Certified vocational education and training trainer in the construction sector
Certified VET trainer in the construction sector "CertiVET"

MODULAR TRAINING PROGRAM
for the profession/qualifications
VOCATIONAL EDUCATION AND TRAINING TRAINER IN THE CONSTRUCTION SECTOR

Developed by:
INSTITUTE FOR SUSTAINABLE TECHNOLOGIES – NATIONAL RESEARCH INSTITUTE, Poland

Cooperation:
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INTRODUCTION

Modular training program has been developed based on the analysis of employers' requirements included in the description of the professional competence standard for the occupation **"Vocational education and training trainer in the construction sector"**.
This program is composed of three "vocational training modules" and corresponding 12 "modular units" that are equal with professional tasks performed in the trainer's work.
The program's modular structure consists of:

- program and organisational assumptions of training
- teaching plans,
- vocational training modules and modular units.

Every vocational training module includes the learning outcomes, list of modular units, scheme of the modular unit system, recommended literature, and source materials.
The modular unit program includes detailed learning outcomes, teaching material, exercises, didactic resources, methodical recommendations for the modular unit implementation, and proposed methods of verification and assessment of the training participant's achievements.
Didactic map of the vocational training program included in the training program and organisational assumptions presents the scheme of connections (correlations) among modules and modular units, as well as specified sequence of their implementation. It shall make it easier for training organisers and trainers to plan and organise a didactic process, as well as to develop individual "vocational training paths" for trainers-to-be.
Training program's structure is flexible, while its modules and modular units may be updated (modified, supplemented or replaced) without destroying the program's structure so that the content is adjusted to changing needs of the labour market, development of science and technologies and learners' capacities.

Training based on this modular program is characterised with the following features:

- teaching and learning process is oriented towards the achievement of specific, measurable learning outcomes in the form of knowledge, skills and social competence enabling to perform specific professional tasks,
- broad application of the principle of transfer of knowledge, skills and social competence previously acquired by a participant in the course of formal, informal and non-formal (in working environment) education,
- learning mainly by doing with use of activating teaching methods, which, on the one hand, trigger activity, creativity, learner's capacity of self-assessment, while, on the other hand, trainer's role goes towards being an advisor, partner, designer, organiser and evaluator of the didactic process.

Upon the completion of all modular units foreseen in the program, training participant shall get the training certificate, confirming its competence required for the qualification of **"the vocational education and training trainer in the construction sector"**.
It is also allowed to recognise (with a separate certificate) modular units completed positively if a candidate does not finish the entire course for ill-fated reasons. It shall enable to supplement the whole set of requirements included in the program in other time selected by the participant or in the course of other training, without the necessity of repassing modular units confirmed with an independent certificate.

It should be emphasised that, upon the qualification recognition, "the vocational education and training trainer in the construction sector" will be able to participate in designing, organising,

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executing and ensuring the quality of a training process and granting qualifications within the non-formal education and on-the-job learning.

GLOSSARY OF TERMS

Below there is presented the system of terms and definitions used during the development of the modular training programme. It was based on the ***Modules of Employable Skills (MES)***.

Modular programme of vocational training	Documentation of vocational training defining learning outcomes, the scope and arrangement of teaching and learning methods and teaching aids (including materials for the implementation of activities). The selection of the content of modular training programme based on the analysis of professional tasks occurring in the profession, which correspond to the modular units in the training programme.
Modules of Employable Skills	The scope of work corresponding to the professional competence separated in the professional competence standard, expressed in the form of modular units. It is a separate part of the modular training programme consisting of a set of learning outcomes associated with a given professional competence, which effects are described in the modular units, bringing students to the achievement of learning outcomes in the form of knowledge, skills and personal and social competences.
Modular unit	It is logical and acceptable segment of work within the profession with clearly defined beginning and end, corresponding to a specific training. Its result is a product, service or important decision. The job task requires a professional impact of the employee's on items such as tools, equipment, other people, information, data, events, conditions, environment, etc.
Teaching map of the modular training program	It is a graphical block diagram showing the correlations that exist between the modules and modular units singled in a vocational training programme. The correlation system of the modules and modular units allows for the optimal organization of educational classes and training division of the group.

PROGRAM AND ORGANISATIONAL ASSUMPTIONS OF TRAINING

1. Description of the profession/qualifications – selected elements

1.1. Position of a profession in classifications

International Standard Classification of Education ISCED 2011:

- level 5,
- category 44 (Post-secondary non-tertiary general education),
- subcategory 444 (Recognised successful completion of a short-cycle tertiary general programme (or stage) insufficient for level completion)

International Standard Classification of Occupations (ISCO-08)

- group 2424 Training and staff development professionals

European Qualifications Framework

- level 5.

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1.2. Description of the occupation and performance of duties, the areas where the occupation occurs

The vocational education and training trainer in the construction sector participates in the identification of training needs of the construction sector employees, development of curricula, educational materials and worksheets defined for specific professions in the construction sector, as well as it takes up activities to promote and disseminate a training offer connected with granting qualifications in the construction sector. Its contribution to the educational activity documentation should in particular be manifested in the adjustment of the curriculum content to the requirements of worksites in building companies. It should also ensure that didactic stands in a building company meet the occupational health and safety requirements, as well as the potential of development of young employees and adults.

Tasks of the vocational education and training trainer in the construction sector include also the examination, consultation with teachers, lecturers and instructors, participation in preparing, reviewing and disclosing the students and learners the teaching materials and didactic aids, supporting both learning in a group and self-learning.

The vocational education and training trainer in the construction sector may undertake also individual activities (mentoring, career counselling) or activities constituting the wider curriculum.

In its teaching activity, the vocational education and training trainer in the construction sector shall apply the principles related to teaching youth and adults, according to an age-group. It knows and applies the teaching and learning strategies, activating and practical teaching and learning methods, as well as the pedagogical evaluation procedures and tools. While creating a curricular offer, it uses the methods and tools of the training need analysis and the descriptions of qualification and competence requirements for the construction sector professions. It is also an active promoter of vocational training combined with the acquisition of new or extension of acquired competence and qualifications.

A tutor conducts activities on real worksites in a building company, as well as in laboratories, workshops and in vocational training centres. The activities in the area of non-formal and informal education may aim at the preparation of a newly-hired employee to work on a worksite, acquaintance of an employee with a new technology, materials, tools and methods of work, removal of the deficiencies in the employee's professional competence, solution of individual problems related to its functioning in the working environment. In the formal education area, it may be hired in a vocational school or a vocational training centre as a teacher/instructor of vocational training in a profession of the construction sector, where it shall participate particularly in the implementation of the curriculum of vocational training and student's practice. In the craft system it may conduct the vocational training in a craft business under the craftsmen' vocational education in order to practise a specific profession in the construction sector.

1.2. Education and qualifications necessary for employment

The vocational education and training trainer in the construction sector is a theoretically prepared and practically experienced expert in the construction profession and specialisation, in which it undertakes educational activities. Its knowledge, skills, social competence and professional experience are adequate to the problems of undertaken activities and they should be properly documented. Minimal education and qualifications shall be ensured by a diploma and a title of a technician or foreman in the construction sector profession (level 4 and 5 of the European Qualifications Framework). In addition, the construction sector trainer should have at least 10-year professional experience, including not less than five years in a specialisation under which it

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undertakes activities. In the event of higher education on the construction major (level 6 and 7 of the European Qualifications Framework), mandatory professional experience in the construction sector should come to at least five years. Minimal teaching entitlements in a formal system should be ensured by the completion of a qualifying course within the scope of teacher credentials and teaching practice related to it. In a non-formal system this requirement is not mandatory yet desired due to the welfare of students and learners.

1.3. Possibilities of professional development, recognition/validation of competence

In the profession of the vocational education and training trainer in the construction sector, it is possible to develop competence with an orientation towards a teaching activity in organised forms (conducting lectures, exercises, training), both formal and non-formal, undertaking activities in an enterprise on worksites, activity supporting students and learners in the form of consultation and career guidance, consultation and advice for other trainers, lecturers and teachers within the scope of the methodology of conducting activities and substantial issues, planning, designing and evaluating educational activities, organisation and management of the learning process, management of an educational centre, research of educational needs and determination of competence gaps, participation in work of expert teams developing curricula and teaching materials, participation in work of a board of examiners.

According to the adopted legal solutions, vocational education and training trainer in the construction sector may be obliged to a periodical restoration of content-related, pedagogical and trainer's qualifications, depending on the adopted expiry period of a trainer's certificate.

Acquisition of combined content-related qualifications in the construction sector and trainer's qualifications allows for the assignment of a diploma or certificate of the vocational education and training trainer in the construction sector on at least level 5 of the European Qualifications Framework.
Recognition of qualifications or validation of competence of the vocational education and training trainer in the construction sector takes place on the basis of the results of proceedings of a board appointed by the community of organisations representing the construction sector, vocational education and social and economic environment. The validation and certification process may be based on the solutions adopted in the National Qualifications System or other sectoral and environmental solutions developed e.g. based on the ISO/IEC 17024:2012 standard *Conformity Assessment – General Requirements for Bodies Operating Certification of Persons.*

2. Training plan

Training module name	Modular unit name	Approximate number of hours for completion
2424_M1 Planning and designing vocational training and other forms of improving competence	2424_M1_JM_01 Identification and analysis of training needs of the construction sector employees	8
	2424_M1_JM_02 Cooperation with domain experts and other specialists within the scope of organisation of training services for the construction sector	8

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of the construction sector employees	2424_M1_JM_03 Designing the training program for a specific area of the construction sector	24
	2424M1_JM_04 Development of the didactic framework to implement a specific training program for the construction sector employees	16
	Total	**56**
2424_M2 Organisation and provision of classes and consultation related to the training offer in a given construction area	2424_M_JM_05 Organisation of the teaching and learning environment, including premises and didactic stands together with equipment, in accordance with the rules of occupational health and safety, environmental protection and fire safety in the construction sector	16
	2424_M2_JM_06 Implementation of a training program with use of activating methods and practical teaching specific for the construction sector	16
	2424_M2_JM_07 Provision of individual activities on a worksite in the construction sector, with use of methods of monitoring, tutoring, coaching and career counselling	24
	2424_M2_JM_08 Verification of the achievement of educational outcomes of participants of training organised for the needs of the construction sector with use of methods of didactic measurement	16
	2424_M2_JM_09 Documentation of the training process in accordance with the procedures valid in a centre rendering educational services for the construction sector	16
	Total	**88**
2424_M3 Promotion and assurance of the quality of training services and granting the qualifications in the construction sector.	2424_M3_JM_10 Participation in the process of validation, certification and internal quality assurance of granting qualifications for the needs of the construction sector	16
	2424_M3_JM_11 Evaluation of training and improvement of one's own competence and workshop of a methodical work of the vocational education and training trainer in the construction sector	16
	2424_M3_JM_12 Promotion and dissemination of training offers and principles of granting qualifications in the construction sector	8
	Total	**40**
	TOTAL	**184**

3. Recommendations concerning organisation of the teaching and learning process

The training program should be carried out in accordance with an enclosed proposal (scheme below) of "Didactic map of the modular vocational training programme". It is a system of connections among modules and modular units of the programme, determining a sequence of their implementation. It shall be used by training organisers to plan classes.

A tutor, while executing the training programme, should have an appropriate background within the scope of methodology of modular education, activating teaching methods,

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didactic measurement, as well as designing and developing educational packages.
A tutor, while leading the participant's skill acquisition process, should help it in solving problems related to the performance of tasks, control a rate of forming professional skills, taking into account its personal capacities and experience. In justified cases, a tutor may establish an individual course of learning. Moreover, it should develop an interest in profession; indicate options of further education, acquisition of new professional skills. In addition, it should form the participants' desired attitudes, such as reliability and responsibility for work, care for its quality, order on a worksite, respect for other people's work, and care for reasonable use of materials.
A tutor should participate in the technical and didactic base organisation and in the curriculum evaluation, particularly in the period of dynamic changes in methods and technologies applied in the construction sector. It is recommended that a tutor develops educational packages supporting the curriculum execution. Educational packages constituting the program's didactic setting should be developed according to the modular training methodology.
It is recommended that modular education is carried out with activating methods, such as the guiding text method, self-directed learning method, situational method and the method of projects and practical exercises. Practical exercises constitute a prevailing teaching method. It is recommended to use didactic films, organise didactic trips to the locations of investments in progress and specific tasks, to warehouses, stores with materials and tools, construction fair, exhibitions of materials and equipment. In the course of program execution attention should be paid to self-learning with use of materials other than handbooks, such as standards, manuals, guides and extra textual sources of information. Modern technologies, materials, tools and equipment should be considered in the execution of teaching content, including exercises.
Conducting classes with activating methods requires the preparation of methodical materials, such as a guiding text, instruction for a project method, instruction cards for self-directed learning, exercise instructions, job instructions, occupational health and safety instructions. A system of verifying and assessing student's academic achievements constitutes an important element of organising the didactic process. Diagnostic, formative and summative assessment is recommended.
Diagnostic assessment aims at the recognition of the scope and level of knowledge and skills of students in an initial phase of education.
Formative assessment conducted in the course of the program execution aims at the provision of up-to-date information on the efficiency of teaching and learning. Information obtained as a result of the assessment enables to make necessary adjustments to the teaching and learning process.
Summative assessment should be conducted upon the completed execution of the program of a modular unit, module and entire course.
Assessment should make a participant aware of a level of its achievements in relation to requirements defined in the professional competence standard, introduce to regular work, self-control and self-assessment. Assessment of participants' achievements should be conducted with use of tests (oral, written and practical), observation of participant's actions, didactic measurement. Verification and assessment of achievements require a tutor to define criteria and standards of assessment, develop achievement tests, observation sheets, and progress assessment sheets.

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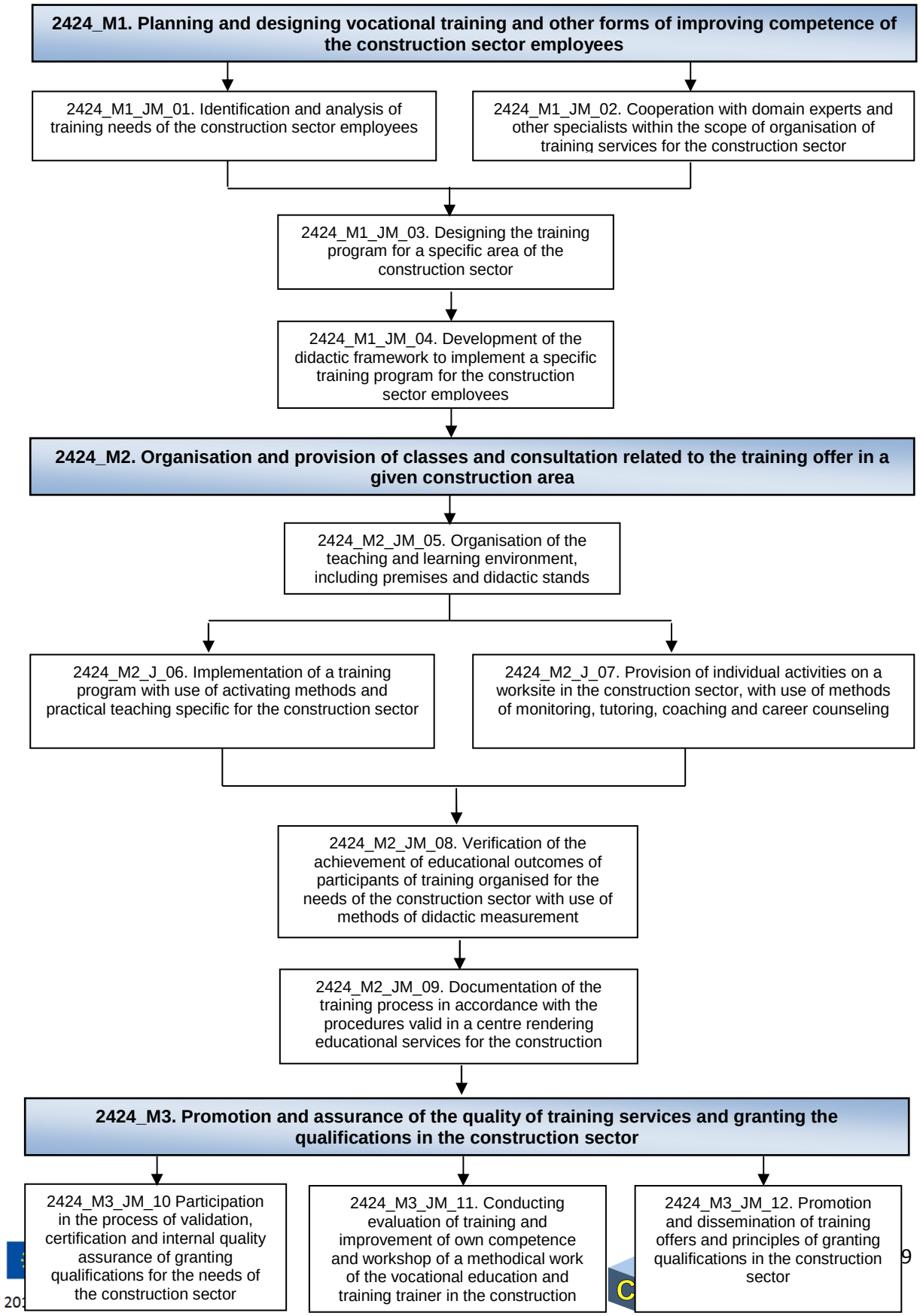
Didactic map of the vocational training programme



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Didactic resources, necessary in the modular training process, include didactic aids and materials, technical means of education, didactic means of work.
Approximate number of hours for completion provided in the training plan may be subject to changes, depending on the applied teaching methods and didactic resources.
Programs of modules and modular units distinguished in module may be carried out in various organisational forms, depending on the curriculum content: in laboratories, groups on training posts, in training institutions, building companies in the field.
Laboratories, training posts and actual worksites should be equipped with didactic resources defined in programs of particular modular units.
There is no division into theoretical and practical classes in the modular training. Organisational forms of participants' work should be adjusted to the curriculum content and methods.
It is recommended that general classes are conducted in groups of up to 20 people. Exercises should be organised in two-four-person teams or individually.
A centre providing modular training should have appropriate venue, as well as technical and didactic equipment. Practical exercise laboratory, in which it is recommended to conduct the didactic process, should be equipped with:

- practical exercise posts, equipped with necessary tools, equipment and devices,
- participants' worksites, adjusted to various organisational forms (group work, individual work),
- tutor's worksite, provided with audio-visual and multimedia equipment,
- handy library, corresponding with the needs of individual and group learning,
- handy set of training materials.

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VOCATIONAL TRAINING MODULES AND MODULAR UNITS

2424_M1
PLANNING AND DESIGNING VOCATIONAL TRAINING AND OTHER FORMS OF IMPROVING COMPETENCE OF THE CONSTRUCTION SECTOR EMPLOYEES

1. Learning outcomes (educational outcomes)

Knowledge (training participant knows and understands :)	**Skills** (training participant can :)
– Directions and trends of the development of professional competence in the construction sector. – Documents describing the competence requirements for the construction sector employees. – Legal bases concerning the organisation and execution of training in the construction sector. – Fundamentals of andragogy – adult education. – Principles for the development of methodological materials for the learner and the teacher. – Methods and tools of identifying the training needs of the construction sector employees. – Methodical fundamentals of the development of vocational training program for the construction sector experts. – Principles and tools of diagnosing competence of training candidates. – Methods and organisational forms of vocational training in the construction sector. – Principles and forms of cooperation with organisers of vocational training in the construction sector. – Validation principles of the vocational training program at the pre-implementation stage. – Principles and regulations of OHS, fire safety, ergonomics and environmental protection in the construction sector and during the provision of classes.	– Analysis of available reports on researches and projects concerning the development of qualifications and competence required in the construction sector. – Application of open occupation resources describing the qualification and competence requirements for the construction sector employees. – Adjustment of the curricular offer to the legal requirements. – Identification of training needs of individuals, enterprises, as well as local labour market. – Application of methods and development of tools of identifying the training needs of the construction sector employees. – Analysis of results of the educational needs researches in the context of developing the curricular offer. – Development, with cooperation with training organiser and employers, of curricular offers for qualifying courses and professional skill courses. – Design of the vocational training program with use of educational outcomes (knowledge, skills, competence). – Selection of a method of teaching work and organisational forms of classes relevant for a given training course. – Development of the methodological materials for student and teacher. – Recognition of interests and expectations of training participants. – Assessment of the quality of a training offer with participation of external experts. – Definition of the principles and prerequisites of participation in training and other classes. – Plan and development of the schedule of training and classes. – Identification of the resources required for designing and implementing a training program. – Diagnosis of competence of the candidates qualified for vocational training. – Care for safe and hygienic conditions of the course of training and classes.
Social competence (training participant :)	
– Operates independently and cooperates in organised conditions during the training and classes designing.	

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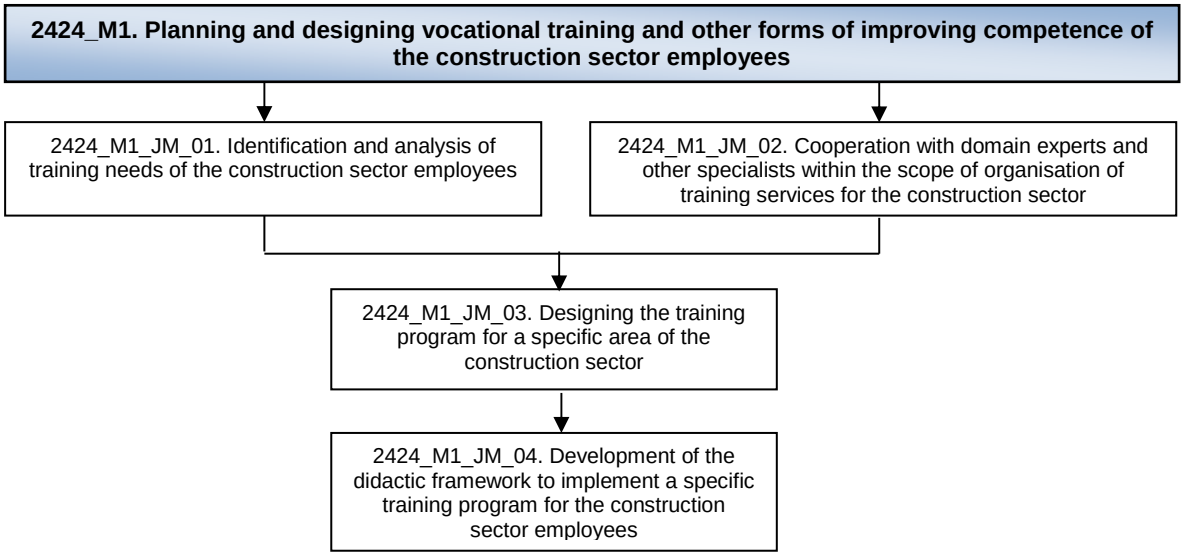
– Bears responsibility for the quality of designed training and classes programs. – Assesses the impact of prepared educational projects on potential participants and their work environment. – Can critically assess its own actions as a designer and organiser of training and classes.

2. List of modular units

Modular unit code	Modular unit name	Approximate time of completion [hour]
2424_M1_JM_01	Identification and analysis of training needs of the construction sector employees	8
2424_M1_JM_02	Cooperation with domain experts and other specialists within the scope of organisation of training services for the construction sector	8
2424_M1_JM_03	Designing the training program for a specific area of the construction sector	24
2424_M1_JM_04	Development of the didactic framework to implement a specific training program for the construction sector employees	16
	Total	**56**

3. Scheme of the modular unit system

This scheme presents the correlation of modular units in the 2424_M1 module of vocational training. The program may be executed from 2424_M1_JM_01. "Identification and analysis of training needs of the construction sector employees" or from 2424_M1_JM_02. "Cooperation with domain experts and other specialists within the scope of organisation of training services for the construction sector".



Before a participant goes to the execution of the 2424_M1_JM_03 modular unit, first it must

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complete the modular units 2424_M1_JM_01 and 2424_M1_JM_02. Then, a participant executes the training program for the 2424_M1_JM_03. modular unit and next the 2424_M1_JM_04. modular unit. Sequence of the execution of modular units presented on the scheme is recommended.

4. Bibliography and source materials

- Professional competence standard for the VET trainer in the construction sector
- Content available on the CertiVET e-learning platform

Modular unit 2424_M1_JM_01
Identification and analysis of training needs of the construction sector employees

1. Detailed learning outcomes (educational outcomes)

SKILLS (training participant can :)	
learning outcomes in a module	**detailed learning outcomes in a modular unit**
– Application of methods and development of tools of identifying the training needs of the construction sector employees.	• Selection of methods and tools verified in practice for the identification of training needs on the level of institution and employee
	• Design of exemplary research tools for the identification of training needs
	• Assessment of the usefulness of a research tool for the identification of training needs
– Identification of training needs of individuals, enterprises, as well as local labour market	• Determination of assumptions, purpose and principles of the identification and analysis of training needs
	• Plan of time and scope of identification and analysis of training needs
	• Identification of one's own training needs (competency gaps) and of training candidates with use of appropriate methods and tools
– Analysis of results of the educational need research in the context of developing the curricular offer	• Interpretation of obtained results of one's own research concerning the identification of training needs
	• Development of conclusions and recommendations from the analysis of training needs
	• Development of a report of the training need identification research for a selected group of the construction sector employees
– Analysis of available reports on research and projects concerning the development of qualifications and competence required in the construction sector	• Acquisition of reliable information from various sources on qualifications and competence relevant for the construction sector
	• Critical analysis of research available on the market and concerning the development of qualifications and competence of selected construction sector employees
	• Development of inquiries of research results for the needs of preparing and updating a training offer for the construction sector employees
– Application of open occupation resources describing the qualification and competence requirements for the construction sector employees	• Identification of sources of information available in the Internet and describing requirements concerning qualifications and competence of the construction sector employees
	• Use of national and European databases concerning the description of requirements concerning qualifications and competence of the construction sector employees
	• Watch of developmental trends in the construction sector with regard to the update of requirements concerning qualifications and competence of employees and a training offer

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KNOWLEDGE (training participant knows and understands :)	
learning outcomes in a module	**detailed learning outcomes in a modular unit**
– Methods and tools of identifying the training needs of the construction sector employees	• Theoretical framework of the assessment of employees' training needs
	• Selected methods and tools of identifying the training needs of the construction sector employees
	• Organisation of the process of identifying the training needs
	• Good practice examples of the conducted identification and analysis of the training needs of the construction sector employees
– Directions and trends of the development of professional competence in the construction sector	• Trends and directions of the development of the construction sector in a European and national dimension
	• Initiatives, research and projects supporting the development of qualifications and competence in the construction sector
	• Labour market information system oriented towards construction sectors
– Documents describing the competence requirements for the construction sector employees	• Types of documents describing the qualification and competence requirements for the construction sector employees on the European, national and institutional level
	• Organisation and institutions interested in the development of qualifications and competence of the construction sector employees
	• Sources of information on the competence requirements for the construction sector employees

SOCIAL COMPETENCE (training participant :)	
learning outcomes in a module	**detailed learning outcomes in a modular unit**
– Operates independently and cooperates in organised conditions during the training and classes designing	• Is able to make an independent decision
	• Foresees effects of its actions
	• Conducts cooperation with other people participating in the identification and analysis of training needs
– Takes responsibility for the quality of designed programs of training and classes	• Independently organises its own worksite and subordinate personnel participating in the assessment of training needs
	• Is involved in the quality improvement process of products and training services
	• Supervises and monitors work of other people under the actions of a defined character, including the assessment and improvement of these actions
– Assesses the impact of prepared educational projects on potential participants and their working environment	• Can plan effects of its actions in correlation with participants of the process of identifying the training needs
	• Is able to foresee effects of actions of other people involved in the process of identification and analysis of training needs
	• Is able to present its opinions on its colleagues
	• Searches for efficient solutions in the event of arising conflicts
	• Is able to conduct negotiations, mediation, advisory and consultation
– Can critically assess its own actions as a designer and organiser of training and classes	• Conducts continuous self-assessment of its own actions and is subject to regular external assessment
	• Regularly improves its own competence within the scope of conducting the process of identification and analysis of training needs with use of results of self-assessment and external evaluation
	• Is able to conduct activity in accordance with guidelines concerning the professional ethics

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2. **Proposals of exercises**
   - Diagnosis of the training participant's needs
   - Establishment of the areas of identification of training needs for the construction sector
   - Identification of the sources of information useful in the analysis of training needs
   - Review of the sources of information that may be applied for the identification of training needs
   - Assessment and selection of an efficient method and tools of the identification and analysis of training needs
   - Survey as a tool of collecting information on training needs
   - Analysis of good practice examples of the identification of training needs
   - Identification of training needs for a selected group of the construction sector employees
   - Development of conclusions and recommendations from the analysis of training needs
   - Analysis of documents describing the qualification and competence requirements for the construction sector employees

3. **Didactic resources**
   - A set of sheets for the participants to conduct exercises (paper and electronic version)
   - PowerPoint presentation for the thematic scope of a modular unit
   - Educational package for the training participants and tutors
   - E-learning platform with access to the content of the VET trainer in the construction sector course
   - A presentation set (projector, computer with the Internet access)
   - Flipchart with a set of markers (four colours)
   - Flipchart with a paper block clip (including a paper block)
   - A set of five marker sets for training groups (five training groups, four persons in a group)

4. **Methodical guidelines for the implementation of a modular unit**

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan a necessary set of exercises using proposals included in the modular unit program. Implementation of this modular unit should last eight didactic hours, including time dedicated for presentation and a training part.
Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

5. **Proposals of methods of verification and assessment of learners' achievements**

Verification of the training participant's achievements should occur through the whole time of implementation of a modular unit, based on the established criteria. Knowledge necessary for the execution of practical exercises may be verified with use of tests available on an e-learning platform.
It is proposed to verify practical skills through the observation of regularity of performed actions during the performance of exercises and assessment of a presentation of the performance of a given exercise in a team or individually. While observing actions of a participant during the performance of exercises and assessing work, attention should be paid to:

- Compliance of the exercise performance with assumptions included in the instruction;
- Verification of the compliance of achieving a learning outcome by a participant foreseen for a

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given exercise.

Prior to the commencement of the exercise performance, knowledge of theoretical framework foreseen in the content of educational packages should be verified. Depending on the conditions it may be a written or oral test. Passing such a test should condition the commencement of the exercise performance.

During the execution performance one should observe work of participants and assess results in the following categories: performed positively or not performed positively. In the case of incorrect performance a training participant should perform the exercise again with a repeated quality assessment.

2424_M1_JM_02
Cooperation with domain experts and other specialists within the scope of organisation of training services for the construction sector

1. Detailed learning outcomes (educational outcomes)

SKILLS (training participant can :)	
learning outcomes in a module	**detailed learning outcomes in a modular unit**
– Adjustment of the curricular offer to the legal requirements;	• Identification of the provisions concerning copyright and intellectual property within the scope of preparation of the curricular offer;
	• Justification of the necessity of observing copyright and intellectual property rights in the trainer's activity;
	• Application of the provisions within the scope of preparing training in the construction sector;
	• Selection of the training content according to the binding law;
– Development, in cooperation with training organiser and employers, of curricular offers for qualifying courses and professional skill courses;	• Identification of the principles of cooperation with training organiser and employers;
	• Application of the principles of cooperation with training organiser to the development of the curricular offer for a qualifying course;
	• Distinction of organisational forms of vocational training;
	• Selection of a form of cooperation with training organiser and employers in view of the training organisation;
	• Selection of a method of the vocational training organisation;
– Quality assessment of a training offer with participation of external experts;	• Determination of the criteria of assessing the quality of a training offer;
	• Selection of methods of assessing the quality of a training offer;
	• Monitoring of the quality of performed tasks;
	• Quality assessment of performed tasks according to the adopted criteria;

KNOWLEDGE (training participant knows and understands :)	
learning outcomes in a module	**detailed learning outcomes in a modular unit**
– Legal bases concerning the organisation and execution of training in the construction sector;	• Principles of protection of industrial property and copyright in trainer's activity;
	• Provisions of the copyright and related rights within the scope of training in the construction sector;
	• Ethical principles valid at the performance of professional tasks;

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– Principles and forms of cooperation with organisers of vocational training in the construction sector;	• Methods of communication in the professional environment in the way ensuring good cooperation;
	• Forms of cooperation with vocational training organisers;
	• Negotiation techniques;
– Methods and organisational forms of vocational training in the construction sector;	• Principles and methods of the organisation of vocational training;
	• Organisational forms of vocational training;

SOCIAL COMPETENCE (training participant :)	
learning outcomes in a module	**detailed learning outcomes in a modular unit**
– Operates independently and cooperates in organised conditions during the training and educational class designing.	• Is able to make independent decisions on the selection of curriculum content in accordance with legal regulations.
	• Foresees effects of its actions.
– Takes responsibility for the quality of designed programs of training and educational classes.	• Is involved in the quality improvement process of products and training services in consultation with sectoral experts.
	• Supervises and monitors work of other people under the actions of a defined character, including the assessment and improvement of these actions.
– Assesses the impact of prepared educational projects on potential participants and their working environment.	• Can plan effects of its actions in correlation with sectoral experts.
	• Is able to foresee effects of actions of other involved people.
	• Is able to present its opinions towards sectoral experts and colleagues.
– Can critically assess its own actions as a designer and organiser of training and educational classes.	• Searches for efficient solutions in the event of arising conflicts.
	• Is able to conduct negotiations, mediation, advisory, and consultation.

2. Proposals of exercises

- Identification of the source of law concerning the protection of copyright and related rights useful for the preparation of training materials.
- Identification and selection of methods of the vocational training organisation.
- Arrangement with sectoral experts of the areas of content selection for training purposes for the construction sector.
- Survey as a tool of quality assessment of a training offer by external experts.
- Analysis of good practice samples concerning the training offer preparation according to the binding law.
- Development of the criteria of assessing the quality of a training offer.
- Development of conclusions and recommendations from the conducted analysis of the quality of a training offer.

3. Didactic resources

- A set of sheets for the participants to conduct exercises (paper and electronic version)
- PowerPoint presentation for the thematic scope of a modular unit
- Educational package for the training participants and tutors
- E-learning platform with access to the content of the VET trainer in the construction sector course
- A presentation set (projector, computer with the Internet access)

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- Flipchart with a set of markers (four colours)
- Flipchart with a paper block clip (including a paper block)
- A set of five marker sets for training groups (five training groups, four persons in a group)

4. Methodical guidelines for the implementation of a modular unit

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan a necessary set of exercises using proposals included in the modular unit program. Implementation of this modular unit should last 8 didactic hours, including time dedicated for presentation and a training part.
Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

5. Proposals of methods of verification and assessment of learners' achievements

Verification of the training participant's achievements should occur through the whole time of implementation of a modular unit, based on the established criteria. Knowledge necessary for the execution of practical exercises may be verified with use of tests available on an e-learning platform.
It is proposed to verify practical skills through the observation of regularity of performed actions during the performance of exercises and assessment of a presentation of the performance of a given exercise in a team or individually. While observing actions of a participant during the performance of exercises and assessing work, attention should be paid to:

- Compliance of the exercise performance with assumptions included in the instruction;
- Verification of the compliance of achieving a learning outcome by a participant foreseen for a given exercise.

Prior to the commencement of the exercise performance, knowledge of theoretical framework foreseen in the content of educational packages should be verified. Depending on the conditions it may be a written or oral test. Passing such a test should condition the commencement of the exercise performance.
During the execution performance one should observe work of participants and assess results in the following categories: performed positively or not performed positively. In the case of incorrect performance a training participant should perform the exercise again with a repeated quality assessment.

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2424_M1_JM_03
Designing the training program for a specific area of the construction sector

1. Detailed learning outcomes (educational outcomes)

SKILLS (training participant can :)	
learning outcomes in a module	**learning outcomes in a module**
– Design of the vocational training program with use of educational outcomes (knowledge, skills, competence).	• Formulation of the training outcomes based on the identified training needs.
	• Collection of the training outcomes in modular units, preparation of their description and detailed training outcomes.
	• Determination of duration of a modular unit based on the detailed training outcomes and adopted assumptions.
– Selection of methods of teaching work and organisational forms of educational classes relevant for a given training course.	• Selection of training content relevant for the formulated outcomes and identified training needs of participants.
	• Provision of the use of information methods during preparation and application of various teaching methods.
	• Development of educational packages consistent with training content, taking into account the specificity of a training group and compliance with copyright and related rights.
	• Selection of activating methods and training techniques taking into account the group specificity, e.g. age, physical fitness, etc.
– Recognition of interests and expectations of training participants.	• Recognition of interests and expectations of participants.
	• Provision of integration to an extent necessary for the achievement of training goals.
	• Respect for cognitive and interpersonal boundaries of training participants.
– Determination of principles and prerequisites of participation in training and other educational classes.	• Arrangement of the principles of participating in and conducting the training.
	• Determination of time frame of the learning outcome implementation.
	• Plan of methods of developing the group process.
	• Plan of the relevant communication and facilitation tools.
– Plan and development of the schedule of training and educational classes.	• Development of the training agenda (schedule).
	• While planning, taking into account of the division of training units into three general parts: introduction, main part and summary together with evaluation.
– Diagnosis of competence of the candidates qualified for vocational training.	• Development of the tools for diagnosing competence of the candidates qualified for training.
	• Plan of the process of diagnosing competence of the candidates qualified for training.
	• Development of the list of resources necessary for the process of diagnosing competence of the candidates qualified for training.
– Care about safe and hygienic conditions of the course of training and educational classes.	• Ensured sense of security for the training participants in the context of a group going through different training phases (e.g. setting tables and chairs, light access, room airing). • Ensured compliance with ethical principles of the trainer's code of ethics.
	• Arrangement with the training organiser and plan of the principle of a safe use of didactic equipment.

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KNOWLEDGE (training participant knows and understands :)	
learning outcomes in a module	**learning outcomes in a module**
– Methodical foundations of the development of vocational training program for the construction sector experts.	• Model, structure and elements of the modular training program.
	• Training needs in the construction sector and their analysis in the aspect of diagnosing and designing the training program.
	• Principles of formulating training outcomes and their elaboration.
	• Adult learning principles.
	• Experience-based learning cycle against the formulated training outcomes.
– Principles and tools of diagnosing competence of training candidates.	• Principles of diagnosing and formulating learning outcomes.
	• List of necessary competence of training candidates.
	• Tools of diagnosing competence of candidates.
– Validation principles of the vocational training program at the pre-implementation stage.	• Principles of constructing the modular program.
	• Principles of verifying provisions of learning outcomes in the program against the professional competence standard.
	• Criteria of verification of particular learning outcomes (provided in a real and measurable way).
	• Tools of validation of the developed curriculum.
– Principles and regulations of OHS, fire safety, ergonomics and environmental protection in the construction sector and during the provision of educational classes.	• Principles of ergonomics and environmental protection during the provision of educational classes.
	• Principles and regulations of OHS, fire safety, with particular consideration of the construction sector.
SOCIAL COMPETENCE (training participant :)	
learning outcomes in a module	**learning outcomes in a module**
– Operates independently and cooperates in organised conditions during the training and educational class designing.	• Is able to make independent decisions.
	• Foresees effects of its actions within the scope of developed program.
	• Cooperates with other people participating in the development of detailed learning outcomes.
– Takes responsibility for the quality of designed programs of training and educational classes.	• Independently organises its own worksite and the worksite of subordinate personnel participating in the development of detailed learning outcomes.
	• Is involved in the quality improvement process of products and training services.
	• Supervises and monitors work of other people within the framework of work on the curriculum development and improvement.
– Assesses the impact of prepared educational projects on potential participants and their working environment.	• Can plan effects of its actions during the curriculum development process.
	• Is able to foresee effects of actions of other people involved in the curriculum development and implementation process.
	• Is able to present its opinions concerning particular elements of the developed curriculum towards its colleagues.
	• Searches for efficient solutions in the event of conflicts.
	• Is able to conduct negotiations, mediation, advisory and consultation.
– Can critically assess its own actions as a designer and organiser of training and educational classes.	• Conducts continuous self-assessment of its own actions and undergoes regular external assessment.
	• Regularly improves its competence within the scope of identifying, formulating, grouping the learning outcomes.
	• Is able to work in accordance with guidelines concerning the trainer's ethics.

2. Proposals of exercises

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- Formulation of detailed training outcomes in the construction sector and their correlation with results of the conducted diagnosis.
- Identification of information sources useful for the curriculum development (in the construction sector).
- Selection of teaching methods and tools relevant for particular learning outcomes, with particular consideration of aspects typical for the construction sector.
- Analysis of available curricula in terms of their content, methods, applied means, etc., strengths and weaknesses.
- Validation process of selected learning outcomes in reference to e.g. the construction sector.
- Methods of verifying achievements according to the detailed outcomes – criteria of their verification.
- Good practice within the scope of validation of learning outcomes in the construction sector.

3. Didactic resources

- A set of sheets for the participants to conduct exercises (paper and electronic version)
- PowerPoint presentation for the thematic scope of a modular unit
- Educational package for the training participants and tutors
- E-learning platform with access to the content of the VET trainer in the construction sector course
- A presentation set (projector, computer with the Internet access)
- Flipchart with a set of markers (four colours)
- Flipchart with a paper block clip (including a paper block)
- A set of five marker sets for training groups (five training groups, four persons in a group)
- Internet stand

4. Methodical guidelines for the implementation of a modular unit

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan a necessary set of exercises using proposals included in the modular unit program. Implementation of this modular unit should last 24 didactic hours, including time dedicated for presentation and a training part.

Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

5. Proposals of methods of verification and assessment of learners' achievements

Verification of the training participant's achievements should occur through the whole time of implementation of a modular unit, based on the established criteria. Knowledge necessary for the execution of practical exercises may be verified with use of tests available on an e-learning platform.
It is proposed to verify practical skills through the observation of regularity of performed actions during the performance of exercises and assessment of a presentation of the performance of a given exercise in a team or individually. While observing actions of a participant during the performance of exercises and assessing work, attention should be paid to:

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– Compliance of the exercise performance with assumptions included in the instruction;
– Verification of the compliance of achieving a learning outcome by a participant foreseen for a given exercise.

Prior to the commencement of the exercise performance, knowledge of theoretical framework foreseen in the content of educational packages should be verified. Depending on the conditions it may be a written or oral test. Passing such a test should condition the commencement of the exercise performance.

During the execution performance one should observe work of participants and assess results in the following categories: performed positively or not performed positively. In the case of incorrect performance a training participant should perform the exercise again with a repeated quality assessment.

2424_M1_JM_04
Development of the didactic framework to implement a specific training program for the construction sector employees

1. Detailed learning outcomes (educational outcomes)

SKILLS (training participant can :)	
learning outcomes in a module	**learning outcomes in a module**
– Identification of the resources required for designing and implementing the training program.	• Determination of the specificity of materials and didactic equipment necessary for the implementation of assumed learning outcomes.
	• Selection of training materials to the implementation of detailed learning outcomes.
	• Selection of didactic resources and communication methods relevant for the particular learning outcomes.
– Development of teaching materials for students and teachers.	• Development of teaching materials in the aspect of selected learning outcomes relevant for the given curriculum.
	• Preparation of methodical guidelines for participants of the given training (both for the trainee and the trainer).
	• Analysis of teaching materials in the aspect of selected learning outcomes (considering the trainee and the trainer).
– Selection of didactic resources optimal for the given training.	• Selection of didactic resources relevant for the formulated outcomes and assumed training needs of participants.
	• Use of information methods.
	• Development of educational materials, e.g. teaching materials, exercises, games consistent with training content, considering the specificity of a training group and compliant with copyright and related rights.
	• Application of didactic resources with use of activating teaching methods.

KNOWLEDGE (training participant knows and understands :)	
learning outcomes in a module	**learning outcomes in a module**
– Foundations of andragogy – adult education.	• Principles of development of the educational underpinnings – educational packages.
	• Experience-based learning cycle with consideration of the formulated training outcomes.

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	• Foundations of didactic measurement.
– Principles of development of teaching materials for the trainee and the trainer.	• Copyright in reference to the development of teaching materials. • Principles of constructing exercises. • Principles of constructing tests.

SOCIAL COMPETENCE (training participant :)	
learning outcomes in a module	**learning outcomes in a module**
– Operates independently and cooperates in organised conditions during the training and educational class designing.	• Is able to make independent decisions in the matter of developed teaching materials. • Foresees effects of its actions within the scope of developed teaching materials (educational packages). • Cooperates with other people participating in the development of educational underpinnings for the training program.
– Takes responsibility for the quality of designed programs of training and educational classes.	• Independently selects content, methods, etc., participates in the development of teaching materials for the training – educational packages. • Is involved in the quality improvement process of products and training services within the scope of educational underpinnings. • Supervises and monitors work of other people within the framework of selection of didactic resources.
– Assesses the impact of prepared educational projects on potential participants and their working environment.	• Can plan effects of its actions in correlation with participants of the process within the scope of developed educational packages. • Is able to foresee effects of actions of other people involved in the process of development of teaching materials. • Is able to present its opinions towards its colleagues concerning particular elements of the developed teaching materials. • Searches for efficient solutions within the scope of arising conflicts. • Is able to conduct negotiations, mediation, advisory and consultation within the scope including the given educational underpinnings.
– Can critically assess its own actions as a designer and organiser of training and educational classes.	• Conducts continuous self-assessment of its own actions and undergoes regular external assessment within the scope of selection of didactic resources. • Regularly improves its competence within the scope of development of educational underpinnings of the given training. • Is able to work in accordance with guidelines concerning the trainer's ethics.

2. Proposals of exercises

– Identification of information sources useful for the curriculum development (in the construction sector) appropriate for the learner and the tutor.

– Analysis of literature in terms of their content, methods, applied means, etc., strengths and weaknesses.

– Good practices in the scope of the realisation and validation of the learning outcomes in the construction sector.

– The criteria for verification of detailed results through the prism of their feasibility and measurability.

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– Selection of teaching methods and tools relevant to particular learning outcomes with particular emphasis on typical aspects of the construction industry.

3. Didactic resources

– A set of sheets for the participants to conduct exercises (paper and electronic version)
– PowerPoint presentation for the thematic scope of a modular unit
– Educational package for the training participants and tutors
– E-learning platform with access to the content of the VET trainer in the construction sector course
– A presentation set (projector, computer with the Internet access)
– Flipchart with a set of markers (four colours)
– Flipchart with a paper block clip (including a paper block)
– A set of five marker sets for training groups (five training groups, four persons in a group)
– Internet stand

4. Methodical guidelines for the implementation of a modular unit

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan a necessary set of exercises using proposals included in the modular unit program. Implementation of this modular unit should last 16 didactic hours, including time dedicated for presentation and a training part.

Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

5. Proposals of methods of verification and assessment of learners' achievements

Verification of the training participant's achievements should occur through the whole time of implementation of a modular unit, based on the established criteria. Knowledge necessary for the execution of practical exercises may be verified with use of tests available on an e-learning platform.
It is proposed to verify practical skills through the observation of regularity of performed actions during the performance of exercises and assessment of a presentation of the performance of a given exercise in a team or individually. While observing actions of a participant during the performance of exercises and assessing work, attention should be paid to:

– Compliance of the exercise performance with assumptions included in the instruction;
– Verification of the compliance of achieving a learning outcome by a participant foreseen for a given exercise.

Prior to the commencement of the exercise performance, knowledge of theoretical framework foreseen in the content of educational packages should be verified. Depending on the conditions it may be a written or oral test. Passing such a test should condition the commencement of the exercise performance.

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During the execution performance one should observe work of participants and assess results in the following categories: performed positively or not performed positively. In the case of incorrect performance a training participant should perform the exercise again with a repeated quality assessment.

2224_M2
Organisation and provision of classes and consultation related to the training offer in a given construction area

1. Learning outcomes (educational outcomes)

KNOWLEDGE (training participant knows and understands :)	**SKILLS** (training participant can :)
– Cognitive and emotional processes in the teaching and learning process. – Group process in the course of educational classes. – Methodology of teaching adults. – Elements of the learning process assessment. – Activating and practical methods, techniques and forms of teaching. – Principles of communication during educational classes. – Creative problem solving in the teaching and learning process. – Methods of dealing with a difficult training participant. – Foundations of the knowledge of professions. – Foundations of mentoring and career counselling. – Principles of providing the educational class participants with feedback. – Principles of developing content-related and methodical materials, as well as didactic resources. – Principles of cooperation of the teaching staff during the training implementation. – Basic legal regulations concerning the course of exams, issuance of certificates and diplomas. – Psychological aspects of didactic assessment. – Principles and methods of didactic measurement. – Principles, procedures, methods and criteria of assessing and examining the vocational training participants. – Quantitative and qualitative analysis of the examination results. – Methods of presenting the examination results. – Principles of keeping the training process documentation. – Principles and regulations of OHS, fire safety,	– Organisation of proper house, didactic and material conditions adequate for the needs and requirements of the training and educational class participants. – Selection of activating and practical training methods and techniques adequate for the participants' needs. – Selection of didactic resources adequate for a purpose and perceptive capability of participants. – Analysis of the needs of a group of participants in order to adjust the training program. – Development of the training materials for participants. – Preparation and performance of presentation within the scope of acquired general and specialised professional knowledge. – Service of didactic resources necessary for conducting lectures and exercises. – Preparation of an exercise stand providing with optimal teaching and learning conditions. – Performance of exercises with use of methods selected for a purpose, capacity of participants and equipment, with the compliance with the OHS and fire safety provisions. – Provision of an appropriate level of involvement of people participating in educational classes. – Communication with a group of educational class participants in accordance with the interpersonal communication rules. – Presentation of the information in a clear and understandable way, use of language adequate for a level of a group of participants. – Achievement of arranged educational goals within specific time frame. – Practical use of learning principles according to age-groups of participants (youth or adults). – Assessment and examination of training participants. – Application of the assessment criteria and the methods of

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ergonomics and environmental protection in the construction sector.	learning outcome verification. – Preparation of sets of theoretical and practical exam tasks. – Provision of participants with an on-going feedback on their learning outcomes. – Collection and analysis of feedback from training participants concerning the quality and efficiency of educational classes. – Management of a group process at each stage of the training group development. – Integration of a group of participants to an extent necessary for the achievement of teaching goals. – Flexible response to the participants' needs by changing methods and techniques of conducting educational classes. – Solution of conflicts without damaging the group and teaching process. – Application of the mentoring and career counselling techniques on individual educational classes. – Content-related and methodical cooperation with other lecturers and trainers. – Use of open educational resources and distance education forms in training for the construction sector. – Maintenance of the course documentation according to the adopted rules.
SOCIAL COMPETENCE (training participant :)	
– Adjusts its behaviour to variable circumstances of work during educational classes. – Assesses the impact of its educational classes on the development of learners' knowledge and skills. – Promotes models of proper behaviour in the learning and working environment. – Helps plan the career paths and choose appropriate professional activity.	

2. List of modular units

Modular unit code	Modular unit name	Approximate time of completion [hour]
2424_M2_JM_05	Organisation of the teaching and learning environment, including premises and didactic stands	16
2424_M2_JM_06	Implementation of a training program with use of activating methods and practical teaching specific for the construction sector	16
2424_M2_JM_07	Provision of individual activities on a worksite in the construction sector, with use of methods of monitoring, tutoring, coaching and career counseling	24
2424_M2_JM_08	Verification of the achievement of educational outcomes of participants of training organised for the needs of the construction sector with use of methods of didactic measurement	16
2424_M2_JM_09	Documentation of the training process in accordance with the procedures valid in a centre rendering educational services for the construction	16
	Total	**88**

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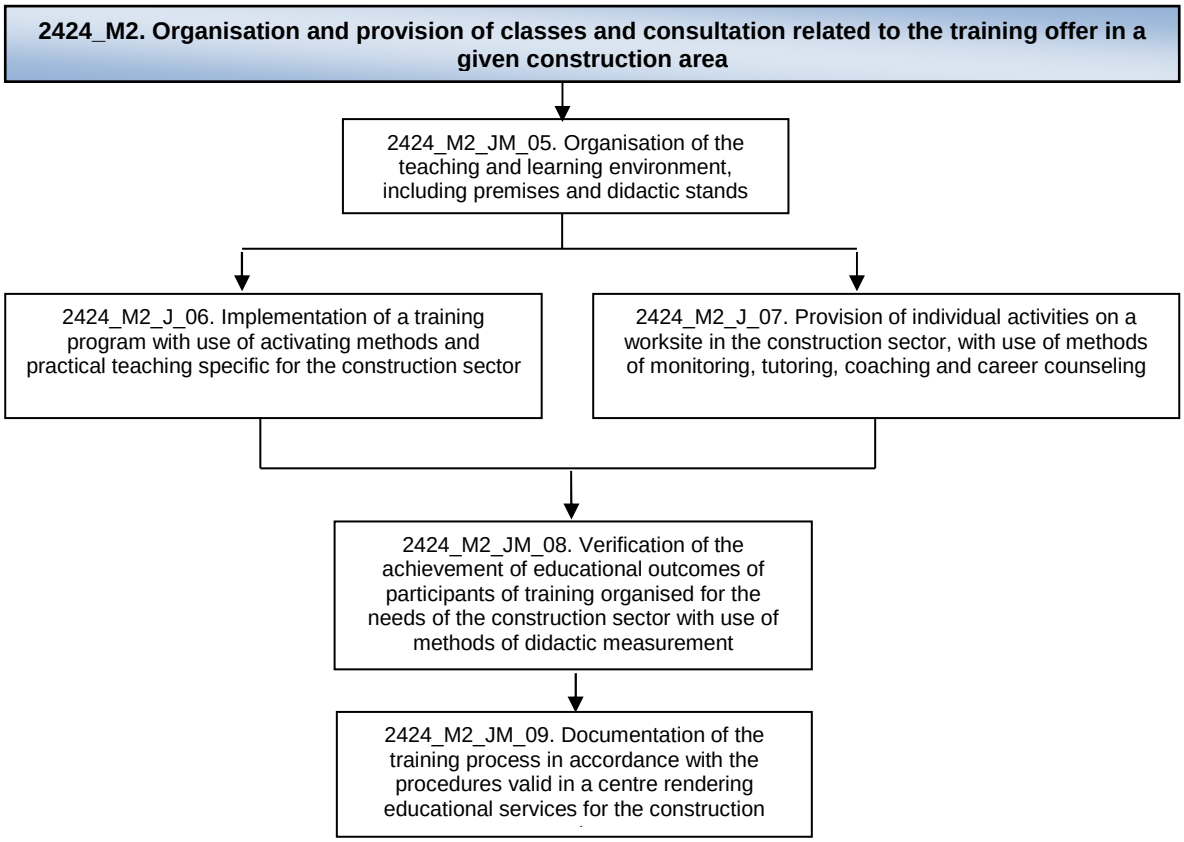
3. Scheme of the modular unit system

This scheme presents the correlation of modular units in the 2424_M2 module of vocational training.



4. Bibliography and source materials

- Professional competence standard for the VET trainer in the construction sector
- Content available on the CertiVET e-learning platform

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2424_M2_JM_05
Organisation of the teaching and learning environment, including premises and didactic stands

1. Detailed learning outcomes (educational outcomes)

SKILLS (training participant can :)	
learning outcomes in a module	**learning outcomes in a module**
– Organisation of proper house, didactic and material conditions adequate for the needs and requirements of the training and educational class participants.	• Selection of training rooms relevant for the size and character of a training group.
	• Selection of didactic resources relevant for the size and character of a training group.
	• Compliance with the ergonomics principles within the scope of training process organisation.
	• Compliance with the regulations of occupational health and safety within the scope of training process organisation.
– Development of training materials for participants.	• Selection of training materials relevant for the process and character of teaching and learning.
	• Selection and preparation of training materials with consideration of a training group's character.
	• Selection of training materials useful for the integration of theoretical and practical teaching and learning process.
– Service of didactic resources necessary for conducting lectures and exercises.	• Selection of didactic resources with consideration of a training group's character, a type of rooms and sites, and the training scope.
	• Compliance in practice with the principles of safe service of didactic resources.
	• Service of didactic resources to conduct exercises in a way providing with the integration of the teaching and learning process in the area of theory and practice.
– Preparation of an exercise stand providing with optimal teaching and learning conditions.	• Compliance with the OHS, environmental protection and fire protection principles while preparing exercise stands.
	• Adjustment of the exercise stand to the needs arising from a group's character and practical training program.
	• Application of the ergonomics principles while preparing exercise stands.
	• Preparation of exercise stands with consideration of particular needs of training participants.
– Ensured cooperation with training and educational class commissioner and with other people involved in the teaching environment organisation process.	• Application of the principle of effective communication with the commissioner and with other people involved in the teaching environment organisation process.
	• Provision of trainees' participation in the teaching environment organisation.
	• Introduction of changes arising from the commissioner's current needs and concerning the teaching environment organisation.

KNOWLEDGE (training participant knows and understands :)	
learning outcomes in a module	**learning outcomes in a module**
– Principles of developing content-related	• Principles of selection and development of content-related materials for adult education in the construction sector.

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and methodical materials, as well as didactic resources.	• Foundations of the adult education methodology while developing content-related and methodical materials, as well as didactic resources.
	• Content-related sources and good practice within the scope of developing content-related and methodical materials, as well as didactic resources in the construction sector.
– Principles and regulations of OHS, fire safety, ergonomics and environmental protection in the training process of the construction sector.	• Principles of OHS, fire safety, ergonomics and environmental protection referring to the training process in the construction sector.
	• Risks related to practical education in the construction sector.
	• Good practice within the scope of safe and ergonomic organisation of the training process in the construction sector.
– Methods and organisational forms of adult vocational training in the construction sector.	• Foundations of the knowledge of professions.
	• Legal basis of adult education in the construction sector.
	• Good practice within the scope of organisational forms of adult vocational training in the construction sector.

SOCIAL COMPETENCE (training participant :)	
learning outcomes in a module	**learning outcomes in a module**
– Takes responsibility for the effects of made decisions and undertaken educational classes within the scope of teaching environment organisation.	• Is able to make independent decisions.
	• Foresees effects of its actions and decisions within the scope of teaching environment organisation.
	• Adjusts the scope of responsibility for the teaching environment organisation to the law and arrangements with the commissioner.
– Adjusts its behaviour to variable work circumstances during educational classes.	• Is able to adjust the teaching environment organisation to variable conditions in a flexible and effective way.
	• Is creative.
	• Efficiently communicates with training participants and other people involved in the training process.
– Assesses impact of its actions within the scope of the teaching environment organisation on the development of knowledge and skills of learners.	• Is able to assess itself.
	• Can correct its decisions and actions in variable conditions.
	• Can effectively implement results of self-assessment.
– Promotes the proper behaviour models in the learning and working environment.	• Can convert its experience into clear and coherent messages.
	• Can apply good practice within the scope of the working environment organisation.
	• Can promote its experience within the scope of the working environment organisation.

2. Proposals of exercises

– Classification of the organizational identification of training needs for the construction industry.

– Identification of the information sources useful in the organization of the learning environment.

– Review of sources of information that can be used to organize learning environment.

– Evaluation and selection of effective methods and techniques of organization of the learning environment.

– Analysis of examples of good practice organization of the learning environment.

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- Conducting the organization of the learning environment for a select group of construction workers.
- Development of conclusions and recommendations of the exercises carried out regarding the organization of the learning environment.
- Analysis of documents describing the organization of the learning environment (eg. Core curricula).
- “Work-based exercise" – simulation of the learning environment organization - theoretical and practical (if possible).

3. Didactic resources

- A set of sheets for the participants to conduct exercises (paper and electronic version)
- PowerPoint presentation for the thematic scope of a modular unit
- Educational package for the training participants and tutors
- E-learning platform with access to the content of the VET trainer in the construction sector course
- A presentation set (projector, computer with the Internet access)
- Flipchart with a set of markers (four colours)
- Flipchart with a paper block clip (including a paper block)
- A set of five marker sets for training groups (five training groups, four persons in a group)
- Examples of the standards and core curricula from the construction sector

4. Methodical guidelines for the implementation of a modular unit

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan a necessary set of exercises using proposals included in the modular unit program. Implementation of this modular unit should last 16 didactic hours, including time dedicated for presentation and a training part.

Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

5. Proposals of methods of verification and assessment of learners’ achievements

Verification of the training participant’s achievements should occur through the whole time of implementation of a modular unit, based on the established criteria. Knowledge necessary for the execution of practical exercises may be verified with use of tests available on an e-learning platform.
It is proposed to verify practical skills through the observation of regularity of performed actions during the performance of exercises and assessment of a presentation of the performance of a given exercise in a team or individually. While observing actions of a participant during the performance of exercises and assessing work, attention should be paid to:

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– Compliance of the exercise performance with assumptions included in the instruction;
– Verification of the compliance of achieving a learning outcome by a participant foreseen for a given exercise.

Prior to the commencement of the exercise performance, knowledge of theoretical framework foreseen in the content of educational packages should be verified. Depending on the conditions it may be a written or oral test. Passing such a test should condition the commencement of the exercise performance.

During the execution performance one should observe work of participants and assess results in the following categories: performed positively or not performed positively. In the case of incorrect performance a training participant should perform the exercise again with a repeated quality assessment.

2424_M2_JM_06
Implementation of a training program with use of activating methods and practical teaching specific for the construction sector

1. Detailed learning outcomes (educational outcomes)

SKILLS (training participant can :)	
learning outcomes in a module	**learning outcomes in a module**
– Selection of activating and practical training methods and techniques adequate for the participants' needs.	• Application of available methods and good practice of activating participants.
	• Selection of training methods and techniques adequate for types of learning outcomes within the framework of qualifications in the construction sector.
	• Adjustment of practical and activating methods to the needs of participants and a type of training in the construction sector.
	• Selection of training methods according to the principles of andragogy.
– Selection of didactic resources adequate for a purpose and perceptive capability of participants.	• Selection of didactic resources adequate for the training scope and educational plan in the construction sector.
	• Adjustment of didactic resources to the group character.
	• Consideration of special needs of the training participants.
– Analysis of the needs of a group of participants in order to adjust a training program.	• Application of methods to analyse the group needs.
	• Development of conclusions and recommendations from the current analysis of needs.
	• Update of the training program according to results of an analysis of group needs.
– Preparation and performance of presentations within the scope of acquired general and specialised professional knowledge.	• Preparation of presentations adjusted to the program, teaching plan and character of a training group.
	• Analysis of reception and effectivity of presentations on an on-going basis.
	• Correction of presentation forms on an on-going basis according to the needs.
– Provision of participants with an on-going feedback on their learning outcomes.	• Efficient application of feedback provision principles.
	• Adjustment of the character of feedback on learning outcomes to the participants' level.
	• Verification of an impact of feedback on behaviours of training participants.
– Performance of exercises with use of	• Application of methods of exercises from the area of adult education selected properly for training purposes.

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methods selected for a purpose, capacity of participants and equipment, with the compliance with the OHS and fire safety provisions.	• Selection of exercises in accordance with training purposes, character, group size and capability of participants. • Adjustment of exercises to the equipment and organisational capacity.
– Provision of an appropriate level of involvement of people participating in educational classes.	• Monitoring of involvement of educational class participants. • Performance of on-going interventions in the event of improper involvement in the educational class implementation. • Application of an effective system of incentives and penalties.
– Communication with a group of educational class participants in accordance with the interpersonal communication rules.	• Application of the principles of effective interpersonal communication with a training group. • Adjustment of communication to the individual needs of participants. • Support of participants in the preparation of clear messages.
– Collection and analysis of feedback from training participants concerning the quality and efficiency of educational classes.	• Application of the principles of feedback analysis and synthesis. • Application of feedback data to self-evaluation and assessment of the quality and efficiency of educational classes. • Implementation of conclusions from feedback analysis to the process of correction and improvement of the quality of photos.
– Content-related and methodical cooperation with other lecturers and trainers.	• On-going exchange of content-related and methodical information with other lecturers and educational class trainers. • Performance of a periodical analysis of content-related and methodical course of educational class. • Performance of common correction of an educational class plan as needed.
– Presentation of the information in a clear and understandable way, use of language adequate for a level of a group of participants.	• Application of clear messages adjusted to the group level. • Adjustment of oral and written information to the training stages. • Use of correct Polish language.
– Management of a group process at each stage of development of the training group.	• Monitoring of the group work process at each training stage. • Adequate group interventions. • Integration of training participants into the group work management process.
– Integration of a group of participants to an extent necessary for the achievement of teaching goals.	• Application of integration methods in a group work. • Adjustment of the integration level to training purposes and teaching plan.
– Solution of conflicts without damaging the group and teaching process.	• Application of assertiveness principles in conflict solving. • Constructive conflict solution.
– Achievement of arranged educational goals within specific time frame.	• Compliance with the schedule of particular training stages. • On-going response to and correction of a delay in educational class performance.
– Practical use of the learning principles according to age-groups of participants (youth or adults).	• Application of the andragogy principles in education of an adult group. • Adjustment of curriculum and teaching plan to the level of participants' general education. • Application of pedagogical methods adequate for the youth education and training.
– Flexible response to the participants' needs by changing methods and techniques of conducting educational classes.	• Monitoring of the participants' learning process. • Periodical analysis of participants' needs within the scope of needs and methods of conducting educational classes. • Adjustment of methods and techniques of conducting educational classes to the justified needs of participants in reasonable cases.
– Use of open educational resources and distance learning forms in training for the construction sector.	• Use of good practice within the scope of distance learning in the construction sector. • Use of Internet resources and e-learning in the construction sector. • Integration of traditional practical and theoretical training with distance learning forms.

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KNOWLEDGE (training participant knows and understands :)	
learning outcomes in a module	**learning outcomes in a module**
– Construction qualification constituting the subject of education.	• Sets of outcomes and effect units within the framework of construction qualification constituting the subject of education. • Construction qualification standard constituting the subject of education. • Training program within the framework of construction qualification constituting the subject of education.
– Foundations of the knowledge of professions.	• Theoretical framework of a process of defining purposes of professions.
	• Process of evolution of professions in the construction sector and evolution of professional tasks.
	• Valid research of the qualification demand in the construction sector.
– Principles of cooperation of the teaching staff during the training implementation.	• Principles of effective cooperation oriented towards the achievement of a teaching purpose.
	• Principles of assertiveness in contacts with colleagues.
	• Basis of the SWOT analysis for the purpose of training implementation.
– Cognitive and emotional processes in the teaching and learning process.	• Elements of psychology and industrial sociology related to the learning process.
	• Basic differences in the knowledge perception and accumulation in the adult and youth learning process.
	• Cognitive processes in non-traditional learning paths (e-learning).
– Group process in the course of educational classes.	• Principles and rules of interactions in an educational group.
	• Adult learning process.
	• Basic issues and obstacles in obtaining learning outcomes in the group process.
– Methodology of teaching adults.	• Methods of teaching adults in traditional and distance education.
	• Methodical tools to teach adults.
	• Basic issues in teaching adults.
– Principles of providing the educational class participants with feedback.	• Forms of feedback communication in a teaching process.
	• Role of feedback in a process of achieving educational goals.
– Elements of the learning process assessment.	• Foundations of the learning process evaluation.
	• Good practice within the scope of the learning process assessment.
	• Documentation of the learning process evaluation.
– Activating and practical methods, techniques and forms of teaching.	• Basic activation methods of teaching in the construction sector.
	• Selected training methods and forms in the construction sector.
– Principles of communication during educational classes.	• Principles of communication during theoretical educational classes.
	• Principles of communication with people trained during practical educational classes.
– Creative problem solving in the teaching and learning process.	• Good practice within the scope of teaching and learning in the construction sector.
	• Problem solving in the distance learning process in the construction sector.
	• Participation of learners in problem solving in the learning process.

SOCIAL COMPETENCE (training participant :)	
learning outcomes in a module	**learning outcomes in a module**

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– Takes responsibility for the effects of made decisions and undertaken educational class while implementing the training program.	• Is able to make independent decisions and take actions oriented towards the training program implementation.
	• Is involved in the improvement process of educational classes.
	• Is able to cooperate with other people conducting the educational process.
– Adjusts its behaviour to variable work circumstances during educational classes.	• Is able to assess the course of educational process on its own.
	• Responds in a flexible way to changes concerning conditions of conducting the educational process.
	• Is creative.
– Assesses the impact of its educational classes on the development of learners' knowledge and skills.	• Is able to assess results of its work in an objective way.
	• Feels the need to analyse its educational classes.
	• Is able to define and assess causes and effects of its actions.
– Promotes the models of proper behaviour in the learning and working environment.	• Is able to apply good practice of proper behaviour in the learning and working environment.
	• Is able to communicate the models of proper behaviour in the learning and working environment.
– Helps plan the career paths and choose appropriate professional activity.	• Is able to show empathy.
	• Is able to assess properly individual predispositions of training participants.

2. Proposals of exercises

- Development of the training programme scope.
- Identification of the information sources useful in the implementation of the training programme.
- Review of sources of information that can be used to implement the training programme.
- Evaluation and selection of effective methods and tools for implementing the training programme.
- Analysis of examples of good practice in the training programme.
- Conducting simulation of the implementation of theoretical training for a select group of construction workers.
- Development of conclusions and recommendations from the simulation of the training programme.
- Analysis of the simulation of the training programme.

3. Didactic resources

- A set of sheets for the participants to conduct exercises (paper and electronic version)
- PowerPoint presentation for the thematic scope of a modular unit
- Educational package for the training participants and tutors
- E-learning platform with access to the content of the VET trainer in the construction sector course
- A presentation set (projector, computer with the Internet access)

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- Flipchart with a set of markers (four colours)
- Flipchart with a paper block clip (including a paper block)
- A set of five marker sets for training groups (five training groups, four persons in a group)
- Training room for simulation.

4. Methodical guidelines for the implementation of a modular unit

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan a necessary set of exercises using proposals included in the modular unit program. Implementation of this modular unit should last 16 didactic hours, including time dedicated for presentation and a training part.

Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

5. Proposals of methods of verification and assessment of learners' achievements

Verification of the training participant's achievements should occur through the whole time of implementation of a modular unit, based on the established criteria. Knowledge necessary for the execution of practical exercises may be verified with use of tests available on an e-learning platform.
It is proposed to verify practical skills through the observation of regularity of performed actions during the performance of exercises and assessment of a presentation of the performance of a given exercise in a team or individually. While observing actions of a participant during the performance of exercises and assessing work, attention should be paid to:

- Compliance of the exercise performance with assumptions included in the instruction;
- Verification of the compliance of achieving a learning outcome by a participant foreseen for a given exercise.

Prior to the commencement of the exercise performance, knowledge of theoretical framework foreseen in the content of educational packages should be verified. Depending on the conditions it may be a written or oral test. Passing such a test should condition the commencement of the exercise performance.
During the execution performance one should observe work of participants and assess results in the following categories: performed positively or not performed positively. In the case of incorrect performance a training participant should perform the exercise again with a repeated quality assessment.

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2424_M2_JM_07
Provision of individual activities on a worksite in the construction sector, with use of methods of monitoring, tutoring, coaching and career counselling

1. **Detailed learning outcomes (educational outcomes)**

SKILLS (training participant can :)	
learning outcomes in a module	**learning outcomes in a module**
– Integration of individual activities on a worksite in the construction sector with the theoretical training program.	• Provision of cohesion of the theoretical education process with individual activities on a worksite. • Correction of the individual on-the-job training according to the trainee's needs.
– Application of the mentoring techniques in individual practical activities.	• Application of the basic mentoring techniques in the course of individual activities on a worksite.
	• Formation of behaviours beneficial for safe work in the construction sector.
	• Integration of mentoring techniques with other elements of the educational process.
– Application of the tutoring and coaching techniques in individual practical activities.	• Application of basic tutoring techniques in individual practical activities in the construction sector.
	• Application of selected coaching methods in the construction sector.
	• Integration of the tutoring and coaching techniques with other elements of the educational process.
– Help with planning the career paths and choosing appropriate professional activity.	• Use of career counselling methods in the educational process.
	• Provision of cohesion of the training process with the company's needs and practice.
	• Application of tools to assess training participants' professional predispositions.
	• Provision of individual activities on a worksite with consideration of the learner's predispositions within the area of construction qualifications.

KNOWLEDGE (training participant knows and understands :)	
learning outcomes in a module	**learning outcomes in a module**
– Professional qualifications in the construction sector.	• Selected qualification standards in the construction sector.
	• Selected core curricula in occupations within the construction sector.
– Foundations of mentoring and career counselling.	• Foundations of mentoring in education in the construction sector.
	• Career counselling in the construction sector.
	• Methods of integration of the mentoring and career counselling techniques in the process of education in the construction sector.
- Foundations of occupational psychology.	• Issues of education through work.
	• Education and individual experience of work.
- Foundations of coaching and professional tutoring.	• Foundations of coaching and tutoring in education in the construction sector.
	• Application of coaching and tutoring in on-the-job training.
	• Methods of integration of coaching and professional tutoring in the process of education in the construction sector.

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SOCIAL COMPETENCE (training participant :)	
learning outcomes in a module	**learning outcomes in a module**
– Takes responsibility for the effects of made decisions and undertaken educational classes.	• Takes responsibility for individual decisions concerning participants of practical training.
	• Cooperates with participants of individual practical training.
	• Cooperates with the commissioner.
– Adjusts its behaviour to variable work circumstances during educational classes.	• Is able to make quick decisions in situations of occupational safety risk.
	• Is able to critically assess variable training circumstances.
	• Corrects its behaviours concerning the practical training's participants.
– Assesses the impact of its educational classes on the development of learners' knowledge and skills.	• Assesses its educational classes.
	• Analyses actions of participants and work circumstances in a comprehensive way.
	• Maintains impartiality of its assessments.
– Promotes the models of proper behaviour in the learning and working environment.	• Communicates clear messages to training participants.
	• Is able to present the models of proper behaviours.
	• Is able to synthesise and sum up educational classes.
– Helps plan the career paths and choose appropriate professional activity.	• Is able to show empathy.
	• Is able to properly assess individual predispositions of training participants.

2. Proposals of exercises

- Establishment of the scope of the practical training in the chosen qualification.
- Identification of sources of information useful in the analysis of training needs.
- Review of sources of information about mentoring, coaching and tutoring.
- Evaluation and selection of effective work methods and tools on individual practical classes.
- Analysis of examples of good practice in mentoring, coaching and tutoring.
- Conducting simulation process on counselling for selected employees of the construction industry
- Development of conclusions and recommendations in the field of mentoring, coaching, tutoring and counselling.
- Practical exercises - simulation of practical classes in the workplace.

3. Didactic resources

- A set of sheets for the participants to conduct exercises (paper and electronic version)
- PowerPoint presentation for the thematic scope of a modular unit
- Educational package for the training participants and tutors
- E-learning platform with access to the content of the VET trainer in the construction sector course
- A presentation set (projector, computer with the Internet access)
- Flipchart with a set of markers (four colours)
- Flipchart with a paper block clip (including a paper block)

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- A set of five marker sets for training groups (five training groups, four persons in a group)
- Training room for simulation.

4. Methodical guidelines for the implementation of a modular unit

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan a necessary set of exercises using proposals included in the modular unit program. Implementation of this modular unit should last 24 didactic hours, including time dedicated for presentation and a training part.

Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

5. Proposals of methods of verification and assessment of learners' achievements

Verification of the training participant's achievements should occur through the whole time of implementation of a modular unit, based on the established criteria. Knowledge necessary for the execution of practical exercises may be verified with use of tests available on an e-learning platform.
It is proposed to verify practical skills through the observation of regularity of performed actions during the performance of exercises and assessment of a presentation of the performance of a given exercise in a team or individually. While observing actions of a participant during the performance of exercises and assessing work, attention should be paid to:

- Compliance of the exercise performance with assumptions included in the instruction;
- Verification of the compliance of achieving a learning outcome by a participant foreseen for a given exercise.

Prior to the commencement of the exercise performance, knowledge of theoretical framework foreseen in the content of educational packages should be verified. Depending on the conditions it may be a written or oral test. Passing such a test should condition the commencement of the exercise performance.
During the execution performance one should observe work of participants and assess results in the following categories: performed positively or not performed positively. In the case of incorrect performance a training participant should perform the exercise again with a repeated quality assessment.

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2424_M2_JM_08
Verification of the achievement of educational outcomes of participants of training organised for the needs of the construction sector with use of methods of didactic measurement

1. Detailed learning outcomes (educational outcomes)

SKILLS (training participant can :)	
learning outcomes in a module	**learning outcomes in a module**
– Provision of evaluation during the educational process.	• Preparation of the didactic evaluation process.
	• Adjustment of the evaluation process to the training character and qualification type in the construction sector.
	• Preparation of recommendations concerning evaluation of the teaching process and achievements of trainees.
– Application of the assessment criteria and the methods of learning outcome verification.	• Application of the principles of evaluation and learning outcome assessment during the educational process.
	• Applications of methods of didactic measurement.
	• Application of the quality criteria in the learning outcome verification.
– Preparation of sets of periodical assessment tasks, as well as of theoretical and practical exam tasks.	• Preparation of tools for periodical assessment of learning progress within the scope of construction qualification.
	• Preparation of sets of theoretical and practical exam tasks.
	• Verification of methods of training participants' assessment.
– Assessment and examination of training participants.	• Provision of information concerning qualifying pre-requisites.
	• Application of legal regulations concerning exams.
	• Provision of appropriate organisational and technical conditions for the assessment of learning outcomes and exam.
	• Provision of the assessment process and exam documentation.

KNOWLEDGE (training participant knows and understands :)	
learning outcomes in a module	**learning outcomes in a module**
– Basic legal regulations concerning the course of exams, issuance of certificates and diplomas.	• Legal regulations concerning the exam process.
	• Types and forms of assessment tools.
	• Types of certificates and diplomas.
	• Assessment process and exam documentation.
– Psychological aspects of didactic assessment.	• Impact of the assessment process on self-esteem.
	• Motivational, disciplining, social and educational functions of the assessment process.
	• Mistakes in the assessment process, their psychological effects.
– Principles and methods of didactic measurement.	• Functions and procedures of didactic measurement.
	• Empirical standards and standards of requirements.
	• Qualitative and quantitative analysis of measurement.
– Principles, procedures, methods and criteria of assessing and examining the vocational training participants.	• Procedures, methods and criteria of a theoretical exam.
	• Procedures, methods and criteria of a practical exam.
	• Principles of use of electronic tools for assessment and exam.
– Quantitative and qualitative analysis of the examination results.	• Methods and criteria of the exam result analysis.
	• Quality criteria in exam.
	• Applications of the exam result analysis.
– Methods of presenting the assessment and exam results.	• Methods of presenting the learning outcome assessment.
	• Principles of presenting the assessment and exam results.
	• Functions of presentation of assessment and exam results.

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SOCIAL COMPETENCE (training participant :)	
learning outcomes in a module	**learning outcomes in a module**
– Takes responsibility for the effects of decisions made in the assessment process.	• Assesses objectively.
	• Is able to conduct multi-aspect assessment of learning outcomes of the educational process participants.
	• Takes responsibility for the assessment of the educational process participants.
– Adjusts its behaviour to variable circumstances of works and assessment process.	• Adjusts assessments to the construction qualification character.
	• Corrects the assessment process in variable circumstances.
	• Adjusts the assessment process to particular requirements of the assessment process participants.
– Assesses the impact of its educational classes on the level of learners' knowledge and skills.	• Assess its own actions based on the effects of assessing the educational process participants.
	• Uses its own experience and good practice within the scope of assessment.
	• Improves its exam skills.
– Promotes the models of proper behaviour in the learning and working environment.	• Forms proper attitudes of participants during the assessment process.
	• Is able to make participants aware of the assessment of their strengths and weaknesses.
– Helps plan the career paths and choose appropriate professional activity based on the assessment of outcomes.	• Recommends the planned professional development path based on the results of exam/skill test.
	• Assesses assertively.

2. Proposals of exercises

- Establishment of the evaluation of the learning outcomes of training participants for the construction industry.
- Identification of sources of information useful in the course of checking the learning outcomes of training participants for the construction industry.
- Review of sources of information useful in the course of checking the learning outcomes of training participants for the construction industry.
- Evaluation and selection of effective methods and tools useful when checking the learning outcomes of training participants for the construction industry.
- A survey as a tool for gathering information about the effects of training participants.
- Analysis of examples of good practice in checking the learning outcomes of training participants for the construction industry.
- Simulation test and interim tests.
- Development of conclusions and recommendations from conducted simulation exams / tests
- Analysis of documents describing qualification requirements and competence for workers in the construction sector.

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3. **Didactic resources**

- A set of sheets for the participants to conduct exercises (paper and electronic version)
- PowerPoint presentation for the thematic scope of a modular unit
- Educational package for the training participants and tutors
- E-learning platform with access to the content of the VET trainer in the construction sector course
- A presentation set (projector, computer with the Internet access)
- Flipchart with a set of markers (four colours)
- Flipchart with a paper block clip (including a paper block)
- A set of five marker sets for training groups (five training groups, four persons in a group)

4. Methodical guidelines for the implementation of a modular unit

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan a necessary set of exercises using proposals included in the modular unit program. Implementation of this modular unit should last 16 didactic hours, including time dedicated for presentation and a training part.

Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

6. Proposals of methods of verification and assessment of learners' achievements

Verification of the training participant's achievements should occur through the whole time of implementation of a modular unit, based on the established criteria. Knowledge necessary for the execution of practical exercises may be verified with use of tests available on an e-learning platform.
It is proposed to verify practical skills through the observation of regularity of performed actions during the performance of exercises and assessment of a presentation of the performance of a given exercise in a team or individually. While observing actions of a participant during the performance of exercises and assessing work, attention should be paid to:

- Compliance of the exercise performance with assumptions included in the instruction;
- Verification of the compliance of achieving a learning outcome by a participant foreseen for a given exercise.

Prior to the commencement of the exercise performance, knowledge of theoretical framework foreseen in the content of educational packages should be verified. Depending on the conditions it may be a written or oral test. Passing such a test should condition the commencement of the exercise performance.
During the execution performance one should observe work of participants and assess results in the following categories: performed positively or not performed positively. In the case of incorrect performance a training participant should perform the exercise again with a repeated quality assessment.

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2424_M2_JM_09
Documentation of the training process in accordance with the procedures valid in a centre rendering educational services for the construction

1. Detailed learning outcomes (educational outcomes)

SKILLS (training participant can :)	
learning outcomes in a module	**learning outcomes in a module**
– Maintenance of the documentation of the methodology of carrying out educational classes.	• Documentation of each stage of the educational class design process.
	• Application of the principles of documentation of adopted methodological and methodical solutions.
	• Use of various experience and tools to document classes.
– Maintenance of the documentation of a course and its participants according to the adopted rules.	• Application of the course documentation principles according to the legal regulations and needs of the commissioner.
	• Use of documents delivered by participants (portfolio).
	• Application of various documentation techniques.
– Maintenance of the assessment process and exam documentation according to the legal regulations.	• Maintenance of the documentation with different methods (also electronically).
	• Documentation of individual assessment results during the educational process and exam.
	• Development of collective and statistical summaries of assessment and exam results.
– Archiving of the course documentation according to the legal regulations and needs of the commissioner.	• Application of the archiving rules concerning the assessment and exam documents.
	• Storage of the course documentation according to the legal regulations.
	• Application of the course documentation provision principles.

KNOWLEDGE (training participant knows and understands :)	
learning outcomes in a module	**learning outcomes in a module**
– Legal regulations concerning documentation.	• Legal regulations concerning documentation.
	• Available documentation methods.
	• Documentation of learning outcomes and qualifications in the construction sector.
– Principles of maintaining personal documentation of training participants, training process, assessment, and examination.	• Principles of use of the participants' documentation necessary to carry out the educational process.
	• Principles of portfolio use.
	• Foundations of the statistics.
	• Methods and techniques of documenting training process, assessment, and examination.
– Principles of archiving the training documentation.	• Principles and techniques of archiving.
	• Methods of electronic archiving.
	• Regulations concerning archiving.
– Principles of the training documentation provision.	• Regulations of the training documentation provision.
	• Regulations concerning the ownership of documentation.
	• Use of the training process documentation to improve organisation and content of the following course editions.

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– Regulations concerning personal data protection.	• Legal regulations concerning personal data protection. • Use of personal data in statistical and collective studies.
SOCIAL COMPETENCE (training participant :)	
learning outcomes in a module	**learning outcomes in a module**
– Takes responsibility for the effects of made decisions and undertaken activities within the scope of documentation.	• Takes responsibility for the quality of the educational process documentation. • Takes responsibility for documentation security. • Keeps order and observes documentation deadlines.
– Formulates written messages in a correct and logic way.	• Uses correct Polish language in writing. • Is able to select information and materials necessary for documentation. • Is able to synthesise information.
– Promotes the models of proper behaviour in the learning and working environment.	• Communicates proper models of documentation maintenance to training participants. • Provides other training process organisers with its good practice.
– Helps plan the career paths and choose appropriate professional activity.	• Passes on its experience within the scope of use of certificates and diplomas to the training participants, as well as portfolio of planning the career paths, and helps choose appropriate professional activity. • Informs participants and the commissioner in a reliable way on the availability and methods of use of the documentation.

2. Proposals of exercises

- Establishing techniques and methods of documentation of training activities for the construction industry.
- Identification of the types of documentation.
- Simulation of the preparation of documentation of the process of the educational process.
- Analysis of examples of good practice in the field of documentation of the educational process.
- Designing of documentation of individual educational achievements of the participants.
- Development of conclusions and recommendations regarding the training documentation.
- Analysis of workers portfolio in the construction sector (some qualifications).

3. Didactic resources

- A set of sheets for the participants to conduct exercises (paper and electronic version)
- PowerPoint presentation for the thematic scope of a modular unit
- Educational package for the training participants and tutors
- E-learning platform with access to the content of the VET trainer in the construction sector course

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- A presentation set (projector, computer with the Internet access)
- Flipchart with a set of markers (four colours)
- Flipchart with a paper block clip (including a paper block)
- A set of five marker sets for training groups (five training groups, four persons in a group)

4. Methodical guidelines for the implementation of a modular unit

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan a necessary set of exercises using proposals included in the modular unit program. Implementation of this modular unit should last 16 didactic hours, including time dedicated for presentation and a training part.

Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

5. Proposals of methods of verification and assessment of learners' achievements

Verification of the training participant's achievements should occur through the whole time of implementation of a modular unit, based on the established criteria. Knowledge necessary for the execution of practical exercises may be verified with use of tests available on an e-learning platform.
It is proposed to verify practical skills through the observation of regularity of performed actions during the performance of exercises and assessment of a presentation of the performance of a given exercise in a team or individually. While observing actions of a participant during the performance of exercises and assessing work, attention should be paid to:

- Compliance of the exercise performance with assumptions included in the instruction;
- Verification of the compliance of achieving a learning outcome by a participant foreseen for a given exercise.

Prior to the commencement of the exercise performance, knowledge of theoretical framework foreseen in the content of educational packages should be verified. Depending on the conditions it may be a written or oral test. Passing such a test should condition the commencement of the exercise performance.
During the execution performance one should observe work of participants and assess results in the following categories: performed positively or not performed positively. In the case of incorrect performance a training participant should perform the exercise again with a repeated quality assessment.

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2224_M3
Promotion and assurance of the quality of training services and granting the qualifications in the construction sector

1. Learning outcomes (educational outcomes)

Knowledge (training participant knows and understands :)	**Skills** (training participant can :)
– Basic legal regulations concerning granting qualifications in the construction sector. – Advantages and disadvantages of the model of validation and certification of professional competence in the construction sector based on the ISO/IEC 17024:2012 standard. – Procedures and criteria of quality assurance concerning the training process in the construction sector. – Validation principles of the vocational training program. – Validation methods of informal learning outcomes through experience at work. – Procedures, methods and criteria of validation and certification of competence in the construction sector. – Methods and tools of internal evaluation of a training process. – Principles of quality assurance of the teaching and learning process. – Principles of promotion and dissemination of vocational training in a non-formal education and work environment. – Principles of promotion and dissemination of the model of validation and certification of professional competence in the construction sector. – Conducting evaluation of training and improvement of own competence and workshop of a methodical work of the vocational education and training trainer in the construction sector.	– Documentation of evidence confirming the training participant's competence. – Participation in works of boards of examiners, validation boards and qualification granting boards in the construction sector, chairing the board works if applicable. – Planning and designing the training evaluation. – Organisation of the evaluation process. – Provision of the educational class evaluation. – Evaluation of one's own teaching work. – Monitoring of educational progress of the training participants. – Application of the quality assurance rules concerning the training and educational class process. – Use of evaluation conclusions in the improvement of one's work and planning of one's development. – Use of evaluation conclusions to improve quality of the teaching and training programs. – Adjustments of identified irregularities related to the teaching and learning process and training performance. – Promotion and dissemination of vocational training in the non-formal education and work environment. – Dissemination of the model of validation and certification of professional competence in the construction sector. – Improvement of one's own professional competence through organised forms of non-formal education and self-learning.
Social competence (training participant :)	
– Independently and in organised conditions assesses educational progress of the training participants in accordance with clear and objective criteria. – Assesses and examines while keeping its internal belief in justice and objectivity of made decisions. – Takes responsibility for effects of actions in which it participates, including the choice of forms and program of professional improvement, teaching methods, results of monitoring and evaluation of training and other educational class. – Constructively responds to changes in legal regulations, requirements of training participants, commissioners, employers and work environment in the construction sector.	

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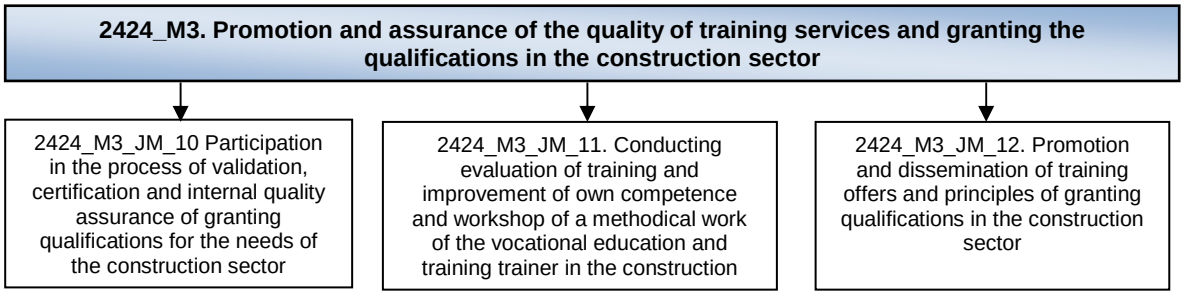
– Voluntarily improves the vocational education and training trainer's skills and tools in the construction sector.

2. List of modular units

Modular unit code	Modular unit name	Approximate time of completion [hour]
2424_M1_JM_10	Participation in the process of validation, certification and internal quality assurance of granting qualifications for the needs of the construction sector	16
2424_M1_JM_11	Evaluation of training and improvement of one's own competence and workshop of a methodical work of the vocational education and training trainer in the construction sector	16
2424_M1_JM_12	Promotion and dissemination of training offers and principles of granting qualifications in the construction sector	8
	Total	**40**

3. Scheme of the modular unit system

This scheme presents the correlation of modular units in the 2424_M3 module of vocational training.



4. Bibliography and source materials

- Professional competence standard for the VET trainer in the construction sector
- Content available on the CertiVET e-learning platform

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2424_M2_JM_10
Participation in the process of validation, certification and internal quality assurance of granting qualifications for the needs of the construction sector

1. Detailed learning outcomes (educational outcomes)

SKILLS (training participant can :)	
learning outcomes in a module	**learning outcomes in a module**
– Documentation of evidence confirming the training participant's competence.	• Maintenance of the participant's exam documentation according to the valid rules.
	• Application of the personal data protection law.
	• Protection of the exam documentation.
– Participation in works of boards of examiners, validation boards and qualification granting boards in the construction sector, chairing the board works if applicable.	• Compliance with the principles of professional ethics in the validation and certification process in the construction sector.
	• Use of formal and legal provisions, including standardisation systems concerning granting professional qualifications in the construction sector.
	• Organisation of exams in the process of granting qualifications in the construction sector.
	• Chairing of the board of examiners' work in the process of granting qualifications.
– Application of the quality assurance rules concerning the training and educational class process.	• Provision of the process of granting qualifications according to the valid quality assurance procedures.
	• Monitoring of organisational and material resources concerning the process of granting qualifications.

KNOWLEDGE (training participant knows and understands :)	
learning outcomes in a module	**learning outcomes in a module**
– Basic legal regulations concerning granting qualifications in the construction sector.	• Formal and legal bases concerning granting professional qualifications in the construction sector.
	• Integrated Qualifications System Act.
– Advantages and disadvantages of the model of validation and certification of professional competence in the construction sector based on the ISO/IEC 17024:2012 standard.	• ISO/IEC 17024:2012 standard within the scope related to the validated qualification and the ISO 9001:2015 group standards concerning quality management.
	• Model of validation and certification of professional competence in the construction sector based on the ISO/IEC 17024:2012 standard.
– Procedures and criteria of quality assurance concerning the training process in the construction sector.	• Quality assurance procedures valid in the process of granting qualifications in the construction sector.
	• Quality assurance criteria concerning the process of granting qualifications in the construction sector.
– Validation principles of the vocational training program.	• Validation principles of the vocational training program, also in the construction sector.
	• Procedures and methods of validation of the vocational training program, also in the construction sector.

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– Validation methods of informal learning outcomes through experience at work.	• Methods and procedures, criteria of quality assessment of informal education carried out through experience and principles of their practical application, based on formal and legal bases valid within the scope of vocational education, also in the construction sector.
	• Polish legal and standardisation system within the scope of quality assurance of vocational training, with use of experience, also in the construction sector.
– Procedures, methods and criteria of validation and certification of competence in the construction sector.	• Procedures and methods of validation of competence in the construction sector according to the binding law.
	• Criteria of validation and certification of competence in the construction sector according to the binding law.

SOCIAL COMPETENCE (training participant :)	
learning outcomes in a module	**learning outcomes in a module**
– Independently and in organised conditions assesses educational progress of educational class participants, in accordance with clear and objective criteria.	• Is able to independently assess educational progress of educational class participants.
	• Is aware of responsibility for its own actions during the assessment of educational progress of educational class participants.
	• Foresees effects of its actions in the process of assessing educational progress of educational class participants.
– Assesses and examines while keeping its internal belief in justice and objectivity of made decisions.	• Is able to assess exam participants in an objective way.
	• Has a sense of justice in the course of examining and assessing.
	• Is aware of responsibility for its own actions while examining and assessing.
	• Foresees effects of its actions while examining and assessing.
– Takes responsibility for effects of actions in which it participates, including the choice of forms and program of professional improvement, teaching methods, results of monitoring and evaluation of training and other educational classes.	• Applies principles of the code of ethics in the construction sector.
	• Is aware of a permanent needs of improving acquired professional qualifications.
	• Makes decisions within the scope of educational and control activities in which it participates.
– Constructively responds to changes in legal regulations, requirements of training participants, commissioners, employers and work environment in the construction sector.	• Cooperates with people participating in training, validation and certification. • Acquires relevant social competence for constructive response to changes in legal regulations, requirements of participants, commissioners and social partners in the construction sector.
	• Exchanges experience with colleagues participating in training, validation and certification.
	• Is aware of the necessity of acquiring valid knowledge within the scope of legal regulations.
	• Responds to the needs of people involved in training, validation and certification.
– Voluntarily improves the vocational education and training trainer's skills and tools in the construction sector.	• Applies continuous self-assessment of its actions as the vocational education and training's trainer in the construction sector.
	• Undergoes periodical voluntary assessment of its activity as the vocational education and training's trainer in the construction sector.
	• Is involved in the improvement of acquired qualifications in various forms.

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2. Proposals of exercises

- Analysis and evaluation of the documents that describe eligibility requirements and skills for construction workers.
- Analysis and evaluation of forms of validation and certification of skills and competencies for use in construction sector.
- Development conclusions and recommendations from the conducted validation and certification of professional competence of employees in the construction industry.
- Review of sources of information that can be used in the practice of validation and certification of qualifications, in accordance with the needs of the labour market in the construction industry
- Analysis of good practices in the field of validation and certification of qualifications and professional competence in the construction industry.
- Creation and use of benchmarks to assess the effects of validation and certification of qualifications and professional competence in the construction industry.
- Principles of self-participation in the process of validation, certification and internal quality assurance broadcasting skills to the needs of the construction industry.

- The use of e-learning educational platform for trainers of vocational education and training in the construction industry.

3. Didactic resources

- PowerPoint presentation for the thematic scope of a modular unit: validation and certification process
- Educational package for the tutors conducting validation and certification process
  - Model sheets for evaluation and self-assessment of quality of the process of validation and certification.
  - Model evaluation sheets and portfolio exam,
  - Model sheets of protocols, validation and certification.
- E-learning platform with access to the content of validation and certification of the VET trainer in the construction sector course
- A presentation set (projector, computer with the Internet access)
- Flipchart with a set of markers (four colours)
- Flipchart with a paper block clip (including a paper block)

4. Methodical guidelines for the implementation of a modular unit

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan a necessary set of exercises using proposals included in the modular unit program. Implementation of this

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modular unit should last 16 didactic hours, including time dedicated for presentation and a training part.

Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

5. Proposals of methods of verification and assessment of learners' achievements

Verification of the training participant's achievements should occur through the whole time of implementation of a modular unit, based on the established criteria. Knowledge necessary for the execution of practical exercises may be verified with use of tests available on an e-learning platform.
It is proposed to verify practical skills through the observation of regularity of performed actions during the performance of exercises and assessment of a presentation of the performance of a given exercise in a team or individually. While observing actions of a participant during the performance of exercises and assessing work, attention should be paid to:

- Compliance of the exercise performance with assumptions included in the instruction;
- Verification of the compliance of achieving a learning outcome by a participant foreseen for a given exercise.

Prior to the commencement of the exercise performance, knowledge of theoretical framework foreseen in the content of educational packages should be verified. Depending on the conditions it may be a written or oral test. Passing such a test should condition the commencement of the exercise performance.
During the execution performance one should observe work of participants and assess results in the following categories: performed positively or not performed positively. In the case of incorrect performance a training participant should perform the exercise again with a repeated quality assessment.

2424_M2_JM_11
Conducting evaluation of training and improvement of own competence and workshop of a methodical work of the vocational education and training trainer in the construction

1. Detailed learning outcomes (educational outcomes)

SKILLS (training participant can :)	
learning outcomes in a module	**learning outcomes in a module**
– Planning and designing the course evaluation.	• Planning and designing evaluation of organised training.
	• Cooperates with interested legal entities and people within the scope of planning and designing the course evaluation.
	• Designs model documents for the course evaluation.
	• Organises and conducts planning and designing of evaluation of organised training in group forms.
– Organisation of the evaluation process.	• Organises the evaluation process of organised training.
	• Ensures quality of the evaluation process.

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	• Organises the training evaluation process with participation of interested legal entities and natural persons.
– Provision of the educational class evaluation.	• Evaluates educational class, e.g. with active participation of their participants.
	• Evaluates conducted educational class with participation of interested legal entities and natural persons.
– Evaluation of one's own teaching work.	• Evaluates its own teaching work upon the course completion and during it.
	• Creates criteria of evaluation of one's own teaching work.
– Maintenance of monitoring of educational progress of educational class participants.	• Maintains monitoring of progress of educational class participants.
	• Uses monitoring effects of conducted educational class for self-assessment of its teaching work.
	• Shares monitoring effects with people being educated and training commissioners.
– Application of evaluation conclusions in the improvement of one's work and planning of one's development.	• Applies evaluation conclusions to improve its work and plan its professional development.
	• Creates conclusions for further vocational training of other people, of similar professional qualifications in the construction sector.
– Application of evaluation conclusions to improve quality of the teaching and training programs.	• Applies evaluation conclusions to develop better programs and plans of training program improvement.
	• Develops formal studies for further quality improvement of vocational education and training programs in the construction sector.
– Correction of identified irregularities related to the teaching and learning process and training performance.	• Corrects irregularities identified in the teaching process.
	• Develops model principles to correct identified irregularities related to the vocational training process.
	• Notifies the interested parties related to the teaching and learning process and training performance of the identified irregularities and made corrections.
– Improvement of one's own professional competence through organised forms of non-formal education and self-learning.	• Continuously improves its own professional competence through organised forms of non-formal education and self-learning.
	• Plans its further improvement of professional competence in organised forms of non-formal education and self-learning.

KNOWLEDGE (training participant knows and understands :)	
learning outcomes in a module	**learning outcomes in a module**
– Methods and tools of internal evaluation of the training process.	• Formal and legal bases of internal evaluation of the training process, also in the construction sector.
	• Methods and tools of internal evaluation of the vocational training process, also in the construction sector.
– Principles of quality assurance of the teaching and learning process.	• Formal and legal bases of quality assurance of the training process, also in the construction sector.
	• Principles and methods of quality assurance of teaching and learning, also in the construction sector.
– Principles and methods of improving own competence and workshop of a methodical work of the vocational education and training trainer in the construction sector.	• Principles and methods of improving one's own professional competence through organised forms of formal, non-formal education and self-learning.
	• Principles of planning further improvement of one's own professional competence in organised forms of formal, non-formal education and self-learning.

SOCIAL COMPETENCE (training participant :)

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learning outcomes in a module	learning outcomes in a module
– Independently and in organised conditions assesses educational progress of educational class participants, in accordance with clear and objective criteria.	• Is able to independently assess educational progress of educational class participants.
	• Is aware of responsibility for its own actions during the assessment of educational progress of educational class participants.
	• Foresees effects of its actions in the process of assessing educational progress of educational class participants.
– Assesses and examines while keeping its internal belief in justice and objectivity of made decisions.	• Is able to assess exam participants in an objective way.
	• Has a sense of justice in the course of examining and assessing.
	• Is aware of responsibility for its own actions while examining and assessing.
	• Foresees effects of its actions while examining and assessing.
– Takes responsibility for effects of actions in which it participates, including the choice of forms and program of professional improvement, teaching methods, results of monitoring and evaluation of training and other educational class.	• Applies principles of the code of ethics in the construction sector.
	• Is aware of a permanent needs of improving acquired professional qualifications.
	• Makes decisions within the scope of educational and control activities in which it participates.
– Constructively responds to changes in legal regulations, requirements of training participants, commissioners, employers and work environment in the construction sector.	• Cooperates with people participating in training, evaluation, validation and certification.
	• Acquires relevant social competence for constructive response to changes in legal regulations, requirements of participants, commissioners and social partners in the construction sector.
	• Exchanges experience with colleagues participating in training, evaluation, validation and certification.
	• Is aware of the necessity of acquiring valid knowledge within the scope of legal regulations.
	• Responds to the needs of people involved in training, evaluation, validation and certification.
– Voluntarily improves the vocational education and training trainer's skills and tools in the construction sector.	• Applies continuous self-assessment of its actions as the vocational education and training's trainer in the construction sector.
	• Undergoes periodical voluntary assessment of its activity as the vocational education and training's trainer in the construction sector.
	• Is involved in the improvement of acquired qualifications in various forms.

2. Proposals of exercises

- Analysis of documents and other sources of information describing the process of evaluation of training.
- Analysis and evaluation of forms of training evaluation
- Analysis of the methods of improvement of own skills of the VET trainer in the construction industry.
- Development of the conclusions and recommendations of the evaluation of carried training.
- Analysis of best practices regarding the improvement of the competences of the VET trainer in the construction industry.
- Creating benchmarks to assess the effects of training, including those based on the principles of self-esteem.

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3. Didactic resources

- PowerPoint presentation for the thematic scope of a modular unit: validation and certification process
- Educational package for the tutors conducting validation and certification process
  - Model sheets for evaluation and self-assessment of quality of the process of validation and certification.
  - Model evaluation sheets and portfolio exam,
  - Model sheets of protocols, validation and certification.
- E-learning platform with access to the content of validation and certification of the VET trainer in the construction sector course
- A presentation set (projector, computer with the Internet access)
- Flipchart with a set of markers (four colours)
- Flipchart with a paper block clip (including a paper block)

4. Methodical guidelines for the implementation of a modular unit

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan a necessary set of exercises using proposals included in the modular unit program. Implementation of this modular unit should last 16 didactic hours, including time dedicated for presentation and a training part.

Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

5. Proposals of methods of verification and assessment of learners' achievements

Verification of the training participant's achievements should occur through the whole time of implementation of a modular unit, based on the established criteria. Knowledge necessary for the execution of practical exercises may be verified with use of tests available on an e-learning platform.
It is proposed to verify practical skills through the observation of regularity of performed actions during the performance of exercises and assessment of a presentation of the performance of a given exercise in a team or individually. While observing actions of a participant during the performance of exercises and assessing work, attention should be paid to:

- Compliance of the exercise performance with assumptions included in the instruction;
- Verification of the compliance of achieving a learning outcome by a participant foreseen for a given exercise.

Prior to the commencement of the exercise performance, knowledge of theoretical framework foreseen in the content of educational packages should be verified. Depending on the conditions it may be a written or oral test. Passing such a test should condition the commencement of the exercise performance.
During the execution performance one should observe work of participants and assess results in the

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following categories: performed positively or not performed positively. In the case of incorrect performance a training participant should perform the exercise again with a repeated quality assessment.

2424_M2_JM_12
Promotion and dissemination of training offers and principles of granting qualifications in the construction sector

1. Detailed learning outcomes (educational outcomes)

SKILLS (training participant can :)	
learning outcomes in a module	**learning outcomes in a module**
– Promotion and dissemination of vocational training in the non-formal education and work environment.	• Prepares materials including the information for promotion and dissemination of vocational training in the non-formal education and work environment, including especially for purposes of working in the construction sector.
	• Promotes and disseminates vocational training in the non-formal education and work environment, including especially for purposes of working in the construction sector.
	• Acquires skills of analysing trends of development of professional qualifications and competence on the labour market, also in the construction sector.
– Dissemination of the model of validation and certification of professional competence in the construction sector.	• Prepares materials including the information required for the dissemination of validation and certification of professional competence in the construction sector.
	• Conducts dissemination of the model of validation and certification of professional competence in the construction sector.

KNOWLEDGE (training participant knows and understands :)	
learning outcomes in a module	**learning outcomes in a module**
– Principles of promotion and dissemination of vocational training in the non-formal education and work environment.	• Principles and forms of preparation of materials including the information required for promotion and dissemination of vocational training in the non-formal education and work environment.
	• Principles and forms of promotion and dissemination of vocational training in the non-formal education and work environment.
– Principles of promotion and dissemination of the model of validation and certification of professional competence in the construction sector.	• Principles and forms of preparation of materials including the information required for dissemination of validation and certification of professional competence in the construction sector.
	• Conditioning of application of various models of validation and certification of professional competence in the construction sector.

SOCIAL COMPETENCE (training participant :)	
learning outcomes in a module	**learning outcomes in a module**
– Takes responsibility for effects of actions in which it participates, including the choice of forms and program of professional	• Applies principles of the code of ethics in the construction sector.
	• Is aware of a permanent needs of improving acquired professional qualifications.

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improvement, teaching methods, results of monitoring and evaluation of training and other educational class.	• Makes decisions within the scope of educational and control activities in which it participates.
– Constructively responds to changes in legal regulations, requirements of training participants, commissioners, employers and work environment in the construction sector.	• Cooperates with people participating in promotion and dissemination of training offers and principles of granting qualifications in the construction sector.
	• Acquires relevant social competence for constructive response to changes in legal regulations, requirements of participants, commissioners and social partners in the construction sector.
	• Exchanges experience with colleagues participating in promotion and dissemination of training offers and principles of granting qualifications in the construction sector.
	• Is aware of the necessity of acquiring valid knowledge within the scope of legal regulations.
	• Responds to the needs of people involved in promotion and dissemination of training offers and principles of granting qualifications in the construction sector

2. Proposals of exercises

- Review of sources of information, analysis and evaluation of documents and dissemination of promotional training offer and receiving the qualification in the construction industry.
- Analysis of good practices and forms of promotion and dissemination of training offer and for granting of qualifications in the construction industry.
- Development of the conclusions and recommendations from the conducted actions to promote and disseminate the training offer and granting qualifications in the construction industry.
- The use of online information sources, including the platform specializing in promotional campaigns and promotion of vocational training.

3. Didactic resources

- PowerPoint presentation for the thematic scope of a modular unit: promoting and disseminating of the training offer regarding the VET trainer in the construction sector
- Educational package for the tutors on promoting and disseminating of the training offer regarding the VET trainer in the construction sector
- E-learning platform with access to the content of validation and certification of the VET trainer in the construction sector course
- A presentation set (projector, computer with the Internet access)
- Flipchart with a set of markers (four colours)
- Flipchart with a paper block clip (including a paper block)

4. Methodical guidelines for the implementation of a modular unit

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Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan a necessary set of exercises using proposals included in the modular unit program. Implementation of this modular unit should last 8 didactic hours, including time dedicated for presentation and a training part.

Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

5. Proposals of methods of verification and assessment of learners' achievements

Verification of the training participant's achievements should occur through the whole time of implementation of a modular unit, based on the established criteria. Knowledge necessary for the execution of practical exercises may be verified with use of tests available on an e-learning platform.
It is proposed to verify practical skills through the observation of regularity of performed actions during the performance of exercises and assessment of a presentation of the performance of a given exercise in a team or individually. While observing actions of a participant during the performance of exercises and assessing work, attention should be paid to:

- Compliance of the exercise performance with assumptions included in the instruction;
- Verification of the compliance of achieving a learning outcome by a participant foreseen for a given exercise.

Prior to the commencement of the exercise performance, knowledge of theoretical framework foreseen in the content of educational packages should be verified. Depending on the conditions it may be a written or oral test. Passing such a test should condition the commencement of the exercise performance.
During the execution performance one should observe work of participants and assess results in the following categories: performed positively or not performed positively. In the case of incorrect performance a training participant should perform the exercise again with a repeated quality assessment.

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