Certified VET trainer in the construction sector „CertiVET”

Comparative studies and development of the certification and validation systems/ models for VET trainers in the construction sector in all partners’ countries (Research report No. 2)

Development:
INSTYTUT TECHNOLOGII EKSPLOATACJI – PIB, Poland

Cooperation:
COMITE DE CONCERTATION ET DE COORDINATION DE L’APPRENTISSAGE DU BATIMENT ET DES TRAVAUX PUBLICS, France
UNIVERSITATEA DUNAREA DE JOS DIN GALATI, Romania
KONFEDERACJA BUDOWNICTWA NIERUCHOMOŚCI, Poland
ZWIĄZEK ZAWODOWY BUDOWLANI, Poland

CertiVET 2015

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
## Contents

1. Introduction ........................................................................................................................................ 3
2. Methodology of the research .............................................................................................................. 5
3. Reports on development of the certification and validation systems/models for VET trainers in the construction sector in all partners’ countries.................................................. 9
   3.1. Poland ........................................................................................................................................ 9
   3.2. France ....................................................................................................................................... 19
   3.3. Romania .................................................................................................................................. 28
4. The validation and certification model for qualifications of the vocational education and training trainer in the construction sector on the basis of the ISO/IEC 17024: 2012 ................................................................................................................................. 38
5. Conclusions and recommendations .................................................................................................... 47
6. Bibliography and source materials .................................................................................................... 49
1. Introduction

Ensuring the quality and competences of trainers in vocational education and training (VET), and especially, in adult education and training at the workplace, are among the strategic objectives of the European cooperation.

In learning at the workplace, the young become familiar with the world of work; those in employment develop their potential and continuously upgrade their skills. Training in companies can also help reduce the number of those who are low-skilled and increase the participation of adults in lifelong learning. A total of 60% of Europe’s enterprises provide training for their employees and some studies suggest that trainers in enterprises probably comprise the largest trainer category across Europe. A Cedefop study pointed to a positive influence of VET on the economic performance of companies, especially when new knowledge and the competences of higher qualified workers are transferred to others.¹

The Bruges communiqué invited the Member States to improve initial and continuing training for VET trainers, so they have opportunities to acquire the right set of competences and become prepared to take up the broader and more complex training-related tasks they face today.²

In its communication the European Commission pointed to the need to improve training opportunities for working adults, including incentives for adult training by companies, and to establish a competence framework or professional profile for trainers in initial and continuing VET.

In most countries, there is no unified approach to qualifications and competence requirements for trainers in VET. Trainers are usually not required to hold a particular training qualification, but need to be qualified practitioners or skilled workers and have a certain period of work experience in the field.

There is a need to better understanding the profession of trainer on the labour market. In order to support national strategies for lifelong learning, some countries support continuing education and up-skilling of the employees’ qualification. Trainers in enterprises do not usually possess a strong identity as trainers and do not benefit from policy initiatives. One way to ensure the relevance and quality of education of qualified trainers is to develop mechanisms for evaluation and certification of trainer’s competencies.

In response to the needs of the labour market, helping to raise the status of vocational trainer and expand the opportunities for professional development of trainers in vocational education and training in the construction industry, and on the other hand to support professional development of VET trainers in the construction sector, there was established an European partnership project in the Erasmus+ programme titled: Certified VET trainer in the construction (No.: 2014-1-PL01-KA202-003624). International consortium consists of European institutions of vocational education and training, including the representatives of the building industry has developed a model of certification and validation of qualifications for VET trainer in the construction sector in Poland, France and Romania, based on ISO / IEC

---

¹ Trainers in continuing VET: emerging competence profile. Cedefop, 2013
² The Bruges communiqué. Council of the EU; European Commission, 2010

The study used recommendations obtained from comparative studies conducted in the partner countries (Poland, France, Romania), taking into account the good practices of European partner institutions regarding the validation and certification are based on concrete competence requirements, which serve as clearly defined and agreed reference points for building curricula for trainers and for assessing the competences gained at work.

In comparative studies it was adopted standardized research methodology to partner countries (Chapter 2 of the Report), focusing on a comparative analysis of existing policies, tasks and competence standards and other related documents with VET trainer in the construction sector.

The subject of comparative studies covered the structure and substantive content of the description of the competence requirements listed in the official national documents which could serve as a reference point for the development of standards of professional competence for VET trainer in the construction sector. It was assumed that the competency requirements in the comparative analysis will take into account: the area of competence requirements for the trainer and area of competence requirements for the appropriate construction –Drywall System Installation (Chapter 3 of the report).

In comparative studies it was used the study desk research, as a basic method and the method of experts - as the supporting method.

Chapter 4 presents a model of certification and validation of qualifications for VET trainer in the construction sector based on ISO / IEC 17024: 2012. It responds to the need to give an opportunity to confirm the competence of a significant number of people working for many years in the construction industry, in particular, performing independent functions in the construction industry, which certainly affects the quality of its training services for workers in the construction sector.

The report itself will be a reference point to support the preparation of the competence standard for VET trainers in the construction system.
2. The methodology of comparative studies

Glossary of terms used in the research analysis

In the CertiVET project and in the conducted research it was established the glossary of terms (Table 1) based on the:

- Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning (2012/C 398/01)
- The concepts used in the development of standards of professional competence in Poland
- Glossary of key terms adopted in the model validation and certification of VET trainer in the construction industry

Table 1. Glossary of terms used in the research analysis in Poland, France, Romania

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of learning outcomes</td>
<td>Means methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence.</td>
</tr>
<tr>
<td>Competence</td>
<td>The proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.</td>
</tr>
<tr>
<td>Competent institution</td>
<td>Means an institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries;</td>
</tr>
<tr>
<td>Credit for learning outcomes (credit) (credit)</td>
<td>Means a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications;</td>
</tr>
<tr>
<td>ECVET points</td>
<td>Means a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.</td>
</tr>
<tr>
<td>European Qualification Framework (EQF)</td>
<td>Adopted in the European Union reference tool to compare the qualification levels of the different qualifications systems in different countries. European Qualifications Framework distinguishes eight levels of qualifications laid down by the requirements for learning outcomes.</td>
</tr>
</tbody>
</table>

3 Bednarczyk H., Koprowska D., Kupidura T., Symela K., Woźniak I.: Opracowanie standardów kompetencji zawodowych. ITeE-PIB, Radom 2014
4 On the basis: Zapewnianie jakości kwalifikacji w zintegrowanym systemie kwalifikacji. IBE, Warszawa 2014

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
<p>| <strong>Formal learning</strong> | Means learning which takes place in an organised and structured environment, specifically dedicated to learning, and typically leads to the award of a qualification, usually in the form of a certificate or a diploma; it includes systems of general education, initial vocational training and higher education. |
| <strong>Informal learning</strong> | Means learning resulting from daily activities related to work, family or leisure and is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner’s perspective; examples of learning outcomes acquired through informal learning are skills acquired through life and work experiences, project management skills or ICT skills acquired at work, languages learned and intercultural skills acquired during a stay in another country, ICT skills acquired outside work, skills acquired through volunteering, cultural activities, sports, youth work and through activities at home (e.g. taking care of a child). |
| <strong>Knowledge</strong> | The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual. |
| <strong>Key competences</strong> | A combination of knowledge, skills and attitudes appropriate to particular situations. Key competences are those which every individual needs for personal fulfillment and development, active citizenship, social inclusion and employment. |
| <strong>Learning outcomes</strong> | Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence. |
| <strong>National Qualification Framework</strong> | National qualifications system’ means all aspects of a Member State’s activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework. All the activities taken by the state, connected with approving learning outcomes in response to the needs of labour market, civil society and individual learners development |
| <strong>National Qualifications System</strong> | Means all aspects of a Member State’s activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework. |
| <strong>Non-formal learning</strong> | Means learning which takes place through planned activities (in terms of learning objectives, learning time) where some form of learning support is present (e.g. student-teacher relationships); it may cover programmes to impart work skills, adult literacy and basic education for early school leavers; very common cases of non-formal learning include in-company training, through which companies update and improve the skills of their workers such as ICT skills, structured on-line learning (e.g. by making use of open educational resources), and courses organised by civil society organisations for their members, their target group or the general public. |
| <strong>Professional competences</strong> | Means everything that the employee knows, understands and is capable of doing, which is relevant to the situation in the workplace. Professional competences are described by three sets: of knowledge, skills and social competences |
| <strong>Professional task</strong> | A logical portion or phase of the work, under the profession, with a clearly defined start and end, isolated due to the type or manner for performing professional tasks linked by a single goal; ending in a product, service or decision. |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional competence standard</td>
<td>A norm which specifies professional competences necessary to perform professional tasks constituting a profession approved by representatives of professional and sectoral organizations, employers, employees and other key social partners.</td>
</tr>
<tr>
<td>Recognition of learning outcomes</td>
<td>Means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications.</td>
</tr>
<tr>
<td>Recognition of prior learning</td>
<td>Means the validation of learning outcomes, whether from formal education or non-formal or informal learning, acquired before requesting validation.</td>
</tr>
<tr>
<td>Qualification</td>
<td>Means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.</td>
</tr>
<tr>
<td>Sector</td>
<td>Means a grouping of professional activities on the basis of their main economic function, product, service or technology.</td>
</tr>
<tr>
<td>Skills</td>
<td>Means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).</td>
</tr>
<tr>
<td>Skills audit</td>
<td>means a process aimed at identifying and analysing the knowledge, skills and competences of an individual, including his or her aptitudes and motivations in order to define a career project and/or plan a professional reorientation or training project; the aim of a skills audit is to help the individual analyse his/her career background, to self-assess his/her position in the labour environment and to plan a career pathway, or in some cases to prepare for the validation of non-formal or informal learning outcomes;</td>
</tr>
<tr>
<td>Social competences</td>
<td>Means abilities, predispositions and traits necessary for autonomous, team and responsible participation in social and professional life</td>
</tr>
<tr>
<td>Specialization</td>
<td>A result of social labour distribution within the framework of work identified under the given profession, includes a part of occupational activities which are similar in nature (connected with the function performed or the subject of work) but require deeper or additional knowledge and skills gained as a result of extra training or work practice.</td>
</tr>
<tr>
<td>Unit of learning outcomes (unit)</td>
<td>Means a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated.</td>
</tr>
<tr>
<td>Validation</td>
<td>Means a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard and consists of the following four distinct phases: 1. IDENTIFICATION through dialogue of particular experiences of an individual; 2. DOCUMENTATION to make visible the individual’s experiences; 3. a formal ASSESSMENT of these experiences; and 4. CERTIFICATION of the results of the assessment which may lead to a partial or full qualification.</td>
</tr>
<tr>
<td>Validation of learning outcomes</td>
<td>Means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification.</td>
</tr>
</tbody>
</table>

**Methodological research**

In the CertiVET project, it was used a uniform methodology for the study in all partners’ countries (Poland, France, Romania) that focuses on a comparative analysis of selected documents that describe, among others, models, schemes of the certification and validation of profiles, job training, qualifications, competence standards which may be a reference point for...
building the description of the professional competence standard for VET trainer in the construction industry for the competence appropriate to the construction specialization of the - Drywall System Installation. In the frame of the methodology there were described the following elements:

- Purpose of the study.
- The subject of research.
- Research problems.
- Methods, techniques and research tools.
- Organization and area of research.

**Purpose of research**
The aim of the international research in the partner countries (Poland, France, Romania) was the analysis of intentionally selected documents describing, among others, models, diagrams of certification and validation for VET trainer in the construction industry (with a focus on specialization – Drywall System Installation).

**Research subject**
The subject of comparative studies covered the structure and substantive content of the description of the requirements for certification and validation for VET trainer in the construction industry (with a focus on specialization - installation of drywall systems).

**Research problems**
Described purpose of the research will address the following issues:

1. What kind of national documents described the requirements including models, diagrams of certification and validation for Vet trainer in the construction sector (with a focus on specialization - installation of drywall systems)?

2. Are the requirements of ISO / IEC 17024: 2012 are taken in to account during the validation process for VET trainer in the construction industry (in each country)?

3. How are the rules for validating of nonformal and informal learning developed in order to enhance the comparability and transparency of methods and approaches to validation in partner countries for VET trainer in the construction industry?

4. What are the links between validation of nonformal informal learning and national qualifications systems in partners’ countries?

5. What kind of standards (reference points) are used for validation of nonformal and informal learning for VET trainer in the construction industry in partners’ countries?
Methods, techniques and research tools
In order to verify formulated research problems it was necessary to explore the appropriate research methods and techniques. The method of desk research was used to identify and analyse selected documents describing, among others, models of validation and certification for VET trainer in the construction industry which are a reference point for building the description of the standard of professional competence for VET trainer in the construction industry. The expert method was used in formulating conclusions and recommendations. During the conducted studies it was used the experts service - specialists in creating descriptions of competency requirements and specialists - experts in the construction industry professions.

Organization and area of research
The research in Poland, France and Romania was carried out between September 2014 - April 2015 with the participation of external experts from partners’ institutions. Each partner has prepared a national report which was submitted to the project leader (ITeE-PIB). Individual three national reports were analyzed for similarities and differences in describing the requirements for validation and certification requirements aimed at "Trainer in vocational education and training in the construction industry", and also to develop principles for validating non-formal learning and informal learning.

3. Reports on identifications of existing systems/ model for validation and certification of VET trainers In the construction sector

This chapter presents national reports on the identification of tasks, profiles and competence standards for VET trainer in partners’ countries.

3.1. Poland

Introduction
Education and training are an indispensable means for promoting social cohesion, active citizenship, personal and professional fulfilment, adaptability and employability. Lifelong learning facilitates free mobility for European citizens and allows the achievement of the goals and aspirations of European Union countries (i.e. to become more prosperous, competitive, tolerant and democratic). It should enable all persons to acquire the necessary knowledge to take part as active citizens in the knowledge society and the labour market. To facilitate the transition to a knowledge-based society, the Commission is promoting the establishment of strategies and specific activities for lifelong learning, with a view to achieving a European area of lifelong learning. Establishment of a European area of lifelong learning, is directed to empower citizens to move freely between learning settings, jobs, regions and countries, making the most of their knowledge and competences, and to meet the goals and ambitions of the European Union and the candidate countries to be more

5 Council Resolution of 27 June 2002 on lifelong learning (2002/C 163/01)
This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

prosperous, inclusive, tolerant and democratic. This development will be facilitated by bringing together within a lifelong learning framework education and training, and important elements of existing European level processes, strategies and plans concerned with youth, employment, social inclusion, and research policy.

In 2012, it was established the EU recommendation on the validation of non-formal and informal learning. The validation of learning outcomes, namely knowledge, skills and competences acquired through non-formal and informal learning can play an important role in enhancing employability and mobility, as well as increasing motivation for lifelong learning, particularly in the case of the socio-economically disadvantaged or the low-qualified. The validation of non-formal and informal learning outcomes is promoted in accordance with the European Parliament and with the Council conclusions.

**The methodology of Apl-Bud project**

Within the overall qualification systems, constituting a key development in the recent years in a number of countries, a new social phenomenon of qualification frameworks has appeared on regional and/or national level. The framework of qualifications covers both education and training and is independent on the pathway leading to the award of the qualifications included in it. A national framework of qualification (NFQ) has been defined as the single, nationally and internationally accepted entity, through which all learning achievements may be measured and related to each other in a coherent way and which define the relationship between all education and training awards.

In Poland, the individuals who were employed in construction sector and possess long-time vocational experience do not have the possibility to obtain a document, recognizing their qualifications if they do not finish earlier vocational school or do not participate in qualifying course. The examination, recognizing the professional qualifications may be entered by everyone who meets the criteria contained in the procedure for recognizing the qualifications. The examination, which recognizes qualifications, takes place few times a year, depending on the number of the applying persons in a given profession. It is possible to enter into the discussed examination in a given profession once a year.

The APL-Bud project has important and challenging tasks and aims, that, in short, are: transfer European best practice and experience related to the assessment and recognition or accreditation of prior learning (APL) for construction workers in Poland (including the validation of informal and nonformal learning); promote an internationally recognised qualified workforce in the Polish construction industry; improve the labour market, safety and efficiency of the Polish construction industry; improve the supply of skilled labour to the Polish construction industry.

---


7 Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning (2012/C 398/01)

8 Butkiewicz M. (ed.): The Validation of professional qualifications in the Polish Construction Industry, achieved in the process of work. Warsaw, ITeE-PIB, 2010
The aim of the project was to transfer the best experiences and good practices in the recognition / accreditation of skills acquired through work experience in the construction sector in Poland and the Polish project to develop an institutional acknowledgment of professional qualifications. It covers the construction sector employees who acquired skills by practice. The target group consists of people over 18 years old.

**Confirmation of the qualifications**

In Poland, the confirmation of skills acquired through work is governed by the Regulation of the Minister of Education and Science of 3 February 2006 on the acquisition and supplementing by adults of general knowledge, skills and qualifications in-school forms (L.G No. 31, item. 216).

Obtaining and replenishment of qualifications includes the following non-school forms of education: course; professional course; the seminar and professional practice. Professional practice is a non-formal way of education with a duration dependent on the complexity of the skills necessary to perform professional tasks but not less than 80 hours of classes. It enables pupils to obtain or complement the practical skills of using the knowledge and experience of participants. The Regulation also regulates the terms, conditions and procedures for conducting education, including distance learning outside of the school.

The organizers of the exams, which confirm qualifications, are: Central and Regional Examination (Centralna Komisja Egzaminacyjna, Okręgowe Komisje Egzaminacyjne), chambers of crafts (Izby Rzemieślnicze) and examination committees appointed by the superintendent (Kurator Oświaty).

In APL-BUD project the examination, recognizing the professional qualifications may be entered by everyone who meets the criteria contained in the procedure for recognizing the qualifications, such as:

- graduates: vocational schools, technical (including supplementary technical), post-secondary schools,
- young workers refresher training in school forms,
- lower secondary school graduates having adequate seniority in the profession (2 or 3 years, depending on the specific profession)
- holders of a diploma in the profession within the scope of their profession, which would like to take the exam and having the appropriate seniority.

In Poland, the individuals who were employed in construction sector and possess long-time vocational experience do not have the possibility to obtain a document, recognizing their qualifications if they do not finish earlier vocational school or do not participate in qualifying course. Separate legislation lays down the eligibility requirements (often with regard to the scope and content of training, as well as training centers), including special permission to perform a particular profession or professional tasks, eg. Building licenses, welding licenses, permissions and tear. Competence to determine the conditions for granting authorization and operation of training centers have ministers for various departments of government.

There are many different methods of recognition of previous education taking place outside formal education. Less complex are tests to measure the level of skills and competences. To more complex analysis methods should be called. portfolio - presented by the candidate.
briefcase with materials and documents that confirm knowledge of specific areas and the level of knowledge and skills.
To recognize the qualifications, obtained through work the following procedure has been employed:
1. **Classification of the professions.**
2. **Enabling to obtain information** on the possibility of recognizing the qualifications, acquired through work.
3. **System of information and advisory assistance for candidate.** The possibility will be created for the candidates who wish to confirm their vocational qualifications, in respect of obtaining the additional information on the way and dates of validation of qualifications and also, on the scope of the required knowledge and skills. To this end, the guidebooks for the candidates will be developed. The mentioned brochure contained information about the subject of the examination, the range of the examination, the requirements for the participants and the examples of examination tasks and the information about the run of the examination. One of them included general problems concerning the whole construction industry and the second guidebook covered specialist issues for a given profession and for partial qualifications.
4. **Self-assessment.**
5. **Application form.**
6. **Examination, recognizing the qualifications.**
7. **Documentation of procedure**

Examination aimed at confirmation of qualifications was divided into two parts: theoretical part and practical part. Theoretical part was divided into two parts: tests concerning the knowledge of safety and hygiene of work (bhp) and knowledge of vocational qualifications. The limit of passing the theoretical examination from bhp was constituted by minimum 14 correct answers to 20 questions in the test. There were three answers to choose for each question; one of them was correct.
There were distinguished partial qualifications in professions. In profession mason, 2 partial qualifications were distinguished: performance, repair and maintenance of walls and partition walls; performance of plaster and cladding work and their repair and maintenance. In profession roofer, 2 partial qualifications were distinguished: performance of roofing and its repair and maintenance; performance of finishing roofer’s work and its repair and maintenance. In profession fitter of sanitary installations and equipment, 3 partial qualifications were distinguished: assembling, maintenance and repair of water supply and sewage systems; assembling, maintenance and repair of heating installations; assembling, maintenance and repair of ventilation and air conditioning installations.
When assessing the passage of practical examination, the examining commission employed the following criteria: demand on materials for performance of practical task; preparatory operations before performance of practical task; organization and keeping of order on work post; observing the health and safety (BHP) rules during performance of practical task; esthetics of performing practical task; performance of practical task in accordance with the obligatory rules.
It was adopted that the pilot confirmation of vocational qualifications in Poland would be carried out based on the decisions of and in conformity with the requirements of standard
This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
The good legal and formal basis for validation of qualifications achieved in the process of work is found in the norm ISO / IEC 17024:2012 - Evaluation of conformity. General requirements for bodies operating certification of persons.

**Examination standards of Polish Craft Association**

Nowadays, on the Polish labour market there are around 30 chambers of crafts, including 27 chambers are affiliated to the Polish Craft Association, 486 industry-specific and cross-industry guilds and their associates around three hundred thousand artisans.

Examination commissions exist only at the chambers of craft but they operate the examinations during the so-called departure session what is important especially in the case of apprentice exams.

There are about more than two thousand Apprentice and Master Commissions in the whole country, and they include about eight thousand professionals. They are recruited mainly from the craft environment, but not exclusively. In the committee's work are involved many people from outside this environment like Vocational school teachers, lecturers of vocational training establishments, as well as persons working outside the craft. Keeping this principle is essential due to the exchange of experiences, knowledge sharing, both the method of examination, as well as on technical innovations.

Local government of craftsmanship for many years has improved the system of self-exams always puts a lot of attention devoted to the organizational level of examinations, takes care for the proper selection of examiners and organized process of improvement. The internal rules (established by MEN – Ministry of Education ) define formal qualifications of the candidate to work in committee.

In addition, the candidate must present the pedagogical training. Candidates from the craft environment should obtain a recommendation form the craft guild. It was established as a principle that members are not allowed to exceed 65 years of life (at the time of positive selection) and they are appointed for a term of four years, of course, the law re-appointment for another term.

After the appointment, the committee members are directed at training course of examinations methodology, formal rules of commission work or the mode of conducting exams organized by chambers of craft. The persons who have not attended such training are not allowed to take part in the commissions, according to the resolution of the Management Board of the Polish Craft Association.

A characteristic feature is conducting the examinations outside the home plant of the candidate and without the participation in the committee his master trainers - employers. Such a person should be excluded from the examination team. An important part of the examination system is its uniformity requirements for candidates for exams, regardless of their place.

**Standards for examination on the example of master's examination degree**

This exam consist of two phases: practical and theoretical. **Practical stage** involves an independent candidate tasks performed by checking the practical skills examination. The duration of the practical stage may not be less than 120 minutes and not longer than 24 hours,
a total of three days. It is carried out with employers or in training workshops with organizational and technical conditions necessary for the implementation by the candidate's examination tasks.

**Theoretical stage** involves answering the questions posed in two parts: written and oral theoretical knowledge checking. In the written part of the range of topics: accounting professional with a quote, business documentation, rules and principles of health and safety at work and fire protection, basic principles of environmental protection, basic labour laws, basic issues in the field of establishment and business management, basics of psychology and pedagogy, teaching methodology. The duration of the written part can not be less than 45 minutes and not longer than 210 minutes.

In the oral part there is a of range of topics such as technology, theory of machines or materials science. The duration of the oral stage of theoretical may not be longer than 30 minutes.

As a result, positively passed master exam gives a master's diploma, which is a formal acknowledgment of qualifications obtained in different paths of education and in the labor process. From the master, a person holding a master's diploma, knowledge is required and skills related to the profession, in terms of employment or self economic activity and training of workers, including young workers and students expressed competence to:

• independent and properly perform the work assigned for the occupation - comprehensive implementation of specific items or services,
• organize workplaces,
• organize work in a small company and oversee the implementation of the work, as part of the line - planning and overseeing the work of the team Staff,
• Plan, organize and supervise technological processes related to the manufacturing of the product or service supplied,
• responsibility for staff: managing and leading a team of Staff engaged for a specific product or service,
• work and tasks in accordance with the rules of safe and hygienic work and fire protection,
• application of the principles of equal treatment of employees based on gender, age and nationality,
• work in accordance with the principles of environmental protection - Shooting profession in the process of manufacturing products or providing services to a greater or lesser impact on the environment eg. waste management, hazardous wastes,
• make use of the technical documentation, standards, manuals, guides and other resource materials concerning the work done within a given profession,
• legal regulations related to independent business activities, hiring and training employees,
• designing new product designs and process modifications to provide services,
• attitudes and behavior in crisis situations and unusual appearing in the Staff band
• cope with unusual situations, resulting, for example against the problem of technical, technological or organizational during the manufacturing process or service,
• assessment of the situation in the company or on the assigned area of responsibility and
formulate comments and proposals regarding necessary amendments,
• unusual tasks - specific orders that require a lot of experience, skills and knowledge of a given profession,
• responsibility for co-creating the image of a company or team of employees,
• the provision of instruction and guidance related to the professional development of employees within the company and through participation in various forms of continuing education,
• openness and a willingness to formulate their own path of professional development through participation in various forms of continuing education,
• assessment of the work and motivation of personnel,
• rules of social conduct and professional ethics.
Specified expectations of a master are verified by specific conditions for admission to master's examination (general and vocational education and professional experience) and examination requirements contained in the procedures of performing master's examination.

Conditions for admission to a master's examination
Master exam at the Chamber of Trade allows a person who meets one of the following conditions:
1) have a secondary school leaving certificate or existing secondary school and the title of journeyman or an equivalent degree in a profession in which passes the test, as well as:
a) at least three years of occupation, which passes the test, after gaining a degree, or
b) at least six years of occupation, which passes the test, including before and after gaining a degree;
2) a certificate of completion of secondary school or an existing secondary school and at least six years of occupation, which passes the test, in charge of their own economic activity;
3) a certificate of completion of secondary school or a secondary school and a former journeyman or an equivalent title in entering the profession the scope of the profession, which passes the test, and at least three years of occupation, which passes the test, after gaining a degree;
4) a certificate of completion of secondary school or a secondary school and a former champion in the profession within the scope occupation, which passes the test, and at least an annual period of occupation, which passes the test, after earning a master;
5) has an upper secondary school leaving certificate or existing secondary school, giving secondary education and trainees in the profession within the scope of their profession, which passes the test, and the professional title in the profession within the scope of their profession, which passes the test, and at least two years’ occupation, which passes the test, after gaining a degree;
6) has a high school degree at the direction of or in specialty in the area falling within the scope of their profession, which passes the test, and at least an annual period of occupation, which passes the test, after obtaining the professional title.
The possibility of obtaining additional qualifications

- Access to next level of education - in the case of a matriculation certificate, issued after passing the exam the possibility of attending college;
- Ability to obtain a certificate of journeyman or master's degree in a profession included in the scope of the profession to which the certificate or master's diploma;
- Ability to vocational training continuing education (non-formal and informal).

A person with a master's diploma may apply to the Chamber of Crafts for issuing Europass - Diploma Supplement championship.

Validation of learning outcomes achieved outside the formal education system

In Poland in the area of validation of learning outcomes achieved in non-formal and informal learning we have to deal with a variety of solutions in different industries and with many projects carried out by various organizations and institutions. These include solutions with a long tradition, used on a large scale. There are also completely new projects - pilot projects dedicated to develop and test new methods and principles for validating learning outcomes.

In many professions in the context of vocational education or crafts, you can get a government qualification in a profession or professional qualification. An adult who has gained expertise through apprenticeship, under the fulfillment of certain conditions can take the exam conducted by the regional examination board or journeyman exam organized by the examination of Chambers of Trade.

Polish legislator, in the validation of learning outcomes in the formal education system, has created the opportunity to acquire education at the primary, secondary, secondary education and basic vocational education by external examinations, introduced by the Regulation of the Minister of National Education of 11 January 2012. Extramural can also confirm their individual qualifications that make up this profession. Adopted in this year's amendment to the Act - Law on Higher Education and other laws of 11 July, it introduced the possibility of acknowledgment of learning outcomes acquired in an organized or unorganized institutionally outside the study. This solution has been provided as an alternative path for admission or a way to get part of the ECTS (not more than 50%) assigned to the training program. The possibility of joining the validation process will depend on the candidate held by level of education (diploma) and professional experience.

For other qualifications, the organizations wishing to certify competence must develop its own procedures or adapt solutions developed in other countries (e.g. International standards exam). So the dividing line between skills, where there is an opportunity to gain certificates regulated by the State and those in which the path is not available.

Among the projects which have not been regulated at the state level, we can distinguish those in which:
- Polish institutions give international qualifications, entering in the cooperation with international institutions; this requires a different level of innovation in order to bring solutions to the Polish context;
- Polish institutions work out their own solutions.

In the case of projects based therefore on already developed and regulated by the State model
validation (eg. Used during the qualification exams or by chambers of craft; in others - are worked out new solutions that have not previously been used on a wider scale. An example of a solution adaptation is to transfer to the Polish ground examination standards developed in other countries (eg. language exams TELC and TOEFL exams computer ECDL and financial EFA). in such cases, the examination standard developed by the international organization is fully (or with minor changes) introduced in Poland and therefore subject, procedures, methods and tools for validation are arbitrarily fixed, but about the quality of care throughout the process Polish institutions, cooperating with foreign, often accredited.

It is worth to underline that in any, even the most innovative ventures, it is difficult to avoid inspire solutions and materials worked out externally. On the other hand, in the case of some international certificates (eg. financial advisors) the scope of knowledge required must be adapted to Polish conditions - especially when it comes to information on the legal and financial regulations operating in Poland.

The validation of the learning outcomes regulated by the Polish state

In Poland, the government regulations on the validation of learning outcomes acquired in besides the formal system relate to tests conducted by Regional Examination Boards, including external examinations (in the field of general and vocational education) and the examination conducted by the Chambers of Crafts, as well as specific professional qualifications, type of building licenses and medical specialties.

In general education, there is the possibility of obtaining basic education level, lower secondary, basic vocational and middle after joining the external examinations in the field of general education, ie. with the mandatory educational activities specified in mainstream education for the following schools for adults: elementary school, middle school and high school, as well as external examinations with the terms set out in the general education curriculum for basic vocational school. A necessary condition for admission to these exams is to complete the appropriate grade lower level, depending on the exam, to which it joins.

The vocational training since 1 September 2012 came into force the reform of vocational training and to the external examination system was introduced modernized examination of qualifications in the profession, also called professional examination. It takes into account the characteristics of the qualification separated in individual occupations included in the new classification of occupations for vocational education and in the new core curriculum for vocational education.

The new classification of occupations in vocational education (KZSZ) describes the competition, identifying their individual qualifications framework. Schools providing vocational training train trainees in trades, while the certain qualifications may also be acquired also on qualifying vocational courses. KZSZ currently covers 200 occupations, and around 252 of their qualifications. In the classification of vocational education occupations included 23 professionals, consisting of three qualified 72 occupations with two qualifications for the profession, 98 professions and qualifications corresponding to a 7 professions of art education, which are not isolated qualifications.

The person can proceed to as many exams as many qualifications are distinguished in the profession. The achievement of the expected learning outcomes for a given qualification is confirmed by a certificate issued by the district examination committee after passing by the
student (learner) exam confirming this qualification. After obtaining all qualifications taken in the profession and obtaining the required level of education a student receives a diploma confirming vocational qualifications. About this degree can also apply to persons who have acquired professional skills, educated at school forms (e.g. taking part in the qualifying work course) or performing professional work. Such persons, in order to get a certificate confirming qualification in the profession, should pass an extramural exam is organized by the regional examination commission. To obtain a diploma confirming vocational qualifications, you get the certificate of any qualification separated for the profession and have secondary or vocational obtained after going through the process of education in basic vocational / technical / high school or after passing the exam extramural the scope of the core curriculum for general education vocational school or to a school which offers secondary education. Extramural exam is conducted in a professional qualification in a profession separate from the qualifications listed in the classification of vocational education occupations, with the exception of the medical profession.

Another way to acquire of professional qualifications in Poland is the professional preparation of students - young workers realized as apprenticeship with an employer who is not a craftsman or artisan. Vocational training of young workers is carried out under the provisions of the Labour Code and the relevant Council of Ministers. Young workers employed by employers who are not craftsmen take an exam the qualification in the profession within the education system (organized by Regional Examination), while young workers employed in artisan apprentices pass exams before the examination committees of Chambers of Trade. In this study, this system is described in detail previously.

3. 2 France

General presentation
The VET trainer in the Construction Industry in France conceives, puts forwards, carries out and evaluates education and training paths in the professional fields concerned, according to standards and instructions received from the Ministry of National Education and from appropriate professional bodies. Moreover, specific orientations given by regional governance institutions must also be taken into account. The pur-pose of the education and training paths proposed is double:
- Satisfying company needs in terms of knowledge, skills and competences.
- Offering social and economic inclusion to pupils, apprentices and trainees aimed.

A clear distinction is made in France between:
- Teachers and trainers acting in the field of initial education (IVET).
- Trainers acting in the field of further training (CVET).

Each profile requires specific pedagogical knowledge, skills and competence. Even if some concerns are common, the current analysis report concerns the IVET, with another distinction:
- Teachers acting in the system where the education is not shared with companies, except for punc-tual and limited periods of professional immersion (called “National Education System”).
Trainers acting in the system led by representative bodies of the sector (social partners), by re-specting national norms and standards, where company is fully involved in the pedagogical act (called “Apprenticeship”).

The role and tasks of the VET trainer are different according to the professional environment in which she/he is performing her/his professional duties. Thus, within the apprenticeship, the VET trainer has to develop steady relations with companies and to inject the information collected on the real work situations to the pedagogical act set up in the training centre. He/she also has to accompany company tutors in their educative mission with apprentices.

In addition to technical and technological competences, each VET teacher or trainer has to adapt her/his pedagogical action to the diversity of pupils, apprentices or trainees. She/he accompanies them in their assimilation of learning outcomes until to the validation and certification, as well as until to the professional and social integration as highly skilled professionals and citizens with a high degree of consciousness. Moreover, VET teachers and trainers have to master the professional vocabulary related to their field of teaching/training, in line with real work context and situations, as well as taking into account the level of knowledge and capacities of pupils and trainees.

Besides, the teachers and trainers acting in the apprenticeship must take into account the reality of the companies in terms of organization, size, profile, degree of specialization and market at which they are positioned. In fact, teaching and learning situations must be built up starting from two essential points:

- Diversity of pupils and trainees.
- Diversity of professional situations in companies.

Globally, IVET teachers and trainers have to prepare learning units in accordance with the qualification standards approved by the French Ministry of National Education for each NQF level, by defining both: programming and progressing. Thus, they have to identify objectives, pedagogical frameworks, didactical obstacles, the most suitable resources, continuing and final evaluation of learning outcomes. It is clearly high-lighted within official texts published by the French Ministry of National Education that the pedagogical programming and progression must be conceived in accordance with different profiles and needs of the pupils and trainees, as well as with the evolution of the company needs.

In fact, analysis of skill needs carried out by French professional organisations, observatories and vocational education and training (VET) providers demonstrate that significant difficulties of recruitment of middle management staff at worksites, at the qualification levels 4 and 5 (EQF) exist, in spite of a high unemployment rate in the building sector. Qualitative and quantitative evolution of occupations demanding higher qualifications is more dynamic than those concerning workers (see scheme). The French social partners stress that this gap risks widening up in the future if the building companies together with VET providers do not adopt relevant strategies to attract more labour force able to demonstrate knowledge, skills and competences of at least EQF level 4 towards these occupational profiles. Thus, IVET teachers and learners acting for the construction crafts must take into account this evolution when planning their activity, together with heads of vocational education systems and training centre man-agers, both public and private. In France, initial VET paths of EQF level 4
represented, in 2013, 45% of learners in the construction industry, whereas in 2004 this percentage was only 22%. Parallel to this, surveys carried out by the French Observatory of Employment and Vocational Education and Training in the construction industry in 2014 demonstrate that graduates with a qualification corresponding to the levels 4 or 5 (EQF) find a permanent employment quicker and easier than those having a professional certificate or diploma corresponding to the level 3.

Fig. 1 Qualitative and quantitative evolution of occupations
### French conditions of access to the function of VET teacher, trainer and tutor, integration process and procedures of confirmation

<table>
<thead>
<tr>
<th></th>
<th><strong>TEACHERS</strong></th>
<th><strong>TRAINERS</strong></th>
<th><strong>COMPANY TUTORS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workplace</strong></td>
<td>Public Vocational Education Schools depending on the Ministry of National Education and preparing vocational diplomas EQF levels from 3 to 5 (fr. lycée professionnel).</td>
<td>Vocational Training and Education Centres (fr. CFA - Centres de formation d’apprentis) proposing apprenticeship, i.e. initial training shared with companies leading to national diplomas EQF levels from 3 to 5.</td>
<td>Public organisations or private companies.</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>Civil servant or contractual agent.</td>
<td>Private sector employees.</td>
<td>Employees having a specific function of tutor and being, therefore “in charge of learning process of apprentices in the company” (French Work Code, Art. L. 6223-5).</td>
</tr>
</tbody>
</table>
| **Conditions of access** | **For civil servants:** Recruitment by competition leading to a certificate of aptitude for teaching in national vocational schools depending on Ministry of National Education (fr. concours du certificat d’aptitude au professorat de lycée professionnel - CAPLP). No age limit is imposed. Types of competition:  
  - *External:* to access, the candidate must possess a diploma or title classified at least at the EQF level 5 (not necessarily in the future domain of teaching), plus 5 years of professional experience; for some rare jobs, the EQF level 4 is considered as sufficient, plus 7 years of professional experience. The conditions of access are determined by the French Work Code (Art. R.6233-13) stipulating that “each person intending to be trainer in the CFA (see above) has to justify”:  
    - Either the level of professional qualification as demanded by the applicants to be permanent or contractual teachers within the National Education System (see column “Teachers”).  
    - Or a diploma or any other professional title at least of the same level to which the applicant will prepare his trainees, in his professional field, plus at minimum 2 years of professional practice in this field. | The conditions of access are determined by the French Work Code (Art. R.6223-22 to 24) stipulates that the tutor (fr. maître d’apprentissage):  
  - Must be at least 18 years old and must “offer all guarantees of morality”.  
  - Coordinates the contacts with the CFA.  
  - Possess a diploma or any other professional title at least of the same level to which the applicant will prepare his trainees, in his professional field, plus at minimum 2 years of professional practice in this field (similar condition compared to the profession of “trainer”). In certain cases, the professional diploma is not required if the candidate to be tutor can justify at least 3 years of professional experience in the field related to the diploma to be prepared by |

---

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
competition contains written and oral examination in line with the matter to be taught.

- **Internal**: to access, the candidate must already be a teacher hired as contractual agent and must possess a diploma EQF level 5 or, for certain rare jobs, a diploma EQF level 4 or even 3 (some very rare cases).

**For contractual agents:**

No competition procedure, but fixed term contacts renewed every year up to 6 years, then long term contract, with a possibility to participate in an internal competition (see above). As a general rule (but exception are admitted), candidates must possess the same level of diploma than the learners they are in charge of, plus at least 2 years of professional experience as craftsmen. Besides, the candidates have to obtain an agreement from the academic authorities enabling them to act as “trainers”. These authorities check the level of diploma, the adequacy between diploma and field to be taught, as well as the relevance of the previous professional experience.

**For candidates to be teachers as civil servants:**

Learning path ending up with the Master 1 diploma (EQF level 3) preparing candidates to participate in the external competition (see above), organized by High School of Education and Teaching (fr. ESPE – École supérieure du professorat et de l’éducation) and lasting 450 to 550 hours. After external competition completed with success: Learning path ending up with the Master 2 diploma (EQF level 2) entitled “Jobs of teaching, of education and of training”, lasting 250 to 300 hours and composed for apprentices.

Besides, the candidates to be tutors have to request an “opinion” from the academic authorities. The absence of answer within one month is to be considered as “favourable opinion”.

**Integration process – adaptation to the function**

No specific compulsory pedagogical training is foreseen by the national legislation, but, in order to prepare tutors to their function, the CFA set up specific training of 1 to 3 days (discontinue) aiming at: knowledge of legislation related to apprenticeship, organisation of training paths shared with training centres, organisation of partial and final examination process, elements of pedagogy and knowledge of younger people.

The construction and public works sector accompanies the CFA (vocational training centres specialised in apprenticeship) in the setting
of theoretical part (transmission of knowledge), of professional practice and of individual guided work in the field of educational environment and pedagogical trends, sociology and psychology of learners, learning processes, professional didactic, new technologies for education and teaching.

During this period, the new civil servant (not confirmed yet) is accompanied by his school head, by the inspector of the Ministry of Education, as well as by a teacher already confirmed. A qualification is delivered after training (i.e. diploma EQF level 2).

**For contractual agents:**
An in-job modular training to be considered as an individual plan for development of competences, elaborated with inspectors of National Education and totally or partly achieved with ESPE (see above). The length of the training path depends on individual profiles of contractual agents. Besides, these agents benefit, for one year, of individual accompaniment in their schools. No diploma is foreseen after the training period.

If the contractual agent succeeds the internal competition (see above), he joins ESPE for the preparation of Master 1 and Master 2 diploma (EQF level 2) entitled “Jobs of teaching, of education and of training” (as other teachers acting as civil servants). Authorities.

The construction and public works sector conceived a specific integration path for new trainers, composed of training modules and of an accompaniment provided by training centre directors and pedagogical advisors coming from the CCCA-BTP (National Committee for Coordination of Apprenticeship in the Construction Sector). This integration path is focussed on the following topics:

- General organisation of vocational initial training and the role of different institutions and social partners.
- Knowledge and interpretation of training standards.
- Educational relationship with companies.
- Pedagogical methods proper to apprenticeship.
- Evaluation processes.
- Socio-psychological approach of learners.
- Security and safety at worksite.
- Integration of the sustainable development and energy saving to the training paths with apprentices.

This integration path ends up with an internal CCCA-BTP certificate that is not subscribed to the NQF (national qualifications framework).

After the training, certificates of attendance are delivered, but without any reference to the NQF.
| Confirmation process | For civil servants: | Trainers, as employees of private sector, obtain work contracts ruled by the French Work Code. Therefore, after a 3 month essay period, their employer has either to confirm or not to confirm their contract (that can be either fixed term or long term). Many CFA consider fixed terms contracts (generally one year) as essay periods and propose long term contacts only after at least one fixed-term contract. | No confirmation process is foreseen. Nevertheless, to valorise tutorship in companies, public authorities promote a title of “confirmed tutor”, subscribed in the National Register of Professional qualifications (fr. RNCP – Répertoire national des certifications professionnelles) accessible by the formal recognition of professional experience (at least 5 years as tutor), including pedagogical abilities. Thus, no formal training is required to obtain the title of “confirmed tutor”, corresponding to the EQF level 4. |

| | After the civil servant (not confirmed yet) obtains his Master 2 diploma, the “academic examination board”, composed of representatives of National Education, delivers a decision of confirmation or no confirmation of the candidate to be permanent teacher within the National Education System. Not only diploma is taken into consideration, but also his professional attitude in the situations of practical teaching. | Concerning the CFA belonging to the CCCA-BTP network, the CCCA-BTP delivers an opinion (but not a decision) of confirmation or no confirmation of the candidate to be permanent trainer. The final decision of definite confirmation is taken by the direction of the CFA. In case of no confirmation, the new trainer is confronted to the dismissal procedure. | |

| For contractual agents: | No specific confirmation process is foreseen, apart from procedures in accordance with the French Work Code related to the employment of contractual staff in national institutions, consisting in interviews with hierarchy and in delivery of advice by inspectors of National Education. | No confirmation process is foreseen. | |


| Specificities of the Construction sector | Taken into account the specificity of the construction crafts, the presence of contractual agents within the vocational schools depending on the Ministry of National Education is considered as high and rises up to 35%. Besides, specific training paths can be foreseen for civil servants and | French social partners recommend that candidates to be trainers in the CFA related to Construction and Public Works industry, have at least 5 years of professional experience, instead of 2 years demanded by common legislation (see above). But this recommendation has not a status of obligation. | The social partners of the sector have dedicated substantial means to valorise tutorship and to accompany this function in the companies concerned, especially small and medium-sized: financing of training, creation of pedagogical tools, mutualisation of good practices and promotion of the title of “confirmed tutor”. |
contractual agents aiming at improvement of professional competence in the fields such as security and safety on worksites, sustainable development or energy saving.

Specificities of the French trainers acting in the construction sector: focus on Interior Drywall System Installer

According to the decisions taken by the French social partners leading the IVET in the construction sector, the system set up, even if it is private from the legal, social and financial points of view, prepares to national diplomas, fully recognized and identified within the National Qualifications Framework (compatible with EQF).

The future Interior Drywall System Installers who are prepared either in the establishments led directly by the French Ministry of National Education and supervised by the territorial academies through regulated control mechanisms or in the private VET centres (specific to the construction sector and piloted by the CCCA-BTP or trans-sectoral) follow the vocational education enabling them to obtain the diplomas such as:

- Certificate of Professional Aptitude EQF Level 3: Plasterer and Settler of Plates.
- Professional Complementary Option EQF Level 3: Plasterer.
- Professional Diploma EQF Level 4: Plastering and Plate Setting.

Each of these specific training standards is divided into three complementary components, similar for each professional profile, including for Interior Drywall System Installers:

- **Referencing of professional activities**, starting from the description of the context and containing the delimitation of activities, and then description of tasks, work conditions and expected results related to the following phases: preparation, achievement, closing of activities and control procedures.

- **Reference book for vocational training contents**, in line with certification units and declined into general capacities and know-how according to the activities aimed. The capacities are described with the following grid:

<table>
<thead>
<tr>
<th>Be able to</th>
<th>Conditions and resources</th>
<th>Evaluation criteria</th>
</tr>
</thead>
</table>
| Establish a project for the installation. | - Professional situation.  
- Execution file: plans and description of works, designs of details, technical sheets, security measures.  
- Measurement instruments. | - Method for the establishment of the project is reasonable and justified.  
- Project for the installation is exact and conform to the reality of the venue.  
- The plan is useful for the calculation of different quantities. |

This project has been funded with support from the European Commission.
This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
Example 2: Choose material, supports and security equipment.

- Workplace.
- Security data and safety conditions at work.
- Material and equipment.
- Execution file.
- Traditional and digital communication tools.
- Security equipment is conform to the regulations.
- Material is adapted to the work to be achieved.
- Preparatory works are identified.

The capacities as mentioned above are then combined with associated technological knowledge, as follows (not exhaustive list; to be considered as an example):

<table>
<thead>
<tr>
<th>Associated Knowledge</th>
<th>Be informed - communicate</th>
<th>Treat and decide</th>
<th>Achieve and put into execution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific knowledge</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Company and its environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management of the worksite</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material and supports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic expression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technological and technical functions of the habitat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>External aspect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanism and stability of works achieved</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This grid is completed by an additional one, repeating the same associated knowledge and defining the extension to which it must be mastered within the framework of the competences aimed by the diploma concerned.

List of certification units comprising both professional and general matters, identified as follows:

- Study, preparation and following up of the workpiece to be achieved.
- Achieving of the workpiece.
- Tasks linked to the specific technical character and decorative aspects.
- Mathematics.

This project has been funded with support from the European Commission.
This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Within the present document (see grids detailed on the next pages), the French team of the CertiVET project tried to translate national standards related to the diplomas listed above into EQF framework and to adapt them to the professional requirements concerning the VET teachers and trainers. Further, this professional part was completed by pedagogical prerequisites considered as an integral part of professional duties of teachers and trainers. Thus, the pedagogical part presented within this document can be considered as a basis for the conceiving of specific training paths put forwards by public and private certified institutions able to train the trainers and teachers concerned. VET trainers in the installation of interior drywall systems are considered here as a pragmatic example transferable to any other job profile.

3.3 Romanian analysis report on existing profiles and tasks regarding competence standards of VET trainer in construction sector on the basis of Interior Drywall System

Classification of Occupations and Occupational Standards in Romania

Minister of Labor, Family, Social Protection and the Elderly People is responsible with elaboration, modification and completion of Classification of Occupations in Romania (COR). Classification of Occupations in Romania (COR) is a systematized list about functions of active population in Romania, so that occupation is classified only once. Developing current job classification in Romania aims to align the standards imposed by the European Community.

The list of Occupations from Minister of Labor can be found at the next link (http://www.mmuncii.ro/j33/images/Documente/Munca/COR/2015-03-26_ISO_08_COR_lista_alfabetica.pdf)

ANC (National Authority for Qualifications - http://www.anc.edu.ro/) is a specialized public institution with legal personality under coordination of the Ministry of Education, Research, Youth and Sports (MECI). The mission of ANC is to provide the framework for achieving continuous training and development of skills necessary to sustain competitiveness of national human resources.

Some of the duties of ANC are the following:

- establish, maintain and implement the National Qualifications Framework and National Qualifications Register;
- has the role of national coordinator for the European Qualifications Framework;
- develop criteria and procedures for evaluation and certification of professional competence evaluators, assessors for evaluators and external evaluators;
- develop and implement national or international programs and projects financed by the European Union;
- develop and approve the rules for organization and functioning of National...
Authorization Center;

- proposes to the Ministry of Education and Research tariffs for services offered by the ANC on verification and validation of occupational standards; development and validation of qualifications; evaluating and accrediting professional skills assessment, assessment bodies; evaluate and certificate Evaluation Centers;
- guarantee that the national qualifications system is compatible with other systems qualifications at European and international level;
- ensure quality in continuing vocational training, including the development and application of methodologies, standards and procedures, in collaboration with stakeholders;
- ensures the legal framework in education and training of adults;
- coordinate quality assurance in continuing vocational training;
- coordinates, monitors and controls the licensing and authorization process of education providers and training of adults;
- assesses and certifies the evaluators of professional competence, external evaluators and assessors for evaluators;
**Job profiles in the construction sector**


In the following table it is presented a list of existing occupations from COR relevant for VET trainers in the construction sector with impact on Drywall System Installers.

<table>
<thead>
<tr>
<th>Group for COR</th>
<th>Name of occupation</th>
<th>Description of occupation</th>
<th>Cod COR</th>
<th>Occupation Name from COR</th>
<th>EQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2142</td>
<td>Engineers in Construction sector</td>
<td>Civil engineers conduct research, advise, develop and coordinate projects in construction sector, manages functioning and maintenance of civil engineering structures or study and advise on technological aspects of certain materials.</td>
<td>214201, 214202</td>
<td>Engineer for civil, industrial and agricultural domains</td>
<td>5-6</td>
</tr>
<tr>
<td>2149</td>
<td>Engineers and similar groups not classified in previous group</td>
<td>This group includes skilled engineers unclassified in the minor group 214 – Engineers. For example, the group includes those who conduct research, recommend or develop engineering procedures and solutions concerning workplace safety.</td>
<td>214903, 214904</td>
<td>Engineer for construction materials</td>
<td>5-6</td>
</tr>
<tr>
<td>2310</td>
<td>University teachers</td>
<td>Teachers in higher education that prepare and teach courses and coordinate practical work on one or more topics within a course set at a university or another higher education institution.</td>
<td>231001 - 231005</td>
<td>Professor assistant</td>
<td>6-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>231006</td>
<td>Expert centre VET</td>
<td>5</td>
</tr>
<tr>
<td>232</td>
<td>Teachers for VET</td>
<td>Teachers that teach technical subjects in vocational education, professional continuing education institutions, secondary schools and colleges. They prepare students for employment in specific occupations or occupational areas for which university or higher education is not normally required.</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>7123</td>
<td>Plaster specialist</td>
<td>They install, maintain and repair the panels of drywall (gypsum) in buildings, applying decorative and protective layers of plaster, cement and similar materials on interior and exterior structures.</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>7124</td>
<td>Insulation Installers</td>
<td>They install thermal and acoustic insulation, repairs and apply insulation materials for</td>
<td>712406</td>
<td>Assembling gypsum board</td>
<td>3</td>
</tr>
</tbody>
</table>
In Romania are two ways so that a person can become a specialist in one area: to pursue a public school profile (formal education at a specific age) or to obtain a certification from an authorized company (continuous education). Teachers who want teach in a public school give exams and obtain the right to teach and trainers for private sector gain accreditation from other organisms (ANC). Below we explain the conditions and the stages through which a person can become a trainer in the public educational system and private sector. A trainer in the private sector must be included in a company accredited as center for evaluation and certification of competences, which have a course in a specific field approved by official organization.

For a person to become a VET Trainer for the private sector must have a certificate for Trainer issued by an ANC authorized Center and a certificate/diploma in the field of expertise in which follow to teach courses. To attend a Trainer course a person must have higher education diploma (minimum EQF 5). Course for Trainer can be done at an authorized Centre for evaluation and certification of competences. Diploma in construction domain can be achieved at Faculty of Construction.

![Diagram](image)
For a person to become a VET Trainer for the educational public Institution must have a diploma from Psiho-pedagogical training program issued by a Teacher Training Department (DPPD) and a certificate/diploma in the field of expertise in which follow to teach courses. To attend a Psiho-pedagogical training program course is needed a higher education diploma (minimum EQF 5). DPPD is established as a department of universities and is the only structure empowered to provide pedagogical training programs in order to exercise the teaching profession. Diploma in construction domain can be achieved at Faculty of Construction.

Practical courses in Public Institution can be taught also by foreman-instructors. For this position is needed a graduation diploma after an examination in the field of post-secondary schools (minimum EQF 4) and at least 3 years’ experience.

---

Fig. Certifications needed for become VET Trainer

**Fig. Certifications needed for become VET Trainer in Public Education Institution**

---

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
In Romania are only two ANC (http://www.anc.edu.ro/?page_id=222) accredited centers that support courses for Assembling gypsum board walls and ceilings and they are listed below:

1. S.C. Afacov Consulting Group S.R.L. Sfântu Gheorghe, Jud. Covasna, Str. Kos Karoly nr. 96, Tel. 0267.313.457, Fax 0367.802.680, afacovcv@yahoo.com
2. S.C. Redis Consult S.R.L. Râșnov, jud. Brașov, Str. Izvor nr. 61, Tel. 0745187267, Fax 0268.231.108, info@redisconsult.ro

But nationwide, almost in every large city is a public school that offers specialization in construction sector. Unfortunately, a person can apply to such a school only if they respect the age limitation conditions. Few such schools offer specializations for continuing education, because demand is low. In Romania people prefer to specialize at the workplace instead of following a course to obtain certification. At national level were developed two POSDRU projects that were aimed the creation and accreditation of courses for construction sector, followed by training of people in underdeveloped areas. Once the projects were finished, courses and accreditation centers have not been available for the labor market (http://www.asaligny.ro/oldsite/ceccp/index.htm, http://www.fevcs.proiect-asachi.ro/index.php).

**System of education in Romania**

The Romanian EQF levels are presented in the next table.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Educational level</th>
<th>European Qualifications Framework (EQF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>XII</td>
<td>Theoretical High school</td>
<td>8</td>
</tr>
<tr>
<td>XI</td>
<td>Technological High school (technologic, services, environment)</td>
<td>7</td>
</tr>
<tr>
<td>X</td>
<td>Vocational school (arts, sports, theological)</td>
<td>5-6</td>
</tr>
<tr>
<td>IX</td>
<td>Post High school</td>
<td>4</td>
</tr>
<tr>
<td>VIII</td>
<td>Gymnasmium (4 years)</td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
### Romania – Condition of Access to the Function of Vet Teacher and Trainer

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>TRAINER</th>
<th>FOREMAN-INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workplace</strong></td>
<td><strong>Private company accredited by ANC (National Authority for Qualifications) as Centre for evaluation and certification of competences</strong></td>
<td><strong>Public institution or Private company</strong></td>
</tr>
<tr>
<td><strong>Provided education level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technological High school (EOF-3), Post High school (EOF-4), University (EOF-5-6)</td>
<td>Professional qualification certificate or Certificate of completion. Both types of certificates have national recognition.</td>
<td>Practical classes without possibility to provide a diploma or certificate if they are not included in a recognized training program.</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td><strong>Employee on Centre for evaluation and certification of competences</strong></td>
<td><strong>Employee in public institution or in a Centre for evaluation and certification of competences</strong></td>
</tr>
<tr>
<td><strong>Conditions of access</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The conditions to teach in a public institutions are:</td>
<td>The minimal conditions asking by national legislation for teaching in a Centre for evaluation and certification of competences are:</td>
<td>The conditions to became a foreman-instructor for public institutions are:</td>
</tr>
<tr>
<td>• diploma in the field of expertise - theoretical studies, in specialty, made by universities in programs accredited by the law;</td>
<td>• higher education diploma (minimum EQu 5) in teaching domain;</td>
<td>• graduation diploma in expertise field obtained from a post-secondary school (minimum EQu 4);</td>
</tr>
<tr>
<td>• psycho-pedagogical training program issued by a Teacher Training Department (DPDD) (minimum EQu 5) (completed by 2012) OR didactic master lasting 2 years (available since 2012, according decree no.3841/2012) followed by practical training lasting one year, made in an educational unit, under the supervision of a mentor teacher;</td>
<td>• trainer certificate from an ANC authorized Center; Each center may impose additional conditions for people who want to become a trainer.</td>
<td>• at least 3 years' experience;</td>
</tr>
<tr>
<td>The is hire after a tenure competition on a free post in a public institution.</td>
<td></td>
<td>The minimal conditions to became a foreman-instructor in an authorized private Centre for occupations / qualifications which do not require a higher education level for the practice of the profession, it is accepted that the level of training of trainers are:</td>
</tr>
<tr>
<td>Competition consists of a test in expertise field in compliance with approved program by</td>
<td></td>
<td>• for theoretical: minimum Level 3 qualification;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• practical training: minimum level training program and recent practical experience at least 2 years.</td>
</tr>
<tr>
<td>Integration process – adaptation to the function</td>
<td>No specific conditions</td>
<td>No specific conditions</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Confirmation process</td>
<td>To occupy a post in an educational public institution must pass a tenure examination. For undetermined duration employment, candidates must obtain a minimum of grade 7 both the written and practical examination at tenure exam. Getting grade 7 to tenure exam does not guarantee obtaining the teaching post in school if they are many candidates on the same job. The job is assigned to the persons with highest mark at tenure exam. Candidates, who take marks below 7 but more than 5 to tenure exam, can be hired in a school as substitute teachers for determined duration. The tenure competition is not organized at the school level, but through a national competition organized by the School Inspectorate.</td>
<td>To be hired in a Centre for evaluation and certification of competences, a contest is organized with the conditions imposed by the prospective employer. The Centre must be authorized by Authorizing County Committees for Adult Training. The authorization is granted for each of the occupations / qualifications / key skills / transversal skills for which training Centre which organizes training programs. For each occupation / qualification subject to authorization should exists an occupational standard (SO).</td>
</tr>
<tr>
<td>Specificities of the Construction sector</td>
<td>Education, Research, Youth and Sports (MERI) coordinate the authorization of providers of adult training, but actual authorization of training providers is a task of Authorizing County Committees, which are not organizational structures of the ANC (in total, there are 42 of such functional committees in Romania). Only training providers wishing to issue certificates of qualification or graduation with national recognition are subject to authorization. The other training providers may organize training programs completed with graduation papers, but not nationally recognized certificates.</td>
<td></td>
</tr>
<tr>
<td>International recognition</td>
<td>In Romania, the links between Public educational System and economic environment are week and often completely missing. In Romania are only two ANC (<a href="http://www.anc.edu.ro/?page_id=222">http://www.anc.edu.ro/?page_id=222</a>) accredited centers that support courses for Assembling gypsum board walls and ceilings. The people prefer to specialize at the workplace instead of following a course to obtain certification.</td>
<td></td>
</tr>
</tbody>
</table>

| The diplomas obtained in the Romanian national education systems can be certificate for attesting conformity graduated studies in Romania with Directive 2005/36 / EC for recognition of professional qualifications. http://cored.edu.ro/#Activitati County Prefectures can stamp graduation certificates / qualifications issued by nationally recognized training providers authorized under Government Ordinance no. 129/2000 regarding adult vocational training. Stamped certificates are recognized in states that have acceded to the Hague Convention. In accordance with Order no. 51/2007 of the Ministry of Labor, Social Solidarity and Family approving the Procedure for proof of qualification - training and professional experience - acquired in Romania, outside the national education system by Romanian citizens who wish to conduct activities independently or as employed in the territory | |

1. Introduction

The validation and certification model for qualifications of the vocational education and training trainer in the construction sector has been developed based on the international standards and deeds:

- standard PN-EN ISO/IEC 17024:2012 Conformity assessment – General requirements for bodies operating certification of persons;

The model answers the need of enabling the recognition of acquired professional competence for a significant number of people working in the construction sector for many years, in particular performing independent functions in construction specialisations, e.g. instructors, foremen, master workmen, works managers, etc.

2. Requirements of the international PN-EN ISO/IEC 17024:2012 standard

Certification of people in the EU bodies operating certification is generally conducted based on the requirements of the international PN-EN ISO/IEC 17024:2012 standard “Conformity assessment – General requirements for bodies operating certification of persons”. According to these requirements, a body confirming people’s competence and certifying their qualifications should establish criteria to be met by a candidate applying for a certificate, as well as other requirements ensuring the objectivity of validation and certification effects.

A body operating certification should be constituted by a legal person or a defined part of a legal person so that it can bear responsibility for its certifying activity. A body operating certification shall be able to award certificates, maintain their validity and recertify. It can decide on extending and limiting the scope of certification, suspending or withdrawing certificates. A characteristic feature of bodies operating certification of persons is conducting exams to measure professional competence and provide with assessment of outcomes, based on which the certificates of qualifications are awarded.

Tasks of the body operating certification manager shall include the coordination of works...
of all teams, including the appointment of chairpersons of the Boards of Examiners and their members from the group of sectoral experts applied by the Program Board chairperson. The manager chooses also a form of verifying competence and issues decisions on awarding a certificate based on its own assessment, founded on records of the Board of Examiners or the Appeal Committee.

A body operating certification should have a documented structure guaranteeing the reliability and impartiality of the validation and certification process, as well as independence and impartiality of a body operating certification’s activity. This structure should enable all significantly interested parties to participate in development of the policy and rules concerning the certification system’s scope and activity, without prevalence of interests of any of the parties.

Based on the PN-EN ISO/ICE 17024:2012 standard, it is assumed that the body to validate the competence and certify the qualifications of the vocational education and training trainers in the construction sector shall have an organisational structure as shown in Fig. 1.

![Organisational structure of a body operating certification](image)

Fig. 1. Organisational structure of a body operating certification

A body operating certification should establish the **Program Board** to be responsible for the development and maintenance of the certification program for every certification type.

A body operating certification should define the policy and procedures (e.g. code of conduct) to deal with appeals and complaints from the applicants, candidates, persons under certification and their employers, as well as from other parties, concerning both the certification criteria and process and the policy and procedures of work performance by people under certification. These policy and procedures should ensure that the appeals and complaints are dealt with in an independent and unbiased way.

A body operating certification should hire, on a permanent or temporary basis, sufficiently numerous staff of sufficient education, training, technical knowledge and experience to perform the certification-related actions, as appropriate for a type, scope and size of performed works, acting under the supervision of responsible management.
A certification programme is a basic document defining the requirements. It includes the way of conducting the validation of competence, assessment criteria of competence, certification rules, as well as procedures constituting these processes.

A certification programme shall be assessed and approved by the Program Board, composed of representatives of all parties interested in certification, i.e.:

- body operating certification;
- people under certification;
- employers;
- training units;
- professional, sectoral environments and other social partners.

A body operating certification should implement and maintain the management system providing with efficient compliance with the standard requirements. This system includes:

- supervision of documents and provisions;
- system of internal audits and management reviews;
- provisions concerning continuous improvement of the system, corrective and preventive measures, including those preventing from conflicts of interests;
- staff involved in the certification process, including examiners holding appropriate subject-related competence within the scope of assessed area and psycho-social features ensuring their impartiality and objectivity.

A body operating certification shall also be obliged to establish the supervision processes for the certificate holders, including the Appeal Committee. Supervision aims at the provision of objective assessment confirming the competence maintenance by a person under certification at an acceptable level. The Program Board should accept the rules of supervision.

3. Validation and certification model

Qualification requirements for the vocational education and training trainer in the construction sector

- One of the first issues discussed in the group of international experts completing the project included the matter of placing the trainer’s competence and qualifications in international classifications of professions/specialisations and education. The project partners agreed that the vocational education and training trainer in the construction sector combined three areas of competence related to:

- qualifications in the construction specialisation in which it wants to be a trainer, confirmed with diplomas, certificates and other formal documents, plus with long work experience;

- general education qualifications entitling to conduct classes with youth and adults, confirmed with appropriate certificates recognised in the formal system;
trainer’s qualifications entitling to conduct practical activities in the workplace, in the system of non-formal adult education.

Acquisition of combined substantial 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 to at least level 5 of the European Qualifications Framework.

**Certification programme**

Two processes are involved in the recognition and confirmation of competence of a person applying to a body operating certification:

- validation,
- certification.

A certification programme describing these two processes should include:

- validation and certification scope;
- description of work and professional tasks;
- required social competence;
- required knowledge and skills;
- prerequisites of admission to the validation and certification process;
- code of conduct ensuring impartiality and objectivity of assessments and decisions.

In particular, the **validation process** should include:

- requirements concerning the level of education and completion of specialist training courses approved by a body operating certification, confirmed with diplomas, certificates and other documents;
- requirements concerning an exam to confirm the candidate’s competence in an impartial and objective way;
- methods of confirming relevant professional experience in the professional area being the subject of competence validation by a candidate.

In reference to the **certification process**, the programme should include:

- criteria of initial certification and recertification;
- assessment methods for initial certification and recertification;
- supervision methods and criteria for the certification process and certificates;
- criteria of suspending and withdrawing certification;
- criteria of changing the scope or level of certification.
Program Board

Tasks of the Program Board include the approval of:

- certification programme for qualifications in the construction sector;
- criteria of validation and certification of qualifications in the construction sector;
- set of documents related to the process of recruitment, validation and certification;
- guide for candidates for the vocational education and training trainers in the construction sector;
- results of validation and certification;
- supervision of the course of the validation and certification process according to the PN-EN ISO/ICE 17024: 2012 standard “Conformity assessment – General requirements for bodies operating certification of persons” and the adopted certification programme for qualifications in the construction sector.

Appeal Committee

Tasks of the Appeal Committee shall include the consideration of complaints and claims concerning the certification process and participation in the supervision process for awarded certificates, in particular care about compliance with the code of ethics by people under certification.

Boards of Examiners

Two separable Boards of Examiners shall be appointed, separately for Stage I and II of the validation and certification process. It means that people composing the Board of Examiners of the Stage I cannot be members of the Board of the Stage II. They shall include a chairperson chosen from a group of examiners appointed by a body operating certification manager, at the request of the Program Board. Each Board of Examiners shall include minimum three persons – examiners, and a secretary for administration service of the Board works.

All members of the Board must comply with the requirements defined in relevant legal regulations of a country where the validation and certification process takes place.

The Board of Examiners of the Stage I assesses the candidate’s professional experience based on its portfolio and evidence collected in it. A positive decision of the Board of Examiners of the Stage I constitutes the basis to admit a candidate to participate in an exam constituting the Stage II of the validation and certification process.

The Board of Examiners of the Stage II assesses the candidate’s competence based on a direct interview, having at its disposal an assessment sheet from the Stage I and proposals of questions included in it in three areas: knowledge, skills and social competence. Moreover, an examined person draws a card with three questions from the professional area constituting the subject of competence validation. In justified cases the Board may ask a candidate to perform
a practical task in a specially prepared laboratory to test its professional skills.

At the first and second stage of validation, examiners shall use the candidate’s assessment sheet, while in the case of a practical task – also the observation sheet.

The Guide for candidates for the vocational education and training trainers in the construction sector shall provide the conditions of recruitment, forms, criteria and method of validation and certification of professional competence.

The following signatures shall be placed on a certificate confirming held qualifications:

- Body Operating Certification Manager,
- Chairperson of the Program Board,
- Chairpersons of the Boards of Examiners of Stage I and II.

Examiners

Examiners hired by a body operating certification should:

- understand the certification programme;
- be able to apply the exam procedures and documents;
- be competent in the area concerned by an exam;
- speak and write fluently in a language in which an exam shall be conducted (use of a translator’s/interpreter’s service provided that the lack of translation/interpretation’s influence on the validity and result of an exam is demonstrated);
- identify all known conflicts of interests to provide the impartiality of made assessments.

A body operating certification must monitor the work of examiners (e.g. observation during examination, review of reports, assessment sheets and other documents developed by examiners, obtaining information on the work of examiners from candidates).

Validation stages and credit criterion to pass

It is assumed that competence validation for the vocational education and training trainer in the construction sector shall be conducted according to item 9.3. “Exam process” of the EN ISO/ICE 17024:2012 standard. It shall take place at two stages:

- Stage I: Assessment of held qualifications based on a portfolio submitted by a candidate.
- Stage II: Interview under validation.

Amount of credits granted to candidates at both stages comes to 100, including:

- Stage I: 70 credits,
- Stage II: 30 credits.

In order to participate in the Stage II of validation, the candidate’s assessment at the Stage I
should exceed 53 credits, i.e. 75% of 70 credits assigned to the Stage I. Analogously, Stage II shall be passed if a candidate gets at least 23 credits (75% of 30 credits).

It is recognised that the candidate meets the conditions of positive validation of acquired competence when it obtains at least (53+23)=76 credits jointly in two stages of validation.

**Decision on certification**

Decision on the candidate’s certification should be made only by a body operating certification based on the information collected during the validation process. People deciding on certification should not participate in the candidate’s examination or training.

**Guide for a candidate**

Every candidate expressing its willingness to try to validate and certify its professional competence should have access to the guide prepared by a body operating certification.

This guide should include:

− prerequisites for people applying for participation in the validation and certification process for their professional competence;

− information on the rules of validation and certification of professional competence;

− exemplary exam sheets with questions and answers;

− list of documents required at the submission of participation;

− date and place of submitting application forms;

− exam date and place;

− data of a contact point to obtain further information;

− code of ethics of the vocational education and training trainer in the construction sector;

− specimen of an evaluation survey of the validation and certification process.

**Validation and certification model**

Fig. 2 presents the validation and certification model for the vocational education and training trainer in the construction sector adopted in the project.
Fig. 2. The validation and certification model for the vocational education and training trainer in the construction sector consistent with the PN-EN ISO/IEC 17024:2012 standard.
5. Conclusions and recommendations

The main aim of the comparative studies conducted in the partner countries (Poland, France, Romania) was to analyze the professional standards of competence profiles, professional tasks, descriptions of knowledge, skills and social skills for trainer of the education and training in the construction industry - with mainstreaming requirements of the European and national qualifications framework - need to develop standards of professional competence and model validation and certification of competences of coach education and training in the construction industry based on ISO / IEC 17024: 2012.

The outcomes of the analysis, which included answers to research problems defined in this report are:

- model validation and certification of coach education and training in the construction industry presented in Chapter 4 of this report;
- description of the standard of professional competence of coach education and training in the construction industry, agreed in an international partnership project, presented in Report No. 3 "Standard professional competence of coach education and training in the construction industry based on national standards of competence and the European Qualification Framework".

Therefore, to the further work is recommended:

- to use a developed model of validation and certification for VET trainer in the construction industry in the pilot studies, after detailing of this model takes into consideration of the specifics, legislation and institutional forms appropriate for the partner country, which will run the pilot;
- the conclusions of the pilot studies should be used to improve the original model of validation and certification for VET trainer in the construction industry, which is based on ISO / IEC 17024: 2012;
- in drawing up the criteria for validation of competences and tasks of examination (Part I and II) use requirements for knowledge, skills and social competence contained in the agreed standard of professional competence description o for VET trainer in the construction industry;
- to use the description of the standard of professional competence of VET trainer in the construction sector to develop a modular training program to prepare candidates supporting the process of validation and certification of professional competence;
- to allow candidates to complete a training in the formula "at a distance" (e-learning) - especially with regard to theoretical knowledge and professional skills provided in the professional competence standard for VET trainer in the construction sector.

This study, through the main intellectual outcomes in the form of a professional competence standard and model validation and certification of persons wishing to pursue the profession of...
VET trainer in the construction industry, will enable the development of a coherent vocational training program (modular) supported by the distance learning (e-learning).

The use of the certification procedure, as part of the development and improvement of the quality of complying with the requirements of ISO / IEC 17024: 2012 will provide the target group a recognized certificate according to accepted European standards of quality and at the same time consistent with the requirements of the European Qualifications Framework level 5.

In the presented model, validation and certification of professional competence is separate from the learning process. There is a verification of the required learning outcomes are in terms of their accordance with the professional competence standards adopted by partners for VET trainer in the construction industry. Validating nonformal and informal learning makes visible the learning gained outside learning institutions. Across a country this represents a vast untapped resource of invisible knowledge and skills and, in addition to the rights of individuals to have their learning recognized, its increased visibility could lead to significant economic and social benefits for individuals, communities and countries.
6. Bibliography and source materials

• Bednarczyk H., Koprowska D., Kupidura T., Symela K., Woźniak I.: Development of professional competence standards, ITeE-PIB, Radom 2014

• Butkiewicz M. (ed.): The Validation of professional qualifications in the Polish Construction Industry, achieved in the process of work. Warsaw, ITeE-PIB, 2010

• Bacia E.: "Validation of learning outcomes acquired in nonformal educational system as a new challenge for policy for learning throughout life," the Institute for Educational Research, Warsaw 2014;

• On the basis: Ensuring quality of qualifications in an integrated system of qualifications, the Institute for Educational Research, Warsaw 2014

• Świeży M. (ed.): "Guide to the Malopolska service standards of education and training”, the Regional Labour Office in Cracow, Cracow2012;

• Narwojsz H., Krawczyński C., Symela K., Zwiefka K.: "Validation of informal competences acquired through work experience", published within the project "Let's Build Together", Olszyn 2008;

• http://www.zrp.pl/Dzialalno%C5%82alno%C5%9B%C4%87ZRP/O%C5%9Bwiatazawodowa/Egzamin y/Standardyegzaminacyjne/Wy kazstandard%C3%B3wegzaminacyjnych/ tabid/288/language/pl-PL/Default.aspx

• Trainers in continuing VET: emerging competence profile. Cedefop, 2013

• Asociatia Romana a Antreprenorilor de Constructii (Rumuński Stowarzyszenie Przedsiębiorców Budowlanych) – ARACO http://www.araco.org/

• How to authorize a professional course http://www.traininguri.ro/cum-autorizez-curs/

• Extreme Training – Center for Evaluation and certification of competences http://www.traininguri.ro/cum-devii-trainer/

• School Group "Anghel Saligny", Center for evaluation and certification of professional competence in construction, http://asis.licee.edu.ro/

• Norm ISO/IEC 17024: 2012: Evaluation of conformity. General requirements for bodies operating certification of persons

• Council Resolution of 27 June 2002 on lifelong learning (2002/C 163/01)


• The Bruges communiqué. Council of the EU; European Commission, 2010

• Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning


• Council Recommendation of 20 December 2012 of the validation of non-formal learning and informal learning (2012 / C 398/01)

• Decree of 17 March 2006. "Specification of education and training for teachers in the University Institute of Teacher Training "

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.