

**ESTABLISHMENT AND OPERATION
OF A SYSTEM OF VOCATIONAL QUALIFICATIONS
IN CYPRUS, 2007-2013**

**VOCATIONAL FIELD
«TRAINER OF VOCATIONAL TRAINING»
(level 3)**

JUNE 2011

The **Definition** of the Vocational Field «**Trainer of Vocational Training**» (Level 3) was achieved within the framework of the implementation of the Project «**Establishment and Operation of a System of Vocational Qualifications in Cyprus, 2007-2013**» by using a Sectoral Technical Committee on Vocational Qualifications.

Members of the Sectoral Technical Committee on Vocational Qualifications.

Representatives of the organisations stated below:

Cyprus Employers & Industrialists Federation (OEB)
Cyprus Chamber of Commerce and Industry (CCCI)
Cyprus Confederation of Professional Craftsmen and Shopkeepers (POVEK)
Cyprus Workers' Confederation (SEK)
Pancyprian Federation of Labour (PEO)
Ministry of Education and Culture
Ministry of Labour and Social Insurance/
Cyprus Productivity Centre (CPC)
Cyprus Pedagogical Institute
Cyprus Academy of Public Administration
University of Cyprus
Cyprus Association of Vocational Training Centres
Cyprus Human Resource Management Association
Cyprus Computer Society
Human Resource Development Authority

Project Supervisor:

Joint Venture Action Synergy S.A., RTD Talos Ltd and
IMH C.S.C

Author:

Constantinos Bourletides

Monitoring Committee:

Dr Giorgos Oxinos, Director General of the Human Resource Development Authority
Giorgos Siekkeris, Senior Officer of the Human Resource Development Authority,
Project Manager

Competent Officer:

Christos Tziamas, Human Resource Officer

Republication is authorised provided that the source is acknowledged.

Human Resource Development Authority:
Anavyssou 2, 2025 Strovolos, P.O.Box 25431, 1392 Nicosia, Cyprus
Tel.: +357 22515000, Fax: +357 22496949
E-mail: hrda@hrdauth.org.cy, Website: www.hrdauth.org.cy

PREAMBLE

The upgrading of the human resources through planned and regular actions constitutes the cornerstone of the efforts made in order to increase productivity and improve competitiveness in the Cypriot market. The establishment and operation of a **System of Vocational Qualifications** in Cyprus is expected to play a major role in this effort and is included among the priorities of the state. This crucial strategic objective constitutes a commitment of Cyprus vis-a-vis the European Union and has been included in the National Action Plan for Employment, the Lisbon Strategy Action Plan, as well as in the **Operational Programme “Employment, Human Capital and Social Cohesion, 2007-2013”**.

The application of a System of Vocational Qualifications in Cyprus was submitted to and approved by the **European Social Fund** as a co-financed Project for the Programming Period 2007-2013. The European Social Fund is the main financial instrument of the European Union for the support of employment in the Member States, as well as for the promotion of economic and social cohesion.

The **Human Resource Development Authority** has been designated as the competent Body for the promotion of a System of Vocational Qualifications. The purpose of this System is the upgrading of human resources through the Definition of Standards of Vocational Qualifications and the examination and certification of the competency of the interested persons to efficiently perform in a specific level of Vocational Qualification. The examination shall take place in Examination Centres (Training Institutions and Companies/Organisations), according to the approval of the Authority.

Moreover, the **Standards of Vocational Qualifications** are expected to be utilised for the adaptation of the detailed programmes of technical/vocational education, as well as of other subsystems, such as the Apprenticeship System, Intensive Programmes of Ab Initio Training and other activities. The System of Vocational Qualifications is expected to be included in the National Qualifications Framework, which will be connected to the European Qualifications Framework and will have an impact on lifelong learning and human resource mobility.

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1. INTRODUCTION

The human resource development of Cyprus constitutes the cornerstone for the productivity growth of businesses and the further development of the Cypriot economy. The Trainers of Vocational Training play a major role in this achievement: through the vocational training they provide, they offer a major contribution to the human resource development by enriching its knowledge and skills and by introducing new know-how. The Human Resource Development Authority, recognising their highly important role, proceeded to the definition of the relevant Standard of Vocational Qualification, on the basis of which the Trainers of Vocational Training will be examined and certified, in strict compliance with quality criteria.

In this publication, the **Vocational Field** is developed, related to the “**Trainer of Vocational Training**” (level 3). In the first place, the Summary Table of the Project Areas of the Vocational Field “Trainer of Vocational Training” (level 3) is presented, as well as the Structure of the Vocational Field, which means the description of the Standard, the Project Areas, the secondary Projects, as well as the Performance Examination Methods. Subsequently, each Project Area is analysed, describing the Performance Criteria, the Fields of Application and the Necessary Knowledge. Annexes can also be found at the end of the publication, including the glossary, explaining the terms and concepts of the Vocational Field, and the description of the five levels of Vocational Qualifications.

The Definition of the Vocational Field “Trainer of Vocational Training” (level 3) was made by utilising the services of the Supervisor and the Author, the involvement of Employment and Trade Union Organisations, the participation of competent Ministries, Organisations, Professional Associations and other experts, within the working procedures of the Sectoral Technical Committee on Vocational Qualifications, whose members are appointed, for this reason, by the Board of Directors of the Human Resource Development Authority.

The Standards of Vocational Qualifications are expected to be revised, if and when appropriate, upon the relevant decision made by the competent sectoral Technical Committee. The final approval of the Standards of Vocational Qualifications is given by the Board of Directors of the Human Resource Development Authority, as the competent Authority.

2. SUMMARY TABLE OF PROJECT AREAS OF VOCATIONAL FIELD

S/N	TITLE	PAGE
EEK1	Training needs analysis	9
EEK2	Programme and/or training module design	17
EEK3	Programme and/or training module implementation	23
EEK4	Programme and/or training module evaluation	29

3. STRUCTURE OF VOCATIONAL FIELD

3.1. Trainer of Vocational Training – Level 3

3.1.1. Description of Standard of Vocational Qualification

The Vocational field of the Trainer of Vocational Training includes the project areas related to the training needs analysis, as well as to the design, the implementation and the evaluation of programmes and/or training modules.

3.1.2. Project Areas/Projects

Compulsory Areas

CODE OF PROJECT AREA	TITLE OF PROJECT AREA	PROJECT CODE	PROJECT TITLE	PAGE
EEK1	Training needs analysis	EEK1.1	Identification of broader training needs in sectors of economic activity	10
		EEK1.2	Assessment of collective training needs of organisations	12
		EEK1.3	Assessment and analysis of personal training needs the trainees	15
EEK2	Programme and/or training module design	EEK2.1	Design and organisation of the training content	18
		EEK 2.2	Selection and/or development of training methods, techniques, aids and materials	20
EEK3	Programme and/or training module implementation	EEK3.1	Preparation before the beginning of the training	24
		EEK3.2	Implementation of the training	26
EEK4	Programme and/or training module evaluation	EEK4.1	Design and conduct of the evaluation	30
		EEK4.2	Processing and utilisation of the evaluation results	32

3.1.3 Performance Assessment Methods

The Assessment of the skills and necessary knowledge within the framework of the procedure of awarding the Vocational Qualification “Trainer of Vocational Training – Level 3” is carried out with the use of the assessment methods stated below:

- **Observation** in real work conditions (implementation of training programme).
- **Observation under simulation conditions**, (sample training programme/microteaching)
- **Case study/special project/role-playing.**
- **Personal interview/oral examination.**
- **Written examination.**

4. ANALYSIS OF PROJECT AREAS/PROJECTS

I. PROJECT AREA:
EEK1 Training needs analysis

II. DESCRIPTION:

This specific project area concerns the collection and/or processing of all the data and information needed for the identification of broader training needs in sectors of economic activity, the assessment of collective training needs of organisations and the assessment and analysis of the personal training needs of the trainees, in order to form a training programme that will meet these needs.

III. PROJECTS:

EEK1.1 Identification of broader training needs in sectors of economic activity

EEK1.2 Assessment of collective training needs of organisations

EEK1.3 Assessment and analysis of the personal training needs of the trainees

I. PROJECT AREA: EEK1 Identification of training needs	
II. PROJECT: EEK1.1 Identification of broader training needs in sectors of economic activity	
PERFORMANCE CRITERIA (PC) PC1. To identify sources of information for the areas. PC2. To collect and utilise information and data related to the areas. PC3. To detect structural and other problems related to the areas. PC4. To identify thematic areas of training needs.	FIELD OF APPLICATION (FA) SI1. Sources of Information <ul style="list-style-type: none"> • Statistical Authority • Professional Associations • Human Resource Development Authority • European Union • Social Partners • Other competent organisations/services • Views of specific areas SI2. Problems related to the areas <ul style="list-style-type: none"> • Competitiveness • Quality • Productivity • Technology Level • Production Cost • Seasonal/Permanent professions • Exports • Modernisation SI3. Thematic areas of training needs <ul style="list-style-type: none"> • Direction/Supervision • Development and production of products • Marketing/Sales • Markets • Finance • Quality management • Human Resources • Public Relations • Technology • Health, Safety and Environment • Languages • European Union • Laws/Regulations/Agreements • Specialised subjects for specific professions

II. PROJECT:

EEK1.1 Identification of broader training needs in sectors of economic activity

NECESSARY KNOWLEDGE (NK)

List of necessary knowledge for the implementation of this project:

- NK1.** As a trainer, to which sources can you refer to for the collection of data concerning various sectors of economic activity?
- NK2.** What do the possible problems of a sector of economic activity refer to?
- NK3.** To which thematic areas is it likely to detect training needs in various sectors of economic activity?

I. PROJECT AREA: EEK1 Identification of training needs	
II. PROJECT: EEK1.2 Assessment of collective training needs of organisations	
PERFORMANCE CRITERIA (PC) In order to prove your skills in this project you should: PC1. Apply the appropriate, where applicable, techniques of data collection for the identification of problems. PC2. Collect and assess information referring to the characteristics of the organisations. PC3. Detect problems related to the training needs. PC4. Set out the collective training needs of the organisations. PC5. Proceed to the grouping of training needs.	FIELD OF APPLICATION (FA) FA1. Data collection techniques <ul style="list-style-type: none"> • Distribution of questionnaires • Personal interview • Group interview • Observation FA2. Characteristics of the organisations <ul style="list-style-type: none"> • Competitiveness • Cooperativeness • Productivity • Management characteristics • Human resources utilisation level • Technology utilisation level • Values • Legal entity • District/Area in which it is located • Turnover • Employment size and demographic structure • Educational culture • Educational strategy • Educational centre • Trainers • Cooperations with training organisations • Domain/Field • Category (small, medium, large) • Export activity • Capital intensity • Work intensity • Corporate social responsibility • Connection with the local society • Participation in educational and cultural activities • Employed persons with disabilities (EPD)
I. PROJECT AREA: EEK1 Identification of training needs	

II. PROJECT:

EEK1.2 Assessment of collective training needs of organisations

FIELD OF APPLICATION (FA)

FA3. Problems related to training needs

- People-to-people contacts
- Productivity
- Motivation
- Customer service
- Quality
- Skills/technical knowledge level

FA4. Grouping of training needs

- According to the thematic area
- According to the level of the personnel
- According to the priority level
- Organisation/Department

II. PROJECT:

EEK1.2 Assessment of collective training needs of organisations

NECESSARY KNOWLEDGE (NK)

List of necessary knowledge for the implementation of this project:

NK1. Which are the main data collection techniques?

NK2. Based on which factors can one determine the characteristics of an organisation?

NK3. Which problems of an organisation are likely to be related to training needs?

NK4. Based on which criteria can the training needs be grouped?

I. PROJECT AREA: EEK1 Identification of training needs	
II. PROJECT: EEK1.3 Assessment and analysis of personal training needs of the trainees	
PERFORMANCE CRITERIA (PC) <p>In order to prove your skills in this project you should:</p> <p>PC1. Determine the demographic and social characteristics of trainees</p> <p>PC2. Determine the educational characteristics of the trainees</p> <p>PC3. Determine the professional characteristics of the trainees</p> <p>PC4. Determine the special characteristics of the trainees</p> <p>PC5. Determine the learning motivations of the trainees</p> <p>PC6. Select and apply the appropriate, where applicable, data collection techniques.</p> <p>PC7. Proceed to the results analysis.</p> <p>PC8. Reach specific conclusions.</p>	FIELD OF APPLICATION (FA) <p>FA1. Demographic and Social characteristics</p> <ul style="list-style-type: none"> • Gender • Age • Urban/Rural area • Economic background <p>FA2. Educational characteristics</p> <ul style="list-style-type: none"> • Level of education • Training • Specialisation <p>FA3. Professional characteristics</p> <ul style="list-style-type: none"> • Profession • Position • Specialisation • Experience <p>FA4. Special characteristics</p> <ul style="list-style-type: none"> • Long-term unemployment • Persons with disabilities (PWD) • Repatriation <p>FA5. Learning motivations</p> <ul style="list-style-type: none"> • Personal interest • Professional development • Salary improvement • Enrichment of knowledge/skills • Retraining <p>FA6. Data collection techniques</p> <ul style="list-style-type: none"> • Distribution of questionnaires • Personal interview • Group interview • Observation <p>FA7. Analysis results</p> <ul style="list-style-type: none"> • Quantitative analysis • Qualitative analysis • Statistic analysis

II. PROJECT:

EEK1.3 Assessment and analysis of personal training needs of the trainees

NECESSARY KNOWLEDGE (NK)

List of necessary knowledge for the implementation of this project:

- NK1.** To which data do the demographic/social characteristics of the trainees refer to?
- NK2.** To which data do the educational characteristics of the trainees refer to?
- NK3.** To which data do the professional characteristics of the trainees refer to?
- NK4.** To which data do the special characteristics of the trainees refer to?
- NK5.** Which are the possible learning motivations of the trainees?
- NK6.** Which are the data collection techniques?
- NK7.** Which are the different types of results analysis?

I. PROJECT AREA:

EEK2 Programme and/or training module design

II. DESCRIPTION:

This specific project area includes all the necessary actions and procedures for the design and organisation of the training content, as well as for the selection and/or development of training methods, techniques, aids and materials.

III. PROJECTS:

EEK2.1 Design and organisation of the training content

EEK2.2 Selection and/or development of training methods, techniques, aids and materials

I. PROJECT AREA: EEK2 Programme and/or training module design	
II. PROJECT : EEK2.1 Design and organisation of the training content	
PERFORMANCE CRITERIA (PC) In order to prove your skills in this project you should: PC1. Set out the training purposes in a clear, brief and concise way. Determine the training objectives . PC2. Define the key concepts of the programme or the training module. Determine the structure of the modules . PC3. Design the inaugural meeting PC4. Design the final meeting	FIELD OF APPLICATION (FA) FA1. Training objectives <ul style="list-style-type: none"> • Enrichment of knowledge • Upgrading of skills • Improvement of attitude FA2. Structure of modules <ul style="list-style-type: none"> • Extent • Content • Establishment of the practical and theoretical parts • Sequence and cohesion • Level of interactivity of the training modules • Detailed timetable • Level of interactivity between the educational material and the trainee FA3. Inaugural meeting <ul style="list-style-type: none"> • Icebreaker • Analysis of the purpose and the objectives • Contract of commitment FA4. Final meeting <ul style="list-style-type: none"> • Summary • Results • Evaluation

II. PROJECT:

EEK2.1 Design and organisation of the training content

NECESSARY KNOWLEDGE

List of necessary knowledge for accomplishing this project

NK1. What are the characteristics of a properly worded training purpose?

NK2. What do the training objectives refer to?

NK3. To what elements does the modules' structure refer?

NK4. What are the main elements of the inaugural meeting?

NK5. What are the main elements of the final meeting?

I. PROJECT AREA: EEK2 Programme and/or Training Module Design	
II. PROJECT: EEK2.2 Choice and/or Development of the Training Methods, Techniques, Aids and Materials	
PERFORMANCE CRITERIA (PC) In order to prove your abilities in this project you must: PC1. Choose and/or develop the training methods to be used. PC2. Choose and/or develop the training techniques . PC3. Choose and/or develop the training aids to be used. PC4. Choose the training materials .	FIELD OF APPLICATION (FA) FA1. Training Methods <ul style="list-style-type: none"> • Face-to-face Learning • Distance Learning • Self-learning • Synchronous E-learning • Asynchronous E-learning • Blended Learning • M-learning FA2. Training Techniques <ul style="list-style-type: none"> • Lecture/Presentation • Discussion • Work in Groups • Experiential Workshop • Literature Review • Role-playing • Snowball • Simulation • Case Study • Brainstorming • Practical exercise • Projection • Demonstration • Qs and As (Questions and Answers) FA3. Training Aids <ul style="list-style-type: none"> • Blackboard/Whiteboard • Flip Chart • Interactive Whiteboard • Computer • Software • Internet • Various types of projectors • Sound Systems • Training Manuals FA4. Training Materials <ul style="list-style-type: none"> • Compact Discs • Transparencies/Slides • Objects • Chalks • Markers

II. PROJECT:

EEK2.2 Choice and/or Development of the Training Methods, Techniques, Aids and Materials

NECESSARY KNOWLEDGE (NK)

List of necessary knowledge for accomplishing this project:

NK1. What are the training methods?

NK2. What are the training techniques?

NK3. What are the training aids?

NK4. What are the training materials?

NK5. What are the criteria for choosing the right training methods, techniques, aids and materials?

I. PROJECT AREA: EEK3 Programme and/or training module implementation
II. DESCRIPTION: This particular project area includes the preparation and implementation of the training.
III. PROJECTS: EEK3.1 Preparation of the training EEK3.2 Implementation of the training

I. PROJECT AREA: EEK3 Programme and/or training module implementation	
II. PROJECT: EEK3.1 Preparation of the training	
PERFORMANCE CRITERIA (PC) In order to prove your abilities in this project you must: PC1. Apply the placement principles of training aids . PC2. Proceed to effective arrangement of the training place . PC3. Secure the minimum space area per person in the training room. PC4. Check whether the training aids are working. PC5. Secure the right training conditions where applicable.	FIELD OF APPLICATION (FA) FA1. Placement Principles of Training Aids <ul style="list-style-type: none"> • Avoiding over-coverage • Visibility • Trainer's facilities to the users FA2. Arrangement of the Training Place <ul style="list-style-type: none"> • Layout of school classroom • Theatrical layout • Diagonal layout of school classroom • "Π" parallelogram shape layout • Open circle layout • Triangle layout • Meeting or conference layout • Teamwork layout • Combination of layouts FA3. Minimum Space Area <ul style="list-style-type: none"> • 1.5 square meter per person • 3 square meters per person with disabilities (PWD) FA4. Training Conditions <ul style="list-style-type: none"> • Audio • Lighting • Ventilation • Temperature • Avoidance of noise

II. PROJECT:

EEK3.1 Preparation of the training

NECESSARY KNOWLEDGE (NK)

List of necessary knowledge for accomplishing this project:

- NK1.** What do the basic placement principles of training aids refer to?
- NK2.** What are the ways to arrange a training place?
- NK3.** What is the minimum space area per person in the training room?
- NK4.** Which factors are taken into consideration for securing suitable training conditions?

I. PROJECT AREA: EEK3 Programme and/or training module implementation	
II. PROJECT: EEK3.2 Training implementation	
PERFORMANCE CRITERIA (PC) In order to prove your abilities in this project you must: PC1. Apply the team management and encouragement principles . PC2. Create a learning environment . PC3. Manage time effectively. PC4. Use oral communication effectively. PC5. Use body language efficiently. PC6. Adjust programme and/or training module implementation according to the particular features of the trainees.	FIELD OF APPLICATION (FA) FA1. Team Management and Encouragement Principles <ul style="list-style-type: none"> • Equal treatment of trainees • Handling different types of trainees • Bridging differences • Facing friction • Interaction • Motivation FA2. Learning Environment <ul style="list-style-type: none"> • Trust • Creativity • Expression of opinions • Participation • Team spirit FA3. Oral Communication <ul style="list-style-type: none"> • Voice volume • Flow • Substantiation • Clarity • Focus • Explanation • Good enunciation • Independence from notes FA4. Body Language <ul style="list-style-type: none"> • Periodic variation of voice volume • Appearance • Natural appearance • Eye contact • Expressions • Gestures • Body movement

II. PROJECT:

EEK3.2 Training implementation

NECESSARY KNOWLEDGE (NK)

List of necessary knowledge for accomplishing this project:

NK1. To what elements does management and encouragement of team dynamics refer?

NK2. Which factors carve out the learning environment?

NK3. What does effective time management refer to?

NK4. Which elements carve out effective oral communication?

NK5. How can body language be used efficiently?

I. PROJECT AREA: EEK4 Programme and/or training module evaluation
II. DESCRIPTION: This particular project area includes the design and evaluation as well as processing and utilisation of the programme's and/or training module's evaluation results.
III. PROJECTS: EEK4.1 Design and evaluation EEK4.2 Processing and utilisation of evaluation results

I. PROJECT AREA: EEK4 Programme and/or training module evaluation	
II. PROJECT: EEK4.1 Design and evaluation	
PERFORMANCE CRITERIA (PC) In order to prove your abilities in this project you must: PC1. Choose and apply the evaluation type where applicable. PC2. Choose the evaluation hubs . PC3. Choose and use the right evaluation tools . PC4. Choose and apply the right evaluation techniques . PC5. Choose the types of questions . PC6. Choose the scales of measurement .	FIELD OF APPLICATION (FA) FA1. Evaluation Types <ul style="list-style-type: none"> • Final • Formative • Internal • External • Participatory • Non-participatory FA2. Evaluation Hubs <ul style="list-style-type: none"> • Trainer • Training Content • Trainees • Training Conditions • Training Organisation FA3. Evaluation Tools <ul style="list-style-type: none"> • Questionnaire • Diagnostic Samples FA4. Evaluation Techniques <ul style="list-style-type: none"> • Distribution of Questionnaires • Interview • Oral Examination • Written Examination • Delphi Method • Observation of Behaviour • Video Recording of Presentations • Evaluation of Written Projects of the Trainees FA5. Types of Questions <ul style="list-style-type: none"> • Close/Open • Multiple Choice • True/False • Matching FA6. Scales of Measurement <ul style="list-style-type: none"> • Nominal/ Categorical • Ordinal • Ratio • Interval

II. PROJECT:

EEK4.1 Design and evaluation

NECESSARY KNOWLEDGE (NK)

List of necessary knowledge for accomplishing this project:

NK1. What are the evaluation types?

NK2. What are the potential evaluation hubs?

NK3. What are the evaluation tools?

NK4. What are the evaluation techniques?

NK5. What are the scales of measurement?

NK6. What are the types of questions?

I. PROJECT AREA: EEK4 Programme and/or training module evaluation	
II. PROJECT: EEK4.2 Processing and utilisation of evaluation results	
PERFORMANCE CRITERIA (PC) In order to prove your abilities in this project you must: PC1. Analyse and process the evaluation findings. PC2. Choose the recipients of the evaluation results . PC3. Choose ways of publishing the evaluation results . PC4. Publish/present the evaluation results to the recipients. PC5. Detect/note the points that need to be improved.	FIELD OF APPLICATION (FA) FA1. Recipients of the Evaluation Results <ul style="list-style-type: none"> • Funding bodies and programme-commissioning bodies • Employers of trainees • Trainees • Trainer • Public bodies FA2. Ways of Publishing the Evaluation Results <ul style="list-style-type: none"> • Submission of written report • Presentation • Oral information

II. PROJECT:

EEK4.2 Processing and utilisation of evaluation results

NECESSARY KNOWLEDGE (NK)

List of necessary knowledge for accomplishing this project:

NK1. Who are the potential recipients of evaluation results?

NK2. What are the methods of ways of publishing the evaluation results?

NK3. What is the purpose of evaluation?

ANNEXES

ANNEX 1: GLOSSARY

GLOSSARY

The following definitions are provided as explanation of the words and meanings used in the standard:

Encouragement Principles	Principles that emerge from the theories of psycho-sociology and allow the trainer to support the trainees, thus enhancing their trust towards the educational procedure.
Final Evaluation	Final Evaluation is conducted upon completion of the educational programme. Its purpose is to define whether its objectives were successfully met.
Asynchronous E-learning	Distance learning usually applied with electronic means. It does not require the participation of the trainees and the trainers in the learning process at the same time.
Experiential Workshop	The trainees are involved themselves in the learning process by actively participating to the subject under study, utilising important teaching methods such as discovery learning, empirical learning, learning in extreme conditions, intellectual learning, learning through performing a task.
Formative Evaluation	Formative evaluation is conducted in all stages of programme or training module implementation in order to provide information that will lead to their improvement.
Delphi Method	Based on this particular method, the trainer presents the subject to the group of trainees. Then the group, if large, is divided into sub-groups which conference separately and having processed the subject, they submit their proposals.
Training Module	Part of the educational programme, of duration of one or more teaching hours.
Distance Learning	The trainer and the trainees are not at the same place. The education can be provided through printed and/or electronic materials and may be supported by various means of communication.
External Evaluation	Conducted by a person who does not participate in the programme and is not employed by the organization implementing the programme.
Internal Evaluation	Conducted by a person who either participates to the programme under evaluation or is employed by the organization implementing the programme.
E-learning	Applied and supported by Information and Communications

Technology (I.C.T.).

Face-to-Face Learning

The trainer and the trainees are at the same place. Education is provided through printed or/and electronic materials and is supported by direct face-to-face communication between the trainer and the trainees.

Brainstorming

The trainees are encouraged to express freely and without any limitation ideas on a particular subject. All ideas, without exception, are listed on the board and then the trainees are asked to explain them. Grouping of ideas can be achieved through explanation and, thus, multiple aspects of the particular issue can be emerged.

Case Study

It is based on the utilisation of a real-life or hypothetical example which allows application of the knowledge acquired in class.

Icebreaker

Brief activity applied by the trainer usually during the inaugural meeting. It aims at helping the trainees to overcome the initial awkwardness and get acquainted with one another and with the trainer. This helps in creating a climate of confidence and enables the learning process.

Simulation

A virtual environment is created (a real-life environment but without the consequences of a real-life one) in which the trainees are invited to be integrated and act according to the particular scenario which represents real-life procedures. The emphasis does not lie on the environment or the place, but on the skills of the trainees and on how they can be utilized in real-life conditions.

Oral Communication - Focus

Focus on particular subjects that have to do with the educational process through the use of educational techniques that utilise speaking (discussion, brainstorming et al.).

Oral Communication - Clear Picture

The clarification of concepts so that the trainees can crystallize and fully understand specific notions through the use of educational techniques that utilize speaking (suggestion, feedback, questions - answers, examples, et al.).

Synchronous E-learning

Distance learning usually applied with electronic means. It requires the participation of the trainees and the trainers in the learning process at the same time.

Contract of Commitment

Informal agreement to which the trainer and the trainees conclude at the inaugural meeting. It refers to the commitment of the trainer as well as the trainees to the training purposes and the learning process.

Blended Learning

A combination of the face-to-face and distance learning.

Role-playing

The trainer, based on a prescribed scenario, assigns roles which the trainees will have to play; the objective is that through experience they will consolidate the syllabus.

Snowball

The trainer assigns an issue to be discussed by the trainees on an individual basis. Then the trainees work in pairs identifying common points and differences and, therefore, complementing each other. The same process is repeated in groups of four (two pairs that had worked together during the previous stage). Finally the opinions of the groups are presented to everyone, they are combined and conclusions are extracted.

**ANNEX 2: DESCRIPTION OF
VOCATIONAL QUALIFICATIONS LEVELS**

DESCRIPTION OF VOCATIONAL QUALIFICATIONS LEVELS

Vocational Qualifications, which take into account the level of the required knowledge, abilities and skills as well as the required level of responsibility, are classified into five levels. The following descriptions are a framework for each different level, describing the progress from one level to another as well as their in-between relationship:

LEVELS	DESCRIPTION
Level 1	A competence that has to do with applying basic level knowledge and skills in executing various tasks, most of which are repeated and foreseeable.
Level 2	A competence that has to do with applying specialized knowledge and skills in conducting an important range of different tasks, in different application fields. Some of the tasks are complicated or non-repetitive and a certain level of responsibility and autonomy is required. Co-operation with others is often required, especially through participation in working groups.
Level 3	A competence that has to do with applying specialized knowledge and skills in conducting a wide range of different tasks in different application fields, most of which are complicated and non-repetitive. A large level of responsibility and autonomy and often supervision or guidance of others is required.
Level 4	A competence related to applying knowledge in a great range of various complex technical or professional projects that are executed in various fields of application and with a significant degree of personal responsibility and autonomy. It often assumes responsibility for the work of others and the allocation of resources.
Level 5	A competence that has to do with applying a range of basic principles in different and often unusual frameworks. Very important personal autonomy is demanded and often a great degree of responsibility for the work of others and for the allocation of an essential part of resources, as well as responsibility for analysis, diagnosis, design, programming, application and evaluation.