



Certified VET trainer in the construction sector „CertiVET”

Intellectual output O3
**Proposal of common recommendations for the future
recognition of pedagogical learning outcomes for the VET
trainer in the construction sector**

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2014-1-PL01-KA202-003624

This project has been funded with support from the European Commission.

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CertiVET 2015

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1. Introduction

According to the application, one of the project aim was to develop the standard of competence / qualifications for the VET trainer in the construction industry (including getting the offer also to teachers and instructors of practical job training and instructors of practical apprenticeship whose competence relate to the level of 5 EQF/ NQF).

It was established (on the basis of the intellectual outcome 1), that the standard of competence / qualifications is necessary and possible to develop for Trainer of the trainees at the level 3 EQF/ NQF. The standard is intended to apply to people who are teachers of practical training and instructors working directly in the company.

The project partners are willing to develop a common competence standard for VET trainer in the construction sector on the basis of the standard containing guidelines for the development of more detailed national standards, taking into account the specificity of organizational and legal functioning of VET trainers in the individual partner countries.

To test the standard of competence / qualifications for the VET trainer in the construction industry in the process of validation and certification it was selected the qualification at level 3 EQF/ NQF – Drywall System Installers. The CertiVET project is a continuation of the further Leonardo da Vinci project "SkillsUp" (2010-1-PL1-LEO05-11472), as the example of good practice in this area.

It was assumed that the VET trainer in the construction industry is able to train workers in the scope of different qualifications in the area of construction sector as the one of the "specialization" of the Trainer (teacher / instructor of practical apprenticeship), as here is the Drywall System Installers.

It is appropriate to develop the standard of competence / qualifications of VET trainer in the construction industry as general way that can be aimed at the entire industry, including its components (scope of work / professional competence):

- psycho-pedagogical and methodological
- andrologist (work with adults)
- the organization, implementation and evaluation and quality assurance training
- safety and environmental protection in the construction industry

The methodology of the analysis

1. The purpose of the study.

Identification and analysis of comparative models of qualification / competence standards in the partners' countries (France, Poland, Romania) - or equivalent documentation in the area of VET trainers in the construction industry (based on the installation of drywall systems - levels 4-5 EQF / NQF).

2. Research problems

Described purpose of the research will address the following issues:

1. What are the descriptions of professional qualifications and competencies descriptions for the trainers in the construction industry in the area of drywall installation (levels 4 - 5 EQF / NQF) in the partners' countries.

What is the model of standards describing the qualifications and professional competence in the area of the trainers in the construction industry in the area of drywall installation (levels 4 - 5 EQF / NQF) in the partners' countries?

3. What is the structure of the standards of the qualifications and professional competence in the area of the trainers in the construction industry in the area of drywall installation (levels 4 - 5 EQF / NQF) in the partners' countries and what are the means of access to the development of the standard structure, such as:

- Terminology,
 - Structure of the standard,
 - The structure and hierarchy of competence / qualifications,
 - The encoding standard and reference to other national classification standards, the European Qualifications Framework and the National Qualifications Framework
 - Consideration of legal regulations of the occupation,
 - Description of the profession through the job tasks,
 - Description of the profession through qualifications and their components,
 - Detailed assessment used in the description,
 - Database on the requirements of competence / qualifications
4. What should be the optimal structure of the standard of competence / qualifications and the procedure of its creation in the light of the analysis?

4. Methods and organization of research

The comparative analysis was carried out in all partners' countries (Poland, France, Romania) between 01.01.2015 - 30.06.2015. In the comparative studies it was used desk research method, as a basic method and the panel of experts - as the supporting method.

Glossary of terms

For the purposes of the CertiVET project, the definitions which apply are the following:

- Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning lives.
- Recommendation of the European Parliament and of the Council of 18 June 2009. On the establishment of a European Credit System for Vocational Education and Training professional ECVET - 2009 / C 155/02.

- The concepts used in the development of standards of professional competence in Poland¹
- Glossary of key terms adopted in the model validation and certification of VET trainer in the construction industry²

Descriptors used in EOF/NOF:

‘qualification’ 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;

‘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;

‘national qualifications framework’ means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society;

‘sector’ means a grouping of professional activities on the basis of their main economic function, product, service or technology;

‘international sectoral organisation’ means an association of national organisations, including, for example, employers and professional bodies, which represents the interests of national sectors;

‘learning outcomes’ means 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;

‘knowledge’ means 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;

‘skills’ 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);

¹ Bednarczyk H., Koprońska D., Kupidura T., Symela K., Woźniak I.: *Opracowanie standardów kompetencji zawodowych*. ITeE-PIB, Radom 2014.

² On the basis: Zapewnianie jakości kwalifikacji w zintegrowanym systemie kwalifikacji. IBE, Warszawa 2014

‘competence’ means 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.

Personal and Social Competence

A person is prepared to undertake fundamental social and professional obligations, their assessment and interpretation operate independently and interact with others in organized conditions, directing a small team in organized conditions and evaluate the performance of their people and teams, which directs; taking responsibility for the consequences of these actions.

2. National reports regarding professional competence standards

2.1. Polish standard of vocational qualifications for a VET trainer in the building and construction industry

1. Job description

The VET trainer in the building and construction industry is responsible for vocational training of the workforce in a specific sector of the construction industry. The training is to be prepared according to the developed curriculum and it needs to comply with the conditions set beforehand. The outcomes of work of the trainer in question include the properly conducted training and the post-training documentation prepared according to the binding procedures and legislation.

The VET trainer in the building and construction industry plans, organizes and conducts trainings which employ methods activating non-formal education of candidates applying for certification in a specific sector of the construction industry (that includes NQF (National Qualification Framework) and PQF (Polish Qualification Framework) level 3). Besides, the trainer is responsible for the evaluation of the pre- and post-training level of the candidates' vocational preparation, taking into account the requirements contained in the description of qualifications on knowledge, skills, and social competences, and the internal evaluation of the training process and the improvement of its quality. Moreover, he/she advises trainees on how to achieve their educational goals, and cooperates with the training organizer as far as qualification validation and certification are concerned.

The VET trainer in the construction sector can be employed by another legal entity or he/she can be self-employed, however their activity needs to comply with the binding legislation in the field of vocational education and training.

2. Education and necessary qualifications for the VET trainer in the construction sector

- Minimum technical college degree (NQF and PQF level 4) in the field of construction confirmed with a title of a building technician and the General Certificate of Education;
- Specialty in the field corresponding to the field of training;
- Seniority for a person with education at NQF/PQF level 4 – 15 years in the construction sector, and the specialty in which the training is to be conducted – 10 years, out of which 5 years on the managerial post (managing staff of at least 5 people);
- Seniority for a person with higher technical education at NQF/PQF level 6-7 – 10 years in the construction sector;
- Pedagogical qualifications.

3. Professional development opportunities, confirmation/validation of VET trainer competences

The VET trainer in the construction sector has their qualifications confirmed up to NQF/PQF level 5. These qualifications need to be renewed cyclically (every 5 years) due to the dynamic nature of changes and regulations in the construction sector, and changing teaching and learning methods. Once the trainer supplements his/her competences, they can search for employment in other professions related to professional development, e.g.: 242493 Training specialist; 242303 Personal adviser; 242304 Professional adviser; 242305 Career Counsellor; 242311 Specialist for talent management; 242402 Specialist for professional development.

4. Duties and responsibilities of a VET trainer

1. Conduction of educational activities in the scope of individual qualifications specified in the certificate;
2. Cooperation with legal entities, including organisations/ enterprises providing training services in the construction sector;
3. Ability to identify training needs at different levels (local, enterprise, individual);
4. Recruitment and selection of candidates for trainers providing vocational training in the field of procurement of NQF level 3 qualifications in a specified specialty;
5. Organization and conceptualization of training activities/courses within conducted educational activity;
6. Preparation of necessary curricula and additional educational materials;
7. Assessment of trainee skills and competences;
8. Planning and evaluation of the quality of educational activities;
9. Facilitating, stimulating and supporting personal development of trainees;
10. Management and resolution of conflicts among trainees;
11. Introduction of additional elements facilitating learning at work, employing distance learning methods
12. Preparation of candidates for the process of qualification validation and certification at NQF level 3 in a specified training area;
13. Provision and implementation of necessary practical knowledge and skills concerning the issues of health and safety, fire protection, ergonomics, and environmental protection in the construction and building industry.

5. List of qualification elements

K1 – Design and organization of the training process for a specific building qualification (Z1, Z2, Z3, Z4, Z5, Z13) – about 70 hours

K2 – Execution, evaluation, and assurances of the quality of the training (Z1,Z6 Z7, Z9,Z10, Z13,) – about 80 hours

K3 - Analysis and assessment of competences and career counselling for candidates for

specialists in the construction sector (Z7, Z8, Z11, Z12, Z) – about 50 hours

Correlation between professional tasks and qualifications

Lp.	Professional task	Qualifications		
		K1	K2	K3
1	Conduction of educational activities in the scope of individual qualifications specified in the certificate	x	x	
2	Cooperation with legal entities, including organisations/enterprises providing training services in the construction sector	x		
3	Ability to identify training needs at different levels (local, enterprise, individual)	x		
4	Recruitment and selection of candidates for trainers providing vocational training in the field of procurement of NQF level 3 qualifications in a specified specialty	x		
5	Organization and conceptualization of training activities/courses within conducted educational activity	x		
6	Preparation of necessary curricula and additional educational materials	x		
7	Assessment of trainee skills and competences		x	x
8	Planning and evaluation of the quality of educational activities			x
9	Facilitating, stimulating and supporting personal development of trainees		x	
10	Management and resolution of conflicts among trainees;		x	
11	Introduction of additional elements facilitating learning at work employing distance learning methods			x
12	Preparation of candidates for the process of qualification validation and certification at NQF level 3 in a specified training area			x
13	Provision and implementation of necessary practical knowledge and skills concerning the issues of health and safety, fire protection, ergonomics, and environmental protection in the construction and building industry	x	x	

6. EQF/PQF descriptors – level 5

Knowledge

They know and understand facts, theories and methods for organizing and conducting training in the construction industry, and recognize the relationships between them, at the same time taking into account various conditions and contexts of the conducted activity.

Skills

They can perform tasks without instructions in changing foreseeable conditions, solve complex and unusual problems in changing foreseeable conditions, learn independently, understand not very complex statements and create comprehensible statements using specialized terminology, understand and formulate very basic phrases in a foreign language, including specialized terminology.

Personal and social competences

They are prepared to undertake fundamental social and professional duties and responsibilities, conduct their assessment and interpret them. They can also work independently and interact with others in organized conditions; know how to manage a small team in organized conditions and evaluate the performance of their people and teams; take responsibility for the consequences of these actions.

7. Description of professional competences

K1. Design and organization of the training process for a specific building qualification	
Knowledge (knows and understands:)	Skills (can:)
<ul style="list-style-type: none"> <input type="checkbox"/> Basics of training in the construction industry including the following: <ul style="list-style-type: none"> <input type="checkbox"/> types and elements of buildings; <input type="checkbox"/> constructions of buildings and technologies for their execution; <input type="checkbox"/> types and elements of building installations; <input type="checkbox"/> building materials and their application; <input type="checkbox"/> principles for the preparation of construction drawings; <input type="checkbox"/> working drafts; <input type="checkbox"/> types and parts of the documentation used in construction; <input type="checkbox"/> measuring instruments used in construction; <input type="checkbox"/> principles of measurements in construction; <input type="checkbox"/> elements of land use; <input type="checkbox"/> means of transport used in construction; <input type="checkbox"/> rules for transport and storage of building materials; <input type="checkbox"/> types of scaffoldings and rules concerning their assembly, use and dismantling; <input type="checkbox"/> computer programs supporting task execution; <input type="checkbox"/> Principles for the formulation of learning outcomes appropriate for a given qualification; <input type="checkbox"/> Characteristics of the labour market as an educational and social environment; <input type="checkbox"/> Cognitive and emotional aspects of the learning process; <input type="checkbox"/> Elements of the training planning process (design of the curriculum considering educational needs and pinpointing the planned outcomes); <input type="checkbox"/> Principles for cooperation with the organizer of the training; <input type="checkbox"/> Principles for health and safety, fire 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise the types and elements of buildings; <input type="checkbox"/> Distinguish different types of constructions of buildings and technologies for their execution; <input type="checkbox"/> Distinguish the types and elements of building installations; <input type="checkbox"/> Recognise building materials and their application; <input type="checkbox"/> Comply with the principles for the preparation of construction drawings; <input type="checkbox"/> Prepare working drafts; <input type="checkbox"/> Distinguish the types and parts of the documentation used in construction; <input type="checkbox"/> Distinguish measuring instruments used in construction; <input type="checkbox"/> Comply with the principles of measurements in construction; <input type="checkbox"/> Recognise the elements of land use; <input type="checkbox"/> Distinguish the rules for transport and storage of building materials; <input type="checkbox"/> Distinguish the types of scaffoldings and rules concerning their assembly, use and dismantling; <input type="checkbox"/> Use computer programs supporting task execution <input type="checkbox"/> Select proper methods for the assessment of the trainee needs; <input type="checkbox"/> Develop research tools; <input type="checkbox"/> Define trainee needs based on previously conducted research; <input type="checkbox"/> Plan and design general and detailed outcomes of the training, prepare a training schedule; <input type="checkbox"/> Choose teaching content relevant to the formulated outcomes and the defined trainee needs; <input type="checkbox"/> Choose activation methods and training techniques depending on the specificity of the group (e.g. age, fitness, etc.); <input type="checkbox"/> Develop necessary teaching

protection, ergonomics, and environmental protection in the construction and building industry.	materials; <input type="checkbox"/> Prepare educational materials, e.g. presentations, games, exercises, which meet the curriculum, consider the specificity of the group, and do not breach copyright, etc.; <input type="checkbox"/> Negotiate and draw up contracts.
Social competences (is prepared to:)	
<input type="checkbox"/> Take responsibility for the results and the quality of work and schedules; <input type="checkbox"/> Correctly formulate thoughts and easy communication; <input type="checkbox"/> Identifies with the building industry; <input type="checkbox"/> Be responsible for the execution of tasks; <input type="checkbox"/> Have good manners and ethical values; <input type="checkbox"/> Be an independent team and group manager; <input type="checkbox"/> Cope with stressful situations; <input type="checkbox"/> Continually improve his/her qualifications; <input type="checkbox"/> Comply with the principles of professional secrecy.	

K2. Execution, evaluation, and assurances of the quality of the training	
Knowledge (knows and understands:)	Skills (can:)
<input type="checkbox"/> Principles for health and safety, fire protection, ergonomics, and environmental protection in the construction and building industry; <input type="checkbox"/> Group processes; <input type="checkbox"/> Principles for andragogy in the educational process; <input type="checkbox"/> Stages and principles of the training process. Activating methods, techniques and activities; <input type="checkbox"/> Communication tools; <input type="checkbox"/> Difficult and problematic situations and	<input type="checkbox"/> Comply with the principles for health and safety, fire protection, ergonomics, and environmental protection in the construction and building industry; <input type="checkbox"/> Define the rules for training participation and execution; <input type="checkbox"/> Organize appropriate conditions for participation in training; <input type="checkbox"/> Provide appropriate level of trainee commitment; <input type="checkbox"/> Analyze the process of implementation of the objectives of the training;

<p>ways to solve them;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principles for assessment and evaluation; <input type="checkbox"/> Principles for ensuring high quality of the training; <input type="checkbox"/> Principles for keeping records of the training process. 	<ul style="list-style-type: none"> <input type="checkbox"/> Undertake substantive and methodological cooperation with other lecturers <input type="checkbox"/> Evaluate the training, including its effectiveness, i.e. the level of achievement of the goals set; <input type="checkbox"/> Communicate with the group in accordance with the principles of interpersonal communication; <input type="checkbox"/> Deliver agreed objectives within a specific timeframe; <input type="checkbox"/> Practically apply the rules of adult education; <input type="checkbox"/> Ensure integration at a level necessary for the proper execution and achievement of the objectives of the training; <input type="checkbox"/> Respect cognitive and interpersonal boundaries; <input type="checkbox"/> Be flexible, e.g. change training methods and techniques; <input type="checkbox"/> Use varied training methods and techniques, and group activities; <input type="checkbox"/> Be clear and comprehensive when introducing new information; adjust the language to the advancement of the group; <input type="checkbox"/> Organize the evaluation process; <input type="checkbox"/> Ensure cohesion between the training and practice of the enterprise; <input type="checkbox"/> Guarantee regular and precise monitoring of trainee development; <input type="checkbox"/> Carry out evaluation in accordance with the principles of exams and the validation process; <input type="checkbox"/> Integrate the results of evaluation in the process of training in the construction industry; <input type="checkbox"/> Use elements of assessment and evaluation; <input type="checkbox"/> Use elements of evaluation and provision of the quality of the training process; <input type="checkbox"/> Correct any identified incorrectness.
<p>Social competences (is prepared to:)</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Take responsibility for the results and the quality of work and schedules; <input type="checkbox"/> Correctly formulate thoughts and easy communication; <input type="checkbox"/> Identifies with the building industry; <input type="checkbox"/> Be responsible for the execution of tasks; 	

- Have good manners and ethical values;
- Be an independent team and group manager;
- Cope with stressful situations;
- Continually improve his/her qualifications;
- Comply with the principles of professional secrecy;
- Conduct self-assessment.

K3. Analysis and assessment of competences and career counseling for candidates for specialists in the construction sector

Knowledge (knows and understands:)	Skills (can:)
<ul style="list-style-type: none"> <input type="checkbox"/> Elements of the evaluation of the learning process; <input type="checkbox"/> Core curriculum in the field of qualifications in the building industry; <input type="checkbox"/> Basics of knowledge of professions; <input type="checkbox"/> Basics of mentoring; <input type="checkbox"/> Current state of employment in the construction industry; <input type="checkbox"/> Evaluation criteria and methods for the verification of the learning outcomes <input type="checkbox"/> Examination procedures; <input type="checkbox"/> Basics of employment (labour law) and functioning of the institutions of the labour market (employment policy). 	<ul style="list-style-type: none"> <input type="checkbox"/> Diagnose training needs at various levels (local, company, individual); <input type="checkbox"/> Diagnose progress of trainees and inform about the results; <input type="checkbox"/> Guide group work during training; <input type="checkbox"/> Assess and examine trainees; <input type="checkbox"/> Use mentoring techniques; <input type="checkbox"/> Identify and analyse educational needs of trainees; <input type="checkbox"/> Use basics of employment (labour law) and functioning of the institutions of the labour market (employment policy); <input type="checkbox"/> Monitor and assess the quality of work and check whether it complies with the requirements and regulations; <input type="checkbox"/> Use assessment criteria and methods for the assessment of outcomes of the training; <input type="checkbox"/> Provide trainees with access to personal development projects; <input type="checkbox"/> Plan and organize the assessment in a way guaranteeing objective and systematic verification of all requirements included in the curriculum; <input type="checkbox"/> Document evidence confirming trainee's competences; <input type="checkbox"/> Implement specified assessment methods and mechanisms; <input type="checkbox"/> Verify assessment methods so as to make sure that each evaluation is honest and valid; <input type="checkbox"/> Document and implement suitable methodology and procedure to confirm, in defined timeframes, honesty, validity, credibility and general outcomes of the assessment; <input type="checkbox"/> Correct any identified incorrectness;

	<input type="checkbox"/> Give information on initial qualification conditions.
Social competences (is prepared to:)	
<input type="checkbox"/> Take responsibility for the results and the quality of work and schedules; <input type="checkbox"/> Correctly formulate thoughts and easy communication; <input type="checkbox"/> Identifies with the building industry; <input type="checkbox"/> Be responsible for the execution of tasks; <input type="checkbox"/> Have good manners and ethical values; <input type="checkbox"/> Be an independent team and group manager; <input type="checkbox"/> Cope with stressful situations; <input type="checkbox"/> Continually improve his/her qualifications; <input type="checkbox"/> Comply with the principles of professional secrecy; <input type="checkbox"/> Conduct self-assessment; <input type="checkbox"/> Comply with the binding methods of operation guaranteeing proper quality of the task and safety; <input type="checkbox"/> Supervise teamwork.	

2.1. French JOB DESCRIPTION OF DRY LINING TRAINER IN TERMS OF KNOWLEDGE, SKILLS AND COMPETENCE (to train to a maximum EQF level 5)

KNOWLEDGE-SKILLS-COMPETENCE			
	KNOWLEDGE AT LEVEL EQF V (In order to train to maximum EQF level 5)	SKILLS AT LEVEL EQF V (In order to train at maximum EQF level V)	COMPETENCE (responsibilities and self-sufficiency) AT LEVEL EQF 5 (In order to train at maximum EQF level V)
	Detailed, specialised, factual and theoretical knowledge in an area of	Extent of cognitive and practical aptitude required to size up creative	In the course of professional activities or studies manage and supervise in situations where changes may occur unpredictably
Preparation study of the site including outlining of structures.	<p>Knowledge at EQF Level 4 Plans, cross sections, specifications, application standards for construction (DTU), norms, instructions for assembly, technical opinions, written and oral instructions, product instructions, road maps. Site layout plan. Packing and wrapping, delivery notes, supply forms, documentation of site supervision, hoisting and handling equipment, information on maximum loading capacity of floors. Technology of the building. Implementation rules. Equipment documents and safety documents Information about the site, the materials and equipment. Overall plans, detailed plans, blockout plans. Geometrical and marking tools and monitoring equipment. Access equipment.</p> <p>Additional knowledge at EQF level Five Complete design and planning documentation (plans and instructions for work to be carried out, schedule). Normative documents and complete rules and regulations. Individual Health, Safety and Protection Plan (PPSPS). Communication documents, with the line management and with the working team. Documents published by site safety and health protection bodies.</p>	<p>Skills at EQF Level 4</p> <ol style="list-style-type: none"> 1. Collect data marked for completion of a task in accordance with provisions, using written documentation including quantified data. 2. Ascertain the accessibility of the site. 3. Put up own scaffold. 4. Identify materials and make a precise assessment of the quantities required for the work. 5. Immediately advise supervisor of the specifications of supplies delivered. 6. Know how to organize handling and storing in accordance with safety regulations: compose an inventory and store materials at the work places, check the quality and product compliance. 7. Recognise bearing elements and ascertain stability and safety. 8. Ascertain the state and condition of the supports and advise of any anomalies. 9. Organize own daily work: equip own working place, define the methodology and chronology of the tasks to be carried out, ensure that all safeguards relating to safety in the working area are in place. 10. Determine and plot the applicable dimensions for implementing tasks: check squareness, verticality and axis, calculate and position all the structures and fix and position all the elements and components, including components to be built in, to ensure that work can be carried out accurately and effectively. 11. Protect the working environment. 12. Organize and schedule tasks. <p>Additional Skills at EQF level Five</p> <ol style="list-style-type: none"> 1. Ascertain the feasibility of the site. 2. Ascertain the accessibility of the site, the existence of various sources of requisite energy and prevailing living and hygiene conditions. 3. Ascertain the suitability of working material suggested and choose equipment. 4. Check team's individual safety equipment. 5. Check the living spaces of fellow workers. 6. Be ready to provide proposals. 	<p>Competence at EQF Level 4 Study and prepare working place and professional role, while being aware of environmental considerations, the context of the work in hand, directions given; adapting equipment and material in response to the work to be undertaken, and according to prevailing safety and security regulations and quality norms, and in order to be able to adapt to any unpredictable or abnormal developments as may arise.</p> <p>Additional Competence at EQF level Five Study and prepare own working place and also supervise the preparation of the working places of team members. Maintain and support working relations with line management and working team so as to well prepare work to be projected and carried out in accordance with general requirements and specific instructions. Be properly aware of the needs and constraints of those from other professions working at the same site. Handle relations with the company director or the director's representative, the project manager, the project supervisor, health and safety coordinator, licensed inspection office, R & D office, other professional people and associations involved. Feel self-sufficient and responsible in terms of implementing tasks, detecting and dealing with anomalies and errors, in consultation with the line management.</p>

<p style="text-align: center;">Organization (EQF level 5), installation, implementing work, fitting</p>	<p>Knowledge at level EQF IV Substances, materials and tools :</p> <ul style="list-style-type: none"> x bonded products: mortars, adhesives, coatings, plaster, bonded finishes, adhesive bonding for thermal and acoustic insulation. x partitions (foamed partition, partition on framework), ceilings (ceiling framework) and lining. x Multiple component work: partitions, acoustic and thermal ceilings, partitions of tall height, fire protection, dividing walls, special and decorative works, dry screeds, service ducts. <p>Equipment Outlines, details of installation and implementation. Technical information on existing constructions. Safety and environmental norms. Sorting and disposal of waste material created in the course of working at the site.</p> <p>Supplementary knowledge at EQF level 5 Detailed work plan schedule. Handling instructions. Order forms. Delivery orders. Records of supplies. Time allotted for completion of work. Performance monitoring and quality sheets.</p>	<p>Skills at level EQF IV</p> <ol style="list-style-type: none"> 1. Construct partition walls, ceilings, service ducts in plaster board <ul style="list-style-type: none"> x Build fixed or suspended ceilings working from the house framework. x Affix an insulating compound. x Install a modular partition wall. x Installation of a partition wall and wall lining on framework. x Integrate the different substances of which the completed work is comprised. x Construct service ducts. x Use plate gaskets 2. Deal with all technical aspects before after and in the course of positioning and fitting <ul style="list-style-type: none"> x Prepare necessary aids and supporting material before carrying out tasks. x Apply or fix insulating materials. x Install a variety of reinforcing members. x Affix various elements by pasting or using wall plugs. x Handle expansion joints. x Apply products to guarantee the use of various technical functions. x Handle flooring. x Install dry screeds. x Prepare mortar, adhesive, coating, plaster. 3. Apply bonded finishing and bonded compounds for thermal and acoustic insulation. 4. Carry out supplementary and final work. 5. Install work with various components: partition and acoustic and thermal ceiling, partition of tall height, fire protection, separating wall, decorative and special works, dry screeds, service ducts. 6. Overhaul existing supports by a process of appraisal, control and consolidation. 7. Allow for the specifics of a given situation and difficulties encountered. 8. Observe safety and environmental norms. <p>Supplementary Skills at EQF level 5</p> <ol style="list-style-type: none"> 1. Ascertain the geography and the size of places. 2. Ascertain the compliance of safety features. 3. Draw the reference lines with a view to laying out the work. 4. Put in place: scaffolding, means of access and hoisting equipment. 5. Develop a living space for the team. 6. Protect the site and the surrounding environment. 7. Establish the procedures and basic principles required for waste management. 8. Mark out the storage areas. 9. Responsible for the reception of material delivered. 10. Ensure that all working places are supplied with what they need. 11. Organize and allocate tasks. 12. Use gypsum blocks to construct a separating wall, a partition, a 	<p>Competence at level EQF IV Install and restore bonded products, ceilings and wall linings, as well as multi-component structures, unassisted and in accordance with received requirements and instructions, whilst adapting to any situations and difficulties which may be encountered. Observe safety and environmental standards when laying, fixing and restoring.</p> <p>Additional Competence at level EQF 5 Anticipate and organize own work and that of team. Be sure to take client's changing expectations into account. Assume a coordinating role between line management, fellow workers and customers. Be able to deal with irregularities, anomalies, unforeseeable developments and specific requirements arising in the course of a given situation. Have an overall view of activities specific to the profession and know how to identify them in the course of the work, while complying with a combination of rules, regulations and provisions.</p>
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		<p>double-walled partition, including a service duct of expanded metal.</p> <p>13. Complete fixed or hanging ceilings on wooden or metal framework, concave or convex, on concealed framework.</p>	
<p>Control -verification, clearing and closing of the site</p>	<p>Knowledge at level EQF IV Measuring instruments. Measuring devices. Technical documents and directions. Instructions concerning waste disposal after completion of construction.</p> <p>Supplementary knowledge at EQF level 5 Specification sheets for site clearance.</p>	<p>Skills at level EQF level 4</p> <ol style="list-style-type: none"> 1. Monitor and ascertain the quality of work and check to see that it complies with requirements and regulations: accompanying and final control. 2. Notify line management of all anomalies and whatever diverges from the given requirements and regulations. 3. Close the place of work <ul style="list-style-type: none"> x Clean up the place of work and remove waste. x Check equipment and material and clear the site. <p>Supplementary Skills at EQF level 5</p> <ol style="list-style-type: none"> 1. Manage waste disposal. 2. Clear the site. 	<p>Competence at EQF level 4 Set up a control and verification method to ascertain the quality of work on order which has been completed in relation to actual activity (co-activity site work and cross-functional concerns), whilst taking into account both predictable and unpredictable changes.</p> <p>Supplementary Competence at EQF level 5 Clear and close the entire site, paying due attention not only to the quality of the work completed, but also to the sorting and separation of waste, to leaving the place of work clean and tidy, to the completion of technical and administrative procedures, and to the dismantling of materials and equipment in conformity with safety regulations.</p>
<p>Upkeep of materials</p>	<p>Knowledge at level EQF IV Maintenance and cleaning products. Instructions for the upkeep of tools and equipment. Instructions on the use of maintenance tools. Spare parts. Safety regulations.</p>	<p>Skills at level EQF IV</p> <ol style="list-style-type: none"> 1. Check the condition of the equipment and ensure it is in good working order. 2. Ensure that all equipment is properly cleaned. 3. Ensure day-to-day servicing and maintenance. 4. Keep a daily record of servicing and maintenance. 	<p>Competence at level EQF IV Make proper use of equipment, complying with safety and environmental regulations.</p>

KNOWLEDGE-SKILLS-COMPETENCE (providing access to EQF level 5):

professional duties of a sandwich course trainer (shared with the

Range and purpose of activity	Activity	KNOWLEDGE AT EQF LEVEL 5 (In order to train at maximum EQF level 5) Detailed, specialised, factual and theoretical knowledge in an area of work or study, and awareness of limits to such knowledge	SKILLS AT EQF LEVEL 5 (In order to train at maximum EQF level 5) Extensive range of cognitive Skills and activities needed to devise crea-	COMPETENCE (responsibility and self-sufficiency) AT EQF LEVEL 5 (to train at maximum EQF level 5) Administer and supervise in the context of professional activities or studies where unpredictable changes may occur. Revise and develop both own performance and that of others.
Conception and organization of training activity TO: Set up situations appropriate to the vocational training and to the variety of people in the specific context of the sandwich course.	1.1. Map out a sandwich course to implement training and courses appropriate for the level, experience and needs of apprentices and trainees.	<ul style="list-style-type: none"> x Energy and environmental issues. x Training reference material and training programme. x The terminology used, definition, roles and players. x The different types of sandwich course. x The concept of an interactive sandwich course. x Different approaches to apprenticeship and theories of apprenticeship. 	<ul style="list-style-type: none"> x Analyse the working condition in the company. x Make a list of the apprentices' activities in the company. x Master the content of the subjects. x Utilise the sources of reference or programmes. x Determine what role should be played, what tasks carried out in a given trade in respect of the given level of professional qualification. x Pinpoint the Skills utilised in the company and those which need to be developed at the apprentice training centre (CFA), including Skills in the areas of health and safety at work as well as sustainable development. x Transform activities into Skills. x Define the aims of a period of training. x Devise a training course. x Carry out a training programme x Complete a time-line (linking between two or more disciplines). 	Learn about and analyse working situations in order to road map a strategy for a sandwich course in liaison with the company and working with the team of instructors. Road map interdisciplinary and workable strategies adapted for a sandwich course. <ul style="list-style-type: none"> x Identify what trainees on sandwich courses are doing in given companies and follow their development. x Create and use documents for the purpose of collecting information in the companies. x Take and use documents, programmes and reference sources made available. x Participate in the shaping and elaboration as well as the planning of the contents of the sandwich course, with due regard to the professional skills aimed at in the training reference material. x Create sandwich course documents and training guides for vocational training that has been provided. x Decide on and up-date the periods of alternation between practical and theoretical training as part of a sandwich course strategy.
	1.2 Plan a variety of teaching stages and sessions based on the vocational training situations. Produce vocational training and appraisal aids adapted appropriately, especially exam and testing material. Prepare and update tools necessary for interacting with the company.	<ul style="list-style-type: none"> x The inductive approach. x Prevention of risks and hazards related to professional activity. x The risk factor. x Prerequisites for the prevention of professional risks and hazards. x Provisions to protect health and safety at work. x Professional stage. x Project management. x Different tools for liaising with the company and their functions. x Analysis of the methods and practice of professional teaching and instruction. 	<ul style="list-style-type: none"> x Road map the stages of apprenticeship suitable for a sandwich training course, utilising the appropriate specific aids. x Structure the training to create a series of different stages. x Put forward coherent proposals relating to apprenticeship conditions. x Decide on an issue appropriate to a given aim in view. x Integrate the information collected in the course of making evaluations into the planning of training stages, x Choose an appraisal module adapted to a context of training and apprenticeship. x Create appraisal aids appropriate to the appraisal context and for the aims in view. x Create lists with a descriptive and sequential structure. x Create aids suitable documentation for conducting sessions. x Integrate health and safety at work into apprenticeship activities, as well as sustainable development. x Make a record of what took place in the course of a session. x Write out summary records (a summary of what those learning are expected to learn and remember). x Draft subjects for examinations. 	Develop learning a variety of learning tools specially adapted towards the training and assessment of the skills of apprentices. <ul style="list-style-type: none"> x Devise the tools of evaluation and evaluation procedures, the assessment of apprentices to plan out a personalised training process and adapt training strategies accordingly. x Introduce a training syllabus for one-discipline and inter-disciplinary training in synergy with all the learning teams together. x Introduce learning units which combine the personalisation of the process with the development of the effective ability of the apprentice to act independently. x Devise and use tools for communicating with the company. x Devise an assessment system either in the form of final exams or in the form of ongoing monitoring throughout the course. x Participate in meetings and carry out work towards the preparation and structuring of exams (subject matter, correction, jury panels, preparation and invigilation). x Systematically highlight and promote the principles, concepts and rules linked to standards of hygiene and the safety and protection of the individual. x Include the teaching of sustainable development in the training, in its social, technical and economic aspects.
	1.3. Take part in own professional development.		<ul style="list-style-type: none"> x Decide on the material and educational needs relevant to the aims of the training. x Assess the appropriateness of each step taken. 	Find and learn new content, methods and techniques concerned with training course development <ul style="list-style-type: none"> x Participate in educational research and be constantly aware of the

			<ul style="list-style-type: none"> x Pin point own training needs and up-date subject content. 	<ul style="list-style-type: none"> need to up-date professional and educational knowledge. x Contribute to the outlining of an ongoing training plan.
	1.4. Take part in the life of the establishment and play an active role in relations with management and with trainers.		<ul style="list-style-type: none"> x Implement educational projects. x Integrate into a team and team projects. x Lead projects from conception to evaluation. 	<p>Create means of communication which are not complex and which are adapted to the variety of persons involved in professional training</p> <ul style="list-style-type: none"> x Participate at the reception of apprenticeship managers and tutors, in their training and in providing them with information.
<p>Implementation of teaching activity.</p> <p>2. TO: Ensure that a qualification is obtained.</p>	2.1 In charge of the development of apprentices and trainees in respect of professional development and at diverse locations.	<ul style="list-style-type: none"> x The group dynamic. x Specific aspects of adolescence. x Learning troubles x Motivation techniques. x Professional practices analysis. x Risk approach x Analysis tools such as 5M in French or 5W in English or Ichikawa in Japanese, or Who, What, Where, How, When, Why, How much x Types of evaluation x Educational differentiation and its techniques x Supervision in the course of the vocational training 	<ul style="list-style-type: none"> x Lay out working procedures for a group of apprentices in the context of professional training. x Take advantage of communication aids when communicating with those involved in the training. x Use group moderating methods to promote interaction. x Regulate interaction and anticipate conflict. x Assist apprentices in analysing a working scenario. x Put in place a functional analysis procedure. x Master a risk-based approach. x Master the process of reflexive analysis. x Conduct final summing-up sessions (debriefing). x Organize a learning environment in such a way that the apprentice is able to grasp and learn the training content. x Use the technical means and materials available. x Be involved in the selection of equipment and materials, ordered on the basis of their effectiveness and efficiency. 	<p>Work in favour of an educational approach which takes into account the diversity of the participants</p> <ul style="list-style-type: none"> x Run training courses with face-to-face teaching. x Create situations in the group favourable to the acquisition of knowledge and skills appropriate to the apprentices' level. x Ensure that people and property are duly respected. x Organize different places for the apprentices to work in such a way as to make full use of available tools and material. x Supervise the supply of equipment and materials.
	2.2 Introduce training approach best suited to vocational training recruits.		<ul style="list-style-type: none"> x Introduce the different stages of an inductive approach. x Determine learning strategies for apprentices or trainees. x Manage a variety of different training plans. x Set up the participatory procedure. x Implement aspects of a differential learning approach. x Apply the training's centre's internal procedures. x Include health and safety at work and sustainable development when conducting sessions. x Have a ready ear for the apprentices and respond to their needs and expectations. 	<p>Implement educational methods adapted to the public.</p> <ul style="list-style-type: none"> x Implement the principles of active training within the framework of the sandwich course, prioritising an inductive approach. x Be aware of the heterogeneity of apprentices and trainees and do everything to help them to complete their vocational training successfully. x In the context of the global mission of education, ensure that social norms are observed as well as those of hygiene and safety standards on training centre premises.
	2.3 Assess the effect of training and level of competence obtained by trainees.		<ul style="list-style-type: none"> x Integrate information in the training collected by the use of communication support tools. x Ensure that a regular and precise monitoring of the apprentice's development is maintained throughout the training. x Adapt a sandwich course strategy. x Propose corrective measures and enhancement measures. x Assess achievement by introducing learning evaluation tools. 	<p>Evaluate achievement and regulate individual training periods.</p> <ul style="list-style-type: none"> x Develop ongoing relations with internship supervisors and tutors, notably in the course of company visits. x Use communication support tools adapted to ensure the coherence and updating of a sandwich course approach and the monitoring of apprentices and trainees.
			<ul style="list-style-type: none"> x Make evaluations which comply with exam regulations. x Integrate the results of the evaluations in the vocational training process. x Create documentation to enable to implementation of practical situ- 	<ul style="list-style-type: none"> x Participate in seminar meetings and meetings for educational and professional cooperation. x Ensure that the work carried out by apprentices and trainees is properly assessed. x Participate in the organization and the implementation of a continuous

			<p>ations for assessment.</p> <ul style="list-style-type: none"> x Organise and conduct practical situations for assessment. 	<p>training assessment (CCF) and punctually held exams.</p>
<p>3. Management of teaching resources TO : Ensure that resources adapted to given needs and vocational training are available</p>	<p>3.1 Research and organize teaching resources with a view to vocational training instruction. Put resources thereby created at the disposal of apprentices; revise and renew such work on a regular basis.</p>	<ul style="list-style-type: none"> x The rules of living together, hygiene and safety x Information and Communication technology and educational software 	<ul style="list-style-type: none"> x Take advantage of information tools. x Create an educational resource fund. x Observe rules of hygiene and safety and ensure they are observed by others. x See to it that tools and equipment function properly and are properly maintained. 	<p>Master information tools useful in conveying and exercising the vocation</p> <ul style="list-style-type: none"> x Contribute to the elaboration of an up-dated resource bank available at the training centre. x Assist in the pooling of tools and experiences for the entire CCP-BTP network (organization responsible for co-ordinating apprenticeship in the construction industry). <p>Choose, implement and administer educational resources, tools, material and equipment.</p> <ul style="list-style-type: none"> x Make working material, tools and materials in respect of procedures (safety and security, management information systems) available to trainees and take part in stock-taking. x Pay attention to the availability of premises, equipment and facilities used along with their safety and security. Be involved in ensuring their upkeep and replacement.
<p>4.Reception and support of apprentices and trainees To: ensure the reception, support and success of the individual course development and contribution to the socio-professional integration of young people.</p>	<p>4.1 Be a major player in educational support, with activity conforming to the definition given in the Labour Code: an apprenticeship is a form of education.</p>	<ul style="list-style-type: none"> x Training establishments and vocational training x The sandwich course system x Functions and responsibilities of those involved internally in the sandwich course x The Global Educational Project (socio-educational relations). x Organize work meetings and gatherings x Positioning x Evaluation formative 	<ul style="list-style-type: none"> x Hold dialogues with those involved in vocational training. x Participate in teaching seminars and promote meetings among persons involved in teaching or organizing for the course. x Take part in the elaboration of the global educational project. x Participate in all aspects of the global educational project in the capacity of course trainer. x Put forward professional development projects to trainees and to apprentices. x Establish a constructive relationship. x Conduct an interview. x Create inter-relational situations to help apprentices to learn both to listen and to speak effectively. x Identify possible intermediaries to help apprentices in difficulty. x Introduce assessment tools. x Devise and implement formative assessments. x Identify difficulties which apprentices have and their possible causes x Propose practicable remedial courses of action. x Ensure the respect and integrity of each person. x Adhere to the internal operational procedure practiced in the training centre. 	<p>Put a system of communication in place which is favourable to good listening and to mediation</p> <ul style="list-style-type: none"> x Participate in induction procedure for apprentices and trainees x Work in liaison with socio-educational instructors x Take part in helping apprentices and trainees in their choice of profession and the direction their vocational training should take x Participate in employment recruitment schemes <p>Establish basis of a constructive communications policy</p> <ul style="list-style-type: none"> x Take part in the professional and education support of apprentices and trainees. x Assume a mediation role between apprentice, internship supervisor and any other person or persons involved in the apprentice's learning process. x Identify the apprentices and trainees who are in need of specific monitoring and guide them towards the right person to talk to. x Monitor the consistency and levels of attention of the apprentices and trainees and ensure that company rules and regulations are observed.

<p>5. Information and communication approach towards persons not involved with a training centre for professions to do with the construction industry or public works (CFA-BTP)</p>	<p>5.1 Maintain permanent relations with the apprentices' internship supervisors or tutors and company managers in the construction industry (BTP).</p>	<ul style="list-style-type: none"> x The professional and institutional environment and the regulatory framework for apprenticeship in the construction industry (BTP) x Financial resources available for apprenticeship x Those involved in the apprenticeship course: roles, responsibilities, interactions x Visiting the company: equipment and tools, procedures, functions, responsibility x Conducting an interview x Debriefing review (Vermersch technique) x Apprenticeship contract x Sandwich course teaching and instruction: allocation of roles and responsibilities x The professional branch, the National Committee of Co-ordination and Apprenticeship in the Construction Industry (CCCA-BTP) and the construction industry network x Parity in representation and local joint associations 	<ul style="list-style-type: none"> x Help in the preparation of documents relevant to the companies which are taking on the apprentices. x Carry out and take advantage of educational visits in the company. x Report on each visit and communicate with those directly and indirectly involved on behalf of the senior management of the training centre (CFA). x Update the aids and tools for sandwich courses following dialogues with the company concerned. x Communicate in public. x Utilise tools of multimedia communication. x Play an active role in national seminars. x Participate in forums and other professional meetings. x Take part in in-house training initiatives that fall within the trainer's professional domain. 	<p>Communicate with the companies and the internship supervisors</p> <ul style="list-style-type: none"> x Maintain good contact with internship supervisors so as to ensure the cohesion of the sandwich course and to adapt the materials and procedures to the needs of the apprentices and trainees, thereby improving overall efficiency. <p>Communicate in a diversity of situations and maintain professional relations</p> <ul style="list-style-type: none"> x Contribute to communication measures and the transfer of information aimed at a public of adults and young people, families and businesses as well as career choice advisors. x Contribute to vocational training promotion in a career in the construction industry (BTP) and to the vocational institution itself, notably by taking part in the work involved in conducting all the internal and external events organized by the institution.
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2.2. Romanian JOB DESCRIPTION OF Assembling gypsum board walls and ceilings (TIDS) IN TERMS OF KNOWLEDGE, SKILLS AND COMPETENCES - Romanian Qualification Standard no 713406/2004

	KNOWLEDGE	SKILLS	COMPETENCE
FUNDAMENTAL COMPETENCIES	1. Identify tasks within team.	1.1. Tasks are identified according to the information from authorized sources. 1.2. Individual tasks are identified /established accordingly to the team task and directions from the supervisor. 1.3. Activity parameters are expressed clearly and timely.	1. Working in a team
	2. Work for fulfilment team duties.	2.1. Team tasks are met at parameters imposed by all team members. 2.2. Team tasks are solved by involving all members. 2.3. Team work is carried out with respect of rights and opinions of the others team members. 2.4. Working rules and time deadlines are respected in conformity to roles and responsibilities of team members.	
	1. Identify the tasks to be performed.	1.1. Tasks are correctly identified. 1.2. Work stages are correctly identified with respect of complexity of the work to be executed. 1.3. Tasks are carefully identified accordingly to their importance. 1.4. Clarification of any disagreement on tasks, procedures, instructions is done appealing to competent people.	2. Identify and planning the tasks
	2. Compiles the program scheduling for tasks to be performed.	2.1. Program work is set correctly corresponding to work stages. 2.2. Program work is completed with responsibility, so that it fits in imposed deadlines. 2.3. Program work is carefully prepared so must be aware of any situations contingencies that may occur. 2.4. Planning own work will take into account existing planning in all working sectors. 2.5. Program is carefully prepared, taking into consideration priority issues.	
	3. Verify and review program.	3.1. The program is carefully checked so to ensure compliance with the aims. 3.2. The program is reviewed in stages, taking into account the situations occurred during the learning. 3.3. Revised deadlines are correlated with all implemented phases.	
	1. Transmits and receives information.	1.1. Identify and use proper sources information. 1.2. Information about tasks, work processes, events are selected and analysed. 1.3. Prove ability to adapt and communicate, depending on the situation and relations with the interlocutor. 1.4. Choose proper communication technique. 1.5. Submitted information are accurate, concise, operative and written in technical language. 1.6. Obtaining additional information is achieved by appropriate and logical questions.	3. Interactive communication at workplace

	2. Take part at group discussions on professional topics in order to achieve the expected work results.	2.1. Resolution of professional issues is made on the basis of discussions accepted by all group members. 2.2. Communications related to work tasks use the domain terminology. 2.3. Contributions at work process are constructive. 2.4. Group discussions must respect the right of other participants to an opinion.	
	1. Apply the four basic operations with integers.	1.1. Use of simple calculations: addition, subtraction, multiplication, and division. 1.2. Calculation results are always checked.	4. Carry out simple mathematical calculations
	2. Perform simple calculations with fractions ordinary and decimals.	2.1. Use simple calculations with fractions using the four basic arithmetic operations. 2.2. Correctly transform ordinary fractions in decimal fractions.	
	3. Fundamental measurement units.	3.1. Correctly calculations to find area, perimeter, weight, volume, projected area. 3.2. Correctly made operations with measurement units.	

	KNOWLEDGE	SKILLS	COMPETENCE
JOB GENERAL COMPETENCIES	1. Identify safety and security rules.	1.1. Know the law for safety at work. 1.2. Identify symbols and / or signs for safety and security. 1.3. Identify and use of protective equipment and tools.	5. Application of safety and security normative
	2. Apply safety rules.	2.1. Safety rules are learned and implemented in accordance with the specific workplace. 2.2. Safety procedures are learned by attending regular training. 2.3. Protection equipment is complete. 2.4. Protection equipment is maintained in accordance with the job procedure. 2.5. First aid methods are correctly learned.	
	3. Apply security rules.	3.1. Security rules are learned and implemented in accordance with the specific workplace. 3.2. Security rules are acquired through participation in regular briefings and practical applications.	
	4. Workers must report dangers that occur at the workplace.	4.1. Potential dangers are identified quickly and are reported promptly to the authorized personnel under specific procedures at the workplace. 4.2. Technical condition of protective equipment and extinguishing fire are checked periodically in accordance with specific rules and is reported to official persons.	
	5. Apply the emergency and evacuation procedures.	5.1. An accident is signalled by contacting quickly the services of authorized persons, according to the specific procedures. 5.2. First aid is provided quickly and correctly according to the type of accident. 5.3. Emergency measures and evacuation are applied quickly with calm, respecting the specific procedures at workplace. 5.4. Protection equipment is used for intervention.	
	1. Identify basic materials.	1.1. Materials are correctly identified depending on the type of work to be executed. 1.2. Identify materials that are not correspond to the technically specification.	6. Establishment of the necessary materials used in assembly of dry-walls and ceilings
	2. Prepare necessary materials.	2.1. Choosing materials is made taking into account the quality of materials and work complexity. 2.2. Establishing necessary materials are done depending on the type of work. 2.3. Materials quantity is determined by correct calculations based on project. 2.4. Calculated quantity of material is checked rigorously. 2.5. Materials quantity corresponds to the quality of work to be executed.	
	1. Identify rules for technical execution & quality control.	1.1. Rules for technical execution and quality control are identified according to the specific work. 1.2. Procedures for specific quality assurance are identified for each type of coating.	7. Applying technical procedures for a

	2. Check the results of activities.	2.1. Carefully compare the results with design requirements and where needed, propose remedial actions. 2.2. Quality deficiencies and their causes are fully and promptly reported.	implementation and for quality control
	3. Fix deficiencies.	3.1. Remediate faults promptly and responsibly. 3.2. Carefully check the quality with professionalism.	
	4. Assume responsibility for quality of work performed.	4.1. Works correspond to a high quality and technical documentation. 4.2. Eliminate defects and decrease their influence is constant in any activity.	

	KNOWLEDGE	SKILLS	COMPETENCE
JOB SPECIFIC COMPETENCIES	1. Identify the technical details and technological process.	1.1. The method for dry-wall installing is identified in detail, using construction documentation. 1.2. Influence of process parameters on result is clearly established by closely consulting of technology. 1.3. Working equipment used is checked in terms of functional and constructive objectives. 1.4. Technical parameters for correct execution are identified.	8. Determination of steps for technological process
	2. Check and adjust technological parameters to specific conditions on the working-site.	2.1. The degree of deterioration of the walls and ceilings is checked with discernment, in order to realize corresponding metal structure. 2.2. Flatness of structure walls is carefully checked, together with the team. 2.3. Grip metal or wood structure is thoroughly checked. 2.4. Check how to grip the steel or timber structure in accordance with the working procedure, together with the team.	
	1. Identify the working process details.	1.1. Constructive and functional characteristics of working area, their development order, technical conditions for execution and quality control of work are correctly identified together with all necessary details. 1.2. Instructions, working arrangements, specifications from technical execution documentation shall be established and, if necessary, clarified.	9. Preparation of assembly operations
	2. Verify equipment functionality.	2.1. Functionality and integrity of equipment is checked rigorous and responsible. 2.2. Non-conformities found in working equipment are resolved accordingly with the work procedures. 2.3. Non-conformities are communicated to the hierarchical superior.	
	3. Receives needed materials.	3.1. The necessary material is provided appropriate with the technical documentation. 3.2. The quality of materials received is verified in accordance with quality certificates. 3.3. The shape and dimensions of the plates and profiles are checked using instruments in order to detect any manufacturing defects. 3.4. Joints between plates are carefully examined and, if necessary, defects are remedied. 3.3. Non-conformities found are resolved with all the team.	
	1. Execute walls subdivisions.	1.1. Drawing bookmark point is done corresponding with working procedures. 1.2. Fixing the supporting structure is made in accordance with the required coating type. 1.3. Installing electrical, heating, plumbing, air conditioning is done correctly, in the steps mentioned in the technological process, using appropriate tools. 1.4. Installing of doors / windows is done in the positions indicated by conceptual design, respecting thermal and sound insulation specifications. 1.5. Installing is done with respect of deadlines. 1.6. Provisional attachment of plasterboard plates on structure is performed according to the procedure.	10. Installing the dry-walls
	2. Installing plasterboards on	2.1. Drawing wall structure is made using appropriate tools, with all team. 2.2. Positioning and securing of metal or wood structure is made corresponding with the working type.	

	metal or wood structure.	2.3. Fixing of other installations is done before fixing the plates to the structure, using each installation specific tools. 2.4. Thermal and acoustic isolations are mounted in free space, at the time specified in the documentation and after carry out all necessary checks. 2.5. Plasterboard fixing to the structure is achieved respecting timed work sheets provided in technology.	
	3. Installing plasterboards with adhesive materials.	3.1. The wall following to be board is checked for flatness, verticality and geometry axes. 3.2. Drawing walls is done according to working procedure together with the team, using specific tools. 3.3. Fixing boards is achieved with plating adhesive/dry plaster, respecting the placement of adhesive on wall and board.	
	4. Check dry-wall installation.	4.1. The finished wall is checked in terms of rigidity, flatness, verticality and geometry axes. 4.2 Flatness and verticality are checked in relation to the tasks' documentation, tacking into consideration the prescribed limits for deviations.	

	1. Installing plasterboards on metal or wood structure.	1.1. Drawing ceiling structure is made using appropriate tools, with all team. 1.2. Positioning and securing of metal or wood structure is made corresponding with the ceiling type. 1.3. Thermal and acoustic isolation is done carefully over the surface of ceilings, before fixing the plates to the structure. 1.4. Plasterboard fixing to the structure is fully realized after checking electrical / ventilation plants. 1.5. Plasterboard fixing to the structure is achieved respecting timed work sheets provided in technology.	11. Installation of suspended ceiling systems
	2. Installing coffered mineral ceiling.	2.1. Installing specific ceiling profiles is achieved by correct setting on the wall contour and by clipping profiles together. 2.2. Installing mineral plates is achieved by placing them in the correct boxes in the structure.	
	3. Installing aluminium ceiling profiles.	3.1 Cross intermediate structure is made with attention, using special tools to allow further profile clipping. 3.2. Ceiling is done by correct clipping of aluminium profiles on the cross intermediate structure. 3.3. Heads of profiles is fixed on the ceiling perimeter, using contour fasteners.	
	4. Work checking.	4.1. Rigidity of steel structure is checked in relation to the requirements of technology. 4.2. The finished ceiling is checked in terms of rigidity, flatness, verticality and geometry axes.	
	1. Finish the joints.	1.1. Polishing the plate's joints is performed correctly, completely and with appropriate tools. 1.2. Application of fastener tape is carefully made before finishing the joints. 1.3. Fastener tape is correctly applied in order to offer resistance for filling material. 1.4. Finishing the joint with primer is done with attention and with proper removal of excess material. 1.5. Finishing the joint is made according to procedure, in order to achieve flatness of the two plates.	12. Finishing joints
	2. Checking finishing joints.	2.1. Visual aspect of joints is rigorously checked. 2.2. The edges are visual/level verified for smooth, eliminating the possibility of deviations from flatness. 2.3. Non-conformities are rectified.	

**JOB DESCRIPTION OF TRAINER IN TERMS OF KNOWLEDGE, SKILLS AND COMPETENCES to train to a maximum EQF level 5
- Romanian Qualification Standard no 241205/2007**

	KNOWLEDGE	SKILLS	COMPETENCE
JOB SPECIFIC COMPETENCIES Training professional staff	1. Define training objectives	1.1. The objectives are relevant for knowledge and skills and will be compliant to basic requirements of the occupation. 1.2. The operational objectives are formulated in terms of learning results – what the trainees will be able to make at the end of the training. 1.3. The operational objectives are appropriate to the trainees' individual characteristics. 1.4. The operational objectives are appropriate to the needs of trainer.	1. Preparing the training
	2. Design activities for training	2.1. Training activities are defined according with set of operational objectives. 2.2. Training activities are adapted to individual characteristics of trainees. 2.3. Training activities are defined according to training group size. 2.4. Training activities are defined according to resources available to the training provider. 2.5. Learning contents are appropriate with learning targets. 2.6. Learning activities are organized from simple to complex in order to ensure objectives achievement.	
	3. Building learning situations	3.1. Designed learning situations, materials and expected equipment are suitable for targeted objectives and skills. 3.2. Assessment methods and tools match with provided learning situations set. 3.3. Assessment methods and tools meet the needs of the target group. 3.4. Training barriers - related to training conditions or to participants - are identified, assessed and their effect must be diminished.	
	4. Organizing training activities.	4.1. Training conditions are provided with the respect of legislation and training program. 4.2. Training conditions are suitable to the individual characteristics of participants. 4.3. Equipment and necessary materials are available when it is expected to be used in the training process. 4.4. Visual materials used are visible and attractive. 4.5. Resources and training materials are accessible to the trainees.	
	5. Organize the training space.	5.1. Venue of each training activities is selected and organized according to the objectives and competences to be achieved. 5.2. The arrangement of the workspace facilitates the communication between the trainees and between them and trainer. 5.3. Training area is clearly distinguished from the location for breaks and relaxation. 5.4. Participants have access to training facilities: bathroom, restroom, seating areas. 5.5. Equipment and materials required for each training activity are available from the beginning throughout the training program.	

		5.6. Equipment is checked before starting activity.	
	6. Prepare training and auxiliary materials.	6.1. The course is adapted to the needs and characteristics of target group. 6.2. The information contained in course and auxiliary materials is modern and sufficient to achieve proposed training objectives. 6.3. Course content and auxiliary material support is relevant to the objectives and target skills.	

	KNOWLEDGE	SKILLS	COMPETENCE
JOB SPECIFIC COMPETENCIES Training professional staff	1. Inform participants about training activities.	1.1. Participants are informed about the training program and daily / weekly activities. 1.2. Participants are informed about training objectives and assessment methods. 1.3. Participants are informed about training learning spaces and available facilities. 1.4. Participants are taught on training specific conditions about health and safety (SSM) and fire prevention and firefighting.	2 Preparing training activities
	2. Trainees motivation.	2.1. Specific work tasks are adapted to the specific individual trainees. 2.2. The tasks are clearly formulated. 2.3. Trainer behaviour is adapted to the individual and to the group characteristics of trainees. 2.4. Trainer's eye contact with participants is maintained throughout training activities. 2.5. Trainees are encouraged to have initiative and to express open views, dilemmas and emotional states. 2.6. Personal experience of participants is used in training process. 2.7. It is encouraged self-assessment. 2.8. Special attention is given to participants need and special learning difficulties.	
	3. Facilitating learning activities.	3.1. Dress trainer is suitable for learning situations. 3.2. Agreed work program is followed, except the cases of force majeure. 3.3. Individuals units or groups are formed in accordance with the law. 3.4. Participants are encouraged to have a pro-active attitude. 3.5. Methods, techniques and training procedures used are suitable for conducting concrete training program. 3.6. Methods, techniques and training procedures are effectively adapted to the individual characteristics of trainees. 3.7. The trainer shall offer opportunities for all participants to practice the skills and applied acquired knowledge. 3.8. Physical safety of trainees, security standards and occupational health and PSI are respected during the training.	
	4. Conflict resolution.	4.1. Conflicts between participants are identified and resolved promptly, following the principle of mutual gain. 4.2. Conflict resolution is made taking into account the characteristics of the individuals involved. 4.3. Where appropriate, the trainer asks help for conflict resolution, from other persons or institutions.	
	5. Provide feedback for trainees.	5.1. Behaviours that indicate goals achievement are identified and recorded. 5.2. Information about the objectives and skills target is offered permanent to the trainees. 5.3. The performances of trainees indicating achieving the targets are communicated to them. 5.4. Participants are involved in offering constructive feedback for colleagues. 5.5. The teacher applies methods and assessment tools which are discussed with the trainees. 5.6. Feed-back offered during training is associated with positive incentives and direct critics are avoided. 5.7. Feed-back at the end of the course is associated with recommendations for further development.	

	KNOWLEDGE	SKILLS	COMPETENCE
JOB SPECIFIC COMPETENCIES Training professional staff	1. Application of assessment tools.	1.1. Assessment of trainees is achieved with the methods and tools recommended in the training program. 1.2. Essential behaviours indicating objectives achievement are identified in the trainees' behaviour. 1.3. Participants are informed about assessment methods at the beginning of each test. 1.4. Assistance on the use of evaluation instruments is given to participants, throughout evaluation test. 1.5. Participants are informed about evaluation samples used during and at the end of the training program. 1.6. Samples of evaluation are applied taking into account the general principles of assessment. 1.7. Samples of evaluation are applied taking into account the individual characteristics of participants. 1.8. Participants receive feedback from the trainer about evaluation results in concordance with training objectives. 1.9. The trainer develops and applies formative assessment tools that are discussed / negotiated with the trainees.	3. Evaluation of trainees
	2. Organizing assessment sessions.	2.1. Evaluation sessions are organized in accordance with the law. 2.2. Evaluation sessions are organized in accordance with the trainer's institution policies. 2.3. Assessment instruments used are pre-tested . 2.4. Assessment tools used are tailored to participants with special needs.	
	3. Record evaluation results and elaborate the program report.	3.1. Registration of evaluation results is made in the agreed format with respect of legal statements. 3.2. Assessment records are completed in accordance with applicable laws. 3.3. The evaluation report has the legal format and content under and it is consistent with training provider requirements. 3.4. The evaluation report is consistent with policies and requirements of the training provider.	
	1. Encourage personal reflection and self-training.	1.1. Trainees are given systematically occasions and situations in order to demonstrate their practical experience. 1.2. Critical reflection of participants over courses and personal opinions are encouraged. 1.3. Trainees have opportunity to express their autonomy, through study and practice individual or self-led group. 1.4. Domain language development is encouraged. 1.5. Methods and techniques of persuasive communication are mainly used.	4. Special methods and techniques for formation
	2. Promoting learning through group dynamics.	2.1. Teamwork and self-organizing team are encouraged. 2.2. The methods used in a group must be appropriate to objectives and content of training. 2.3. The trainer encourages and supports group with students that have learning or practical difficulties. 2.4. People with special needs are integrated into groups / work teams. 2.5. Participants with experience above average knowledge level of the group are used as training resources.	
	3. Teamwork with other trainers and resource persons.	3.1. Programs and training sessions are designed, where appropriate, jointly with other trainers. 3.2. The role of the trainer is changed if is needed, in the co-trainer / co-facilitator training. 3.3. Different stages of training process are given to co-trainers according to their skills and performances. 3.4. The trainer provides consultancy for defining the training needs, develop training programs, assessment the training. 3.5. The trainer provides information about the documents for certification after pursuing a training programs.	
	4. Flexible approach of	4.1. Training procedures are sufficiently varied to meet the needs / expectations of individual or group of trainees. 4.2. Unexpected situations and occurring conflicts are used in formative purposes.	

	training situations.	4.3. Elements of the work program are negotiated with trainees for optimization purposes. 4.4. Non-formal and formal learning and trying and error based learning. 4.5. Formative assessment results are used to improve training process.	
	5. Develop transversal competences.	5.1. The trainer follows language rules (correct expression, consistent). 5.2. Trainees are supported in domain vocabulary acquisition. 5.3. Trainees are supported for orientation in the labour market and society. 5.4. Participants are encouraged to use different media and communication methods. 5.5. Teamwork is encouraged. 5.6. Trainees and training candidates receive, upon request, conciliation for further professional development.	

	KNOWLEDGE	SKILLS	COMPETENCE
<i>Optional</i> Training program management	1. Identifying organizational needs.	Training needs and demand for training are identified by the training expert through various methods and specific instruments. At the same time, training programs should be promoted in the market of training programs, in order to inform and attract possible clients and beneficiaries.	5. Marketing training
	2. Promoting training program.		
	1. Establishing training objectives.	Training expert is involved in designing of training programs starting from objectives. Training programs have goals and benchmarks to be developed starting from qualification standards and existing training programs. Beginning from these goals and objectives, programs are broken down into sub-modules.	6. Project training programs
	2. Resource identification.		
	3. Designing training materials.		
	4. Establish strategy and building program formation		
	1. Training program negotiation.	Before implementing the training program, it is necessary that all conditions - logistics and intellectual - to be provided, including, where necessary, facilities for transportation, meals and accommodation for trainees or trainers. In addition, the program as a whole will be negotiated, where needed, with representatives of the employer or training provider. At the same time, must be obtained in advance all legal authorizations required for carrying out training.	7. Organizing programs and internships
	2. Training units' development.		
	3. Supplementary facilitation assurance.		
	1. Evaluation methods	The evaluation covers the entire training program, but also the trainer. Depending on the evaluation results, program	8. Evaluation, review

	development.	will be reviewed, optimized and adapted to the needs and the demand for training.	and quality assurance for training programs
	2. Efficiency evaluation.		
	3. Training program review.		
	4. Following the criteria for quality assurance.		

3. CERTIVET PROFESSIONAL COMPETENCE STANDARD

The vocational education and training trainer in the construction sector

(The VET trainer in the construction sector)

1. Position of a profession in classifications

International Standard Classification of Education ISCED 2011:

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

International Standard Classification of Occupations (ISCO-08)

- group 2424 Training and staff development professionals

European Qualifications Framework

- level 5

2. Description of a profession

2.1. Synthesis of a profession

The vocational education and training trainer in the construction sector participates in designing, organising, performing and ensuring the quality of a training process and awarding qualifications within the non-formal education and on-the-job learning.

2.2. Description of a job and the ways of doing it, areas of occupation occurrence

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

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

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

In its teaching activity, the vocational education and training trainer in the construction sector shall apply the principles related to teaching youth and adults, according to an age-group. It knows and applies the teaching and learning strategies, activating and practical teaching and learning methods, as well as the pedagogical evaluation procedures and tools. While creating a curricular offer, it uses the methods and tools of the training need analysis and the descriptions of qualification and competence

requirements for the construction sector professions. It is also an active promoter of vocational training combined with the acquisition of new or extension of held competence and qualifications.

The trainer performs activities on real worksites in a building company, as well as in laboratories, workshops and in vocational training centres. In the framework of conducting of his professional practice, VET trainer should develop contacts with companies and should use the information gathered in workplaces to pedagogical activities determined in a vocational school or vocational training centre. He should also be accompanied by other trainers working in companies in the performance of their specific educational tasks.

Besides the development of the technical and technological competence, VET trainer should adapt the educational activities to the variety and individual needs of students, apprentices or trainees. His duty is to help learners to assimilate the learning outcomes not only to the moment of validation and certification, but also by the time they reach professional and social integration in the workplace. Moreover, the VET trainer should improve vocational vocabulary related to the area of professional activity, according to the context of the work and the situation in the workplace, as well as with the level of knowledge and abilities of students, apprentices or trainees.

Furthermore, the VET trainer of VET pursuing apprenticeships should take into account the specificities of businesses resulting from their organization, size, business profile, degree of specialization and the market in which they operate. The conditions of teaching and learning should arise from two important perspectives: the diversity of learners and the diversity of professional situations in companies.

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

2. Education and entitlements necessary to start work in a profession

The vocational education and training trainer in the construction sector is a theoretically prepared and practically experienced expert in the construction profession and specialisation, in which it conducts classes. Its knowledge, skills, social competence and professional experience are adequate for the problems of conducted classes and they should be properly documented. Minimal education and qualifications shall be ensured by a diploma and title of a technician or foreman in the construction sector profession (level 4 and 5 of the European Qualifications Framework). In addition, the construction sector trainer should have at least 10-year professional experience, including not less than five years in a specialisation under which it conducts classes. In the event of higher education in the field of major in construction (level 6 and 7 of the European Qualifications Framework), mandatory professional experience in the construction sector should come to at least five years. Minimal teaching entitlements in the formal system should be ensured by the completion of a qualifying course within the scope of teacher credentials and teaching practice related to it. In the non-formal system this requirement is not mandatory yet desired due to the welfare of students and learners.

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

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

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

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.

Recognition of qualifications or validation of competence of the vocational education and training trainer in the construction sector takes place on the basis of the results of the proceedings of a board appointed by the community of organisations representing the construction sector, vocational education, as well as social and economic environment. The validation and certification process may be based on the solutions adopted in the National Qualifications System or other sectoral and environmental solutions developed e.g. based on the ISO/IEC 17024:2012 standard *Conformity assessment – General requirements for bodies operating certification of persons*.

4. Professional activities

- A1. Identification and analysis of training needs of the construction sector employees.
- A2. Cooperation with domain experts and other specialists within the scope of the organisation of training services for the construction sector.
- A3. Designing of the training program for a specific area of the construction sector.
- A4. Development of a didactic framework to implement a specific training program for the construction sector employees.
- A5. Organisation of the teaching and learning environment, including premises and didactic stands together with equipment, in accordance with the rules of occupational health and safety, environmental protection and fire safety in the construction sector.
- A6. Implementation of a training program with use of activating methods and practical teaching, relevant for the construction sector.
- A7. Provision of individual activities on a worksite in the construction sector, with use of methods of monitoring, tutoring, coaching and career counselling.
- A8. Verification of the achievement of learning outcomes concerning participants of the training organised for the needs of the construction sector with use of methods of didactic measurement.
- A9. Documentation of the training process in accordance with the procedures valid in a centre rendering educational services for the construction sector.
- A10. Participation in the process of validation, certification and internal quality assurance in the area of awarding qualifications for the needs of the construction sector.

- A11. Training evaluation and improvement of one's own competence, skills and tools in the area of a methodical work of the vocational education and training trainer in the construction sector.
- A12. Promotion and dissemination of training offers and principles of awarding qualifications in the construction sector.

5. List of fields of professional activities

Planning and designing vocational training and other forms of improving competence of the construction sector employees.

- F1. Planning and designing vocational training and other forms of improving competence of the construction sector employees.
- F2. Organisation and provision of teaching activities and consultation related to the training offer in a given construction area.
- F3. Promotion and provision of the quality of training services and awarding the qualifications in the construction sector.

Correlation of professional activities and fields of professional activities

No.	Professional activities	Fields of professional activities		
		F1	F2	F3
A1.	Identification and analysis of training needs of the construction sector employees.	X		
A2.	Cooperation with domain experts and other specialists within the scope of organisation of training services for the construction sector.	X		
A3.	Design of the training program for a specific area of the construction sector.	X		
A4.	Development of the didactic framework to implement a specific training program for the construction sector employees.	X		
A5.	Organisation of the teaching and learning environment, including premises and didactic stands together with equipment, in accordance with the rules of occupational health and safety, environmental protection and fire safety in the construction sector.		X	
A6.	Implementation of a training program with use of activating methods and practical teaching, relevant for the construction sector.		X	
A7.	Provision of individual activities on a worksite in the construction sector, with use of methods of monitoring, tutoring, coaching and career counselling.		X	
A8.	Verification of the achievement of learning outcomes concerning participants of the training organised for the needs of the construction sector with use of methods of didactic measurement.		X	
A9.	Documentation of the training process in accordance with the procedures valid in a centre rendering educational services for the construction sector.		X	
A10.	Participation in the process of validation, certification and internal quality assurance of awarding qualifications for the needs of the construction			X

	sector.			
A11.	Training evaluation and improvement of one's own competence, skills and tools in the area of a methodical work of the vocational education and training trainer in the construction sector.			X
A12.	Promotion and dissemination of training offers and principles of awarding qualifications in the construction sector.			X

6. Relations between professional activities and the level of qualifications in the European Qualifications Framework

Professional competence of the vocational education and training trainer in the construction sector meet requirements of the descriptors of level 5 of the European Qualifications Framework:

Knowledge

It has extensive knowledge within the scope of general construction, including specialist, factual and theoretical knowledge in the area of construction specialisation in which it conducts classes. It knows and understands the broad scope of theories and methods concerning programming, organising, conducting, assessing and evaluating training in the construction sector and it perceives dependents among them with regard to various considerations and contexts relevant for the construction and training sector.

Skills

It presents an extensive scope of cognitive and practical skills needed for a creative solution of theoretical and practical professional problems in the construction sector and in the specialisation in which it conducts training. It can perform educational tasks on its own in variable, predictable conditions, solve slightly complex and untypical problems concerning the organisation and conducting training courses in variable, predictable conditions, learn on its own, make statements understandable for recipients with use of a specialised terminology.

Competence

It is ready to perform functions related to management and supervision, both in contexts of career in the construction sector, as well as related to the organisation and performance of professional training subject to unpredictable changes. It can review and develop performance of itself and others. It is prepared to take up basic professional and social duties related to the organisation and performance of professional training. It can manage a small team in organised conditions, assess its own actions and actions of persons and teams it manages, as well as accept responsibility for results of these actions.

7. Description of the fields of professional activities

F1. Planning and designing vocational training and other forms of improving competence of the construction sector employees	
Knowledge (it knows and understands:)	Skills (it can:)

<ul style="list-style-type: none"> – Directions and trends of the development of professional competence in the construction sector. – Documents describing the competence requirements for the construction sector employees. – Legal bases concerning the organisation and execution of training in the construction sector. – Fundamentals of andragogy – adult education. – Methods and tools of identifying the training needs of the construction sector employees. – Methodical fundamentals of the development of professional training program for the construction sector experts. – Principles and tools of diagnosing the competence of training candidates. – Methods and organisational forms of professional training in the construction sector. – Principles and forms of cooperation with organisers of professional training in the construction sector. – Validation principles of the professional training program at the pre-implementation stage. – Principles and regulations of OHS, fire safety, ergonomics and environmental protection in the construction sector and during the provision of classes. 	<ul style="list-style-type: none"> – Analysis of available reports on researches and projects concerning the development of qualifications and competence required in the construction sector. – Use of open resources concerning the knowledge of occupations, describing the qualification and competence requirements for the construction sector employees. – Adjustment of the curricular offer to the legal requirements. – Identification of training needs of individuals, enterprises, as well as local labour market. – Application of methods and development of tools to identify the training needs of the construction sector employees. – Analysis of results of the educational needs research in the context of developing the curricular offer. – Development, in cooperation with training organiser and employers, of curricular offers for qualifying courses and professional skill courses. – Design of the professional training program with use of learning outcomes (knowledge, skills, competence). – Selection of a method of didactic work and organisational forms of classes relevant for a given training course. – Recognition of interests and expectations of training participants. – Assessment of the quality of a training offer with participation of external experts. – Definition of the principles and prerequisites of participation in training and other classes. – Plan and development of the schedule of training and classes. – Identification of the resources required for designing and implementing a training program. – Diagnosis of the competence of candidates qualified for professional training. – Care about safe and hygienic conditions of the course of training and classes.
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Competence

<ul style="list-style-type: none"> – Operates independently and cooperates in organised conditions during the training and classes designing. – Accepts responsibility for the quality of designed training and classes programs. – Assesses the impact of prepared educational projects on potential participants and their work environment. – Can critically assess its own actions as a designer and organiser of training and classes.

F2. Organisation and provision of teaching activities and consultation related to the training offer in a given construction area

Knowledge (it knows and understands:)	Skills (it can:)
<ul style="list-style-type: none"> – Cognitive and emotional processes in the teaching and learning process. – Group process in the course of classes. – Methodology of teaching adults. – Sources of information about the company helpful in the preparation of the educational classes at the workplace. – Rules of the organization of apprenticeship in the enterprise. – Rules regarding the correlation of the educational activities. – Basics of professional integration in the workplace. – Pedagogical and psychological help in the teaching - learning process. – Individualization of the teaching - learning process. – Basic vocabulary and professional terms. – Elements of the learning process assessment. – Activating and practical methods, techniques and forms of teaching. – Principles of communication during classes. – Creative problem solving in the teaching and learning process. – Methods of dealing with a difficult training participant. – Fundamentals of the knowledge of professions. – Fundamentals of mentoring and career counselling. – Principles of providing the class participants with feedback. – Principles of developing substantial and methodical materials, as well as didactic means. – Principles of cooperation of the teaching staff during the training performance. – Basic legal regulations concerning the course of exams, issuance of certificates and diplomas. – Psychological aspects of didactic assessment. – Principles and methods of didactic measurement. – Principles, procedures, methods and criteria of assessing and examining the professional training participants. – Quantitative and qualitative analysis of the 	<ul style="list-style-type: none"> – Organisation of appropriate house, didactic and material conditions, adequate for the needs and requirements of the training and classes participants. – Selection of activating and practical training methods and techniques adequate for the participants' needs. – Selection of didactic means adequate for a purpose and perceptive capability of participants. – Analysis of the needs of a group of participants in order to adjust a training program. – Develop contacts with companies and use of the didactical information gathered in the workplace in teaching. – Cooperate with other trainers in order to correlate the teaching activities. – Adjust of the pedagogical activities and teaching diversity to individual needs of learners. – Help learners to assimilate the learning outcomes not only to the moment of validation and certification, but also by the time they reach professional and social integration in the workplace. – Improve the professional vocabulary related to the area of professional activity, according to the context of their work and the situation in the workplace. – Include in the educational specificity of companies resulting from their organization, size, business profile, degree of specialization and the market in which they operate. – Development of training materials for participants. – Preparation and performance of presentation within the scope of held general and specialist professional knowledge. – Service of didactic means necessary for conducting lectures and exercises. – Preparation of an exercise stand providing with optimal teaching and learning conditions. – Performance of exercises with use of methods selected for a purpose, capacity of participants and equipment, in compliance with the OHS and fire safety provisions. – Provision of an appropriate level of involvement of people participating in classes. – Communication with a group of class participants in accordance with the interpersonal

<p>examination results.</p> <ul style="list-style-type: none"> – Methods of presenting the examination results. – Principles of keeping the training process documentation. – Principles and regulations of OHS, fire safety, ergonomics and environmental protection in the construction sector. 	<p>communication rules.</p> <ul style="list-style-type: none"> – Presentation of the information in a clear and understandable way, use of language adequate for a level of a group of participants. – Achievement of arranged educational goals within specific time frame. – Practical use of the learning principles according to the participants' age-groups (youth or adults). – Assessment and examination of training participants. – Application of the assessment criteria and methods of learning outcome verification. – Preparation of sets of theoretical and practical exam tasks. – Provision of participants with an on-going feedback on their learning outcomes. – Collection and analysis of feedback from training participants concerning the quality and efficiency of classes. – Management of a group process at each stage of development of a training group. – Integration of a group of participants to an extent necessary for the achievement of educational goals. – Flexible response to the participants' needs by changing methods and techniques of conducting classes. – Solution of conflicts without the damage for a group and teaching process. – Application of the mentoring and career counselling techniques on individual classes. – Substantial and methodical cooperation with other lecturers and trainers. – Use of open educational resources and distance education forms in training for the construction sector. – Maintenance of the course documentation according to the adopted rules.
Competence	
<ul style="list-style-type: none"> – Takes responsibility for the effects of made decisions and conducted classes. – Adjusts its behaviour to variable circumstances of work during classes. – Assesses the impact of its classes on the development of learners' knowledge and skills. – Promotes the models of proper behaviour in the learning and working environment. – Helps plan the career paths and choose appropriate professional activity. 	

F3. Promotion and provision of the quality of training services and awarding the qualifications in the

construction sector	
Knowledge (it knows and understands:)	Skills (it can:)
<ul style="list-style-type: none"> – Basic legal regulations concerning awarding qualifications in the construction sector. – Advantages and disadvantages of the model of validation and certification of professional competence in the construction sector based on the ISO/IEC 17024:2012 standard. – Procedures and criteria of quality assurance concerning the training process in the construction sector. – Validation principles of the professional training program. – Validation methods of informal learning outcomes through work experience. – Procedures, methods and criteria of validation and certification of competence in the construction sector. – Methods and tools of internal evaluation of a training process. – Principles of quality assurance of the teaching and learning process. – Promotion and dissemination of professional training in the non-formal education and working environment. 	<ul style="list-style-type: none"> – Documentation of evidence confirming the training participant's competence. – Participation in works of boards of examiners, validation boards and qualification awarding boards in the construction sector, chairing the board works if applicable. – Planning and designing the training evaluation. – Organisation of the evaluation process. – Provision of the class evaluation. – Evaluation of one's own teaching work. – Monitoring of educational progress of the training participants. – Application of the quality assurance rules concerning the training and classes. – Use of evaluation conclusions for the improvement of one's work and planning of one's development. – Use of evaluation conclusions to improve quality of the teaching and training programs. – Adjustments of identified irregularities related to the teaching and learning process and training performance. – Promotion and dissemination of professional training in the non-formal education and working environment. – Dissemination of the model of validation and certification of professional competence in the construction sector. – Improvement of one's own professional competence through the organised forms of non-formal education and self-learning.
Competence	
<ul style="list-style-type: none"> – Independently and in organised conditions assesses educational progress of the training participants in accordance with clear and objective criteria. – Assesses and examines while keeping its internal belief in justice and objectivity of made decisions. – Takes responsibility for effects of actions in which it participates, including the choice of forms and program of professional improvement, teaching methods, results of monitoring and evaluation of training and other educational activities. – Constructively responds to changes in legal regulations, requirements of training participants, commissioners, employers and work environment in the construction sector. – Voluntarily improves the vocational education and training trainer's skills and tools. 	

While preparing a description of the professional competence standard for the vocational education and training trainer in the construction sector, the following studies have been used:

- Professional duties of the course with apprenticeship trainer (in cooperation with a company) – level 5 of EQF. Material transferred by the project partner: National Committee for Coordination of Apprenticeship in the Construction Sector (Le Comité de concertation et de coordination de l'apprentissage du bâtiment et des travaux publics - CCCA-BTP) from France.
- Description of the trainer's function within the scope of knowledge, skills and competence in order to conduct training at the level 5 of EQF – Romanian Qualifications Standard no. 241205/2007. Material transferred by the project partner: Galati University from Romania.
- Polish professional competence standard for the occupations: Lecturer on courses (educator, trainer 235910) (235910); Training expert (242403). Material transferred by the project partner: Instytut Technologii Eksploatacji – Państwowy Instytut Badawczy in Radom, Poland.

