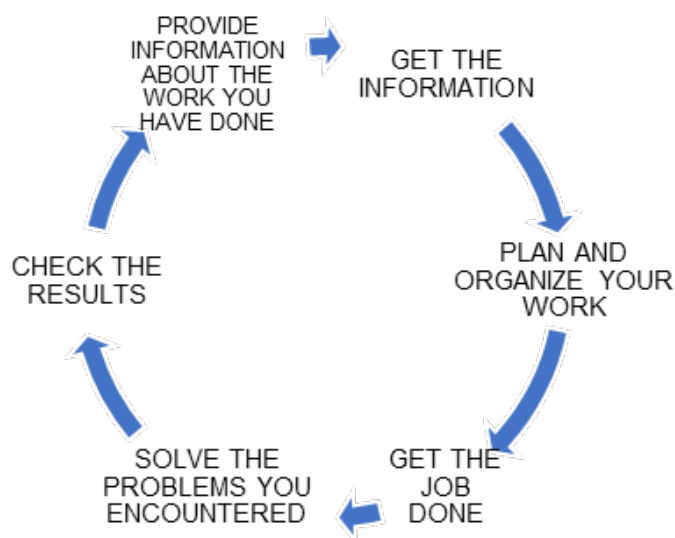
Illustration 2. Work cycle

The universality of this approach made it possible to build standards specifically tailored in content to individual professional roles/tasks, but based on a single logical scheme.

Thus for each of the roles we selected a scheme of work characteristic for it, to this scheme we added the learning outcomes and criteria for assessing compliance with the requirements of the standard.

Below we present the scheme we adopted to build a description of the standard.

1. Description of the course participant profile - it included the competence requirements to take part in the course, age range and a brief indication of the main objective of the potential course participant.
2. For all standards we decided to use B. Bloom's Taxonomy of Educational/ Developmental Goals in terms of knowledge, psychomotor skills and readiness for (affective sphere).
3. In terms of knowledge, we assumed that course participants should acquire and organize semantic (factographic) and procedural knowledge.

Semantic and factual knowledge relate to the knowledge and understanding of the professional language specific to the role, e.g. Kolb's Cycle for the trainer and, for example, the nomenclature of tools used in quality management or project management. Often conceptual confusion in this area causes difficulties in understanding the content of job tasks performed within a given role. In Bloom's Taxonomy, these are levels 1 and 2 (Distinguishing and Understanding). Procedural knowledge, on the other hand, is knowledge not so much about the content as how to perform it. Thus, accordingly, it concerns the practical adaptation of given approaches and tools to practice. It is a cognitive indication of correct sequences of activities and good practices.

Moreover, we have assumed that after taking part in the training, course participants will be able to carry out a simple and typical training on their own, manage a simple and typical project on their own and prepare themselves to implement a qualitative scheme of action in their educational institution.

Below we present the scheme of competency standard, which we have developed for all prepared professional roles.

DIAGRAM OF THE COMPETENCY STANDARD

The requirements of the standard	K/S/B K – knowledge S – skills B – behaviours	Verification criteria

Transparency and easy referencing to the existing competence and qualification systems

In preparation of the description of competences standards, we have used universal tools, such as the Polish and European Qualifications Framework, as well as the European Classification of Occupations and Specialities.

We decided that we will prepare standards and educational programmes at level 3 of the EQF and the PRK, i.e. for people who wish to gain competences during the course which enable them to independently carry out simple and typical professional tasks in typical conditions.

Linking professional competence standards and learning outcomes:

CORRELATION OF COMPETENCE STANDARDS AND LEARNING OUTCOMES

Taxonomy of professional competences	Level	Taxonomy of competences and qualifications	Learning outcomes
Dreyfus brothers	Independent employee (3)	B. Bloom's Taxonomy	Level 3 of knowledge and skills
ESCO	Trainer/Teacher in Professional Education 2320 (Specialist)	Polish Qualifications Framework	Level 3
		European Qualifications Framework	Level 3

In constructing the standard of professional competence, we used ESCO's descriptions, but made them more detailed using the praxeological work cycle.

While formulating the assessment criteria, we used B. Bloom's Taxonomy and level 3 of PRK and EQF.

The foundations on which we have built the standards will contribute to full transparency and ease of reference to existing European tools.

Easy transfer to educational programs

In building the requirements of the standard and the criteria for verification of professional competence, we used the principles that apply in the formulation of learning outcomes.

We used operational verbs from B. Bloom's taxonomy, as described above, and the principle of formulating SMART objectives. Bloom's taxonomy, as described above, and the principle of formulating SMART objectives. These are the two key tools used for the formulation of learning outcomes. Thus, the requirements and criteria for verification were prepared for direct application as learning objectives in the prepared learning materials.

Substantive assumptions for blended learning workshops

Blended learning models

In traditional courses, both the transfer of knowledge (content) and practical activities take place face-to-face, and in online courses - online. In the case of blended learning courses, trainers have the opportunity to conduct them both face-to-face and remotely using the prepared online resources.

In preparation for preparing the teaching materials, we reviewed the blended learning models currently in use. These are, in order:

- Flipped model
- Blended model
- Flexible model
- Supplementary model

Flipped model

It involves the clarification of content outside of the classroom using online resources, followed by active learning in class that focuses on hands-on assignments and problem solving. This approach significantly reduces classroom time and optimizes benefits for course participants.

Blended model

In this model, knowledge transfer and practical exercises related to the field take place both face-to-face and online.
The next steps are as follows:

1. Before each class, learners are assigned materials for self-study and learners do practical exercises online (e.g., solving case studies, filling out questionnaires, etc.).
2. The face-to-face sessions then begin with mini lectures explaining more difficult topics.
3. The course participants are then divided into small groups and asked to solve practical exercises on topics previously learned theoretically or practically.

Flexible model

In this model, both the delivery of the content and the practical exercises of the subject matter take place online, but from time to time learners must attend face-to-face sessions to check their progress or provide feedback. in this model, an entire course divided into topics is required, and each topic includes different tasks, such as watching a video, reading an excerpt from a book, participating in an online discussion, or solving a practical exercise. Students progress through each topic at their own pace while participating in face-to-face sessions with the trainers. These sessions are used to check student progress and provide feedback.

Supplementary model

In this model, both content delivery and hands-on coding activations occur face-to-face. However, additional online activities are added to the course to increase student engagement with the course content. This review identifies two variations of this model. In the first, online activities are added to the course without connecting them to in-class activities, while in the second, connections are made between online and in-class activities.

Substantive criteria for blended learning being created

We assumed that the blended learning courses built should:
1. Cover the entirety of the learning outcomes contained in the competency standards.
2. Help to optimize the learning time and the transfer of learned content to professional practice.
3. Be flexible
4. Be engaging and attractive.

Coverage of all learning outcomes included in the competency standards.

Paying attention to learning outcomes from competency standards at the designing stage

At the stage of training design we developed a specially prepared template of a script for blended learning courses, in which we included learning outcomes and division of learning activities of participants between workshops and e-learning.

Project number:

Project title:

Training title:

Duration:

Participant profile:

Training Materials and tools for the entire training:

DAY						
LENGTH AND SCOPE OF THE TRAINING		LEARNING EFFECTS	TRAINING CONTENT	METHODICAL HINTS FOR THE TRAINING DELIVERY	USEFUL TOOLS	E-LEARNING
Timetable	Time					

In the scenarios/ outlines, which constitute the design of each course, all the learning outcomes from the standard determine the selection of course contents. By placing the learning outcomes for the entire course and defining the evaluation level according to D. Kirkpatrick for the entire course, we took care to develop teaching materials that precisely meet the requirements of the standard.

Training outline

Project number:	EOG/19/K3/W/0010
Project title:	"Quality in Education in the Vocational Training Sector" ("Jakość w edukacji VET")
Training title:	Professional Trainer
Duration	*3 training days/3x8 training hours*
Participant profile:	A person with knowledge and skills in the field of training. Age range: 28-60 years A person working or involved in other activities where the training is needed. A person who wants to implement simple and typical training in the field of his specialization.
Training Materials and tools for the entire training:	projector, multimedia presentation, flipchart, whiteboard paper, whiteboard pens, blank A4 sheets, notebooks, pens, training materials in the form of printed scripts and slides
Upon completion of the module, the participant will be able to prepare and deliver simple and typical training in his/ her area of specialisation, according to the trainer's standard, taking into account the following aspects:	• selected adult learning concepts • selected adult education methods • stages of the training cycle • consequences of omitting individual stages to achieve the assumed educational goals (learning outcomes) • main stakeholders of training processes in the organization and in the labor market • training needs of individuals, groups, organizations and labor market • main research tools used in the methodology of conducting social research • IATN report for the client with pre-defined training goals (learning outcomes) and recommendations for the client. • selected methodologies for formulating learning goals (learning outcomes) • training goals (learning outcomes), as well as training adequate to the needs of stakeholders and possible to implement within the assumed organizational framework • experimental adult learning cycle and the social learning cycle • substantive scope leading to the achievement of the assumed educational goals (learning outcomes) • providing and activating training methods. • ways of reducing/eliminating the difficulties of participants related to psychophysical, cultural, worldview (etc.) aspects. • methods leading to the achievement of the assumed educational goals (learning outcomes) and organizes them in accordance with the selected concept of teaching adults. • tools to verify participants' progress • evaluation tools at levels agreed with the client • in the designed tools, participant takes into account the needs of the participants, e.g. psychophysical limitations. • key functions of the communication process • principles of effective communication • ways to stimulate participants to go through the various stages of group development. • organizing the learning process in such a way as to eliminate phenomena that inhibit learning and stimulate supporting learning. • selected concepts of conducting training evaluation and the tools used to implement them.

In addition, we assigned each individual learning outcome to an e-learning lesson and to the next activity in the workshop.

DAY 1						
LENGTH AND SCOPE OF THE TRAINING		**LEARNING EFFECTS**	**TRAINING CONTENT**	**METHODICAL HINTS FOR THE TRAINING DELIVERY**	**USEFUL TOOLS**	**E-LEARNING**
Timetable	Time					
9.00 – 9:45	45'	1. Describes training structure session – intro session 2. Enters group process	**INTRO SESSION** **Main Goals Objectives and tools in the intro session.**	1. **Welcome and introduction of the trainer:** - name and surname - experience 2. **Introduction of participants:** - name and surname (How would you like me to address you?) - experience 3. **Presenting the training main goals** 4. **Presenting of the training content** 5. **Expectations from the group** 6. **Contract** 7. **Summary of the intro session** 8. **Intro session activities** 9. **Intro session purposes** 10. "What have we learned?"	**Slides: 1-19** Interviews in pairs (IDI)	

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STANDARD OF PROFESSIONAL COMPETENCE WITH ASSESSMENT CRITERIA

SUMMARY OF ALL LEARNING OUTCOMES COVERED FOR THE WHOLE COURSE

TESTING THE KNOWLEDGE

THE SPECIFIC LEARNING OUTCOMES ASSIGNED TO EACH WORKSHOP SESSION

OUTCOMES INCLUDED IN THE PRESENTATION AT THE BEGINNING OF THE TRAINING SESSION
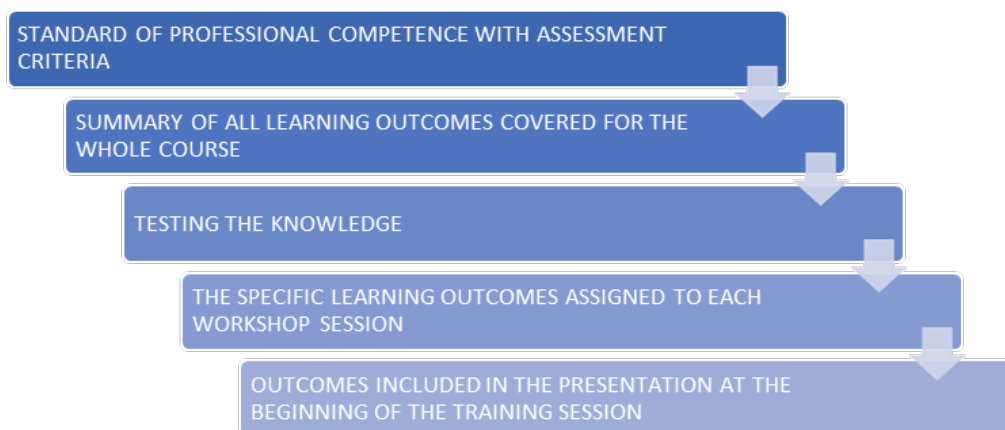
Illustration 3. Stages of training

Paying attention to learning outcomes in the delivery of blended learning workshops

At the stage of conducting the training, each participant received a standard in relation to which he made a self-assessment in relation to the individual requirements of the standard during the ice-breaker activity aimed at getting to know each other and clarifying learning objectives. Working with the standard is also one of the exercises in e-learning. The difference is that during the workshop, the discussion of the standard serves to identify the competence gaps of individuals and determine the scope and manner of working on closing them in individuals, while during the e-learning activity it serves to stimulate curiosity and engagement by helping participants realize that they can learn a lot during the blended learning course they are preparing for.

During the course, time was allocated during the initial session for discussion on the standard so that it could be re-validated by those taking part in the pilot training.

Learning outcomes indicated to be achieved during particular sessions were communicated to participants and included in presentation, thanks to which we obtained the effect of paving and easier remembering the key contents from the point of view of effective performance of professional tasks.

At the end of the course, participants compared their competences after completing the course.

Conclusions after the piloting

After piloting, we found it necessary to introduce knowledge tests at the beginning and end of each course to obtain more objective data than self-assessment and declarations on the actual level of cognitive knowledge and skills before and after the course, and more material on the actual implementation of the educational content into professional practice.

As a result, the full sequence of steps for consolidating the competency and learning standard to meet each requirement looks like what we present below:
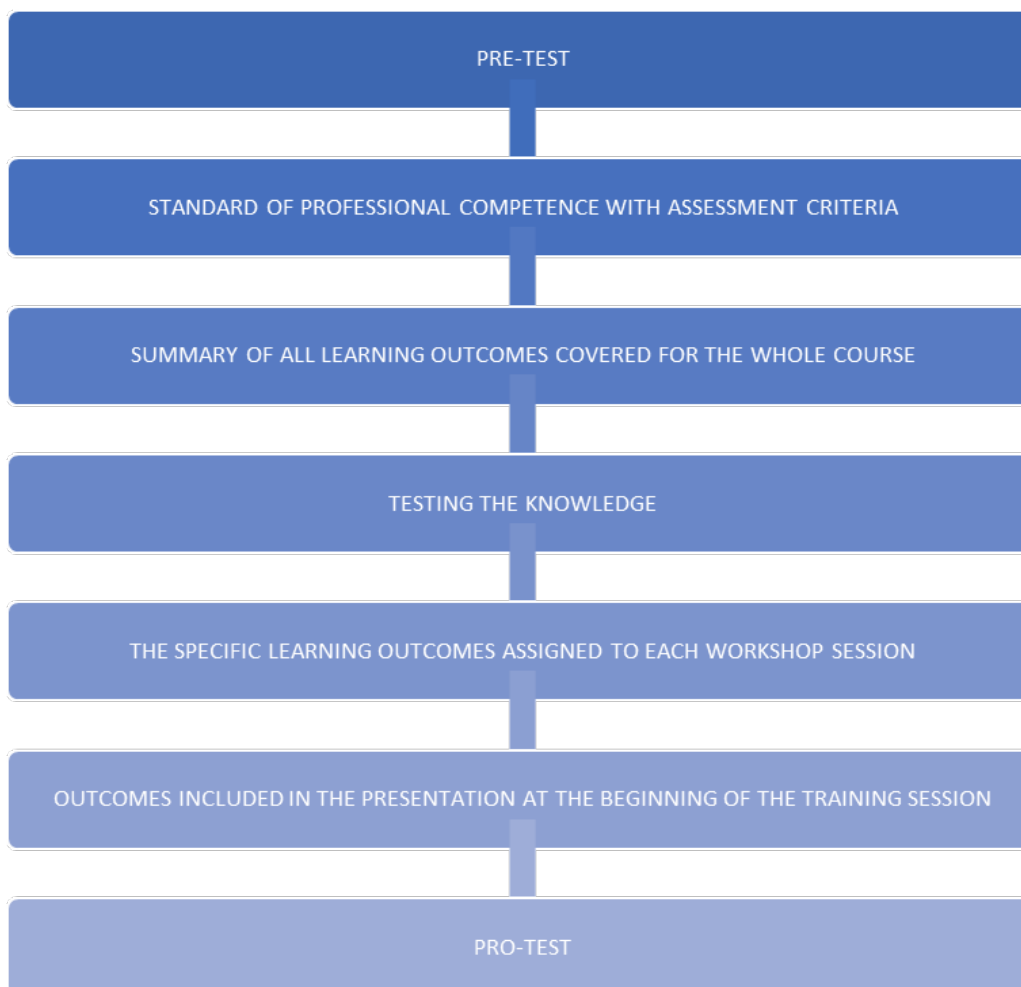
Illustration 4. Sequence of steps to consolidate the competence standard

The diagram contains the following steps from top to bottom:

- PRE-TEST
- STANDARD OF PROFESSIONAL COMPETENCE WITH ASSESSMENT CRITERIA
- SUMMARY OF ALL LEARNING OUTCOMES COVERED FOR THE WHOLE COURSE
- TESTING THE KNOWLEDGE
- THE SPECIFIC LEARNING OUTCOMES ASSIGNED TO EACH WORKSHOP SESSION
- OUTCOMES INCLUDED IN THE PRESENTATION AT THE BEGINNING OF THE TRAINING SESSION
- PRO-TEST

Optimizing learning time and transfer of learned content to professional practice.

The courses were designed and prepared in such a way as to optimize the time needed to acquire competencies.

Each of the courses was planned for 24 hours of workshops, conducted using active methods with the support of prepared elearning materials.

Each course was implemented in one block of 24 hours in 3 consecutive days.

Unfortunately, this formula did not favour intensive use of e-learning materials.

Also 3 didactic days turned out to be too short a time for the participants to achieve all the assumed learning outcomes.

The best effects were achieved by the role of trainer, the most complicated and complex turned out to be the contents in the scope of **Quality Manager**.

Conclusions

We recommend extending the duration of workshops for the roles of **Project Manager** and **Quality Manager**. However, we believe that in order to achieve the assumed learning outcomes for the role of **Project Manager**, the optimal duration is 32 teaching hours, and for the role of **Quality Manager** - 40 teaching hours.

With such a modified duration it is possible to fully achieve the assumed learning outcomes and use all the materials prepared for the course.

We propose to divide the **Project Manager** course into a sequence of 2+1+1 training days (8 teaching hours each). This will give participants time to gain a deeper understanding of the content and provide a greater comfort of learning by using the prepared e-learning materials. It will also allow for practical experimentation in the workplace and implementation of further learned methodologies and tools in your own professional practice.

We propose to divide the **Quality Manager** course into a sequence of 2+1+1 training days (8 hours each). As in the case of **Project Manager**, this will allow participants to gain a deeper understanding of the content, provide greater comfort of learning with the use of prepared e-learning materials and enable practical use of the prepared quality tools immediately in their professional work.

Flexible courses

In our blended learning courses we decided to use a blended approach, in which semantic and factual knowledge is transferred online, participants perform practical exercises and consolidate factual content, and workshop time was used to work on practical application of knowledge in workshops built using active learning techniques.

At the same time, it should be noted that, in our opinion, building a complete interactive e-learning course gives a very wide range of applications within all models described above. In this respect, trainer's inventiveness will be important, as well as time and organizational possibilities of the trainees.

Engaging and attractive courses

The biggest challenge for the creators of e-learning tools is to make the learners want to use the prepared materials and practically apply the content learned in e-learning.

Therefore a large role in the acceptance of online learning and perseverance in it has a form of prepared e-learning materials.

We devoted a lot of time to this issue during the project.

Our e-learning has evolved from animated to materials with live people.

In the course of work we tried activities with actors, but finally, after many trials, we came to a conclusion that the most interesting for participants will be participating in a real course and struggling with particular exercises, which are performed by participants

Therefore we decided to record the prepared workshop with real participants. Thanks to this blended learning participants will be prepared for what awaits them and at the same time they will be able to feel like participants of the training.

The trainer has the opportunity to provide the participants with the lessons and the material he/she cares about in order to eliminate the identified competence gaps.

The structure of the course reflects the developed standard and the exercises are prepared

in such a way that participants can learn particular issues on their own and thus devote the workshop to practical exercises working on particular contents.

Lessons are interactive and require concentration. Materials that are difficult for them can be discussed and practiced in detail during the workshop.

We piloted the developed e-learning twice. In the first pilot 77 people took part, in the second 18 people took part to test the training.

Conclusions from the piloting

The questionnaire after the first piloting was divided into two parts: the first concerning the content of the course, the second concerning technical aspects, structure and graphical layer of the course.

The evaluation of the content part was noticeably higher than the evaluation of the visual and technical layer of the course.

As positive features, the evaluators pointed out the high usefulness and relevance of knowledge and a good way of conveying it. The presentation, interactive and varied exercises, short feedback after their completion as well as the sheet summarising the results and the number of points obtained were also definitely positive.

For most of the evaluators, the visual layer was moderately attractive; there were problems with loading, smoothness of the platform (among others due to many pictures in the presentations) and moving between the parts of the course.

A cartoon story introducing the course, animations, loud music in the intro, extensive feedback and a reflection sheet were considered unnecessary, misguided or even distracting. The knowledge, materials and exercises provided were therefore at a satisfactory level. However, there was still room for improvement in the technical and visual aspects of the course.

LEARNING MATERIALS PROFESSIONAL TRAINER IN VET EDUCATION

TRAINER IN VET EDUCATION STANDARD

Below there is the professional competency standard prepared during the project.
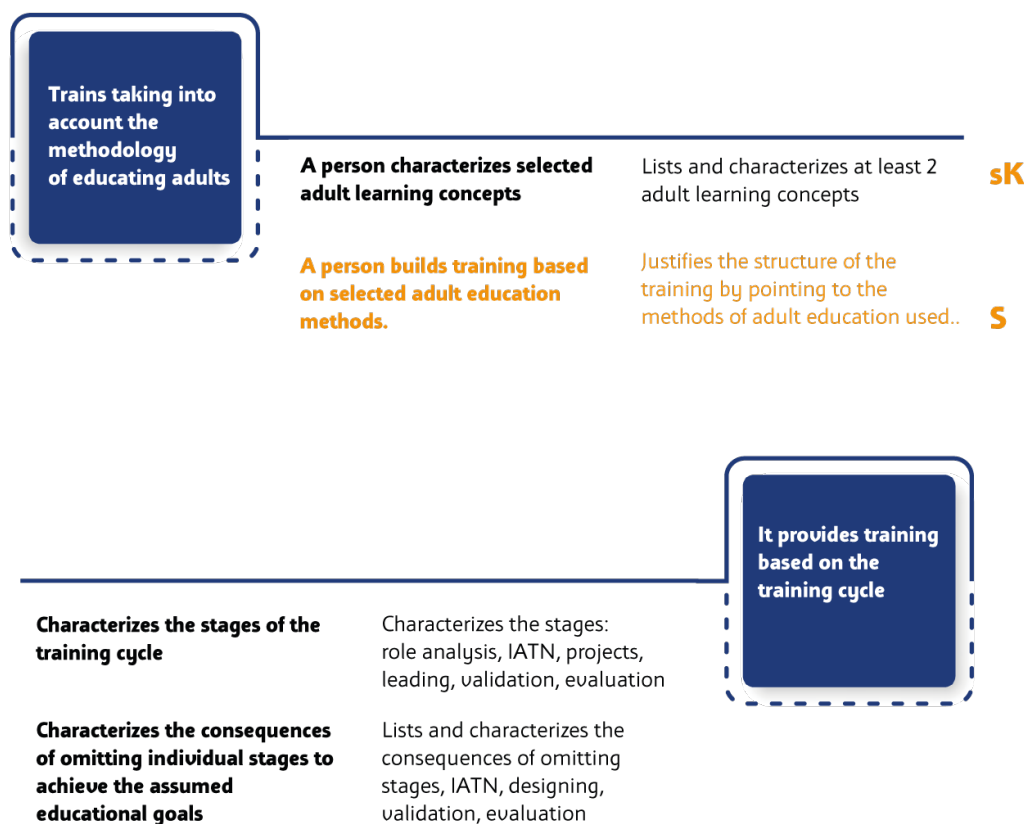
THE LEGEND

K - knowledge
S - skills
B - behaviours
sK - semantic knowledge
pK - procedural knowledge
fK - factual knowledge

Trains taking into account the methodology of educating adults

A person characterizes selected adult learning concepts	Lists and characterizes at least 2 adult learning concepts	**sK**
A person builds training based on selected adult education methods.	Justifies the structure of the training by pointing to the methods of adult education used..	**S**

It provides training based on the training cycle

pK	**Characterizes the stages of the training cycle**	Characterizes the stages: role analysis, IATN, projects, leading, validation, evaluation
sK	**Characterizes the consequences of omitting individual stages to achieve the assumed educational goals**	Lists and characterizes the consequences of omitting stages, IATN, designing, validation, evaluation

Characterizes the consequences of omitting individual stages to achieve the assumed educational goals

Lists and characterizes the consequences of omitting stages, IATN, designing, validation, evaluation

Performs identification and analysis of training needs by preparing simple and typical training in the field of specialization.

Characterizes the main stakeholders of training processes in the organization and in the labor market

Learner, manager, team, company, employer

fK

Characterizes training needs of individuals, groups, organizations and labor market

A person indicates possible sources of obtaining up-to-date and adequate information on the educational needs of learners

fK

Characterizes the main research tools used in the methodology of conducting social research

Characterizes questionnaire methods and methods of their construction, the most frequently used scales, rules of selecting a research sample, validity and reliability

fK

Creates simple and typical tools for conducting IATN in his field of specialization

Typical and simple tools, such as IDI and/or focus questions, which are built according to the art Competency tests

S

Designs and prepares an IATN report for the client with pre-defined training goals (learning outcomes) and recommendations for the client

A report designed by art.
A report prepared. according to art.
Report presented to the client and accepted by him.

S

Designs simple and typical training courses in the field of his/her specialization

fK

Characterizes selected methodologies for formulating learning goals

A person correctly characterizes the three spheres of learning and accurately selects operational verbs for the levels in each sphere.

S	**Builds training goals, as well as training adequate to the needs of stakeholders and possible to implement within the assumed organizational framework**	Goals built according to Bloom's taxonomy. Main and specific goals for three spheres (cognitive, psychomotor, affective)
pK	**Characterizes the experimental adult learning cycle and the social learning cycle**	Aptly characterizes the stages in the Kolb cycle and the stages in the method of social learning
S	**Selects the substantive scope leading to the achievement of the assumed educational goals**	Substantive scope adequate and possible to implement
fK	**Characterizes providing and activating training methods.**	Accurately selects the characteristics of individual training methods
pK	**Characterizes the ways of reducing/eliminating the difficulties of participants related to psychophysical, cultural,**	Accurately suggests ways of reducing/eliminating the difficulties related to psychophysical, cultural and worldview aspects of learners
S	**Selects methods leading to the achievement of the assumed educational goals and organizes them in accordance with the selected concept of teaching adults**	Methods selected adequately to the assumed educational goals (learning outcomes) Structures the training according to the selected adult learning concept.
S	**Builds a training outline/ scenario planning to achieve learning outcomes and manage the group process**	The prepared outline includes competence development planning and group process management
S	**Prepares training materials appropriate to the content of the training in his specialization**	Prepared training materials
S	**Designs tools to verify participants' progress**	Prepared exercises verify the competences for which they were prepared
S	**Designs evaluation tools at levels agreed with the client**	The prepared tools will evaluate the training at the appropriate level of D. Kirkpatrick
S	**In the designed tools, a person takes into account the needs of the participants**	The prepared tools work in such a way as to eliminate problems with eyesight, motor, manual, worldview, cultural problems, etc.

Conducts simple and typical training in the field of his/her specialization

Characterizes the key functions of the communication process	Lists and characterizes the key needs satisfied in the communication process	**fK**
Characterizes the principles of effective communication	Characterizes building trust, Communication coherence, Professionalism, techniques for verifying understanding of active listening.	**K**
Formulates his/ her message effectively and consistently	Expresses him/herself using the 4S rules, is a coherent communicative person, uses active listening techniques and understanding the message	**S**
Characterizes the principles of giving constructive feedback	It is characterized by FUKO, extended FUKO or other methodology	**pK**
Formulates his/ her message effectively and consistently	During the training, provides participants with constructive feedback in order to guide their activity	**S**
A person builds his own authority and the good name of the represented institution	Characterizes and uses training styles. Characterizes and uses the triad of coach authority	**K+B**

Manages the group process

pK	**Characterizes ways to stimulate participants to go through the various stages of group development.**	Characterizes the work of the trainer and the group at the stage of orientation and dependence, storm and conflict, cohesion and cooperation, high productivity, termination and separation.
S	**Organizes the work of the group in such a way as to help the group go through the various stages of the group's development**	Builds exercises and models the work of the group in a way that causes a quick transition to the stage of full productivity of the group.
S	**Organizes the learning process in such a way as to eliminate phenomena that inhibit learning and stimulate supporting learning**	Organizes group work in order to use/reduce key phenomena in group work

40

Manages individual and group learning

Organizes the learning process in such a way as to facilitate the achievement of the assumed educational goals by individuals and groups

During the training, a person verifies learning and the achievement of the assumed learning outcomes, and modifies the training design in order to achieve the highest possible learning efficiency

S

Conducts assessment (evaluation) of simple and typical trainings that he carries out in the field of specialization

pK

Characterizes selected concepts of conducting training evaluation and the tools used to implement them

Lists and characterizes at least two approaches to assessing the effectiveness of training in ttm from the point of view of usability for the client (accuracy, usefulness, durability) and Kirpaktrik 1,2,3,4, level

S

Creates tools for assessing the effectiveness of simple and typical training in the field of his/her specialization

It independently creates tools to assess the effectiveness of its own training (1,2,3, Kirkpatrick level). Justifies the accuracy of their selection and construction

S

Creates a training effectiveness report based on the results of the analyzes

Independently creates training effectiveness reports based on the results of anliet, interviews, observations, etc.

The standard is prepared in accordance with the Training Cycle and supplemented with the psychological basis of adult education.

We have chosen the most frequently used training cycle to formulate the standard:
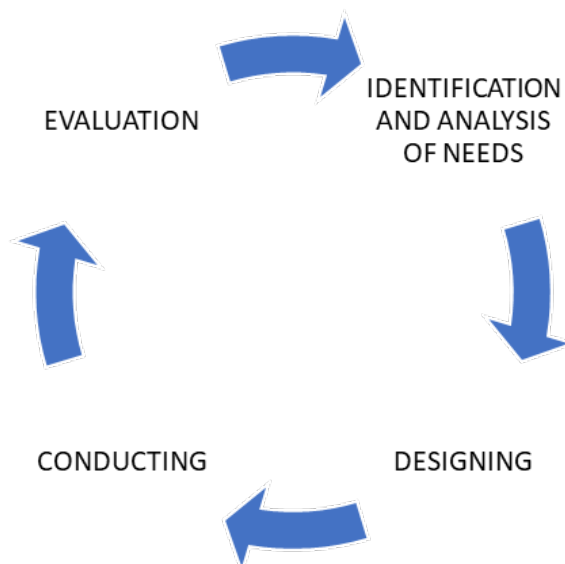

Illustration 5. Training cycle

We evaluated the standard in a group of professionals on Facebook, and then invited the test persons to share their comments. The survey, prepared in two language versions - Polish and English - consisted of 16 questions, including 13 open questions. The form of open questions was used in order not to suggest answers and thus allowed us to collect reliable data. The survey was conducted for 6 weeks. 29 questionnaires were completed in Polish and 23 in English.

Thanks to the survey, we were able to compare the assumptions of the Trainer's Standard with the real actions of trainers from all over the world. **The answers of the respondents corresponded with the assumptions of the Standard.**

A detailed discussion of the results and their comparison with the The detailed discussion of the results and their comparison with the assumptions of the Coach's Standard included in the report available at: https://heuresis.pl/projekty/edukacja-eog/o-projekcie-eog confirmed the correctness of the assumptions of the Standard.

Thus, the Standard was highly evaluated and considered useful, ordering the thinking about professional tasks and competences required from a trainer in VET education by the participants of the pilot training.

LEARNING MATERIALS
PROFESSIONAL TRAINER IN VET EDUCATION

The competence test is an online test that allows trainees to find out about their competency gaps in terms of knowledge and skills in a given subject and to become familiar with the theoretical exam format.

COMPETENCY TESTING

Question **2**

Not yet answered

Marked out of 1

⚑ Flag question

⚙ Edit question

The training cycle includes:

Select one:

○ Training planning and implementation

○ Training planning, delivery, evaluation of participants and their level of competence

○ Role analysis, needs analysis, designing, conducting and evaluating training

○ Ongoing transactional analysis of individual stages

○ I don't know

Question **9**

Not yet answered

Marked out of 1

⚑ Flag question

⚙ Edit question

I believe that the most important thing in a coach's job is:

Select one:

○ presenting yourself well and establishing your authority

○ building a good atmosphere during the training

○ Build participants' confidence in their abilities

○ achieving the intended development effects

○ I don't know

Training outline

Project number:	EOG/19/K3/W/0010
Project title:	"Quality in Education in the Vocational Training Sector" ("Jakość w edukacji VET")
Training title:	Professional Trainer
Duration	*3 training days/3x8 training hours*
Participant profile:	A person with knowledge and skills in the field of training. Age range: 28-60 years A person working or involved in other activities where the training is needed. A person who wants to implement simple and typical training in the field of his specialization.
Training Materials and tools for the entire training:	projector, multimedia presentation, flipchart, whiteboard paper, whiteboard pens, blank A4 sheets, notebooks, pens, training materials in the form of printed scripts and slides
Upon completion of the module, the participant will be able to prepare and deliver simple and typical training in his/her area of specialisation, according to the trainer's standard, taking into account the following aspects:	• selected adult learning concepts • selected adult education methods • stages of the training cycle • consequences of omitting individual stages to achieve the assumed educational goals (learning outcomes) • main stakeholders of training processes in the organization and in the labor market • training needs of individuals, groups, organizations and labor market • main research tools used in the methodology of conducting social research • IATN report for the client with pre-defined training goals (learning outcomes) and recommendations for the client. • selected methodologies for formulating learning goals (learning outcomes) • training goals (learning outcomes), as well as training adequate to the needs of stakeholders and possible to implement within the assumed organizational framework • experimental adult learning cycle and the social learning cycle • substantive scope leading to the achievement of the assumed educational goals (learning outcomes) • providing and activating training methods. • ways of reducing/eliminating the difficulties of participants related to psychophysical, cultural, worldview (etc.) aspects. • methods leading to the achievement of the assumed educational goals (learning outcomes) and organizes them in accordance with the selected concept of teaching adults. • tools to verify participants' progress • evaluation tools at levels agreed with the client • in the designed tools, participant takes into account the needs of the participants, e.g. psychophysical limitations. • key functions of the communication process • principles of effective communication • ways to stimulate participants to go through the various stages of group development. • organizing the learning process in such a way as to eliminate phenomena that inhibit learning and stimulate supporting learning. • selected concepts of conducting training evaluation and the tools used to implement them.

DAY 1					
LENGTH AND SCOPE OF THE TRAINING	**LEARNING EFFECTS**	**TRAINING CONTENT**	**METHODICAL HINTS FOR THE TRAINING DELIVERY**	**USEFUL TOOLS**	**E-LEARNING**
Timetable / Time					
9.00 – 9:45 / 45'	1. Describes training structure session – intro session 2. Enters group process	**INTRO SESSION** **Main Goals Objectives and tools in the intro session.**	1. **Welcome and introduction of the trainer:** - name and surname - experience 2. **Introduction of participants:** - name and surname (How would you like me to address you?) - experience 3. **Presenting the training main goals** 4. **Presenting of the training content** 5. **Expectations from the group** 6. **Contract** 7. **Summary of the intro session** 8. **Intro session activities** 9. **Intro session purposes** 10. "What have we learned?"	**Slides: 1-19** Interviews in pairs (IDI)	
9:45 – 10:00 / 15'	1. Characterizes the stages of the training cycle 2. Characterizes the consequences of omitting individual stages to achieve the assumed educational goals (learning outcomes)	**TRAINING CYCLE**	1. Exercise for the participants (fill in the stages in the training cycle). 2. Summary of the exercise – discussion. 3. Presentation of each of the training cycle (slide 22-23). 4. "What have we learned?"	Slides 20-24 Handout – Cycle (to be filled by every participants)	**2 E-lessons:** "Training cycle"
10.00-11:00 / 60'	1. Characterizes the main stakeholders of training processes in the organization and in the labor market 2. Characterizes training needs of individuals, groups, organizations and labor market 3. Characterizes the main research tools used in the methodology of conducting social research	**IDENTIFICATION AND ANALYSIS OF TRAINING NEEDS (IATN)**	1. Short introduction to the training needs 2. Exercise: individual/group and organization effectiveness 3. Discussion on the exercise – explanation of the proper interpretation 4. The process of carrying out the identification (exercise: scatter) 5. Summary of the process – the correct answers. 6. Exercise: group work: give a few examples of questions to create the example of ID form 7. "What we have learned?"	Slides: 26-27 Sheet to be done: individual/group and organization effectiveness Slides: 30-32 Slide 33 Slide: exercise – create the IDI for trainers training After exercise - IDI form from our materials Sample IATN report template	**3 E-lessons:** "Identification and analysis of trainings needs"

Time	Duration	Learning outcomes	Module	Activities	Slides / Materials	E-lessons
11:00 – 11:15	15'	COFFE BREAK				
11:15 – 11:30	15	1. Characterizes selected methodologies for formulating learning goals (learning outcomes) 2. Builds training goals (learning outcomes), as well as training adequate to the needs of stakeholders and possible to implement within the assumed organizational framework 3. Characterizes the experimental adult learning cycle and the social learning cycle 4. Selects the substantive scope leading to the achievement of the assumed educational goals (learning outcomes) 5. Characterizes providing and activating training methods.	DESIGNING THE TRAINING: 1: Training structure and outline	1. Brainstorm: How is the training session organised? 2. Main tool - outline scenario	Slides: 35-38	1 E-lesson: „Training structure"
11:30- 11:45	15		DESIGNING THE TRAINING: 2: Training goals and objectives - SMART(ER)	1. Types of goals (presentation) 2. Brainstorm: how to define goals and objectives? 3. Smarter (braintorm+ fill up)	Slides: 40-41 Slides: 43-44	2 E-lessons: "Training Goals"
11:45- 12:45	60	6. Characterizes the ways of reducing/eliminating the difficulties of participants related to psychophysical, cultural, worldview (etc.) aspects. 7. Selects methods leading to the achievement of the assumed educational goals (learning outcomes) and organizes them in accordance with the selected concept of teaching adults. 8. Builds a training outline/scenario planning to achieve learning outcomes and manage the group process. 9. Prepares training materials appropriate to the content of the training in his specialization: - presentation, exercises, materials for participants, scripts, etc. 10. Designs tools to verify participants' progress 11. Designs evaluation tools at levels agreed with the client. In the designed tools, a person takes into account the needs of the participants, e.g. psychophysical limitations.	DESIGNING THE TRAINIG goals and objectives 2: Training goals and objectives - Bloom's taxonomy	1. Short presentation – general intro 2. Bloom's taxonomy: 3 spheres 3. Exercise: set the proper categories (in pairs: cognitive/psychomotor and affective) 4. Presentation of 3 spheres – pair presentation – trainer comments 5. Outlines (for individual work) task: to formulate for their typical training formulate two goals in each sphere 6. Presentation of goals – sum up	Slides: 45-48 Slide: 50 Exercise: for work in pairs: 3 piramids (scattered). Handout: set of Blooms operational verbs	5 E-lessons: "Blooms's Taxonomy" E-lesson: "Table of Cognitive Domain" E-lesson: "Table of affective domain" E-lesson: "Table of Psychomotoric Domain"
12:45-13:30	45'		LUNCH BREAK			
13:30- 14:15	45		DESIGNING THE TRAINIG 3. My learning style: Kolb's questionnaire	1. Presentation: intro to learning styles/Kolb's questionnaire 2. Exercise: Kolb questionnaire (individual work) 3. Discussion and summary	Slides: 56-60	E-lesson: „Kolb's Cycle"
14:15 – 15:45	90'		DESIGNING THE TRAINIG 4: Training methods	1. Training methods intro: traditional and activating methods 2. Work in two groups: traditional and activating methods Group presentations	Slide: 67	

				Trainers' summary (acc. To PIFs)	Handout: PIFs	
				3. Exercise: Two groups of 3 people, 2 phases of Kolb: CE+RO, AC+AE) adjust training methods		**6 E-lessons:** „Training Methods"
				4. Presentation: 2 groups in front of the class.		
				5. Trainers' summary after each of the 4 presentations	Kolb's cycle stages	
15:45 – 16:00	15'			Closing session: Day Summary: what training methods we applied today? How the specific Kolb's cycle were applied?		
			Each participant will receive an etude to be conducted on day 2			

**DAY 2**
Length and scope of the training		**Learning effects**	**Training content**	**Methodical hints for the training delivery**	**Useful tools**	**E-learning**
Timetable	Time					
9:00-9.45	45'	**TRAINING DELIVERY:** 1. Characterizes the key functions of the communication process 2. Characterizes the principles of effective communication 3. Formulates his/her message effectively and consistently 4. Characterizes the principles of giving constructive feedback 5. Gives constructive feedback 6. A person builds his own authority and the good name of the represented institution	**ICE BREAKER –** identifying learning styles	1. Short intro (welcome itp.) 2. Repetition: Exercise	Exercise: on a style sheet (diverger, converger, etc.). The trainer speaks to the participants using the given style. On the sheet: operational verbs for each learning style	
9:45 – 10.15	30'	**TRUST TRIANGLE:** 1. Formulates the definition of trust 2. Describes three elements of triad of trust 3. Gives examples of elements of triad of trust 4. Describes elements of basic values of professional trainer	**TRAINING DELIVERY:** 1. Trust Triangle	1. Definition of trust/how we build trust – opening questions 2. Building authority – trust (on trainer example) 3. Wrap up – triad of trust - description	Slides: 4-15	**E-lessons:** „Trust Triangle"
10:15 – 10:45	30'	**GROUP PROCESS:** 1. Presents the aspects of group dynamics 2. Characterizes group development stages 3. Describes the stage of the orientation and dependence, conflict and rebellion, unanimity and cooperation, aware activity of the group	**TRAINING DELIVERY:** 2. Group process and stages of group forming	1. Intro to group dynamics 2. Group development stages 3. Exercise: individual description of each stage 4. Presentation 5. Trainer - summary	Worksheet: goal feelings, attitudes, behaviours, role of the trainer Slides: 16-36	**3 E-lessons:** "Group process"
10.45-11.00	15'		**COFFE BREAK**
11.00-12.00	60'	**GROUP PHENOMENA:** 1. Enumerates the most typical group phenomena 2. Gives definition of team synergy, social facilitation, social idleness, groupthink , group polarization and social inhibition 3. Gives examples of each of the above mentioned group phenomena	**TRAINING DELIVERY:** 3. Group phenomena **4. ETIUDA: GROUP PHENOMENA**	1. Team synergy 2. Social facilitation 3. Social idleness 4. Groupthink 5. Group polarization 6. Social inhibition	Slides: 38-48	**2 E-lessons:** "Group Phenomena"

12.00-12.45	45'	**FEEDBACK:** 1. Describes the roles of giving feedback 2. Explains „face" feedback model	**FEEDBACK:** 1. Feedback giving rules 2. „FACE" feedback model	1. Presentation	Slides: 49-54	**E-lesson:** "Feedback"
12.45-13.00	15'	Discussion, summary of part 1				
13:00-13:45	45'	LUNCH BREAK				
13.45-14.45	60'	**THE ADULTS' LEARNING THEORY:** 1. Idenitfies four training styles according to Richard Brostrom 2. Describes specific aspects of humanist's, behaviorist's, funcionalist's, structuralist's styles 3. Characterizes disadvantages of each style 4. Describes concepts in education (behavioral, humanistic and cognitive) 5. Describes and distinguishes social learning concepts	**THE ADULTS' LEARNING THEORY:** 1. Training style inventory by Richard Brostrom 2. Albert Bandura's social learning concepts 3. ETUDE: BROSTROM MODEL	2. Presentation	Brostrom Slides: 57-67 Bandura Slides: 68-69	**2 E-lessons:** "Brostrom" **E-lesson:** "Adult Learning Theory – A. Bandura"

|						
14:45- 15:45	60'	**EVALUATION:** 1. Describes training evaluation model by Donald Kirkpatrick 2. Properly selects the ways of checking training results on every level	**EVALUATION:** 1. Four-level training evaluation model **2. ETUDE EVALUATION**	1. Presentation	Slides: 72-80	**E-lesson:** "Evaluation"
15:45- 16:00	15'	Closing up session				
DAY 3						
Length and scope of the training		**Learning effects**	**Training content**	**Methodical hints for the training delivery**	**Useful tools**	**E -learning**
Timetable	Time					
9:00 – 9:15	15'	Icebreakers, revision				
9:15 - 10:15	60'	**Describes and gives examples of difficult behaviors** **Describes the ways of handling difficult situations during the training** **Identifies difficult behaviors and proposes solutions** **Characterizes ways to keep participants' attention during training**	**DIFFICULT SITUATIONS** 1. Difficult behaviors 2. Raising the level of attention and engagement 3. Ways to keep attention	presentation	Slides: 3-16	
10.15-10.30	15'	COFFE BREAK				

10.30-11.15	45'	**ETUDE 1**
11:15—12:00	45'	**ETUDE 2**
12.00-12.45	45'	**ETUDE 3**
12.45-13.30	45'	**LUNCH BREAK**
13:30- 14:15	45'	**ETUDE 4**
14:15-15.00	45'	**ETUDE 5**
15:00-15.45	45'	**ETUDE 6**
15.45-16.00	15'	**Closing up session, exchange of comments**

Exercise – TRAINING METHODS

ACTIVATING METHODS		TRADITIONAL METHODS		

Talk	Show/demonstration	Lecture	Presentation	Reading
Simulation exercises	Discussion	Exercises with a substitute task	Games	Staging
Typical (classic) exercises	Workshop	Post office" method (basket of tasks)	Case study	Critical situation method
A group of creative thinking methods	Role playing	Tests	Questionnaires	Openings

SAMPLE SCENES IN E-LEARNING
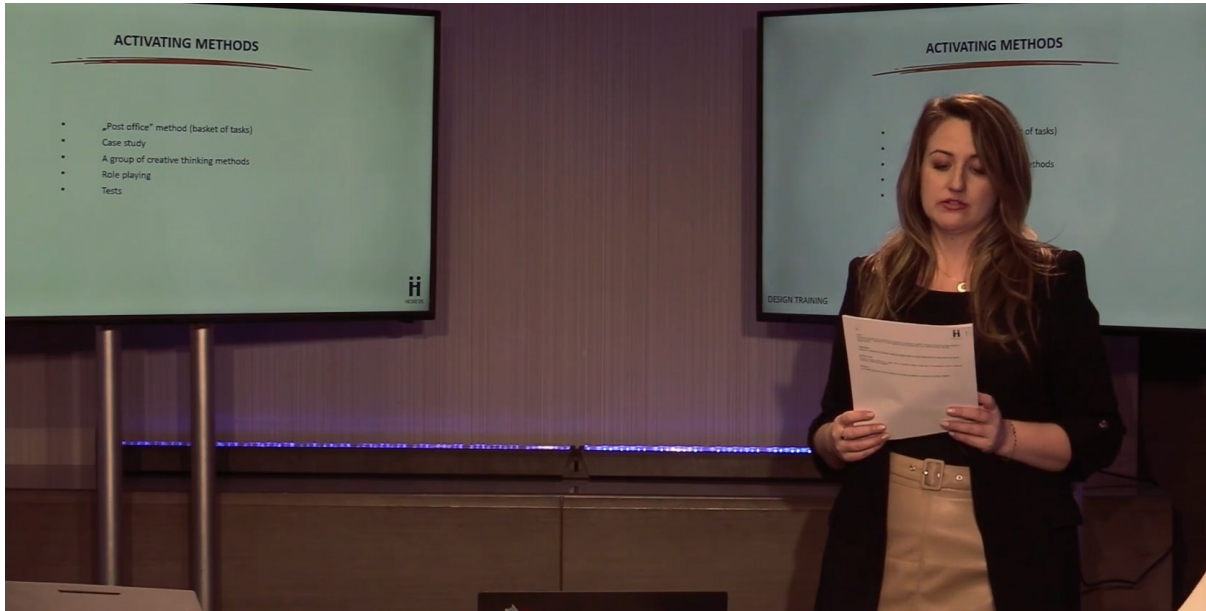
SAMPLE EXERCISE

Exercise: Bloom's Taxonomy

Form of work: individual

Number of participants: unlimited

Organisation of work: each participant gets his/her exercise sheet

Exercise stages:

1. the participants receive an exercise sheet with good and incorrect examples of targets

2. the participants are supposed to decide which of them are correct

3. the trainer discusses with the participants if the answers are correct

4. the participants are supposed to change the bad examples of goals into correct one

5. discussion, brainstorming, exchange of ideas about the exercise

MEUKESIS

Exercise – BLOOM'S TAKSONOMY

ACTIVITY: Giving the learners examples of good and bad objectives and let them decide which one are correct, e.g.: (thumbs up/down)

	GOOD	BAD
List ideas how to promote additional services or products to the regular customers		
Understand how business administration work		
Describe techniques to deal with difficult customers		
Know remote platforms for business meetings		
Demonstrate how to communicate by emails using customer service language.		
Learn how to manage employees' performance		
Compare B2B model and B2C model to sell products or services.		
Understand how to lead a team to improve customer service		
Argue the importance of make customer service personal		
Know how to gather, analyze and interpret employee feedback		
Design communication model to deliver customer service to 3 types of difficult customers		
Learn the impact on improvements in customer service		

*Then learners to change bad examples into the good ones. Sharing ideas together.

SAMPLE SCENES IN E-LEARNING

Exercise 3: The Kolb cycle

Form of work: group

Organization of work: dividing participants into 4 buzz groups

Number of participants: up to 12

Exercise stages:

1. the trainer divides the group into 4 teams

2. each team receives 1 stage of Kolb's cycle

3. the trainer hands out a glossary of methods used, including description

4. the participants in "buzz" groups match particular methods to a given stage of Kolb's cycle

5. the trainer introduces the rules of persuasive presentation

6. the participants prepare a persuasive presentation, trying to convince the group to the defined stage in Kolb's cycle

7. the groups make their presentations one by one

8. each presentation is followed by a discussion and joint verification of the appropriateness of the selected methods (the trainer takes care of moderating the discussion so as to achieve the desired results)

9. summary of the group's work as presenters and feedback according to the observation sheet for the presentation of the whole group and its individual members

4/6 P STRUCTURE

PRE	
POSITION	
PROBLEM	
POSSIBILITIES	
PROPOSITION	
POST	

PERSUASIVE PRESENTATION OBSERVATION SHEET

Theme: ....

EVALUATION OF PROJECT OVERVIEW STATEMENT			
SCOPE OF OBSERVATIONI	**CRITERIA**	**MY OPINION**	**OBSERVATIONS**
		SUPER / **TO BE DEVELOPED**	
PRESENTATION STRUCTURE 4P / 6P	1. PRE - PLEASED TO MEET YOU 2. POSITION 3. PROBLEM 4. POSSIBILITIES 5. PROPOSITION 6. POST		
PROBLEM /OPPORTUNITY	It accurate Authentic Actual Well proved		
GOAL	SMARTER RULE		
OBJECTIVES	SMARTER RULE + Bloom's Taxonomy		
SUCCESS CRITERIA	Adjusted Compatible with the problem/opportunity		
RISKS	Well identified Well estimated		

EVALUATION OF PRESENTER

ARGUMENTAION

PRINCIPLES OF FORMULATING A VERBAL COMMUNICATION	Matter- of -fact/ sobriety Cohesion Cleanliness It takes into account different styles of thinking Pictorial Brevity			
SELF-PRESENTATION				
BUILDING TRUST AND AUTHORITY	Communication coherence / lack of coherence Eye contact, posture, gestures, mimicry etc. Caring (Respect, Safety) Competences (appearance, choice of words)			
APPEAL				
URGE TO ACTION	Enthusiasm Energy (high/low) „Contagiousness"			

MY POINT OF VIEW

My emotions after listening to the presentation	I feel ....
My state of mind after listening to the presentation	I am ready to...... I need..........

VOCABULARY OF TRAINING TOOLS AND METHODS
By Polska Izba Firm Szkoleniowych (PIFS)

CLASSICAL EXCERCIES

They consist in the execution / performance of a specific example task / activity in "school" conditions. Their goal is usually to improve skills or improve ability.

SIMULATION EXERCISES / SIMULATIONS

They consist in performing specific real tasks / activities in conditions close to real, using real tools and materials (or their simulators).

EXERCISES WITH A SUBSTANTIAL TASK

They consist in performing a substitute task in artificial conditions. Their goal is usually to observe, for example, the behavior of participants, phenomena occurring in a group or to show certain phenomena that occur in reality on a substitute example.

DISSCUSSION

Is to exchange views and opinions on a specific topic. We have different variations of the discussion:

- Normal.
- Normal moderated, i.e. with a person fulfilling the function of a moderator.
- Observed (panel) - several people are discussing, and the rest are watching (they are the type of audience), the audience can be active or passive.
- Relay (fish bowl) - variation of the observed, here from time to time there is partial or full exchange / rotation between discussants and the audience.
- Multiple (in several bands with the same theme), finally compared or compiles the results.
- Effective (round table) - the participants take the floor in turn. Everyone is obliged to comment, the participants have time to prepare for the meeting.

GAMES

They consist of performing tasks and activities analogous to the exercises. An additional distinguishing / distinguishing element is the introduction of a standardized result, in the form of a scoring element, which makes it possible to compare the results obtained by individual players / teams (or the same player in subsequent games). There is an element of competition introduced here, which is an important feature of games, because it significantly increases the willingness to participate in games.

STAGING

Consists in staging (arranging) specific situations and playing these situations by participants in natural, contractual or laboratory conditions. The staging can be improvised or prepared / based on a scenario. Single or multiple. Observed and participating.

QUESTIONNAIRE

This method is used to determine your own attitudes or behaviors regarding a given issue. The questionnaire usually consists of an introduction = instruction, a set of questions with answers and a key / sheet of results.

POST OFFICE METHOD (BASKET OF TASKS)

It is a kind of exercise consisting in providing a participant with a specific portion of issues to perform / resolve, usually in the story it is said that you have received correspondence, e.g. by e-mail and in it .... The participants' task is to plan their activities related to "received" tasks or make specific decisions.

INCIDENT METHOD

It's aim is to get acquainted with a real or created event, in the initial version, and then to obtain / collect additional information about this issue. Subsequently, the whole situation is analyzed, as a rule participants propose to take specific decisions, actions or indicate a solution.

CRITICAL INCIDENT METHOD

It is very similar to incident – it's to get acquainted with a real or contractual critical event, in the initial version, and then to obtain / gather additional information about this issue. Subsequently, the whole situation is analyzed, as a rule participants propose a specific solution to this situation.

CASE METHOD

Aims at getting acquainted with the presented description of a specific real or contractual situation, and then to analyze it and draw conclusions.

CREATIVE THINKING METHOD

Generally it is a collection of methods and techniques that helps create new solutions and develop a new look at a problem. Examples of methods are, for example, "brainstorming", "Philips 66", "635".

READING

It is a presentation of the author's own views and thoughts on a given topic, usually presented subjectively, based on any research workshop.

ROLE PLAYING

It consists in the participants playing different situations in the form of "life scenes". It usually takes place in natural or contractual conditions and is improvised.

CASE DESCRIPTION

See case method.

SITUATION DESCRIPTION

See situation method.

TALK

It is the presentation of certain messages, issues or theories / concepts in a simple, transparent, sometimes simplified way, and at the same time adapted to the perception of recipients. The aim is to bring the problem / problems closer to you, to encourage you to deepen your knowledge on a given topic. Tale is a variation of a talk, it should be expressed in an interesting way, its main purpose is to become interested in the subject and make us think about it.

SHOW / DEMONTRATION

It is showing / demonstrating a device, its operating principles or a way to behave or conduct in specific situations (the principle of the show is that everything happens "in motion") in natural or artificial conditions. The aim is to show the possibilities, familiarize with the principles of operation, present the right way or method of conduct.

LECTURE

It is a presentation / showing of a topic, in a generally subjective way. The goal is to convince people to get ideas, attitudes, behaviors or to encourage a specific action.

PRESENTATION

It is presenting / showing a topic, a problem, as well as a product or a person in a reasonably objective manner. Its purpose is to show / present, allow to get acquainted with the topic, issue, problem, product, person (sometimes also to arise interest).

STUDIO MEETING

Scheduled meeting devoted to discussing an ambitious issue, intended for a small number of people.

CASE STUDY

See case method.

SIMULATIONS

See simulation exercises.

TEST

Method for gaining knowledge about behaviors or attitudes in specific situations. The test usually consists of an introduction = instruction, a set of questions with answers and a key / sheet of results. See: the questionnaire.

TRAINING

Systematic execution of exercises leading to greater skills in a given field, training of skills other than sports.

WORKSHOP

Practical classes improving a certain skill, or practical classes whose aim is to develop or train a particular method or method of operation.

SPEECH

It is a public speech that aims to guide or formulate a problem for discussion or issues to discuss.

EVALUATION OF THE PROFESSIONAL TRAINER IN VET EDUCATION COURSE

LIST OF PEOPLE INVOLVED IN THE EOG PROJECT:

Scope: TRAINER

Expert Validator 1:

Male, Trainer with more than 10 years of experience in the delivery of managerial and soft training, running a training business, working with universities and foreign partners in education projects, specializes in the development and use of interactive tools (online games).

Expert Validator 2:

Female; Trainer implementing trainings for adults in the field of soft skills.

Expert Validator 3:

Male; Trainer, lecturer, implementing training in managerial competencies, conducting training activities for diverse (in terms of culture)

Target Group 1 Representative:

Female, Representative of a company in the medical sector, conducts training and induction for employees and customer service teams

Target Group 2 Representative:

Female, runs a law firm, conducts trainings on labor law, business law and regulations related to hiring foreigners.

Target Group 3 representative:

Female, works in the public service sector, conducts training and induction of new employees

Evaluation of the EOG Training Process Professional Trainer

1.Number of people

6 people participated in the survey.

2 men and 4 women

2.Questions and answers

The questionnaire for participants contained **9 questions:** 7 closed and 2 open. For each closed question we asked for comments from the trainees.

The rating scale for the closed questions ranged from 0% to 100%.

Question number 1

How would you rate the training overall?
The average result obtained by the participants in this question is 97.5%

Evaluation from participants
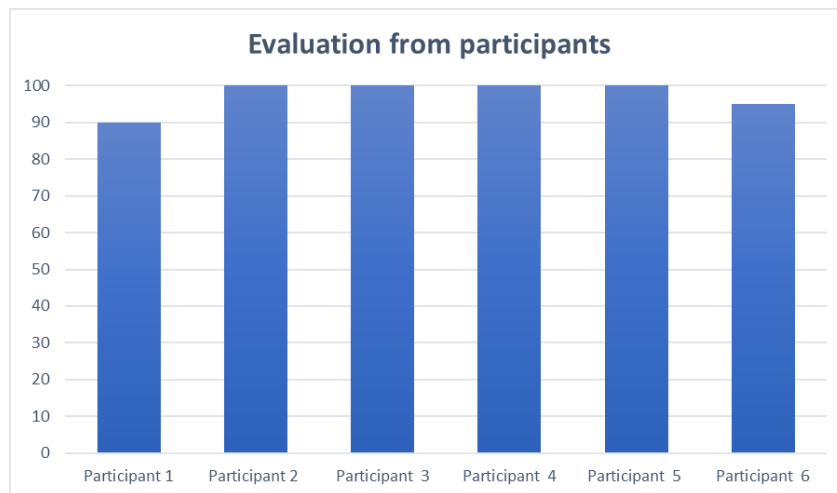
Comments of training participants :
1. very good, interesting training
2. very good, great program
3. very good
4. I have a lot of knowledge about training and I was surprised that I could broaden my skills. Good atmosphere.
5. the training was conducted in a professional manner and was very engaging. I would like to take part in such trainings more often.

Question number 2
To what extent was the trainer helpful to you during the course?
The average result obtained by participants in this question is **96.6%**

Evaluation from participants
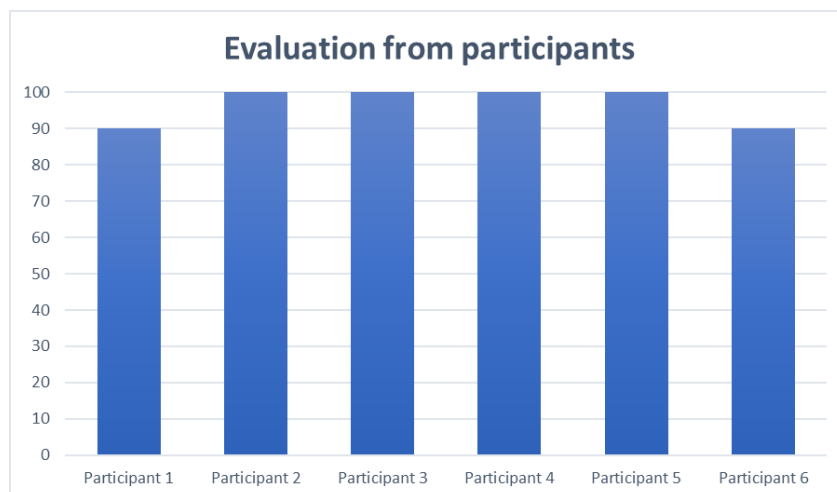
Comments from trainees :
1. Explained the principles of operation and answered all questions.
2. Very helpful
3. Ewa is very well prepared.
4. Very helpful.

Question number 3

How well was the trainer prepared for the training?
The average result obtained by the participants in this question is **96.6%**

Evaluation from participants
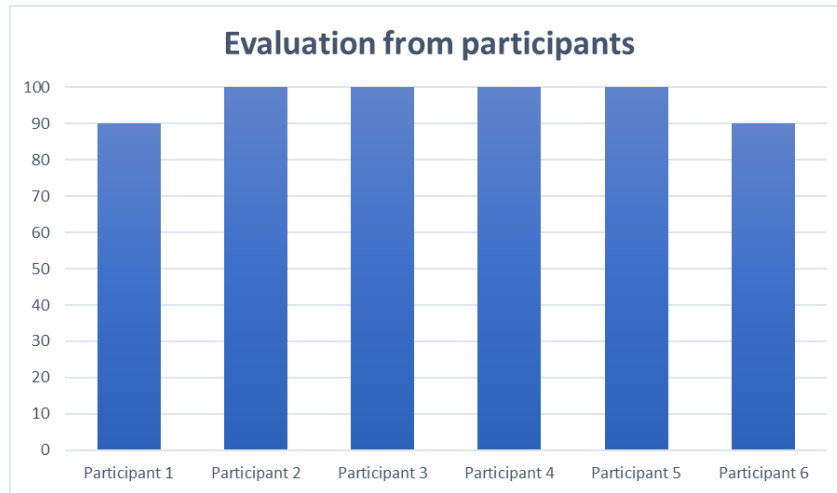
Comments from trainees :

1. Trainer did a good job

2. Experience and preparation

3. Very good

Question number 4

To what extent did the materials help you in your learning and development process?

The average result obtained by participants in this question is **90%**

Evaluation from participants
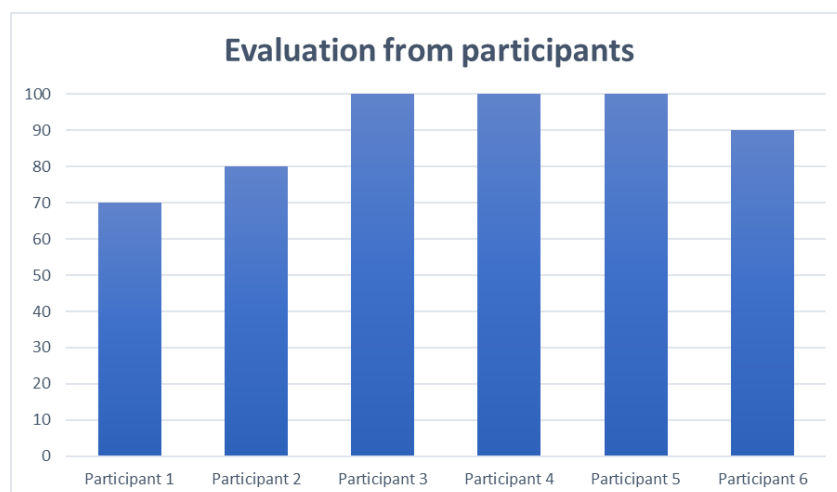
Comments from trainees :

1. Very helpful

2. Materials and exercises were well prepared

Question number 5

To what extent will you use the skills learned in this course at work or in your personal life?
The average result obtained by participants in this question is **88.3%**

Evaluation from participants
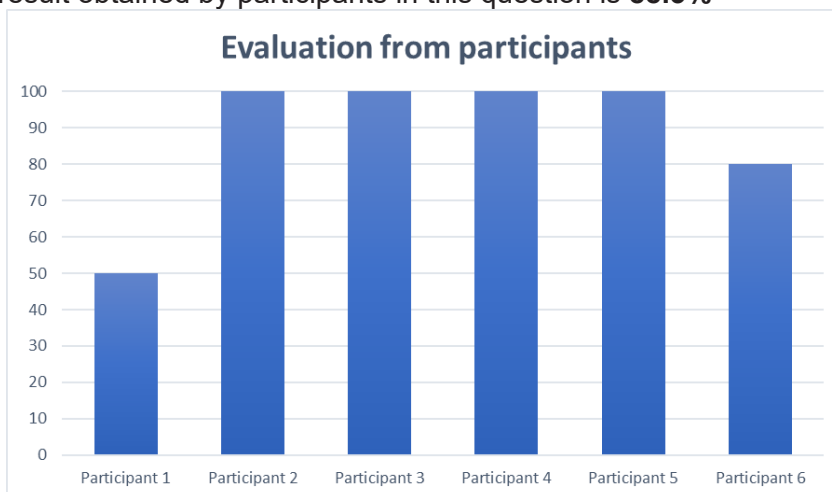
Comments of trainees :

1. I think the skills learned during the course will be useful in my daily life.

2. During all my trainings.

3. Some skills are already used, but there is always room for improvement.

4. As a trainer I always try to use all my knowledge to conduct trainings.

Question number 6

To what extent did the atmosphere during the training help you in your learning process?
The average result obtained by participants in this question is **98.3%.**

Evaluation from participants
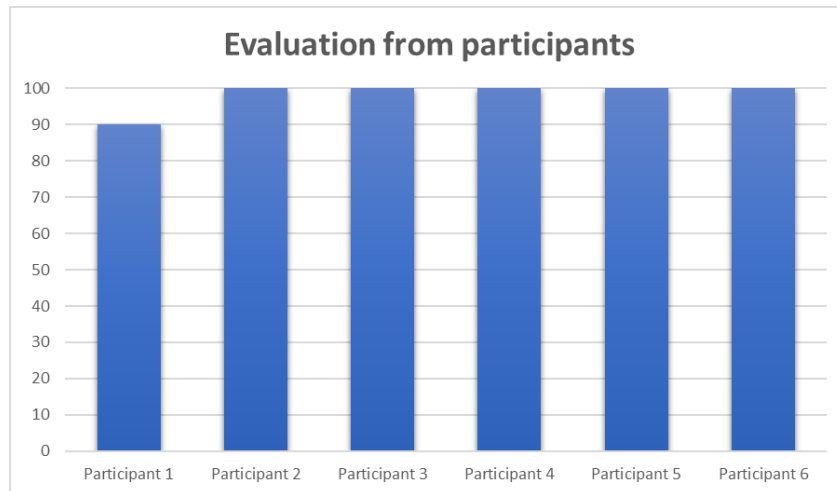
Comments from trainees :

1. Very friendly, the team worked well together

2. Super atmosphere

Question number 7
To what extent did the training teach you what you came for? Did it compare to your expectations of the training?

The average result obtained by participants in this question is **89.1%**

Evaluation from participants
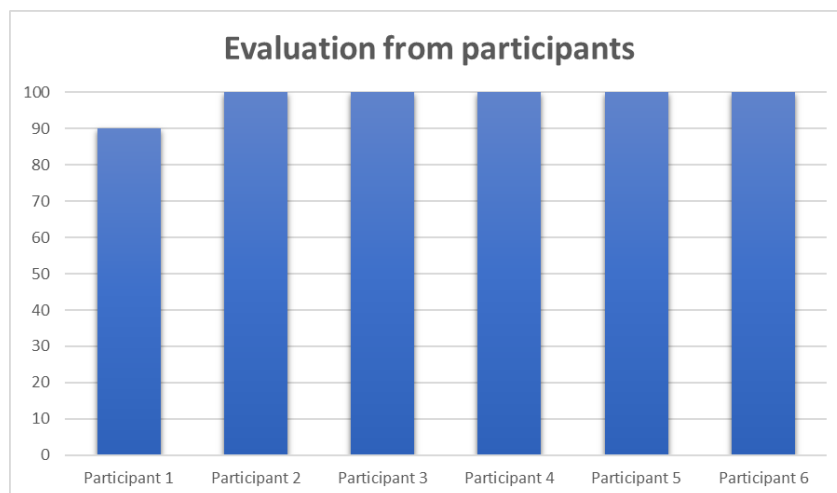
Comments of trainees :

1. I did not expect such a huge amount of practical knowledge.

2. I thought I knew everything. However, I was able to gain additional knowledge that will be useful to me.

Question number 8
What other courses would you like to take?

Responses from trainees :
1. Project Manager

LEARNING MATERIALS PROJECT MANAGER

PROJECT MANAGER IN VET EDUCATION STANDARD

K - knowledge
S - skills
B - behaviours
sK - semantic knowledge
pK - procedural knowledge
fK - factual knowledge

M anages a simple and typical project using methodologically correct terminology

Uses and explains the full range of terminology used in project management methodologies.

Uses and explains the full range of terminology used in the adopted project management methodology, including at least the terms: project, project products and results, triangle of constraints, inverted triangle of constraints, etc.

sK

sK **Characterizes selected project management methodologies**

Lists and characterizes at least 2 project management methodologies
Similarities and differences

S **Selects a project management methodology adequate to the type and scope of the project**

Justifies the selection of the methodology used for the type and scope of the project due to the type of project, sector and organizational culture.

Manages a simple and typical project based on the selected project management methodology

Justifies the selection of the methodology used for the type and scope of the project due to the type of project, sector and organizational culture.

Manages a simple and typical project efficiently and methodologically correctly

Characterizes the stages of the project implementation

Characterizes the stages: project identification, project definition, project planning, project organization, project monitoring, project evaluation.

pK

Characterizes the consequences of omitting individual stages to achieve the assumed project results.

Lists and characterizes the consequences of skipping individual stages.

sK

Prepares and implements tools for identifying and de fining simple and typical projects

fK

Characterizes the main project stakeholders in the institution.

In an educational institution, a learner, manager, team, company, employer

fK

Characterizes the main tools used to identify and define problems.

Characterizes typical tools for identifyingthe project and its definition.

s

Creates simple and common tools for identifying and defining a project.

Prepares tools for identifying and defining the problem tree design, FMEA logical matrix

Designs simple and typical project planning tools

Characterizes the project goals, results and project outputs.

Indicates differences and links between project goals, results and outputs.

pK

Characterizes the methods of estimating project time

Characterizes the SPP and the critical path of the project.

fK

Characterizes selected project planning tools

Characterizes: project card, project schedule, project critical path.

fK

Characterizes PDCA in planning and coordinating agile projects	PDCA Doming cycle in agile project management	**fK**
Characterizes IT tools for project planning	Indicates the features of effective IT tools for project planning. Characterizes the role of AI in project planning	**fK**
Planning a project using project planning tools	Formulates goals, products and results, prepares a project card and a schedule based on the SPP and the critical path.	**S**

Coordinates simple and typical projects

pK	**Characterizes the principles of effective communication**	Characterizes building trust Communication coherence, Professionalism, 4 seconds of verbal communication, para language, active listening
pK	**Characterizes the composition of an effective project team**	Characterizes roles in an effective project team
fK	**Characterizes activities that help the team achieve full productivity quickly**	Team development stages 4 or 5 steps + Factors vision, performance management, roles, norms, resources or something similar.
fK	**Characterizes the principles of team self organization**	Characterizes turquoise and holacratic ways of organization openness, interchangeability of roles, multitasking, accuracy, use of good practices, discipline, etc.
S	**Builds tools to coordinate the work of task teams, self organizing teams, and teams working remotely or distributed.**	The tools built are useful in the work of the team and facilitate coordination.
K+B	**Builds his/her own authority and the good name of the represented institution.**	Characterizes and applies managerial styles
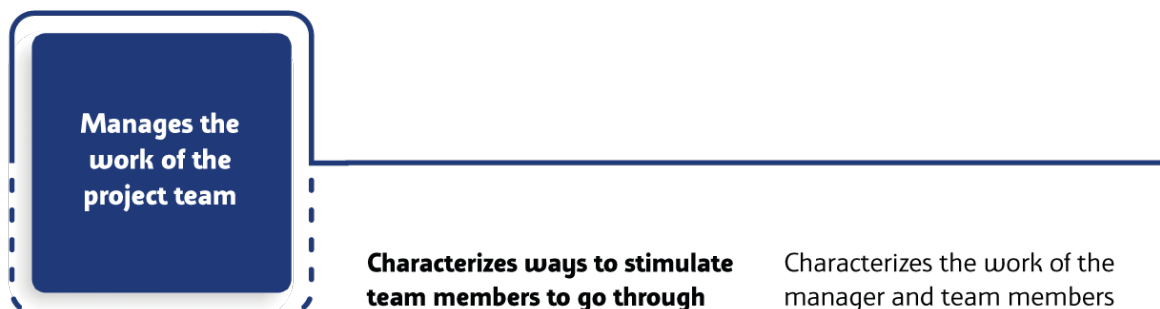
Manages the work of the project team

Characterizes ways to stimulate team members to go through the various s tages of team development

Characterizes the work of the manager and team members as well as the individual roles at each stage. Especially the storm, the dimple, the black hour of the project.

pK

Characterizes the key phenomena in group work that inhibit and support the work of the team.

Characterized by: e.g. facilitation, inhibition, laziness, dissonance, conformism and others

fK

Organizes the team's work in such a way as to help the team go through the various stages of team development.

Allocates tasks in a way that quickly moves the team to the full productivity phase

S

Organizes the work of the team in such a way as to eliminate phenomena that in hibit work and stimulate supporters.

Organizes group work to use / mitigate key phenomena in group work
Solves problems related to the emergence of phenomena and roles disrupting teamwork.

S
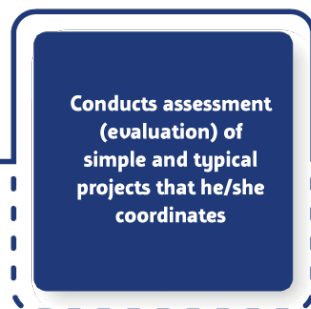
Conducts assessment (evaluation) of simple and typical projects that he/she coordinates

pK

Characterizes selected concepts for conducting project evaluation and the tools used for their implementation.

Lists and characterizes at least two approaches to assessing the effectiveness of projects, including the one from the point of view of usability for the client

S

Creates project evaluation tools tailored to its scope and content.

Independently creates evaluation tools for his /her own projects and justifies the accuracy of their selection and construction.

S

Creates project evaluation tools tailored to its scope and content.

Creates a report on the implementation of the project based on the analysis of the entire project, recommends improvement actions.

LEARNING MATERIALS PROJECT MANAGER IN VET EDUCATION

The competency test is an online test that allows trainees to learn about their competency gaps in terms of knowledge and skills in a given subject and to become familiar with the formula of the theoretical exam.

COMPETENCY TESTING

Question **2** Not yet answered Marked out of 1 ⚐ Flag question ⚙ Edit question	**The training cycle includes:** Select one: ○ Training planning and implementation ○ Training planning, delivery, evaluation of participants and their level of competence ○ Role analysis, needs analysis, designing, conducting and evaluating training ○ Ongoing transactional analysis of individual stages ○ I don't know

Question **9** Not yet answered Marked out of 1 ⚐ Flag question ⚙ Edit question	**I believe that the most important thing in a coach's job is:** Select one: ○ presenting yourself well and establishing your authority ○ building a good atmosphere during the training ○ Build participants' confidence in their abilities ○ achieving the intended development effects ○ I don't know

Training outline

Project number:	EOG/19/K3/W/0010
Project title:	"Quality in Education in the Vocational Training Sector" ("Jakość w edukacji VET")
Training title:	Professional Project Manager
Duration	*3 training days/3x8 training hours*
Participant profile:	Age range: 28-60 years A student or a working person interested in broadening their knowledge of project management. A person prepared to manage simple and typical projects in his organization to carry out simple and typical training in the field of his specialization.
Training Materials and tools for the entire training:	projector, multimedia presentation, flipchart, whiteboard paper, whiteboard pens, blank A4 sheets, notebooks, pens, training materials in the form of printed scripts and slides
Upon completion of the module, the participant will be able to manage a simple and typical project based on the selected project management methodology, according to the project manager's standard taking into account the following aspects:	• the full range of terminology used in project management methodologies • selected project management methodologies • a project management methodology adequate to the type and scope of the project • stages of the project implementation and consequences of omitting individual stages to achieve the assumed project results • main project stakeholders in the institution. • main tools used to identify and define problems. • project goals, results and project outputs. • methods of estimating project time • project planning tools • PDCA in planning and coordinating agile projects • principles of effective communication • composition of an effective project team • ways to stimulate team members to go through the various stages of team development • activities that help the team achieve full productivity quickly • tools to coordinate the work of task teams, self-organizing teams, and teams working remotely or distributed. • key phenomena in group work that inhibit and support the work of the team. • organizing the team's work in such a way as to help the team go through the various stages of team development and to eliminate phenomena that inhibit work and stimulate supporters. • selected concepts for conducting project evaluation and the tools used for their implementation. • project evaluation tools tailored to its scope and content.

		DAY 1		
TIME	**LEARNING EFFECTS**	**CONTENT + FORM OF WORK**	**DIDACTIC MATERIALS**	**E-LEARNING**
9.00 – 9.45	• Terminology used in project management, methodologies • Traditional and agile project management methodologies • Stages: project identification, project definition, project planning, project organization, project monitoring, project evaluation.	**INTROSESSION I** • Training main goal • Info about Heuresis • Introduction of the Trainer • Presentation with IDI + discussion towards the standard • Training content & plan for day 1 • Test 30 questions (according to the program) • WorkSheet: where I am what I want to learn • Contract	1. standard 2. IDI 3. A sheet with the name and standard 4. Test: 30 questions (according to the program) 5. Slides: 1-15	
9.45 – 10.00		**INTROSESSION II** • Discussion Critical crushing of PM competency standard • Discussion of PM competencies according to PMBok		**2 E-lessons:** "Educational effectiveness" **E-lesson:** "Key factors of Educational effectiveness" **E-lesson:** "Managerial Collaborative Cycle"
10.00 – 10.45		**INTROSESSION III** • Discuss and develop a definition of the effectiveness of an educational institution • Definition from the slides • Workshop in 2 groups what are the key factors and managerial actions to achieve effectiveness of educational processes. • Presentation of the developed ideas and showing the slide with factors from the literature • Managerial collaborative cycle by Gehrgut • Conclusion Project management is a key activity with educational cycle and needs of educational institutions to ensure high efficiency		
10.45 - 11.00		**COFFE BREAK**		

11.00 – 11.30	• Terminology used in project management, methodologies • Traditional and agile project management methodologies • Stages: project identification, project definition, project planning, project organization, project monitoring, project evaluation.	**BASICS OF PROJECT MANAGEMENT** • Discussion: The place of project management in the management structure of a company and comparing project and process. • Practical exercise: Individual work: complete organization goals structure • Presentation of the pyramid of organisation objectives • Differences between process and project - 1 group process features, 2 group project features • Project attributes • Way of classifying projects • Typology of education projects	1. Slides: 16-29 2. Organisation goal pyramid sheet - to be completed 3. Project triangle blank sheet - to be completed	**2 E-lessons:** "What is project" **E-lesson:** "Project vs Process" **E-lesson:** "Project Attributes" **E-lesson:** "Way of classifying project" **E-lesson:** "Typology of education projects"
11.30-12.00		**PROJECT IRON TRIANGLE** • Project iron triangle • Practical exercise: complete project iron triangle	Slides: 30-37 Worksheet: Iron Triangle	**3 E-lessons:** "Project iron triangle"
11.30 -12.00	•	**PROJECT MANAGEMENT MODELS II** • 5 PROJECT MANAGEMENT LIFE CYCLE MODELS: Subsidised and commercial projects: comparison of phases demystification of different implementation cycles - discussion which models for which types of projects	Slides: 50-75 Case Studies Materials (8 case studies to the appropriate methodology)	**E-lesson:** "Choosing the best PMLC model"
12.00 – 13.00		**PROJECT MANAGEMENT MODELS I** • Exercise: model scatter based on slides - participants put together several models • Traditional or Agile • Waterfall approach • Agile approach • Waterfall or agile? • Agile manifesto • Deeper discussion: advantages and disadvantages, to which projects in educational institutions can be applied		**2 E-lessons:** "Project Management" **E-lesson:** "Traditional or Agile" **E-lesson:** "Agile Approach" **2 E-lessons:** "Characteristic of Agile" **E-lesson:** "Waterfall or Agile" **E-lesson:** "Traditional Management"

Time	Learning Effects	Content + Form of Work	Didactic Materials	E-Learning
		• Usefulness: which model - work in 3 groups and presentation of the groups in the forum, including examples of projects that can/should be implemented in a given model • Some examples of projects - short descriptions to match which model • Practical Exercise: Adjust 8 case studies to the appropriate methodology		
13.00 – 13.45		**LUNCH BREAK**		
13.45 – 14.15		**IDENTIFICATION OF NEEDS: IAPN IN PROJECT MANAGEMENT I** • Practical exercise – scatter: Arrange in proper order the stages IAPN • Discussing the IAPN stages in terms of defining the project scope	1. Exercise – scatter: stages 2. Slides: 76-83	E-lesson: "identification and analysys of project needs (IAPN)"
14.15 – 15.15	• Terminology used in project management, methodologies • Traditional and agile project management methodologies • Stages: project identification, project definition, project planning, project organization, project monitoring, project evaluation.	**IDENTIFICATION OF NEEDS: IAPN IN PROJECT MANAGEMENT II** • Practical exercises in identifying organisational needs and for subsidised projects • Organizational culture and company development stage - development needs and tools for them: 1 group resulting from the culture, 2 group from the development stage of the company. • Work with case study + Workshop - Problem tree • Sources of information for IAPN social level • Greiner's model	1. Case study: Apple Pie Slides 83-97	E-lesson: "Needs Assesment" 2 E-lessons: "Greiner's model"
15.15-15.55		**COMPETING VALUES MODEL**	Slides: 98-103	E-lesson: "Competing values model"
15.55-16.00		**CLOSING SESSION**		

DAY 2				
TIME	**LEARNING EFFECTS**	**CONTENT + FORM OF WORK**	**DIDACTIC MATERIALS**	**E-LEARNING**
9.00 – 9.15		**INTROSESSION** repetition of day one		

Time	Learning Effects	Content + Form of Work	Didactic Materials	E-Learning
9.15 – 9.30		**PROJECT SCOPING – PROCESS & TOOLS** • Slides • Problem Tree • POS • Project logic matrix	**Slides 1-6**	**E-lesson: "Project Scoping"**
9.30 – 10.00	**SCOPING SETGOALS AND OBJECTIVES** 1. Creates simple and common tools for identifying and defining a project. 2. Characterizes the project goals, results and project outputs	**SCOPING SET GOALS AND OBJECTIVES – SMARTER** • Discussion – explaining letter abbreviations • Presentation • PRACTICAL EXERCISE - SMARTER	SMARTER exercise Slides 7-11	**3 E-lessons: "SMARTER"**
10.00 - 10.30		**SCOPING SET GOALS AND OBJECTIVES – BLOOM'S TAXONOMY** • Presentation • Table of the cognitive, affective and psychomotoric domain • PRACTICAL EXERCISE: Bloom's taxonomy in practice • Presentation of objectives by individual participants	Exercise BLOOM Handout Operational verbs Slides: 12-21	**2 E-lessons: "Bloom's Taxonomy"**
10.30 – 11.00	**RISK MANAGEMENT** 1. Uses and explains the full range of terminology used in project management methodologies 2. Identification risks and methods of mitigation	**RISK MANAGEMENT** • Risk management stages • Risk categories • PRACTICAL EXERCISE - Design 3 examples of risks for the delivery of educational projects , including the methods of dealing with them • Risk identification tools	Risk identification exercises - 4 groups of different types of risks we invent	**2 E-lessons: "Risk management"** **E-lesson: "Monitoring Risk"**
11.00-11.15		**COFFE BREAK**		
11.15 – 11.30/45	**RISK MANAGEMENT** 1. Uses and explains the full range of terminology used in project management methodologies 2. Identification risks and methods of mitigation	**RISK MANAGEMENT** • Risk assessment matrix • Risk response planning • Risk assessment template • Monitoring – risks • What we have learned?		**E-lesson:** "Scoping, let's put it together"
11.45 – 12.30		**PROJECT OVERVIEW STATEMENT** • Introduction • PRACTICAL EXERCISE: Preparation of your own POS	Slides: 37-38 POS worksheet	
12:30-13:00	**CONVINCING SPONSORS AND AUTHORITY BUILDING** 1. Characterizes the principles of effective communication 2. Builds tools to coordinate the work of task teams, self-organizing	**CONVINCING SPONSORS AND AUTHORITY BUILDING** • **Introduction** • **PRACTICAL EXERCISE: 3 cases of trust**	Slides 39-41 Exercise worksheet	

TIME	LEARNING EFFECTS	CONTENT + FORM OF WORK	DIDACTIC MATERIALS	E-LEARNING
	teams, and teams working remotely or distributed. 3. Builds his/her own authority and the good name of the represented institution.			
13.00 – 13.45		**LUNCH BREAK**		
13:45 – 14:10	**CONVINCING SPONSORS AND AUTHORITY BUILDING** 1. Characterizes the principles of effective communication 2. Builds tools to coordinate the work of task teams, self-organizing teams, and teams working remotely or distributed. 3. Builds his/her own authority and the good name of the represented institution.	**CONVINCING SPONSORS AND AUTHORITY BUILDING** • PRACTICAL EXERCISE: 3 cases of trust – presentation	Materials prepared by participants	
14.10 – 14.40	**TRIANGLE TRUST** 1. Formulates the definition of trust 2. Describes three elements of triad of trust 3. Gives examples of elements of triad of trust 4. Describes elements of basic values of professional trainer	**TRIANGLE TRUST** • Triad of trust • Triad of trust – competency • Communication coherence: verbal & non-verbal	Slides 42-52	
14.40 – 15.30		**4P/6P STRUCTURE** • Introduction • PRACTICAL EXERCISE: Prepartion and delivery the presentation 4P/6P to obtain the consent for project implementation	Slides 54-56	**2 E-lessons:** "4p-6p Structure"
15:30-16:00		REVISION, SUMMARY, EVALUATION		

DAY 3

TIME	LEARNING EFFECTS	CONTENT + FORM OF WORK	DIDACTIC MATERIALS	E-LEARNING
9.00 – 9.15		**INTRO SESSION, REVISION:** Quick reminder of previous training days		
9:15-9:45	**PLANNING:** 1. Designs simple and typical project planning tools 2. Characterizes the project goals, results and project outputs. 3. Characterizes the methods of estimating project time	**PLANNING** • Planning advantages • PRACTICAL EXERCISE: Arrange the subsequent planning stages • Planning process • Project planning and implementation: 12 steps • Planning TPM and APM • Planning tools – introduction	**Slide 1 – 11**	**E-lesson:** "Planning Advantaes" **E-lesson:** "Project planning and implementation"
9:45-11.10		**PLANNING** • PRACTICAL EXERCISE: Plan, build and evaluate **Sorting Machine** 1. Plan your project – 30 min 2. Launch your project – 45 min	Materials to be used in the sorting machine exercise: paper, scissors, cups, markers	**E-lesson:** "Planning TOM + Agile ceremonies"
11:10-11:45	**PLANNING:** 1. Designs simple and typical project planning tools 2. Characterizes the project goals, results and project outputs. 3. Characterizes the methods of estimating project time	**PLANNING** • Planning tools: 1. Logical Matrix 2. Work breakdown structure 3. Gantt chart	Slides: 13-22	**E-lesson:** "Planning tools"
11.45 – 12:00		**COFFE BREAK**		
12:00-12:15	**WORKING TIME ESTIMATION METHODS:** 1. Participants learn the methods of estimating the time-consumption of individual activities necessary for the estimation for building action schedules	**WORKING TIME ESTIMATION METHODS:** • Parkinson's law • Comparative method • Expert method • Parametric method • PERT estimation method	Slides: 24-32	**E-lesson:** "Working time estimation methods"
12.15 – 12.30	**LAUNCHING** 1. Characterizes the composition of an effective project team 2. Characterizes activities that help the team achieve full productivity quickly 3. Characterizes the ways of work of teams working remotely and dispersed	**LAUNCHING:** • TPM vs. APM • Launch a project • Launching TPM project team and APM project team	Slides 36-40	**E-lesson:** "Traditional or Agile" **E-lesson:** "Agile Approach" **2 E-lessons:** "Characteristic of Agile" **E-lesson:** "Waterfall or Agile" **E-lesson:** "Traditional Management"
12:30-13:00	**PROJECT TEAM BUILDING** 1. Characterizes activities that help	**PROJECT TEAM BUILDING:** • Formation of the project team	Slides 41-52	**E-lesson:** "Project Team building"

	the team achieve full productivity quickly 2. Characterizes the ways of work of teams working remotely and dispersed 3. Characterizes ways to stimulate team members to go through the various stages of team development	• Factors that build cooperation • Key elements of highly effective project teams • Stages of task performance team • PRACTICAL EXERCISE: Complete the emotional cycle of the project	Worksheet: Emotional Cycle of the project	**E-lesson:** "Emotional Project Cycle"
13.00 – 13.45	**LUNCH BREAK**			
13.45 – 14.30	**GROUP PHENOMENA** 1. Characterizes the key phenomena in group work that inhibit and support the work of the team. 2. Organizes the team's work in such a way as to help the team go through the various stages of team development. 3. Organizes the work of the team in such a way as to eliminate phenomena that inhibit work and stimulate supporters	**GROUP PHENOMENA:** • PRACTICAL EXERCISE Adjust proper picture to the group phenomena • Conformity • Team synergy • Social facilitation • Social idleness • Groupthink • Group polarization • Social inhibition	**Exercise** **Slides: 54-68**	**2 E-lessons:** "Group Phenomena"
14.30 – 15.00	**TEAM ROLES** 1. Characterizes the composition of an effective project team 2. Knows how to deal with destructive behavior	**TEAM ROLES** • PRACTICAL EXERCISE Indicate the project manager's actions supporting constructive behavior and eliminating destructive behaviour. Workshop in 2 groups • Constructive & destructive team roles	Slides: 68-75	**E-lesson:** "Team roles"
15.00 – 16.00	**EVALUATION & PROJECT GOALS, OUTCOMES AND INDICATORS** 1. Conducts assessment (evaluation) of simple and typical projects that he/she coordinates 2. Characterizes selected concepts for conducting project evaluation	**EVALUATION I** • PRACTICAL EXERCISE: fill in steps in project evaluation process	Slides: 78-80 Project Evaluation process worksheet	**2 E-lessons:** " Evaluation process"
		PROJECT GOALS, OUTCOMES AND INDICATORS • Dictionary • Disscusion „Are these indicators products, results or impacts?" • Goals, outcomes and indicators – details	Slides: 81-94	

	and the tools used for their implementation. 3. Creates project evaluation tools tailored to its scope and content.	**EVALUATION II** • Evaluation tools • PRACTICAL EXERCISE: Matching data collection instruments to what is being assessed • Evaluation levels with tools • PRACTICAL EXERCISE: Uses, Benefits, and Limitations of Various Data Collection Instruments	Slides: 95-100	
Evaluation Questionnaire			

SAMPLE EXERCISE

Exercise 1: Matching data collection instruments to the elements being evaluated

Form of work: in groups

Number of people: 2 groups, up to 12 people in total

Organisation of work: buzz groups, sharing of results

Matching Data Collection Instruments to What is Being Assessed

It is often the case that an evaluation would want to address the degree to which participants increased their level of understanding, developed a particular set of skills, or further considered their attitudes on a topic. Some data collection instruments are particularly adept at assessing knowledge gain. Others are appropriate for documenting skill or attitude development. The following chart provides some ideas of the appropriateness of using specific kinds of data collection instruments to assess knowledge, skills, attitudes, and behavior.

Exercise: Fill in the chart below with the information to what extent the listed data collection instruments will be used for the indicated types of assess.

■ Always ■ May be ■ Never

Data Collection Instrument	Knowledge	Skills	Attitude	Behavior
Interview				
Focus group				
Questionnaire and survey				
Observation				
Test				
Case study				

■ Always ■ May be ■ Never

Data Collection Instruments	Knowledge	Skills	Attitude	Behavior
Interview	Always	Never	Always	May be
Focus group	May be	Never	Always	Never
Questionnaire and survey	Always	Always	Always	May be
Observation	Never	Always	Never	Always

Exercise 2: Sorting machine
Form of work: group
Number of persons: 2 groups, up to 12 people in total
Organization of work: buzz groups, sharing of results
Work stages:
1. The participants get acquainted with the instruction
2. They make a project of sorting machine
3. Discussion in terms of work stages in the project
4. Discussion of risks and materials used

Objective: to relate the project card, the RACI matrix, etc., under "laboratory" conditions

R&D PROJECT

"Noma" is a successfull company producing aggregates of various sizes. The company is developing dynamically, systematically enriching its machine park.

Currently, the company's biggest challenge is the problem of precise separation and packaging of aggregates of various sizes

The Managing Director has approached your design and production company with a request for solving his problem by developing a prototype device that will allow him to automatically sort two types of aggregates.

The clients` expectations are as follows/the produced prototype needs to be:
effective (to sort a minimum of 2 balls: 10 color balls and 10 ping-pong balls)

- portable
- stable (standing alone)
- innovative
- beautiful
-

You need to deliver this project applying the **TRADITIONAL PROJECT MANAGEMENT METHOD**.

In order to do that you need to go through the three stages:

1. **STAGE 1: PLANING THE PROJECT.**
   You have to plan the project using the triangle, project logic matrix, WBS, Gantt Chart (Fill in the above documents)

   Tiime: 30 minutes

   Budget information:

Paper	20 PLN/sheet
Scissors	25 PLN/piece
Stickig tape	15 PLN/piece
Ping-pong balls	5 PLN/piece
Color Rubber balls	10 PLN/piece
Marker	5 PLN/piece

2. **STAGE 2: LAUNCHING THE PROJECT**
   You have to produce the prototype of sorting machine, according to the above requirements.

   Time: 45 minutes

3. **STAGE 3: PRESENTATION TO THE CLIENT.**

SAMPLE SCENES IN E-LEARNING

EVALUATION OF THE PROJECT MANAGER IN VET EDUCATION TRAINING

Scope: PROJECT MANAGER

Expert Validator: 1

Female, representative of the formal education sector, responsible for the implementation of international projects.

Expert Validator 2:

Female, representative of the formal education sector, expert in providing training in the area of project management.

Validator 3:

Male, representative of the formal education sector: academic title: doctor; function university doctor, lecturer at a technical university, implements projects in international partnerships on behalf of the university.

Target Group 1 representative:

Male, employed in an organization in the financial sector, provides training and courses in project management in agile and traditional methodologies.

Target Group 2 representative:

Female, serves as a deputy in an organization Polish Scouting Association, experience in implementing development projects for youth, involvement in the process of transferring knowledge and practical skills; conducts trainings for youth.

Target Group 3 representative:

Female, representative of non-formal education institution, implements projects in the field of creating e-learning materials for domestic and foreign audience.

Training evaluation surveys report

1. Number of people

There were 6 participants in the survey:
1 male and 5 female.

2. Questions and answers
The questionnaire for participants contained **9 questions**: 7 closed and 2 open. For each closed question we asked for comments from the trainees.
The rating scale for the closed questions ranged from 0% to 100%.

Question number 1

How would you rate the training overall?

Evaluation from participants
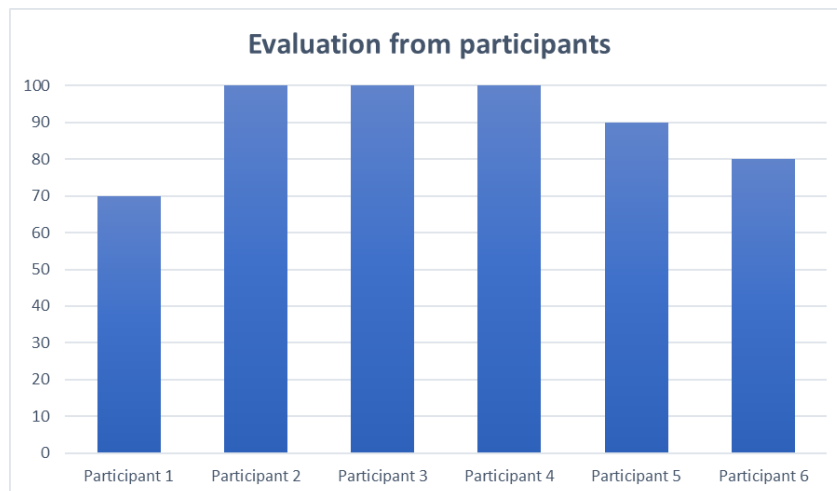
The average result obtained by the participants in this question is **92.5%**

Comments from trainees :

1. Lots of information, models, theories, inspiring people, great, enthusiastic trainers.

2. Activity, learning objectives were clearly written.

3. Very good atmosphere and lots of experience, good input from all participants.

4. Very good structure and good materials and exercises which were very varied.

5. training was prepared and conducted in a very accessible way. Presented knowledge is very universal, so it can be applied in many areas.
6. inspiring, interesting, active.

Question number 2

To what extent was the trainer helpful to you during the course?

The average result obtained by participants in this question is **96.6%**

Evaluation from participants
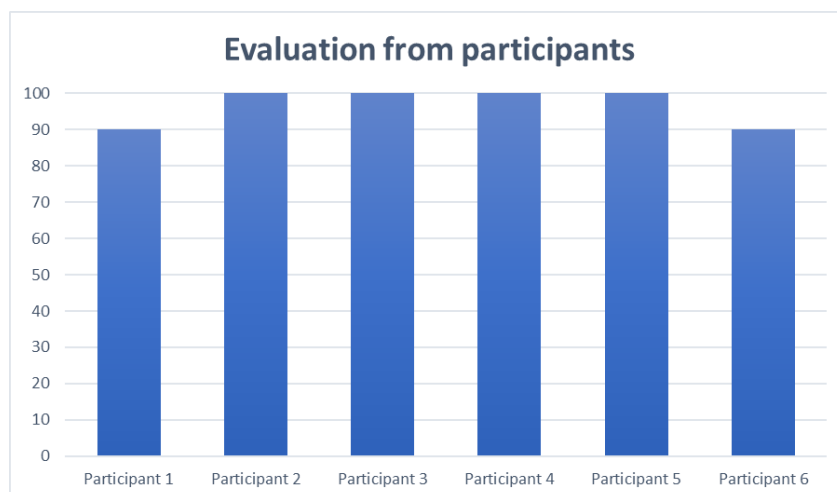
Comments from trainees :
1. Eve is passionate and committed to all elements.
2. The excellent trainer was very helpful.
3. the trainer was nice, helpful and caring, he explained everything patiently and kept the right pace of the training.
4. excellent preparation of the subject matter, organization of participants, interesting presentation and issues, full professionalism of the trainer
5. the trainer reacted on the fly, smoothly went through the consecutive stages.

Question number 3

How well was the trainer prepared for the training?

The average result obtained by the participants in this question is **93.3%**
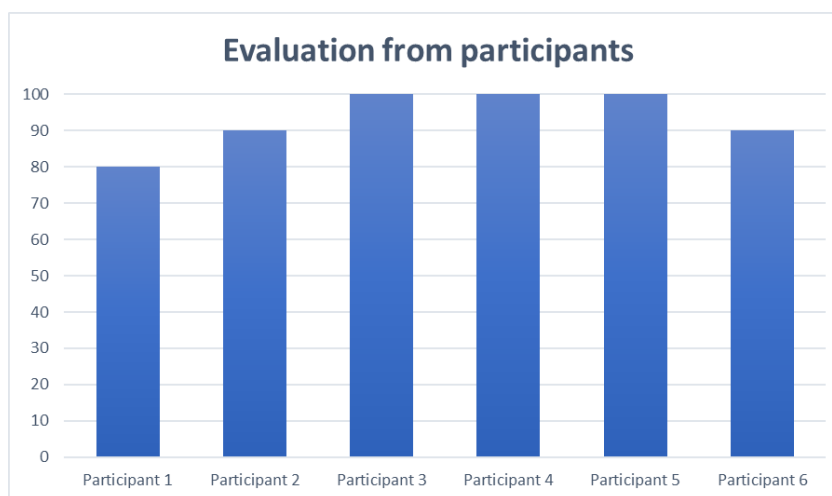
Comments from trainees :
1. The presenter was very well prepared, some problems were with logic exercises where the contents of the envelopes were confused.
2. Some acronyms were not explained during the slide presentation.
3. There was a very high standard and considerable training and subject experience was evident.
4. The trainer was well prepared. All questions were answered thoroughly.
5. Very well prepared, some materials were not fully known to the trainer beforehand.

Question numer 4
To what extent did the materials help you in your learning and development process?

Evaluation from participants
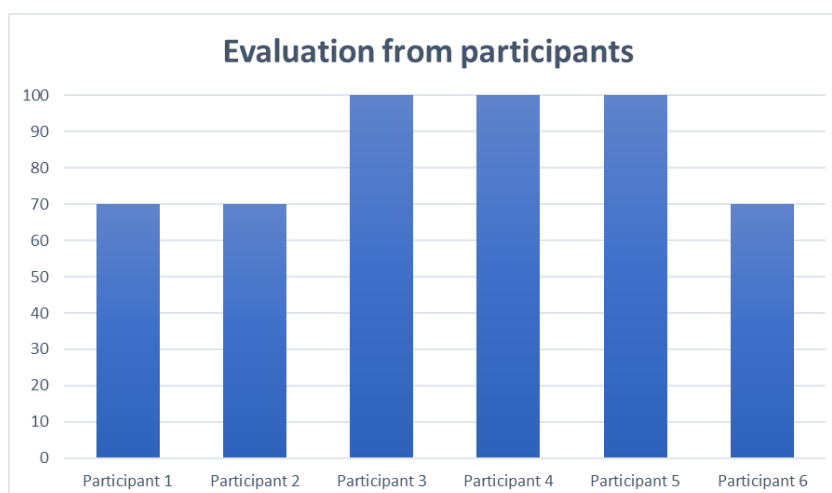
The average result obtained by participants in this question is **85%**

Comments from trainees :

1. The materials were as expected.
2. Very well prepared theoretical materials and uniform practical exercises.
3. A lot of interesting exercises that involved participants and brought great value to the training.
4. There were some inconsistencies in the presentation and small errors in exercises.

Question number 5

To what extent will you use the skills learned in this course at work or in your personal life?

The average result obtained by participants in this question is **75%**

Evaluation from participants
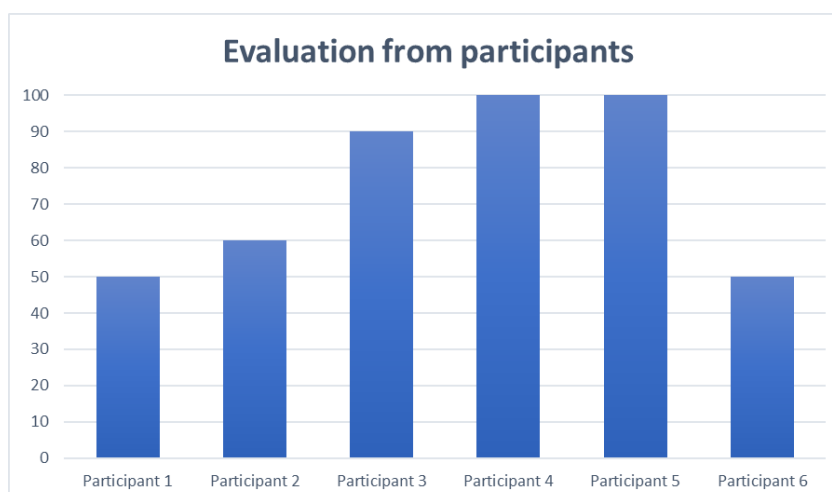
Comments from trainees :

1. Using some of the skills was always a reason for improvement.
2. I will definitely use them in managing educational projects.
3. I will definitely apply the new methods and tools learned during the training in my everyday work, managing and creating projects.
4. I do not work in business, so I need to adapt managerial tools.
5. training focused on the professional/professional aspect.

Question number 6

To what extent did the atmosphere during the training help you in your learning process?
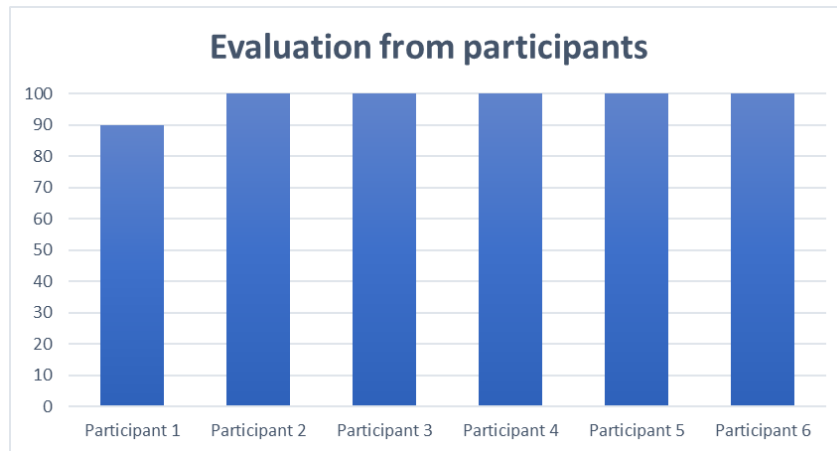
The average result obtained by participants in this question is **98.3%**.
Comments of training participants :
1. Great atmosphere, great collaboration.
2. Very friendly atmosphere.
3. The atmosphere was very inspiring and motivating to learn.
4. Positive and engaging atmosphere was a great support and help.
5. Very friendly atmosphere.

Question number 7
To what extent did the training teach you what you came for? Did it compare to your expectations of the training?
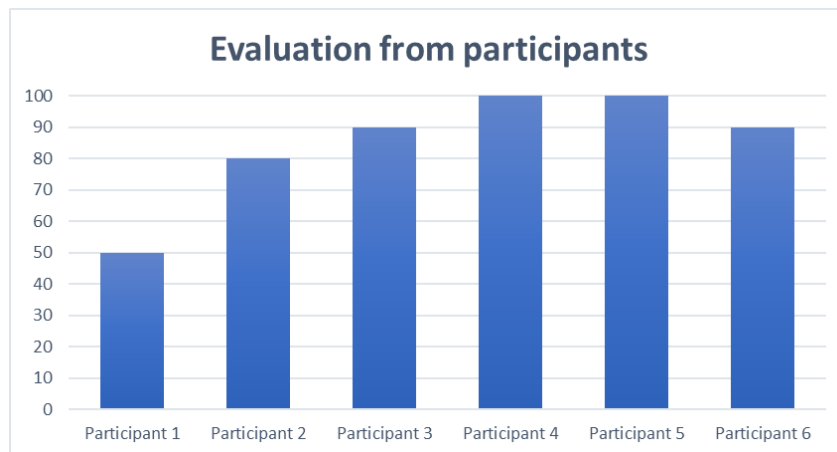
The average result obtained by participants in this question is **85%**
Comments from trainees :
1. I was expecting more project management techniques/methods rather than much about preparing sales scoping, which was interesting but not as expected.
2. You gathered a lot of information and thoughtful insights.
3. I learned new methods of working on a project, the trainer conducted valuable exercises and interesting examples that remain in my memory for a long time.
4. A lot of engaging exercises, however some topics e.g. evaluation, group roles.

Question number 8

Is there anything we haven't asked you that you would like to tell us about?

Responses from trainees:

1. Will there be an online format?

2) Congratulations.

3. I attended a great training, thank you for the opportunity to attend.

Question number 9

What other courses would you like to take?

Responses from trainees:

1. advanced project management.

2. training of trainers.

3. other courses, including those developing soft skills.

LEARNING MATERIALS QUALITY MANAGER IN VET EDUCATION

QUALITY MANAGER IN THE VET EDUCATION STANDARD

THE LEGEND

K - knowledge
S - skills
B - behaviours
sK - semantic knowledge
pK - procedural knowledge
fK - factual knowledge

Plans, implements and maintains internal quality system based on international standards

Characterizes the requirements of ISO standards suitable for implementation in educational institutions	List and characterize at least 2 international quality standards	**sK**
Characterizes the global and European context of formal, non-formal and informal education	List the key aspects of the global and European qualifications system	**sK**
Develops the QMS justifying the choice of standard, scope and manner of implementation	Justifies the design of the quality system by referring to generally recognised quality standards	**S**
Develops documentation taking into account the specificity of educational services	Takes into account the role of learning outcomes in ensuring the quality of educational services	**S**
Characterizes the stages of QMS implementation in an institution	Characterizes the stages of: - Developing documentation - Adaptation of the organization - Verification - audits, corrective and improvement actions - Internal and external audits	**pK**

Characterizes the relationship between the world and European qualification standards based on learning outcomes and the requirements of quality standards in the organization	Lists and characterizes the legislation and the structure of the European qualifications system and lists and characterizes the link between the European system and quality standards	**sK**
Characterises the main stakeholders of the quality system: employers, contractors, employees, labour market	Learner, Employer, Government, VET system	**sK**
Characterizes the main research tools used in quality measurement	Describes the questionnaire methods and methods of their construction, the most frequently used scales, the rules of research sample selection, accuracy and reliability	**fK**
Creates simple and typical documents used in the quality system	Typical and simple tools built according to the standards, e.g. quality book, system procedures such as records supervision, documentation supervision, quality audits	**S**
Supports employees in going through internal audits and external audits	Report prepared in accordance with the standards Prepares report of audit, corrective actions, management reviews, etc. according to standards. Prepared documents are accepted by external audit.	**S**
Prepares and conducts training of organization members on the quality system	Prepares training program according to the training cycle, verifies its effectiveness	**S**
Builds commitment around the quality management system	Observation of the behavior with direction and nature of speech during blended workshops	**B**

fK — Describes the principles for the formulation of learning outcomes

Bloom's Taxonomy, EQF and WLO

Plans, implements and maintains internal quality system based on international standards

s — Builds correct learning outcomes for particular competences and qualifications

According to Bloom's Taxonomy, EQF and WLO

pK — Collaborates in the effective building of the didactic process according to the requirements of the European and national qualifications system

Correctly characterizes the learning outcomes and the way they are constructed, levels them in relation to the EQF. Builds correct descriptions of competences and qualifications

Builds simple and typical educational tools for recognition and validating competences acquired in non-formal and informal education

Characterizes tools for recognition and validation of competences acquired informal and non-formal way

Lists and characterizes tools for recognizing and confirming competences acquired in non--formal and informal education

pK

Prepares tools for recognising and validating competences acquired through informal and non-formal means

Adapts the tools for recognizing and confirming competences to his/her own practice as a quality manager

s

LEARNING MATERIALS
QUALITY MANAGER IN VET EDUCATION

The competence test is an online test that allows trainees to find out about their competency gaps in terms of knowledge and skills in a given subject and to become familiar with the theoretical exam format.

COMPETENCY TESTING

Question 3

Not yet answered

Marked out of 1.00

⚐ Flag question

⚙ Edit question

Quality management in an organisation shall include

Select one:
- ○ The ability to check the quality of any service or product provided.
- ○ The development of documents providing comprehensive indications of how the institution ensures the quality of its activities.
- ○ Sequences of the following activities: identify, plan, assure, manage and improve quality.
- ○ The principles of the organisation's quality management regulations.
- ○ I don't know

Question 7

Not yet answered

Marked out of 1.00

⚐ Flag question

⚙ Edit question

What are the Key Elements of Quality Assurance and Improvement?

Select one:
- ○ Matching and responding, monitoring and evaluating, describing, compiling guidelines
- ○ Fitting and responding, mounting and elevation, indicators, compilation of guidelines.
- ○ Improvement and description, monitoring and evaluation, indicators, statement of objectives.
- ○ Improvement and accountability, monitoring and evaluation, indicators, statement of objectives.
- ○ I don't know

Training outline

Project number:	EOG/19/K3/W/0010
Project title:	"Quality in Education in the Vocational Training Sector" ("Jakość w edukacji VET")
Training title:	Professional Quality Manager
Duration	*3 training days/3x8 training hours*
Participant profile:	A person who implements and maintains internal quality systems in educational institutions. A person who is prepared to act as a quality manager. Age range: 23 - 60 years. Secondary or higher education.
Training Materials and tools for the entire training:	projector, multimedia presentation, flipchart, whiteboard paper, whiteboard pens, blank A4 sheets, notebooks, pens, training materials in the form of printed scripts and slides
Upon completion of the module, the participant will be able to build simple and typical educational tools for recognition and validating competences acquired in non-formal and informal education, in accordance with the standard, taking into account the following aspects:	- the full range of terminology used in project management methodologies - selected project management methodologies - a project management methodology adequate to the type and scope of the project - stages of the project implementation and consequences of omitting individual stages to achieve the assumed project results - main project stakeholders in the institution. - main tools used to identify and define problems. - project goals, results and project outputs. - methods of estimating project time - project planning tools - PDCA in planning and coordinating agile projects - principles of effective communication - composition of an effective project team - ways to stimulate team members to go through the various stages of team development - activities that help the team achieve full productivity quickly - tools to coordinate the work of task teams, self-organizing teams, and teams working remotely or distributed. - key phenomena in group work that inhibit and support the work of the team. - organizing the team's work in such a way as to help the team go through the various stages of team development and to eliminate phenomena that inhibit work and stimulate supporters. - selected concepts for conducting project evaluation and the tools used for their implementation. - project evaluation tools tailored to its scope and content.

DAY 1				
TIME	**LEARNING EFFECTS**	**CONTENT + FORM OF WORK**	**DIDACTIC MATERIALS**	**E-LEARNING**
9.00 – 10.00	• Describes the principles for the formulation of learning outcomes • Builds correct learning outcomes for particular competences and qualifications competences and qualifications • Collaborates in the effective construction of the didactic process in accordance with the requirements of the European and national qualifications system. • Characterizes the requirements of ISO standards suitable for implementation in an educational institution	• Intro about the project • Introduction of the Trainer, • Sheet with the standard, where I am what I want to learn • Introduction of the participants IDI + quality manager standard full • Discussion about the standard • Presentation of the training programme and the planned learning outcomes • Areas of responsibility of the quality manager in VET institutions • Responsibility for quality management in the institution. • Responsibility for quality management of the learning process. • Sheet with the standard, where I am what I want to learn to share with others • PRACTICAL EXERCISE: Opening exercise - building painting caps from paper. • Division into 2 groups (GROUP 1 with instructions and GROUP 2 without) • Discussion of how the two groups worked, how much the instruction helped and how much it hindered. • Discussion of what measures ensure quality • What is quality and how is it understood - presentation of the natural understanding of quality	• standard • IDI • cap sheet with name and standard • Instructions for the caps • Sheets of paper for folding caps exercise • Presentation slides 1-9	
10.00 – 10.30		• Fundamentals of quality management in education - the star of quality management in education • PRACTICAL EXERCISE: Star sheet for quality management in education • Discussion of what is in this star	• star sheet for quality management in education: complete + discussion • Slides in the presentation 10-15	**E-lesson:** "Fundamentals of Quality" **E-lesson:** "What vet areas are addressed by quality assurance measure"

		• Development of individual elements • Conclusion - link to quality management systems and specific elements of quality management in education (in puts, processess, outputs)		
10.30 - 10.45	**COFFE BREAK**			
10.45 – 12.00	• Characterises the main stakeholders in the quality system: employers, contractors, employees, labour market	• 5 stakeholder groups of the VET system • 4P/6P structure • PRACTICAL EXERCISE: Fill in the star + 4p/6p • Expectations and how to meet them - individual work and research results on slides • Discussion of expectations according to research findings, clashing with research findings from 'Are we all speaking the same language? Understanding 'quality' in the VET sector" • What lessons for VET? What should educational institutions focus on?	• Work in pairs of 2 stakeholder groups • Worksheet 7: Star 5 stakeholder types • Worksheet: 4P/6P • Slides: 16-24	**E-lesson:** "Stakeholders in vet" **E-lesson:** "Five stakeholder groups with a view of 'quality' in the vet sector"
12.00 – 12.30	• Characterises the requirements of ISO standards suitable for implementation in an educational establishment	• TWO INTERNATIONAL QUALITY STANDARDS: ISO 9001 and 210001 • Comparison of the approaches of the two standards • PRACTICAL EXERCISE: SCATTER • Preparation for the oxford debate (fit of the standard, market value, management support, difficulty/ease of implementation). • INTRO TO THE OXFORD DEBATE • Chairman and speakers	• The table of contents of the two standards – scatter exercise • The contents of both standards for 2 teams • Instructions for the oxford debate	**E-lesson:** "Reasons for undertaking training"
13.00 - 13.45	**LUNCH BREAK**			
13.45 – 14.30	• Characterises the requirements of ISO standards suitable for implementation in an	• Oxford Debate - comparison of the two standards / closing presentation • What ISO is based on • PDCA principles, • PDCA quality of service	• Descriptions for the Oxford Debate • Manti voting • Slides 27 to 29	**E-lesson:** "The PDCA cycle"

TIME		CONTENT + FORM OF WORK	DIDACTIC MATERIALS	
14.30 -15.15	educational establishment	• **QA & QI: QUALITY ASSURANCE & QUALITY IMPROVEMENT** • 7 quality management principles • PRACTICAL EXERCISE: SCATTER "7 Quality Management Principles"	• SCATTER „7 Quality Management Principles" • Form of 7 quality management principles • SWOT questionnaire • Slides: 30-34	**E-lesson:** "Key Elements in QA and QI" **E-lesson:** "7 quality management prinicles"
15.15 – 16.00		• Product service quality - customer orientation • Process in the quality management system • Swot and analysis of your own organisation in terms of 7 QMP • Service quality • Descriptive definition of product quality by d. A. Garvin • Definition of service • 10 key factors of quality assurance in the vet • Practical exercise: case study stanley & athens attitude	• Slides 35-60 • Case Study Articles Stanley & Athens Attitude	

DAY 2

TIME		CONTENT + FORM OF WORK	DIDACTIC MATERIALS	
9.00 – 9.15		Repetition day 1		
9.15-10.30	• Characterizes the requirements of ISO standards suitable for implementation in educational institution • Develops the QMS justifying the choice of standard, scope and manner of implementation • Characterizes the main research tools used in quality measurement	• Formulating Smarter goals - a reminder to formulate goals in the exercise **QUALITY MANAGEMENT TOOLS** • **PRACTICAL EXERCISE:** exercise with beans & fishbone diagram example Discuss the essence of quality management - process stability - Discuss the quality management tools used in the exercise. - Discuss to which stages in the learning process which tools can be applied - Discussing the tools from the Athene case and trying to make your own Ishikawa • Check sheet • Pareto chart	• Instructions for the exercise • packs of dark beans, two packs of light beans • Target sheet • Ishikawa • Pareto Chart • Histogram • Slides 1-18	**E-lesson:** "Fish Bone" **E-lesson:** "Pareto Chart"

TIME		CONTENT + FORM OF WORK	DIDACTIC MATERIALS	
		• **PRACTICAL EXERCISE: Pareto Chart Discussion**		
10.30 – 10.45		**COFFE BREAK**		
10.45– 12.00	• Develops documentation taking into account the specificity of educational services • Characterizes the stages of QMS implementation in an institution	**QUALITY MANAGEMENT DOCUMENTATION** • Documentation discussion • PRACTICAL EXERCISE: THE QMS DOCUMENTATION HIERARCHY • Discussion: Mandatory and commonly used documents • Disscusion: what other quality managements system do you know? • 10 STEPS FOR THE CREATION OF AN EFFECTIVE QMS **OTHER ACCREDITATION OR CERTIFICATION SYSTEMS** • Person accreditation system • MSUES • Rules of the systems	• Documentation pyramid and scatter of what goes into it with descriptions • Slides: 33-49	**2 E-lessons:** "Quality Managament Documentation" **E-lesson:** "Steps for the creation of an effective QMS"
12.00 – 12.30	• Describes the principles for the formulation of learning outcomes • Builds correct learning outcomes for particular competences and qualifications	**TAXONOMY OF COMPETENCE** • **Competences – intro** • Dreyfus Brothers: Taxonomic Approach to Competences	• Slides 50-54	**E-lesson:** "Taxonomy and competence"
12:30-13:00	• Describes the principles for the formulation of learning outcomes • Builds correct learning outcomes for particular competences and qualifications	**BLOOM'S TAXONOMY** • Intro to Bloom's Taxonomy • Education and training effects • Three spheres of educational activity • PRACTICAL EXERCISE: in two teams work out the similarities and differences between bloom's taxonomy and dreyfus brothers` approach	• Slides 55-66	**E-lesson:** "Bloom's Taxonomy"
13.00 – 13.45		**LUNCH BREAK**		
13:45 – 14:15	• Describes the principles for the formulation of learning outcomes • Builds correct learning outcomes for particular	**RECOGNITION AND VALIDATION** • Intro to recognition and validation, tools, trends • Skills recognition dialogue • Expectations of employers, public authorities, individuals and training providers • Skills recognition process and outcomes	• Slides: 67-87	**E-lesson:** "Criteria for vocational competences. Pyramid of competences" **E-lesson:** "The four fundamental principles of validation"

TIME	LEARNING EFFECTS	CONTENT + FORM OF WORK	DIDACTIC MATERIALS	
	• competences and qualifications • Collaborates in the effective building of the didactic process according to the requirements of the European and national qualifications system.	• Key challenges in development and implementation of skills recognition systems • Sectoral competence model in hospitality, tourism, and events industry (US example) • Ways of financing of skills recognition • Outputs and impact of skills recognition system • Individuals, Training providers & Employers in recognition and validation process		
14.15 – 15.15		**RECOGNITION AND VALIDATION SYSTEMS IN THE WORLD** • **PRACTICAL EXERCISE:** group 1: learn the unesco system and prepare the presentation for the second group group 2: learn the eqf system and present it to your peers	• Slides: 88 – 111	
15.15 – 16.00		**RECOGNITION AND VALIDATION PROCESS** • PRACTICAL EXERCISE: group 1: prepare the competency standard according to EQF for trainers –level 3,4 group 2: prepare the competenccy standard for project mnager level 3,4	• Slides: 112-114	

DAY 3

TIME	LEARNING EFFECTS	CONTENT + FORM OF WORK	DIDACTIC MATERIALS	
9.00 – 9.45	Powtórka dzień 1 i 2: What Have You Learned So Far – Discussion, What Are Your Thougths About Recognition Process?			
9:45-10.15	• Learns four fundamental principles of validation of non-formal and informal education • Enumerates ten principles used by European systems	• The four fundamental principles of validation of non-formal And informal learning	• **Slides 4-7**	
10.15-11.00	• Characterizes the main features of non-formal education	• Specific character of recognition and validation • **Practical exercise: evaluation requirements checklist**	• Slides 8-12 • Worksheet for the exercise, pens, paper, scissors, tape if necessary	**E-lesson:** "Specific character of recognition and validation"

	• Enumerates and describes requirements of recognition and validation			
11:00 – 11.15		COFFE BREAK18		
11:15-12:00	• Characterizes the phases of recognition and validation process • Recognises the steps of the leareners' certification process	• **Stages of recognition** • **PRACTICAL EXERCISE: self assessment: let's find your star of possibilities**	• Slides 13-18 • Worksheet for the exercise, pens, paper, scissors, tape if necessary	**E-lesson:** "Stages of recognition"
12.00-13.00	• Characterizes the methods used in the process of validating competences • Adapts appropriate methods to their activities	• Methods of validation • **PRACTICAL EXERCISE: let's create methods appropriate for confirmation of competencies**	• Slides: 19-22 • Worksheet for the exercise, pens, paper, scissors, tape if necessary	
13.00 – 13.45		LUNCH BREAK		
13.45 – 14.10	• Characterizes the methods used in the process of validating competences • Adapts appropriate methods to their activities	• PRACTICAL EXERCISE: let's discuss with your advisor how You can prove skills		
14.10-15.00	• Identifies benefits for the individuals who identified themselfs at the proper qualification of level • Recognises benefits of quality management system and builds benefits to it • Characterizes the benefits of employers while recruiting, onboarding and developing employees	• **Benefits for the individuals and employers** • **CASE STUDY:** based on the presented case study propose in what other environment/focus group the described validation method can be applied	• **Slides: 24-29** • **Case Study worksheet**	**E-lesson:** "Benefits for the individuals"
15.00 – 16.00		• Round, discussion, repeat 3 days		

SAMPLE EXERCISE

Exercise 1: Commonly used optional documents and their place in ISO 9001:2015
Form of work: individual

Number of participants: up to 12 people, verification of correctness of assumptions necessary

Organization of work: individual, sharing the results on the forum

Work stages:

1. the participants get acquainted with the ISO standard

2. the participants match the procedures with the ISO clause

3. discussion in terms of accuracy of matching

4. discussion and brainstorming

Mandatory documents and their place in ISO 9001:2015

Mandatory Documents	ISO 9001:2015 Clause
Scope of the Quality Management System	
Quality Policy	
Quality Objectives and Plans for Achieving Them	
Record of Design and Development Controls	
Design and Development Outputs Record	
Record of Design and Development Changes	
Record of Evaluation of External Provider (supplier)	
Record of Product/Service Characteristics	
Record of Changes on Customer's Property	
Record of Changes in Production/Service Provision	
Evidence of Product/Service Conformity	
Record of Nonconformity	
Monitoring Performance Information	
Internal Audit Program and Results	
Management Review Results	
Nonconformities and Corrective Action	

Exercise 2: Ishikawa Diagram (Cause-and-effect Diagram, Cause-and-effect Diagram, Fishbone Diagram, Fishbone Diagram)

Form of work: individual

Number of participants: up to 12 people, verification of correctness of assumptions necessary

Organization of work: individual, sharing the results on the forum

Stages of work:

- The participants discuss the essence of quality management - process stability

- The participants discuss the quality management tools used in the exercise

- The participants discuss to which stages of the learning process the tools can be applied

- Participants discuss the tools from the "Athene Case Study"

- Based on this information, participants attempt to create their own Ishikawa diagram
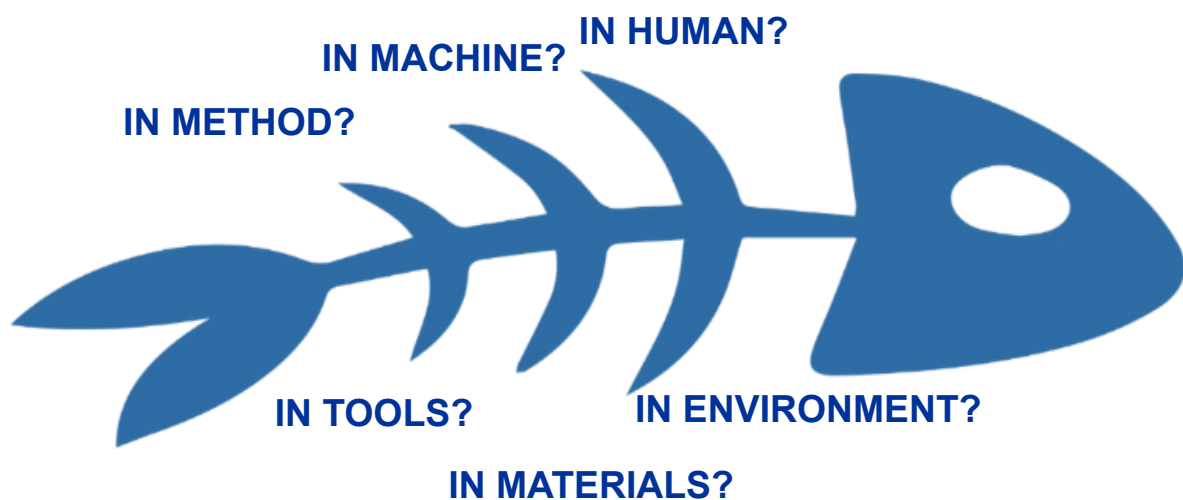
ISHIKAWA DIAGRAM

Where to search for an error?

IN HUMAN?

IN MACHINE?

IN METHOD?

IN TOOLS?

IN ENVIRONMENT?

IN MATERIALS?

Illustration 6. Ishikawa diagram

EVALUATION OF THE QUALITY MANAGER IN VET EDUCATION course

Scope: QUALITY MANAGER

Expert/Validator 1:
Male, representative of formal education sector, technical university, leads teaching processes, member of teams implementing educational projects in cooperation with

Expert/Validator 2:
Female, representative of the formal education sector, faculty member of a humanities university, responsible for reviewing educational programs and adhering to quality standards in collaboration with partners.

Expert/Validator 3:
Female, representative of the formal education sector, expert in providing training in the area of personal development, improvement of leadership and management competencies and general development.

Target Group 1 representative:
Female, representative of the non-formal education sector - lawyer, certified trainer, negotiator, involved in educational and social projects.

Target Group 2 representative:
Operates an outbound tourism business, provides tour guide/pilot services, prepares presentations and sightseeing, cultural information, trains on cultural differences.

Target Group 3 representative:
Experienced trainer in presentation and self-presentation, public speaking, collaborates to create educational content using remote working tools

Report on written surveys

1. Number of people

There were 5 participants in the survey.

1 male and 4 female.

2 Questions and answers

The questionnaire for participants contained **9 questions**: 7 closed and 2 open. For each closed question we asked for comments from the trainees.

The rating scale for the closed questions ranged from 0% to 100%.

Question number 1

How would you rate the training overall?

The average result obtained by the participants in this question is **91%**

Evaluation from participants
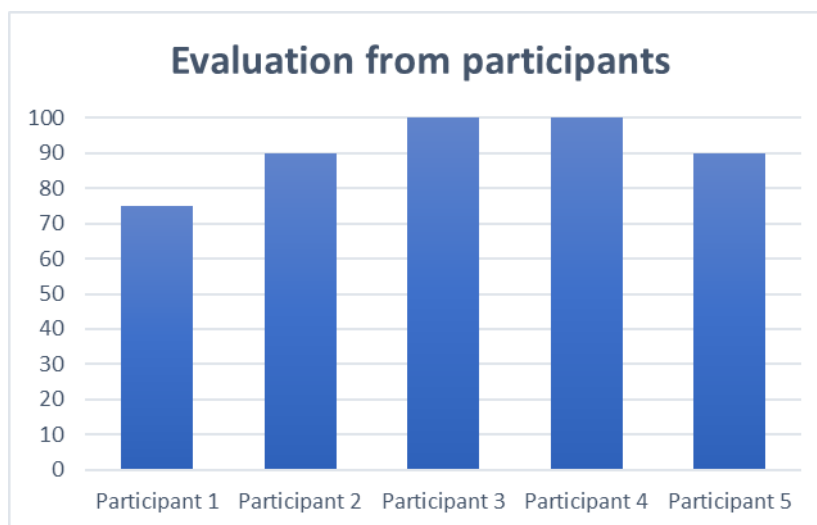
Comments from trainees :

1. Right pace of training, full of practical exercises that were very engaging.

2. Super experience.

3. Super training. For a training like this, small group is a bonus but need constant attention.

4. It was very difficult for me because of the specific vocabulary, but eventually I was able to understand it.

Question number 2

To what extent was the trainer helpful to you during the course?
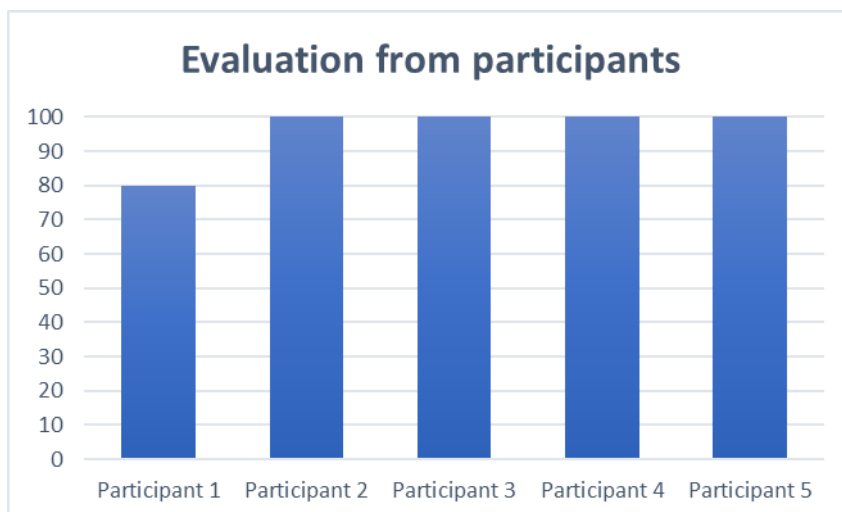The average result obtained by participants in this question is **91%.**
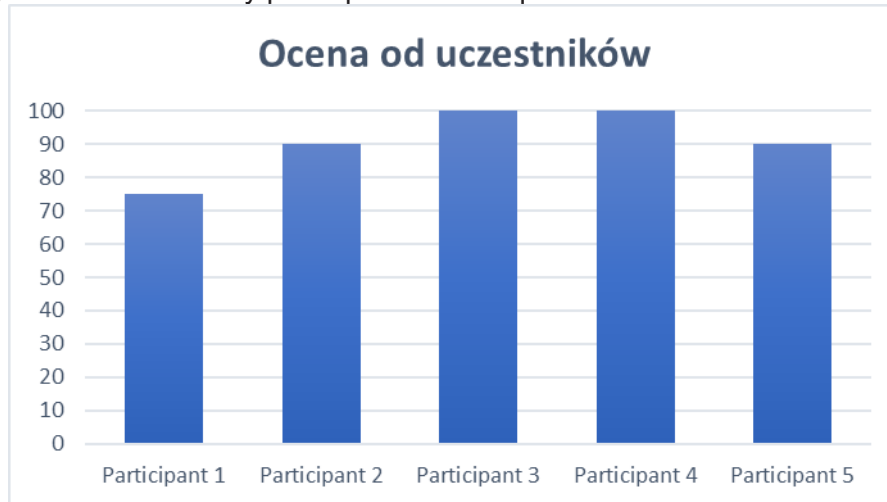
Comments from trainees :

1. Very helpful - helps me find answers to my questions.

2. Very helpful.

3. The trainer was helpful and useful during the training.

4. The trainer was willing to share her knowledge and a lot of practical examples.
5. The trainer was responsive, helpful, and met my expectations.

Question number 3

How well was the trainer prepared for the training?
The average result obtained by participants in this question is **96%**

Evaluation from participants

Comments from trainees :

1. Very well prepared, millions of documents prepared extra.
2. Very well prepared.
3. Very well prepared training.
4. Very well prepared, controlling everything in the right way.
5. Preparation was visible, however in many materials there were mistakes or something was missing.

Question number 4

To what extent did the materials help you in your learning and development process?

The average result obtained by participants in this question is **91%**

Evaluation from participants
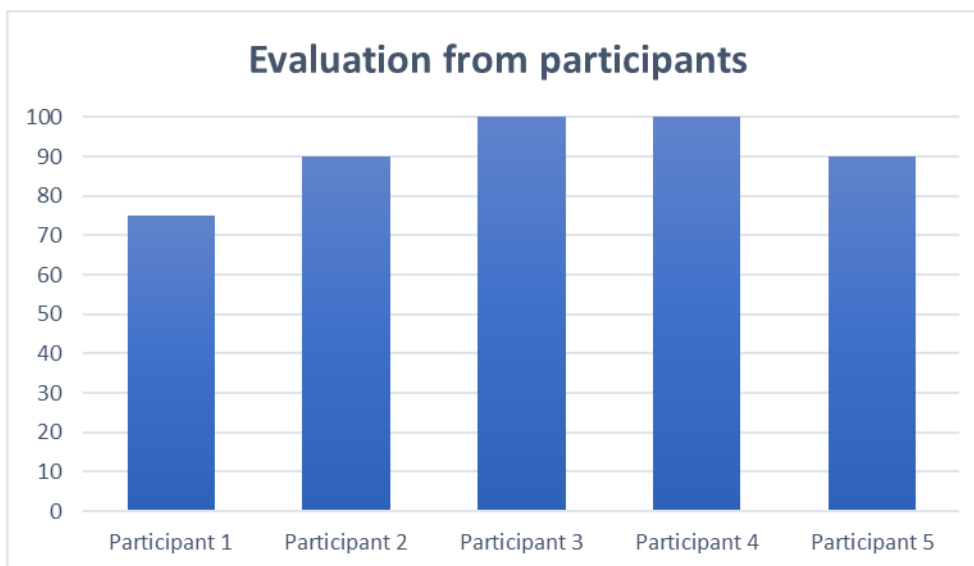
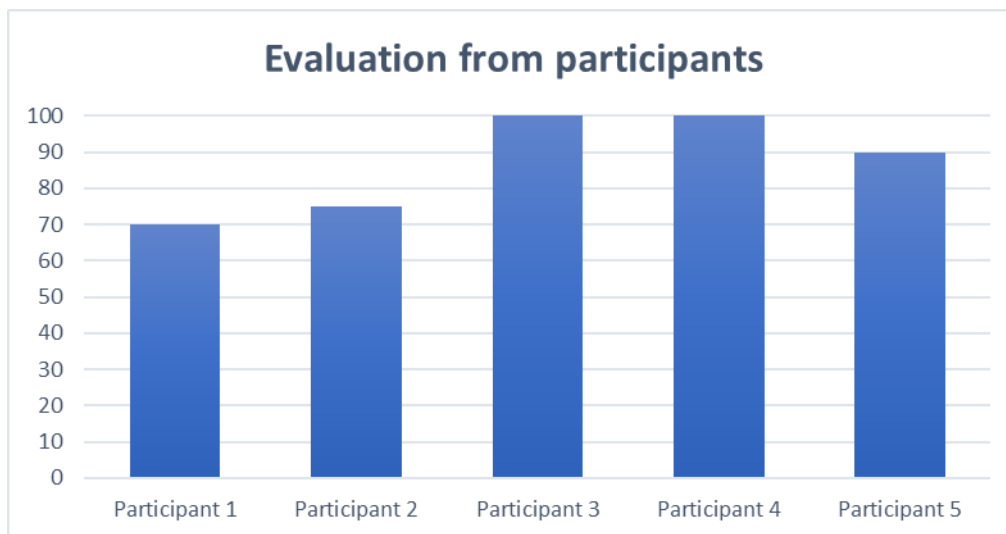**Comments from trainees :**

1. I would have preferred more simple examples for better understanding.

2. Lots of very useful material as an example of a good process.

3. Lots of material, good job.

4. You have developed my knowledge and competence to a great extent.

5. the material was helpful, some material could be shortened, condensed.

Question number 5

To what extent will you use the skills learned in this course in your work or personal life?
The average result obtained by participants in this question is **87%**

Evaluation from participants

| Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
70	75	100	100	90

Comments from trainees :

1. In my work as a tour leader.

2. I intend to use the acquired skills in my professional life.

3. I am sure that all the skills.

4. In an educational project to improve the educational offer.
5. In coordinating large projects.

Question number 6

To what extent did the atmosphere during the training help you in your learning process?
The average result obtained by participants in this question is **98%.**


Evaluation from participants
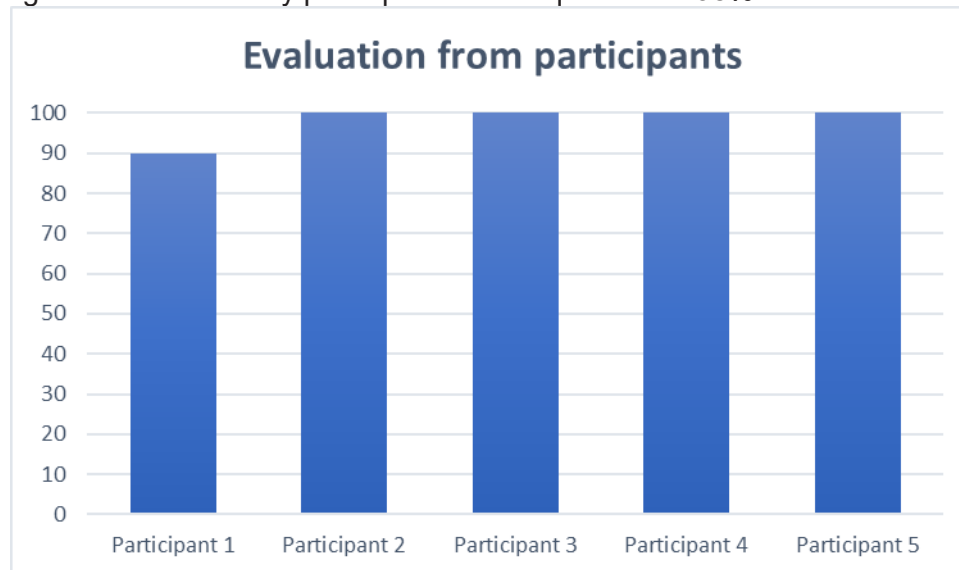
Comments from trainees :

1. Very helpful, supportive group and trainer, nice people.

2. The atmosphere should be conducive to effective learning.

3. Excellent atmosphere.

4. Very nice atmosphere, relaxed but conducive to commitment and enthusiasm.

5. Very friendly atmosphere.

Question number 7

To what extent did the training teach you what you came for? Did it compare to your expectations of the training?
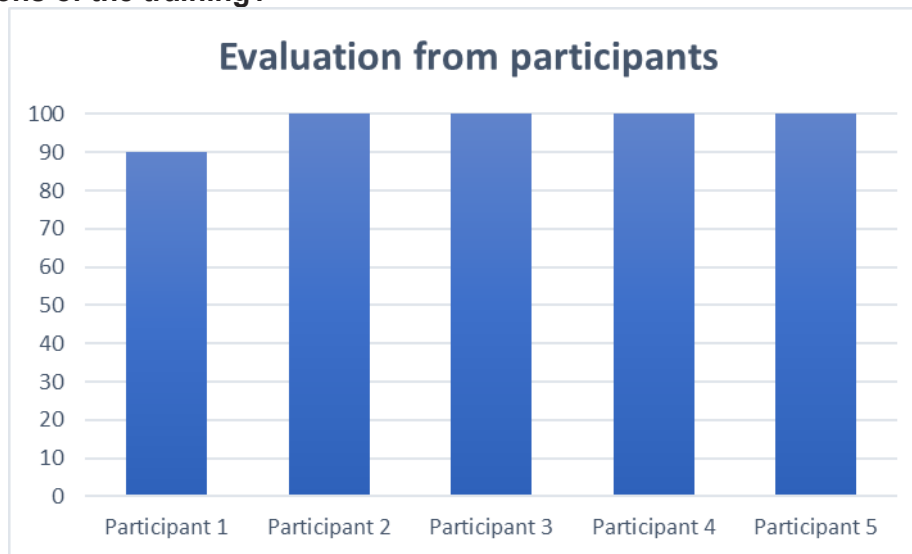
The average result obtained by participants in this question is **98%**

Comments from trainees :
1. I would have preferred more practical examples, less theory, for me it was too much material.

2. the trainer exceeded my expectations.

3. my expectations were met in 100%.

4. some topics were a surprise to me.

Question number 8

Is there anything we haven't asked you that you would like to tell us about?

Training participant responses:

1. Great training

Question number 9

What other courses would you like to take?

Training participants' responses:

1. soft skills.

2. Anything related to management.

Evaluation of Quality Manager training

1. **Number of people**

Six people participated in the survey.

4 women and 2 men.

2.Questions and answers

Participants were asked 6 questions, 4 closed and 2 open.

Also in two closed questions participants had to justify their answer.

The rating scale for the closed questions was from 1 to 7

Question number 1

The selection of subject matter content is adequate to the stated educational objectives.

The average result obtained by participants in this question is **6.5**

Question number 2

The educational process ensures the achievement of the assumed educational results.

The average result obtained by participants in this question is **6.6**

Question number 3

The educational process is participant friendly.

Average result obtained by participants in this question **6.8**

Question number 4

The pace of work is

All participants chose the answer - **Appropriate**

Question number 5

I suggest the following changes to make the training more effective

Participants suggested the following changes:

1. Enlarge the knowledge portion on quality standards and how they align with management.

2. Less concrete language and less paper material and more clear examples.

3. More slides with infographics, diagrams, drawings, and fewer slides with only text.

4. The order of some tasks during the three-day workshop could have been different, depending on the difficulty of the tasks and the specificity of the materials.

5. I suggest more respect for time frame, time management.

SUMMARY OF THE PROJECT

The project was a great challenge for us because of the need to prepare not only the content but also to develop a methodology for blended learning courses.

Thanks to the piloting and testing of the developed results, we obtained feedback on the prepared teaching materials.

During the project:

- we learned how to design blended learning training, prepare scenarios and educational materials for blended training

- we learned how to conduct blended learning training in order to achieve the assumed learning outcomes and high involvement and satisfaction of trainees

Piloting was an important part of the project. We appreciate the opportunity to get feedback from both professionals, experts in the field and representatives of the target group. We gained a lot not only from their opinions, but also from observing how the course works and what emotions it evokes.

We consider it a great success that the prepared materials and organization of the didactic process worked excellently both in the opinion of experts, who emphasized that they have learned a lot by participating in the piloting, and representatives of the target group, i.e. people who are just taking their first steps in each role.