



ECVET goes Business

O3 – ECVET goes Business Training Course for HR Staff

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| Project Acronym: | ECVET goes Business |
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Table of Contents

| | |
|-------------------------------------------------------------------------------------------|-----------|
| 1 Introduction to the ECVET goes Business Project Outputs | 3 |
| 2 Overview of the EU Tools in the Training Course | 4 |
| 3 Explanation of the Training Course for HR Staff | 6 |
| 3.1 Aims and Objectives of the Training Course for HR Staff | 6 |
| 3.2 Structure of the Training Course for HR Staff | 6 |
| 3.3 Content of the Training Course for HR Staff | 6 |
| 3.4 Flexible handling of the Training Course for HR Staff (Module structure) | 9 |
| 4 Pedagogical and Methodological advice for the Design of the Training | 10 |
| Learning Unit 1: Introduction to ECVET and European Transparency Instruments | 11 |
| Learning Unit 2: Personnel Planning | 15 |
| Learning Unit 3: Attracting Staff | 18 |
| Learning Unit 4: Personal and Career Planning | 20 |
| Learning Unit 5: Training and Development | 23 |
| Learning Unit 6: Performance Management | 26 |
| Learning Unit 7: Leadership development | 29 |
| Learning Unit 8: Summary and Reflection | 32 |

1 Introduction to the ECVET goes Business Project Outputs

This curriculum represents the core learning and development output of the Erasmus+ project, “From Push to Pull: ECVET and transparency instruments go Business – Modern Human Resource Management with European transparency instruments” or “ECVET goes Business” for short. The ECVET goes Business project aims to develop an approach to make ECVET and other European transparency instruments more relevant to the needs of HR managers and to encourage the integration of these tools into common HR processes and practices in local companies in each partner country. It is envisaged that by the end of this project European companies and HR managers will be better equipped and informed to use these transparency tools in their practices which govern company recruitment; employee career planning; employee development through training; cultivation of leadership skills and performance management, as well as other common HR practices.

To date, to achieve the project aims, project partners have undertaken a research study directly with HR professionals in each partner country to gauge their understanding and typical use of these tools, and to identify their training needs in relation to using these tools and instruments. In addition, the project partners have also worked to produce a practical handbook which acts as a reference book for modern HR practices and provides case studies which highlight how HR staff can integrate EU transparency tools such as ECVET, ECTS, Europass, etc. into their practices. While the practical content of this handbook provides HR professionals with the opportunity to learn about ECVET and the other EU transparency instruments and how they can be applied to a range of HR processes, project partners agreed that it would be beneficial to this target group if they also developed a face-to-face training programme which affords HR professionals the opportunity to engage with the EU transparency tools, to discuss how they can be applied in their own companies and to engage in sharing ideas and best practices with other professionals in the field. For this reason, this curriculum is a pivotal output of the ECVET goes Business project.

The “ECVET goes Business Training Course for HR Staff” is an important project output, as is the actual application of the curriculum in a face-to-face training programme. The development of each of the modules in this course is based on the findings from the research study (O1) and follows the structure of the ECVET Handbook for HR managers (O2). As such, this curriculum acts as a comprehensive training programme for HR staff, including HR managers, company owners, job coaches, supervisory and management personnel, etc. The curriculum, which has been designed to be practical and relevant to the needs of these professionals, has been developed as a series of 16 units which can be delivered in an intensive 2-day face-to-face training programme. These units

provide adequate training and up-skilling to these experienced professionals so that they can incorporate ECVET and other EU transparency tools into their daily working practices.

This training programme delivers content which is focused on providing examples and case studies of possible real-world applications of ECVET and the EU transparency tools which are detailed in the HR Handbook (O2).

2 Overview of the EU Tools in the Training Course

ECVET, which stands for the European Credit System for Vocational Education and Training, helps individuals, who are seeking to acquire a Vocational Education and Training (VET) qualification, to move between countries and gain access to lifelong learning opportunities. Similarly, it also helps recruiters from across Europe to access potential employees from all Member States of the EU; targeting the specific skill set the company needs and helping to add to the company's human capital. The ECVET credit system allows this conversion of VET qualifications across EU country borders by making it easier to transfer, to have recognised and to accumulate assessed learning outcomes (CEDEFOP, 2015). In this way, ECVET is a useful resource for HR managers, especially those who are in the recruitment phase, as it makes work-related training which has been undertaken abroad in Europe more easily understood and readable.

Other EU transparency instruments which can be applied to HR practices include the European Qualifications Framework (EQF), the European Credit Transfer and Accumulation System (ECTS), Europass and the Common European Framework of References for Languages (CEFR). Turning first to the EQF, this can be described as a translation tool that allows comparison and understanding between qualifications systems in Europe by benchmarking qualifications in each country against one common framework. As such, the EQF acts as a blueprint to compare national qualifications systems across Europe and enable communication among them; making it easier for an employer or manager to understand what a learner with a qualification benchmarked to the EQF knows, understands and is able to do. ECTS is similar to ECVET, but for higher education; it is a system of credit points which has been designed to facilitate the recognition of all higher education qualifications across Europe. This system is well developed and widely used in Europe. As such, it aids HR managers who seek to either attend university abroad themselves, recommend a mobility period abroad for an employee's progression at higher education level, or to recruit employees who have been educated to third-level in a university in another European country. Europass makes the comparison of skills, competences and qualifications in different countries and different organisations possible; and is one of the most useful tools which can be integrated into HR best practices because it was designed to help citizens of Europe to communicate their skills and qualifications effectively when looking for a job or training opportunity in another European country,

and also to help employers understand the skills and qualifications of the European workforce. Europass consists of five tools which help make an individual's skills and qualifications clearly and easily understood in all EU Member States. These tools include a CV template and a skills portfolio (Europass Curriculum Vitae and Skills Passport), a validation of study and work experience attained abroad (Europass Mobility), a validation of an individual's foreign language skills (Language Passport), and two documents which validate studies at certificate and diploma levels which have been completed in another European country (Certificate Supplement and Diploma Supplement, respectively). Lastly, the Common European Framework of References for Languages (CEFR) is a framework which outlines the international standard for describing language ability and is used around the world to define and describe the language skills of an individual. This framework is applicable to both academic and professional realms; however it is particularly useful for HR managers who are seeking to recruit employees with language skills, or to track the progress of an employee who is undertaking language skills training. The CEFR can be used in conjunction with the Europass Language Passport to ascertain the language skills of a potential or existing employee. The CEFR is a reliable resource for HR managers, as the levels are determined by standardised exams which learners will have to successfully pass before they can be said to have achieved language competence at that level, or so they can progress to the next level.

In addition to these instruments, other European transparency resources which are highlighted in the curriculum include the European Skills, Competences, Qualifications and Occupations (ESCO) and the European Job Mobility Portal (EURES). ESCO acts as a searchable database which describes occupations, skills, competences and qualifications which are relevant to the European labour market. ESCO is based on the understanding that the labour market is constantly evolving and that the specific occupations, skills, competences and qualifications which people need change over time, as does their description. ESCO acts as a tool to allow the professionals and companies operating in the world of business to remain in contact with education providers so as to ensure that learners develop the skills necessary to meet the demands of the labour market. It also provides an overview of how its three pillars, namely occupations, skills/competences and qualifications, relate to each other. For example, occupational profiles on the ESCO database show whether skills and competences are essential or optional and what qualifications are relevant for each ESCO occupation. As such, this is a very useful tool for HR professionals. Finally, EURES is an online platform which provides information, advice, recruitment and placement (job-matching) services for the benefit of workers and employers across Europe. EURES is a useful online platform for HR managers and recruiters because it allows these professionals to advertise job openings to a European audience, and also to find candidates with the specific skills they need from within the European Economic Area (EEA). This can help to bring

diversity to a company's work force which in turn can increase corporate innovation and competitiveness. EURES is also a useful resource for HR professionals where there is a national shortage of skills in a specific economic sector and the company wishes to attract talent from abroad.

3 Explanation of the Training Course for HR Staff

3.1 Aims and Objectives of the Training Course for HR Staff

In educating professionals in the use of EU transparency tools and services, this curriculum aims to improve the understanding of HR professionals of the potential of these EU tools to help to modernise HR practices across Europe and to respond to the changing demands of the European labour market. This curriculum also aims to support the learning which HR professionals attain through using the ECVET goes Business reference handbook, by providing them with the opportunity to discuss how they would apply these tools to their daily practices and to engage in collaboration and problem-solving activities with other professionals in this field.

3.2 Structure of the Training Course for HR Staff

To achieve these objectives, the curriculum has been designed through a series of learning units. Each unit is presented in the following format:

- a. Introduction;
- b. Learning Content;
- c. Learning Outcomes;
- d. Format of Training;
- e. Requirements for Previous Experience and Knowledge of Participants;
- f. Duration;
- g. Materials Required;
- h. Recommendations for Further Reading and/or References.

3.3 Content of the Training Course for HR Staff

The following section provides an introduction and brief description of each of the learning units included in this training course for HR staff.

❖ **Unit 1:** Introduction to ECVET and EU Transparency Tools (ETIs)

Description:

- The first unit provides a theoretical overview of the ECVET system, as well as an introduction to all EU Transparency Instruments and Services.
- Content of this unit is delivered through examples of the most important ECVET Tools such as the Memorandum of Understanding, the Learning Agreement and the Personal Transcript are presented, as are the technical components of ECVET such as the Learning Outcomes Structure and the Learning Outcome Units.
- In addition, this unit also presents a detailed overview of the EQF, ECTS, Europass, CEFR and the system of European Quality Assurance in VET (EQAVET) and examples of how these tools can be implemented in HR. Therefore, this unit sets the theoretical framework for the training course.

❖ **Unit 2: Personnel Planning**

Description:

- In this unit, HR professionals are introduced to the key processes, activities and challenges of modern personnel planning in companies and institutions.
- The content of this unit is delivered through a case study which highlights the challenge faced by HR managers in finding appropriate candidates for a position in a short timeframe with limited resources, while ensuring they find the best candidate for the role.
- In this unit, the basic functions and activities of strategic, tactical and operational personnel planning are introduced and combined with relevant ECVET and transparency instruments, meaning that participants engage with the EU transparency tools and find a suitable solution to this problem.

❖ **Unit 3: Attracting Staff**

Description:

- In this unit, HR professionals are advised on how they can make the recruitment process more effective by applying useful ECVET and European transparency tools.
- The content in this unit introduces learners to European transparency tools and how they can be used to make recruitment and selection practices more efficient.
- The content is delivered using a pragmatic approach which aims to solve the problem of how a HR manager can maintain a company's competitiveness by employing individuals who are suitably skilled and qualified for the role and who have the potential to increase innovative measures and productivity within the company.

❖ **Unit 4: Personal and Career Planning**

Description:

- In this unit, HR professionals are introduced to effective HRM practices in dealing with career planning, including how HR professionals can motivate employees by matching the career aspirations of the employee with the long-term strategic goals of the company.
- The content of this unit introduces how ECVET tools and other European Transparency Instruments (ETIs) can be used to motivate employees to engage in further training and to better appreciate the opportunities offered by lifelong learning programmes.
- Participants will gain a deeper understanding of how ECVET resources and other EU transparency tools can be used to support the successful development of an individual career plan for employees.

❖ **Unit 5: Training and Development**

Description:

- This unit introduces HR professionals to the HR processes associated with employee development and retention.
- The content in this unit is presented to allow HR professionals to engage in discussion on the problems arising from having a high turn-over of staff, and also to brainstorm ways to protect the company from the loss of talent and know-how which results from poor employee retention figures.
- This unit also introduces potential applications of the ECVET tools and European transparency instruments which can support the mobility of employees abroad which in turn can facilitate their development and can also incentivise their retention.

❖ **Unit 6: Performance Management**

Description:

- This unit provides HR professionals with content to help them to understand, recognise and apply the Performance Management Process using EU transparency tools.
- The HR practice which is presented in this unit is related to the evaluation of the human resources of a company and how this compares to the company's corporate growth, development and productivity.
- This unit introduces how ECVET and similar tools can be used for assessing skills within a Performance Management System that can be easily adopted even by SMEs.

❖ **Unit 7: Leadership Development****Description:**

- This unit provides HR professionals with content related to the ‘leadership development’ of a company’s employees; supporting HR professionals to identify, attract, fill, and retain corporate leadership talent in their company.
- This unit presents two major challenges which companies face in finding and developing leaders – namely the challenge to identify qualified candidates to fill current and future leadership roles and also the challenge to develop a comprehensive leadership programme to cultivate and develop the leaders of tomorrow from within their companies.
- This unit also highlights the opportunities afforded by ECVET and other EU transparency instruments to improve the leadership development processes of a company, especially through resources such as ESCO, European Qualifications Framework (EQF) and EURES.

❖ **Unit 8: Summary and Reflection****Description:**

- ❖ In this final unit, HR professionals will summarise the knowledge and skills they have attained through the completion of this training course.

3.4 Flexible handling of the Training Course for HR Staff (Module structure)

The flexibility and the individuality of the Training Course for HR Staff is a core characteristic to be successful in reality. For this, the Training Course for HR Staff is adaptable to the use and demand of each participant. It is to be seen as a complete product consisting of single, concluded products within. Depending on the professional background, working experience as well as individual professional experience, participants can choose the Learning Units as separate modules. Each Learning Unit has its own exercises and examples and can be taught separately. Therefore, it is possible to offer one special Learning Unit or arbitrary Learning Units to suit the need of the participants. Of course, the Training Course for HR Staff can also comprehend more than one Learning Unit, for example Learning Unit 3 dealing with “Attracting Staff” and Learning Unit 5 covering “Training and Development”. Yet, the individual training should always contain the Learning Unit 1 covering the “Introduction to ECVET and EU Transparency Tools (ETIs)” to get a theoretical basis and understanding of the ECVET Tools and European Transparency Instruments. Then, the participant can choose any topic out of the following six Learning Units 2 to 7. The module should also conclude with Learning Unit 8 “Summary and Reflection”. Like this, the Training Course for HR Staff can be modified individually to the demands of the participant.

4 Pedagogical and Methodological advice for the Design of the Training

These units are designed to provide flexibility in planning, conducting and evaluating the Training Course for HR staff. As such, the curriculum has been designed to be modular in nature so that all units can be used independently of each other and can also be lengthened or shortened depending on the level of training and expertise of the HR professionals undertaking the training.

In order to foster changes in behaviour and practices of HR professionals so that they are more willing to use ECVET and EU transparency tools in their daily practices, the following notes and advice has been developed by project partners so that the delivery of these learning units is successful:

1. The general preparation of the room is recommended as follows:
 - a. Sunlit room with good air circulation and fresh-air if possible. This room should be self-contained for an undisturbed working atmosphere;
 - b. Chair for each participant as well as a small table to write on.
2. In terms of the technical equipment, the following items are recommended:
 - a. Projector and screen for presentations;
 - b. Flip chart;
 - c. Facilitator's toolbox (e.g. containing pens, magnets, pins, stickers, paper in various sizes, etc.);
 - d. Name tags.
3. The following points act as advice for managing a diverse group of learners with differing experiences of HR:
 - a. Maintain a friendly and approachable manner when delivering training;
 - b. Maintain approachable and open body language throughout the training session including eye contact where necessary;
 - c. Introduce yourself as the tutor and provide some background to your career which highlights your previous experience of delivering training programmes;
 - d. Ensure that you allow each participant to introduce themselves to the group, including their background and experience in HR; making sure all participants feel at their ease and comfortable sharing with the group;
 - e. Encourage the exchange of knowledge, while also ensuring that participants understand that any information shared about companies within the group has to be dealt with confidentially;
 - f. Encourage group discussion where possible.

| Learning Unit 1: Introduction to ECVET and European Transparency Instruments | |
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| | This unit presents the theoretical background to ECVET and the other European Transparency Instruments which appear in this curriculum. It also provides an in-depth overview of the tools and technical components of each of these Instruments. |
| Introduction | |
| | In Learning Unit 1 participants will be introduced to the theoretical background and some applications of the European Credit system for VET (ECVET) and other European transparency instruments, including the European Qualifications Framework (EQF), the European Credit Transfer and Accumulation System (ECTS), Europass and its templates, the European Quality Assurance for VET (EQAVET), the Common European Framework of References for Languages (CEFR) and NARIC. This is an introductory unit which will provide HR professionals with a sound understanding of these transparency tools and instruments before they progress to completing the other ECVET goes Business curriculum units which provide practical case studies and examples of how to integrate these instruments into their daily HR practices. As such, it is recommended that all HR professionals complete this short unit before commencing subsequent units in this curriculum. |
| Content | |
| | <p>I.</p> <p>The introduction to the ECVET goes Business project will be facilitated through the initial slides on the PowerPoint Presentation for Unit 1, which detail the project aims, objectives and rationale; as well as providing a short overview of the resources developed for HR professionals to date. In this section, HR professionals will be informed of the relevance of EU transparency tools to their daily work.</p> <p>II.</p> <p>Following this introduction and awareness raising process, participants will be introduced to the ECVET model. They will be given a short introduction to using a learning outcomes approach to VET, and to the use of ECVET points and credits. Next they will be introduced to the technical components of ECVET, namely the Memorandum of Understanding, the Learner Agreement and the Personal Transcript. Participants will then be given printed copies of these resources so that they can familiarise themselves with their layout and content.</p> <p>III.</p> <p>Following this overview of ECVET, participants will be introduced to the various levels of the European Qualifications Framework (EQF) and the European Credit Transfer and Accumulation System (ECTS). For the section on the EQF, participants will be introduced to the 8 levels of the framework and will gain insight into the knowledge, skills and competences required for completion of qualifications at each point of the framework, so as to progress to the next level of qualification. For the section on ECTS, participants will be given a brief overview of the European Credit Transfer and Accumulation System so that they can better understand how and when it is used, and the benefit of being able to interpret qualifications which are benchmarked to this system.</p> <p>IV.</p> <p>In the fourth step of this learning unit, participants will be introduced to the Europass model and its components and templates. Europass contains templates for employees, jobseekers, trainees and HR professionals and managers as follows: Curriculum Vitae & European Skills Passport; Europass Mobility; Language Passport; Certificate Supplement and Diploma Supplement. Participants should then be given printed copies of these templates so that they can familiarise themselves with their layout and content. Once these</p> |

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| | <p>templates have been distributed, the tutor should facilitate a short brainstorming session to encourage HR professionals to consider applications of these resources in their daily HR practices.</p> <p>V. The next step involves a brief overview of the EQAVET model and how it can be of relevance to HR professionals. This section of the unit then provides an overview of the 10 EQAVET indicators, and presents a case study of a work-based traineeship programme delivered in Ireland. This case study describes how the EQAVET indicators can be used in quality assurance in apprenticeship programmes.</p> <p>VI.</p> <p>In the final step of the unit participants will be briefly introduced to the different levels in the Common European Framework of References for Languages (CEFR); and they will also be given an overview of the NARIC structure, a link to find a list of national NARIC centres so that they can contact their national centre for additional information if required and also a brief overview of how NARIC is applicable to HR.</p> |
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Learning Outcomes

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| | On successful completion of Learning Unit 1 “Introduction to ECVET and European Transparency Instruments”, participants should be able to... | | |
| | Knowledge | Skills | Competence |
| | <p>... describe the main aims, objectives and rationale of the ECVET goes Business project</p> <p>...explain how ECVET and other EU Transparency Tools and Instruments can be used to enhance standard HR practices</p> <p>...explain what the following instruments are and what components/ templates, if any, accompany them: ECVET, EQF, ECTS, Europass, EQAVET, CEFR, NARIC</p> <p>... describe how to use the templates and components of Europass and ECVET</p> <p>...briefly describe the 8 levels of the EQF and the 6 levels of the CEFR</p> | <p>... identify the most relevant EU transparency tool for a range of common HR practices</p> <p>...select the appropriate levels on the EQF and the CEFR frameworks for vacancies and positions in their own companies</p> <p>...use and apply Europass templates and ECVET technical components to the relevant practices in HR</p> | <p>...plan for training of employees using the standards described by the ECVET, ECTS and EQF models</p> <p>...integrate the Europass CV, Skills Passport and Language Passport (if applicable) into recruitment practices</p> <p>...integrate the Europass Mobility, Certificate and Diploma Supplements into employee learning and development strategies and personal development plans</p> <p>...elaborate a job description using descriptors in the EQF and CEFR</p> |

Format of Training

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| | <p><input checked="" type="checkbox"/> Presentation by trainer</p> <p><input type="checkbox"/> Group exercise</p> <p><input checked="" type="checkbox"/> Discussion / Debate</p> <p><input type="checkbox"/> Working in pairs / Small groups</p> |
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| | <input type="checkbox"/> Presentation by participants <input type="checkbox"/> Simulation / Role plays <input type="checkbox"/> Media selection <input checked="" type="checkbox"/> Other: Printed copies of ECVET technical components and Europass templates as listed |
| Duration | |
| | 120 minutes for the whole unit: 15 min: introduction to the ECVET goes Business Project and its' relevance to HR Professionals 20 min: theoretical background of ECVET and reviewing the ECVET technical components 20 min: theoretical background of EQF & ECTS 10 min: BREAK 30 min: theoretical background of Europass and reviewing the Europass templates 15 min: theoretical background of EQAVET and case study from Ireland 10 min: theoretical background of CFER and NARIC |
| Requirements for Previous Experience and Knowledge of Participants | |
| | <ul style="list-style-type: none"> – Interest in using ECVET Tools & European Transparency Instruments in their work – Working experience in Human Resource Management recommended |
| Materials Required | |
| | <ul style="list-style-type: none"> – PowerPoint Presentation – Tables for EQF descriptors and CEFR levels |
| Recommendations for Further Reading / References | |
| | <ul style="list-style-type: none"> ❖ https://ec.europa.eu/education/policy/vocational-policy/ecvet_en ❖ http://www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet ❖ https://ec.europa.eu/ploteus/search/site?f%5B0%5D=im_field_entity_type%3A97 ❖ https://ec.europa.eu/ploteus/content/descriptors-page ❖ http://ec.europa.eu/education/resources/european-credit-transfer-accumulation-system_en ❖ http://europass.cedefop.europa.eu/ ❖ http://europass.cedefop.europa.eu/documents/curriculum-vitae ❖ http://europass.cedefop.europa.eu/documents/european-skills-passport ❖ http://europass.cedefop.europa.eu/documents/european-skills-passport/language-passport ❖ http://europass.cedefop.europa.eu/documents/european-skills-passport/europass-mobility ❖ http://europass.cedefop.europa.eu/documents/european-skills-passport/certificate-supplement ❖ http://europass.cedefop.europa.eu/documents/european-skills-passport/diploma-supplement ❖ http://www.eqavet.eu/gns/home.aspx |

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| | <ul style="list-style-type: none"> ❖ http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp ❖ http://www.coe.int/t/dg4/linguistic/Manuel1_EN.asp ❖ http://www.enic-naric.net/ ❖ http://qsearch.qqi.ie/WebPart/Search?searchtype=recognitions |
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| Learning Unit 2: Personnel Planning | |
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| | This unit presents how to use ECVET and European transparency instruments for strategic, tactical and operational personnel planning. |
| Introduction | |
| | In Learning Unit 2 participants will be introduced to the key processes, activities and challenges of modern personnel planning in companies and institutions. This topic is introduced through a case study which reflects the situation of HR managers all over the world who face the challenge of finding appropriate candidates for a certain position in a short timeframe; while at the same time and with minimal resources, ensuring the best candidate is selected for the vacancy. After presenting this challenge in the case study, the basic functions and activities of strategic, tactical and operational personnel planning is introduced and combined with relevant ECVET and European Transparency Instruments (ETI). Participants will be working with concrete instruments to find a solution to this challenge as part of this unit. |
| Content | |
| | <p>I.</p> <p>The introduction to the Learning Unit will be done with the presentation of a special case study where a company receives the order to build a large construction project with a cross border dimension e.g. a tunnel building project. Participants are put in the situation of a HR manager who has to plan to acquire the staff needed for this project while also balancing the resources available to them and also taking into consideration the short timeframe to recruit for this cross border project. By dealing with this case study, participants will realise that for such problems there is the need for common standards and instruments which will then lead to ECVET and European transparency instruments.</p> <p>II.</p> <p>Following this introduction and awareness raising process, participants will be introduced to the key processes and activities of strategic, tactical and operational personnel planning and since the target group of the training programme could be quite varied a common overview should be established through this step. In addition, two core practices for personnel planning will be briefly introduced to the participants:</p> <p><i>a) job planning / workplace method</i> <i>b) key indicator method</i></p> <p>III.</p> <p>In the third step, two ETIs will be brought into the discussion and connected with personnel planning functions:</p> <p><i>1) European Qualification Frame (EQF) and its skills descriptors</i> <i>2) Common European Framework of References for Languages (CEFR)</i></p> <p>Both approaches and instruments are introduced in a theoretical way to the participants. With the EQF descriptors, the 8 levels together with the descriptions of competences and skills are presented and analysed together with participants. For the CEFR, participants will be introduced briefly to the background of the framework and the examination standards at each level of the framework.</p> <p>IV.</p> <p>In the fourth step of the learning unit participants will be asked to develop a job description profile for one particular job in their company / institution / organisation which shall include the appropriate references to and descriptors from the EQF and also, assuming that competences in at least one foreign language is needed, an appropriate</p> |

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| | reference to the desired CEFR level. | | |
| | V. In the final step of the unit participants will reflect on the learning content of the unit and on their experiences and the learning they have achieved. They will also have an opportunity to ask any open questions and give feedback on usability of instruments and tools for practical work of HR staff. | | |
| Learning Outcomes | | | |
| | On successful completion of Learning Unit 2 “Personnel Planning” participants will be able to... | | |
| | Knowledge | Skills | Competence |
| | ... describe the difference between strategic, tactical and operational personnel planning ... explain the two core planning methods ... describe the basic concept behind the 8 EQF levels and competence descriptors ... describe the logic behind the 6 CEFR levels | ... select the appropriate EQF level for a single job description ... select the appropriate CERF level for a job requiring foreign language competences ... use and apply EQF descriptors in the development of a job description | ... compose a job description using EQF descriptors ...compose a job description using CEFR levels ...expand the use of EQF descriptors to other HR activities and functions where appropriate (e.g. staff development, recruitment, etc.) ... expand the use of CEFR levels to other HR functions and activities |
| Format of Training | | | |
| | <input checked="" type="checkbox"/> Presentation by trainer <input checked="" type="checkbox"/> Group exercise <input checked="" type="checkbox"/> Discussion / Debate <input type="checkbox"/> Working in pairs / Small groups <input checked="" type="checkbox"/> Presentation by participants <input type="checkbox"/> Simulations / Role play <input type="checkbox"/> Media selection <input type="checkbox"/> Other | | |
| Duration | | | |
| | 120 minutes for the whole unit: 20 min: introduction and case study 30 min: theoretical background of strategic, tactical and operational personnel planning 10 min: BREAK 20 min: introduction to EQF and CEFR 30 min: job profile development and short presentation / discussion 10 min summary and reflection | | |
| Requirements for Previous Experience and Knowledge of Participants | | | |
| | – Introduction into ECVET Tools & European Transparency Instruments | | |

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| | – Work experience in Human Resource Management is recommended |
| Materials Required | |
| | <ul style="list-style-type: none"> – Case studies – PowerPoint Presentation – Tables for EQF descriptors and CEFR levels – Resources for the group exercise (writing the job description) |
| Recommendations for Further Reading / References | |
| | <ul style="list-style-type: none"> ❖ https://ec.europa.eu/ploteus/en/content/descriptors-page ❖ http://www.coe.int/t/dg4/linguistic/cadre1_en.asp |

| Learning Unit 3: Attracting Staff | | | |
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| | This unit presents how to use ECVET and ETIs to recruit the right staff for your company. | | |
| Introduction | | | |
| | In Learning Unit 3 participants will be introduced to how best to make the recruitment process more effective and systemized by applying useful ECVET and European transparency tools. ‘Attracting’ means that companies need to address and attract employees who match their needs the most. To maintain their competitiveness it is important that companies employ people who are appropriately skilled and qualified for the job and who have the potential to increase innovative measures and productivity within the company. As such, recruitment and selection are the main issues discussed in the unit. | | |
| Content | | | |
| | <p>I.</p> <p>This unit will introduce participants to the necessity of having a well-structured recruitment process in place and will also highlight the most useful ECVET and other European transparency tools they can use during the process to make their recruitment and selection of candidates more efficient. This unit also presents a practical case study which helps to make the usage and application of the ECVET tools and ETIs more understandable. The Learning Unit structure of ECVET is highlighted, as its use of Learning Outcomes and the ECVET Personal Transcript. In addition the Europass documents are introduced in this unit.</p> <p>II.</p> <p>After a short introduction and presentation given by the trainer, participants will be introduced to the ECVET tools that can be used within the HR process of attracting people. Participants will be asked to reflect these tools within their own organisation and also exchange experience with other participants.</p> <p>III.</p> <p>The main elements of the training are the following:</p> <ul style="list-style-type: none">– Explanation of Human Resource Management Process “Attract – Recruitment and Selection”.– Introduction of ECVET and European transparency tools: Europass, Personal transcript, Learning Outcomes, Learning Units, EQF.– Strengths, Weaknesses and Benefits of the chosen ECVET and transparency tools.– Knowledge exchange with participants about their own experience in HR in general, and recruitment & selection in detail.– Presentation of a case study.– Adaptation of ECVET and transparency tools into their own company’s processes (related to HR).– Common discussion about best practice examples. | | |
| Learning Outcomes | | | |
| | On successful completion of Learning Unit 3 “Attract – Recruitment and Selection”, participants will be able to... | | |
| | Knowledge | Skills | Competence |
| | ... understand the importance of attracting | ... choose and apply the appropriate ECVET tools | ... reflect their own individual behaviour in |

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| | people ... understand the necessity of a systemized recruitment process ... describe the advantages and disadvantages of ECVET and ETIs in general and specifically for staff recruitment & selection ... list and describe ECVET and other ETIs which are useful for staff recruitment & selection practices | and ETIs for a company's recruitment and selection processes ... actively contribute to a higher level staff satisfaction through ECVET and ETIs ... develop a new strategy for staff recruitment and selection using ECVET and ETI | their own company when dealing with staff recruitment and selection ...be responsible for sharing knowledge, experiences and insights within their own company ...adapt specifications from ECVET and other ETIs to be applicable to the HR processes of recruitment and selection ... apply strategies for effective HR recruitment and selection |
| Format of Training | | | |
| | <input checked="" type="checkbox"/> Presentation by trainer <input checked="" type="checkbox"/> Group exercise <input checked="" type="checkbox"/> Discussion / Debate <input checked="" type="checkbox"/> Working in pairs / Small groups <input checked="" type="checkbox"/> Presentation by participants <input checked="" type="checkbox"/> Simulation / Role play <input type="checkbox"/> Media selection <input type="checkbox"/> Other | | |
| Requirements for Previous Experience and Knowledge of Participants | | | |
| | <ul style="list-style-type: none">– Introduction into ECVET Tools & European Transparency Instruments– Work experience in Human Resource Management recommended | | |
| Duration | | | |
| | 120 minutes (separation into 2x 60 min possible): 10 min: Introduction to HR processes 10 min: Recruitment and selection-possible processes 10 min: Introduction of case study 10 min: Exercise 1 10 min: Exercise 2 10 min: BREAK 30 min: Europass CV (10 min) & practice (20 min) 25 min: Learning Outcomes (5 min) & practice (20 min) 5 min: Conclusions | | |
| Materials Required | | | |
| | <ul style="list-style-type: none">• Case studies• Best-Practice-Examples• PowerPoint Presentation• Resources for group exercise | | |

| Learning Unit 4: Personal and Career Planning | |
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| | This unit presents how to create an individual career plan for employees that aligns with the vision of the company. |
| Introduction | |
| | <p>Employers are desperately seeking people with a combination of skills which tend to fall under this career readiness and employability umbrella that also include such things as soft skills, customer service skills and life skills.</p> <p>One of the biggest challenges in employee management is the alignment of employees' personal ambitions and objectives of the organisation. Over the last decade, lifelong career orientation has received more attention since it is a crucial dimension of lifelong learning and aims to improve the efficiency and quality of education and supplementary training in the labour market. Organisations have strategies and visions they want to achieve, but in order to do so, they need employees. The training will show the opportunities which ECVET Tools and European Transparency Instruments (ETI) present to support the successful development of an individual career plan for employees.</p> <p>In Learning Unit 4 participants will be introduced to effective HR strategies to improve career planning, including how they can motivate their employees to match the vision of the company mission and how it is necessary to develop individual career plans to help employees to support the goals of the company. Participants will also be introduced to the best suited ECVET Tools which are presented as a best practice through a case study. The main instruments presented in Learning Unit 4 are the Learning Agreement and the ECVET structure of using Learning Units.</p> |
| Content | |
| | <p>I.</p> <p>After a short presentation of Personal and Career Planning within the framework of HR Management, participants will be shown a presentation with an “ideal” individual career plan. Participants will be asked to take on the role of a person who has to plan his/hers individual career. One of the first pitfalls that people fall into when planning a career is that they begin by thinking of their ideal careers instead of their own skills, experiences and attributes. This pitfall allows individuals to easily fool themselves into believing certain things – often about their personalities, attitudes, aptitudes, and characters. They will have to THINK about what they are good at, rather than what they actually ARE good at. This case study will then introduce the challenge of preparing a career plan properly without the reference to an existing standard or a tool to benchmark competence descriptions, levels of training and competences, standards for certificates of VET systems etc.</p> <p>II.</p> <p>Following this introduction, participants will be introduced to the key processes and activities of individual career planning. The final version of a career plan is always designed by the employee and his/her superior or some other representative of the company. Career goals are formulated on the basis of the interview with this superior or representative where the self-assessment and the superior's assessment are coordinated and a career plan is developed based on the agreed desires for further career development and the gaps in competences of the employee which are identified. In this section, participants will be prepared for these interviews, will draft their own career plans and will be introduced to the Learner Agreement and how it can assist in career planning.</p> <p>III.</p> <p>In this third step, two ECVET tools will be introduced to the group for discussion and</p> |

| | <p>will be linked to the core functions of personnel planning. These are the:</p> <p>1) ECVET Learning Agreement</p> <p>2) ECVET structure of Learning Units</p> <p>Both tools and their applications in this context are introduced in a theoretical way to the participants.</p> <p>IV.</p> <p>In the fourth step of this learning unit participants will be asked to develop an individual career plan with the use of these ECVET tools. This exercise will allow them to apply the knowledge they have learned in this learning unit so far.</p> <p>V.</p> <p>In the final step of the unit participants will reflect on the learning content of the unit and on their experiences and the learning they have achieved. They will also have an opportunity to ask any open questions and give feedback on usability of instruments and tools for practical work of HR staff.</p> | | | | | | | | |
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| Learning Outcomes | | | | | | | | | |
| | <p>On successful completion of Learning Unit 4 “Personal and Career Planning” participants will be able to...</p> <table><tr><th>Knowledge</th><th>Skills</th><th>Competence</th></tr><tr><td><p>... describe the importance of career planning</p><p>... explain the advantages and disadvantages of ECVET Tools and ETIs in general HRM, but especially in relation to career planning</p><p>... describe the benefits of using the Learning Agreement and Learning Units in ECVET for the HR process of personal and career planning</p></td><td><p>... choose and use the most appropriate ECVET Tool or ETI to develop an individual career plan</p><p>... actively contribute to a higher level of employee satisfaction by improving career planning processes based on this unit</p></td><td><p>...be responsible for sharing knowledge, experience and insights within their own company</p><p>... establish new strategies for developing individual career plans which integrate ECVET and ETIs</p><p>...adapt specifications from ECVET and ETI into HR management</p><p>... apply strategies for sustainable staff satisfaction</p></td></tr></table> | | | Knowledge | Skills | Competence | <p>... describe the importance of career planning</p> <p>... explain the advantages and disadvantages of ECVET Tools and ETIs in general HRM, but especially in relation to career planning</p> <p>... describe the benefits of using the Learning Agreement and Learning Units in ECVET for the HR process of personal and career planning</p> | <p>... choose and use the most appropriate ECVET Tool or ETI to develop an individual career plan</p> <p>... actively contribute to a higher level of employee satisfaction by improving career planning processes based on this unit</p> | <p>...be responsible for sharing knowledge, experience and insights within their own company</p> <p>... establish new strategies for developing individual career plans which integrate ECVET and ETIs</p> <p>...adapt specifications from ECVET and ETI into HR management</p> <p>... apply strategies for sustainable staff satisfaction</p> |
| Knowledge | Skills | Competence | | | | | | | |
| <p>... describe the importance of career planning</p> <p>... explain the advantages and disadvantages of ECVET Tools and ETIs in general HRM, but especially in relation to career planning</p> <p>... describe the benefits of using the Learning Agreement and Learning Units in ECVET for the HR process of personal and career planning</p> | <p>... choose and use the most appropriate ECVET Tool or ETI to develop an individual career plan</p> <p>... actively contribute to a higher level of employee satisfaction by improving career planning processes based on this unit</p> | <p>...be responsible for sharing knowledge, experience and insights within their own company</p> <p>... establish new strategies for developing individual career plans which integrate ECVET and ETIs</p> <p>...adapt specifications from ECVET and ETI into HR management</p> <p>... apply strategies for sustainable staff satisfaction</p> | | | | | | | |
| Format of Training | | | | | | | | | |
| | <p><input checked="" type="checkbox"/> Presentation by trainer</p> <p><input checked="" type="checkbox"/> Group exercise</p> <p><input checked="" type="checkbox"/> Discussion / Debate</p> <p><input type="checkbox"/> Working in pairs / Small groups</p> <p><input checked="" type="checkbox"/> Presentation by participants</p> <p><input checked="" type="checkbox"/> Simulation / Role play</p> <p><input type="checkbox"/> Media selection</p> <p><input type="checkbox"/> Other</p> | | | | | | | | |
| Requirements for Previous Experience and Knowledge of Participants | | | | | | | | | |

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| | <ul style="list-style-type: none"> • Introduction into ECVET Tools & European Transparency Instruments • Work experience in Human Resource Management is required. |
| Duration | |
| | <p>120 minutes:</p> <p>10 min: Introduce the Objective (3 min) and Overview of Learning Unit (7 min)</p> <p>30 min: Presentation of Personal and Career Planning within the scope of HR in general (10 min) and Exercise 1 – Creating your own career plan (30 min)</p> <p>25 min: Key process and activities of individual career planning (15 min) and Exercise 2 - Career planning discussion (15 min)</p> <p>10 min: BREAK</p> <p>35 min: Learning Agreement (10 min), using ECVET Learning Units (10 min) and Exercise 3 – Improving your own career plan with EU tools (20 min)</p> <p>10 min: SWOT-Analysis and conclusions</p> |
| Materials Required | |
| | <ul style="list-style-type: none"> • PowerPoint Presentation • Best-Practice-Examples • Paper and pens • Resources for group exercise |
| Recommendations for Further Reading / References | |
| | <ul style="list-style-type: none"> ❖ Handbook ECVET goes business ❖ Bizjak S, MA thesis, Analiza uporabe planov osebnega razvoja v multinacionalki SHV GAS, 2006, University of Ljubljana, Faculty of Economics. Using ECVET to Support Lifelong Learning, 2012, CEDEFOP; http://www.cedefop.europa.eu/en/news-and-press/news/using-ecvet-support-lifelong-learning. ❖ Europe 2020, 2010, European Commission; http://ec.europa.eu/europe2020/index_sl.htm. ❖ Internal materials of a Chamber of Commerce and Industry of Slovenia project that was implemented within the framework of the operation named »Career platform for employees«, 2015. |

| Learning Unit 5: Training and Development | |
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| | This unit presents how to retain staff and satisfy their personal career needs. |
| Introduction | |
| | In Learning Unit 5 participants will get to know the Human Resource (HR) Process that has to do with “Staff Development and Retention” to sustainably keep employees in the company. This is especially necessary in the context of the “War of Talents” – this emphasises the importance of each employee who has certain know-how on special processes. To protect the company from the loss of this know-how, employees should be taken care of in regard to their career needs and individual wishes for further training and development. This unit will show the possibilities of the ECVET Tools and European Transparency Instruments (ETIs) which support international cooperation and exchange of staff across borders. |
| Content | |
| | <p>I.</p> <p>After a short introduction into the HR-process of “training and development”, participants will be given a case study example, in which an employee seeks further education abroad. The company has not offered this possibility so far, but wants to keep this employee and the know-how they have in the company. This situation shall be the basis for any further related challenges in the HR process.</p> <p>Before getting into details with regard to the ECVET Tools, participants will recognize that sustainable partnerships and cooperation between their companies and other service providers are necessary to actually offer employees the chance to learn abroad. They will get practical advice on how they can find partners for an exchange abroad. The broader objective is to keep talented staff in their companies, but in order to satisfy their needs for their personal careers, cooperation with aspirations of the employee is important. A video, provided in the ECVET Toolkit will also sum up the necessity and importance of finding appropriate partners so that quality training abroad can be provided for employees.</p> <p>II.</p> <p>Participants will then deal with the case study in three steps, which are related to the 3 European Transparency Tools:</p> <ul style="list-style-type: none"> - ECVET Memorandum of Understanding (MoU) - ECVET Learning Agreement (LA) - Europass Mobility <p>Challenges and difficulties with using these tools are also presented in this unit, as well as their advantages and usefulness in this context. Participants will reflect on these tools and propose how they can be used in their own organisation. Participants will also exchange experiences with other participants. Each instrument is presented in a critical, but beneficial manner; furthermore practical examples are offered and discussed.</p> <p>For all ECVET Tools and ETIs, individual group work exercises are prepared. This way, participants will become familiar with the original forms and templates produced by ECVET and Europass. Participants will fill in the MoU on their own; the other instruments are discussed with the group, and then they are filled in once more on their own.</p> <p>III.</p> <p>A special focus is also placed on the learning outcomes. Participants are asked to think about a training programme which they could offer to improve leadership skills among</p> |

| | <p>their employees. They will reflect on knowledge, skills and competences on their own. Following this reflection, they will discuss which results should be fixed so that the training will be worthwhile for all people involved in this process. In this way, they will start to reflect on the Tools and Instruments and they will also be able to adapt the learning outcomes to fit with their own needs.</p> <p>IV.</p> <p>At the end of this Learning Unit, they will have had the opportunity to complete an ECVET Memorandum of Understanding and Learning Agreement and the Europass Mobility document. They will also have the opportunity to reflect on their own learning as part of this Learning Unit in terms of their newly acquired knowledge, skills and competences.</p> | | | | | | |
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| Learning Outcomes | | | | | | | |
| | On successful completion of Learning Unit 5 “Training and Development”, participants will be able to... | | | | | | |
| | <table><tr><th>Knowledge</th><th>Skills</th><th>Competence</th></tr><tr><td>... describe the necessity of retaining staff ... explain the advantages and disadvantages of using ECVET Tools and the Europass Mobility in general and specially for HR process of staff training & development ... name the ECVET Tools and ETIs useful for HR process of staff training & development</td><td>... choose and implement the appropriate ECVET Tool or ETI to support a company’s staff retention process ... actively contribute to a higher level of staff satisfaction in their own company through the use of ECVET and ETIs</td><td>... reflect on their own individual behaviour in their own company when dealing with staff retention and training and development ...be responsible for sharing knowledge, experience and insights within their own company ... apply strategies for ensuring sustainable staff satisfaction</td></tr></table> | Knowledge | Skills | Competence | ... describe the necessity of retaining staff ... explain the advantages and disadvantages of using ECVET Tools and the Europass Mobility in general and specially for HR process of staff training & development ... name the ECVET Tools and ETIs useful for HR process of staff training & development | ... choose and implement the appropriate ECVET Tool or ETI to support a company’s staff retention process ... actively contribute to a higher level of staff satisfaction in their own company through the use of ECVET and ETIs | ... reflect on their own individual behaviour in their own company when dealing with staff retention and training and development ...be responsible for sharing knowledge, experience and insights within their own company ... apply strategies for ensuring sustainable staff satisfaction |
| Knowledge | Skills | Competence | | | | | |
| ... describe the necessity of retaining staff ... explain the advantages and disadvantages of using ECVET Tools and the Europass Mobility in general and specially for HR process of staff training & development ... name the ECVET Tools and ETIs useful for HR process of staff training & development | ... choose and implement the appropriate ECVET Tool or ETI to support a company’s staff retention process ... actively contribute to a higher level of staff satisfaction in their own company through the use of ECVET and ETIs | ... reflect on their own individual behaviour in their own company when dealing with staff retention and training and development ...be responsible for sharing knowledge, experience and insights within their own company ... apply strategies for ensuring sustainable staff satisfaction | | | | | |
| Format of Training | | | | | | | |
| | <div><input checked="" type="checkbox"/> Presentation by trainer</div> <div><input checked="" type="checkbox"/> Group exercise</div> <div><input checked="" type="checkbox"/> Discussion / Debate</div> <div><input type="checkbox"/> Working in pairs / Small groups</div> <div><input checked="" type="checkbox"/> Presentation by participants</div> <div><input checked="" type="checkbox"/> Simulation / Role play</div> <div><input type="checkbox"/> Media selection</div> <div><input type="checkbox"/> Other</div> | | | | | | |
| Requirements for Previous Experience and Knowledge of Participants | | | | | | | |
| | <div>– Introduction into ECVET Tools & European Transparency Instruments</div> <div>– Work experience in Human Resource Management is recommended</div> | | | | | | |
| Duration | | | | | | | |
| | <div>120 minutes (separated into 2x 60 min if possible):</div> <div>10 min: Introduction to HR process – Training and Development</div> <div>10 min: Introduction to the case study</div> | | | | | | |

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| | <p>25 min: Memorandum of Understanding - introduction (5 min) & practice (20 min)</p> <p>10 min: BREAK</p> <p>35 min: Learning Agreement – introduction (5 min) & practice (30 min)</p> <p>35 min: Europass Mobility - introduction (5 min) & practice (30 min) including conclusions</p> |
| Materials Required | |
| | <ul style="list-style-type: none"> • PowerPoint Presentation • Copies of blank ECVET and Europass templates • Resources for group exercises |
| Recommendations for Further Reading / References | |
| | <ul style="list-style-type: none"> ❖ <i>Cedefop - The European Centre for the Development of Vocational Training (2013):</i> Monitoring ECVET implementation strategies in Europe, Working Paper No. 18. ❖ <i>Cedefop - The European Centre for the Development of Vocational Training (2008):</i> Career development at work. A review of career guidance to support people in employment, Cedefop Panorama series 151. ❖ <i>Council of the EU/ European Parliament (2009):</i> Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) ❖ <i>ECVET Users' Group (2012):</i> Using ECVET for geographical mobility (2012) Part II of the ECVET Users' Guide - Revised version including key points for quality assurance. |

| Learning Unit 6: Performance Management | |
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| | This unit presents how to acknowledge previous competences within a Performance Management-Process using European Transparency Instruments. |
| Introduction | |
| | <p>In Learning Unit 6 participants will get to know, recognize, apply and evaluate some key elements of Performance Management Process.</p> <p>The HR process concerned here is related to the evaluation of the human resources of a company in terms of the company's corporate growth, development and productivity. Performance Management Process (PMP) is an ongoing process of communication between supervisors and employees, supporting the accomplishment of the strategic objectives of the organisation. The training will show how ECVET and European Transparency Instruments can be used for assessing skills within a Performance Management System that can be easily adopted even by SMEs.</p> |
| Content | |
| | <p>Assessment of skills and competences as well as of outcomes and productivity is always a difficult and complex process. It requires a difficult balance between objectivity and critical analysis, and it has to take into consideration a variety of often unpredictable or even conflicting factors.</p> <p>I.</p> <p>The first part of the Unit covers general information on the PMP. When we focus on each PMP phase, we see that it basically deals with employees' performance, and, therefore, their appraisal. That's why other models of PMP include 7 or more phases for example: 1) job advertising; 2) recruitment & selection; 3) reward & recognition; 4) performance appraisal; 5) disciplinary process; 6) learning & development; 7) progress and planning. These phases describe, in more detail, how employees are involved in PMP and how their role is key for good overall performance of the company.</p> <p>II.</p> <p>A case study shows how issues with the assessment and certification of employees/potential employees' performance can be successfully addressed by adopting the ECVET framework and tools. The performance-based approach can help us in evaluating skills acquired in non-formal and informal contexts, while the Learning Outcome description provides a clear scheme of knowledge, skills and competences to evaluate. Credits can immediately show the relevance and the weight of skill sets, and references to the EQF can give additional information about the educational level attained.</p> <p>III.</p> <p>Within the training course, the following ECVET tools and ETIs are included:</p> <ul style="list-style-type: none"> ❖ ECVET Learning Outcomes & Learning Units; ❖ ECVET Credit Points; ❖ EQF and NQF levels and competence descriptors. <p>IV.</p> <p>In total, the training content includes the following:</p> <ul style="list-style-type: none"> - The PMP definition and scope - The main PMP phases - Setting SMART goals in performance assessment - Performance-based assessment as a problem solving process - ECVET system for performance appraisal |

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| | <ul style="list-style-type: none">- Applying PMP and performance-based assessment to real-life situations- Assess, validate and certify knowledge, skills and competences. | | |
| Learning Outcomes | | | |
| | On successful completion of Learning Unit 6 “Performance and Management” participants will be able to... | | |
| | Knowledge | Skills | Competence |
| | <ul style="list-style-type: none">... define the PMP...describe the 4 phases of PMP...explain the relationship between PMP and the ECVET system... name ECVET tools and ETIs which are useful for Performance and Management Process | <ul style="list-style-type: none">... select and implement the most appropriate ECVET tools for PMP in a given context... solve performance-based assessment problems in given contexts...apply the PMP process in any kind of organisation and therefore contribute to the growth of both the organisation and of the individual. | <ul style="list-style-type: none">...be responsible for sharing knowledge, experience and insights within their own company... give and receive feedback...reflect on their and others’ choices...evaluate the outcomes of the PMP...critically review the entire PMP process. |
| Format of Training | | | |
| | <ul style="list-style-type: none"><input checked="" type="checkbox"/> Presentation by trainer<input checked="" type="checkbox"/> Group exercise<input checked="" type="checkbox"/> Discussion / Debate<input type="checkbox"/> Working in pairs / Small groups<input checked="" type="checkbox"/> Presentation by participants<input checked="" type="checkbox"/> Simulation / Role play<input type="checkbox"/> Media selection<input type="checkbox"/> Other | | |
| Requirements for Previous Experience and Knowledge of Participants | | | |
| | <ul style="list-style-type: none">– Introduction into ECVET Tools & European Transparency Instruments– Work experience in Human Resource Management is recommended | | |
| Duration | | | |
| | <p>120 minutes (separated into 2x 60 min if possible):</p> <p>20 min: Introduction to Performance Management Process (definition of PMP and 4 Pillars)</p> <p>30 min: Exercise (1-2 by using Annex 1)</p> <p>10 min: Break</p> <p>15 min: Case Study</p> <p>35 min: Exercise</p> <p>10 min: Questions and conclusions</p> | | |
| Materials Required | | | |
| | <ul style="list-style-type: none">• Case studies• Best-Practice-Examples | | |

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| | <ul style="list-style-type: none"> • PowerPoint Presentation |
| Recommendations for Further Reading / References | |
| | <ul style="list-style-type: none"> ❖ New Employee Performance Evaluation INFORMATION AND INSTRUCTIONS“ by North-eastern State University (U.S.A.) available at https://offices.nsuok.edu/portals/34/documents/new-employee-performance-evaluation.pdf ❖ https://resources.workable.com/blog/skills-assessment ❖ (Herman and Kenyon, 1987; Nitardy and McLean, 2002), whether this is just adequate achievement of work objectives (Green, 1999) or high performance (Mirabile, 1997). Since competence [...] is specific to an occupation, it is ‘by definition, related to the technical aspects of performance’ (Stewart and Hamlin, 1994, p. 4) and ‘assessment of competence should be grounded in performance in the workplace’ (Norris, 1991, p. 4). (page 44)” ❖ Busi & Alfnes which is available at: <ul style="list-style-type: none"> ○ https://www.sintef.no/globalassets/project/smartlog/publikasjoner/2008/jomsav2-paper.pdf ○ http://hr.berkeley.edu/performance/performance-management ○ http://hrcouncil.ca/hr-toolkit/keeping-people-performance-management.cfm |

| Learning Unit 7: Leadership development | |
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| | This unit presents how to develop an effective leadership programme within the company. |
| Introduction | |
| | <p>In Learning Unit 7 participants will get to know the Human Resource process that has to do with “Leadership development” to identify, attract, fill and retain corporate leadership talent in the company.</p> <p>Companies face two major challenges in finding and developing leaders. They need to identify qualified candidates to fill current and future leadership roles, and they have to develop a comprehensive leadership programme to cultivate and develop the leaders of tomorrow.</p> <p>This unit will present the possibilities of using the ECVET Tools and European Transparency Instruments (ETIs) within the HR process of leadership development, especially, practical examples of using European skills, competences, Qualifications and Occupations (ESCO), European Qualifications Framework (EQF) and the European Job Mobility Portal (EURES) tools and resources.</p> |
| Content | |
| | <p>I.</p> <p>The introduction to the Learning Unit will be done with a briefly theoretical presentation of Leadership Development, by focusing mainly on the Leadership Challenges in Business, MANAGER vs LEADER (Top 10 Differences between Managers and Leaders) and Current and future leadership needs. The participants will be able to visualize a video where the differences between managers and leaders are showed.</p> <p>II.</p> <p>Following this introduction, participants will be introduced to the European Transparency Instruments (ETI) and how ETI can be used within the leadership developing process. Especially the participants will focus on three concrete tools: ESCO (European Skills, Competences, Qualifications and Occupations), EQF (European Qualifications Framework) and EURES. The presentation of the three tools follows the same structure:</p> <ul style="list-style-type: none"> -Firstly, an introductory video of the tool is showed; -Secondly, the trainer explains the tool trying to analyze how this tool can help the participants with their daily tasks. -And finally, the participants are encouraged to reflect on this tool within their own organisation and exchange knowledge about their own experience in HR in general, and leadership development in detail. The participants debate about which are the strengths, weaknesses and benefits they perceive of each tool. <p>III.</p> <p>In the next step of the unit participants will be divided into 3 groups. The trainer will hand out three exercises (one per tool showed) and each group, firstly, will choose one or two exercises and secondly, work on them by identifying a real case within their company and filling in the templates. Afterwards, one representative of each group will present the example done to the rest of the participants.</p> <p>IV.</p> <p>In the final step of the unit participants will reflect on the learning content of the unit and on their experiences and the learning they have achieved. They will also have an opportunity to ask any open questions and give feedback on usability of instruments</p> |

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| | and tools for practical work of HR staff. | | |
| Learning Outcomes | | | |
| | On successful completion of Learning Unit 7 “Leadership Development”, participants will be able to... | | |
| | Knowledge | Skills | Competence |
| | ...name and identify ETIs related to the leadership development process ...describe their use and benefit to the leadership development process ...explain the advantages and disadvantages of ETIs especially in relation to the HR process of leadership development | ...choose the most appropriate ETI to develop the specific areas of the leadership development process ...apply the ETIs in the leadership development process within their company | ...adapt the ETI to their own company, with reference to leadership development ...communicate the use and advantages of ETIs for the leadership development process within their own company ...incorporate the ETIs into the leadership development training and management processes within their own company |
| Format of Training | | | |
| | <input checked="" type="checkbox"/> Presentation by trainer <input checked="" type="checkbox"/> Group exercise <input checked="" type="checkbox"/> Discussion / Debate <input checked="" type="checkbox"/> Working in pairs / Small groups <input checked="" type="checkbox"/> Presentation by participants <input checked="" type="checkbox"/> Simulation / Role play <input type="checkbox"/> Media selection <input type="checkbox"/> Other | | |
| Requirements for Previous Experience and Knowledge of Participants | | | |
| | – Introduction into ECVET Tools & European Transparency Instruments – Work experience in Human Resource Management is recommended | | |
| Duration | | | |
| | 120 minutes (separated into 2x 60 mins if possible): 15 min: Leadership development presentation 45 min: Presentation of the European Transparency Instruments (ETI) (15 min each, approx.) 60 min: Practical examples and exercise | | |
| Materials Required | | | |
| | <ul style="list-style-type: none">• Case studies• Best Practice Examples• PowerPoint Presentation• Resources for group exercise | | |

| Learning Unit 8: Summary and Reflection | | | |
|-----------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | This unit acts as the conclusion of the training course for HR staff. | |
| Introduction | | | |
| | | In Learning Unit 8 participants will summarise the knowledge and skills they have acquired by completing the previous Units. As part of this unit, participants are also presented with certificates and the training course is completed with an open feedback and networking session. | |
| Content | | | |
| | | <p>I.</p> <p>Participants will provide feedback on the content, delivery and relevance of the training course to their needs and will help to revise the content of this training course based on this feedback. At this stage, participants are asked to review the training materials they have received. Then, the core issues which were highlighted during these units are repeated and discussed; and participants are asked to make their recommendations for revisions to the content.</p> <p>II.</p> <p>The trainer then asks participants to recap on each of the units and to name the core elements which they found most useful to their roles as HR professionals. All comments and feedback received is then summarised by the trainer and fed-back to the group for final discussion and to ensure that the feedback has been accurately understood by the trainer.</p> <p>III.</p> <p>To conclude the course the certificates are presented to the participants.</p> <p>IV.</p> <p>Following the close of this unit, participants are invited to engage in networking and to establish a network to exchange best practice if appropriate. Alternatively, they are encouraged to exchange their contact details for future collaboration.</p> | |
| Learning Outcomes | | | |
| | | On successful completion of Learning Unit 8 “Summary and Reflection”, participants will be able to... | |
| | | Knowledge | Skills |
| | | Competence | |
| | | ... describe core elements of ECVET Tools and ETIs ... explain the advantages and disadvantages of ECVET Tools and ETIs in general and specially for HR processes | ... use and implement the appropriate ECVET Tools or ETIs ... network with other participants and – by that – form a network for exchange of practice or future collaboration |
| | | ... reflect and evaluate the content of the units ...share their knowledge, experience and insights | |
| Format of Training | | | |
| | | <input checked="" type="checkbox"/> Presentation by trainer <input type="checkbox"/> Group exercises | |

| | |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <input checked="" type="checkbox"/> Discussion / Debate <input type="checkbox"/> Working in pairs / Small groups <input checked="" type="checkbox"/> Presentation by participants <input type="checkbox"/> Simulation / Role play <input type="checkbox"/> Media selection <input type="checkbox"/> Other |
| Requirements for Previous Experience and Knowledge of Participants | |
| | <ul style="list-style-type: none"> – Introduction into ECVET Tools & European Transparency Instruments – Work experience in Human Resource Management is recommended |
| Duration | |
| | 2x 60 minute sessions is recommended |
| Materials Required | |
| | <ul style="list-style-type: none"> • PowerPoint Presentation: short summary of every unit • Certificates of Completion • Tables to present additional information |