Sezione II

ATTI DELLA REGIONE

DELIBERAZIONE DELLA GIUNTA REGIONALE 15 aprile 2014, n. **407.**

Progetto "Applying ECVET and ECTS to Certify Learning Outcomes and Qualification of the Entrepreneur in Construction sector" e "Memorandum of Understanding - MoU ECVET for new European sectoral qualification "Entrepreneur in Constructions" with ECTS provisions and ECVET quality standards": approvazione e finanziamento del CESF per l'avvio della sperimentazione.

LA GIUNTA REGIONALE

Visto il documento istruttorio concernente l'argomento in oggetto e la conseguente proposta della Presidente Catiuscia Marini;

Preso atto:

a) del parere favorevole di regolarità tecnica e amministrativa reso dal responsabile del procedimento;

b) del parere favorevole sotto il profilo della legittimità espresso dal dirigente competente;

c) della dichiarazione del dirigente medesimo che l'atto non comporta oneri a carico del bilancio regionale;

d) del parere favorevole del direttore in merito alla coerenza dell'atto proposto con gli indirizzi e gli obiettivi assegnati alla Direzione stessa;

Vista la legge regionale 1 febbraio 2005, n. 2 e la normativa attuativa della stessa;

Visto il regolamento interno di questa Giunta;

A voti unanimi espressi nei modi di legge,

DELIBERA

1) di fare proprio il documento istruttorio e la conseguente proposta della Presidente corredati dei pareri prescritti dal regolamento interno della Giunta, che si allegano alla presente deliberazione, quale parte integrante e sostanziale, rinviando alle motivazioni in essi contenute;

2) di prendere atto del progetto "Applying ECVET and ECTS to Certify Learning Outcomes and Qualification of the Entrepreneur in Construction sector" allegato al presente atto quale parte integrante e sostanziale (allegato 1.1 e allegato 1.2);

3) di approvare il "Memorandum of Understanding - MoU ECVET for new European sectoral qualification "Entrepreneur in Constructions" with ECTS provisions and ECVET quality standards" allegato al presente atto quale parte integrante e sostanziale e di delegare il dirigente del Servizio Prevenzione, sanità veterinaria e sicurezza alimentare alla firma dello stesso (allegato 2);

4) di stabilire che il percorso formativo possa essere finanziato utilizzando fondi residui già assegnati allo stesso CESF, per la realizzazione del progetto "Organizzazione della sicurezza nelle imprese edili: formazione dei datori di lavoro e dei responsabili di funzioni organizzative e produttive delle piccole e medie imprese umbre del comparto edilizia" che è stato ammesso al finanziamento previsto dall'"Avviso pubblico per l'attuazione di un piano straordinario di formazione per la sicurezza nei luoghi di lavoro" (DD 2621 del 20 marzo 2010);

5) di pubblicare il presente atto nel *Bollettino Ufficiale* della Regione.

La Presidente
Marini

(*su proposta della Presidente Marini*)

————————————

Documento istruttorio

Oggetto: **Progetto "Applying ECVET and ECTS to Certify Learning Outcomes and Qualification of the Entrepreneur in Construction sector" e "Memorandum of Understanding - MoU ECVET for new European sectoral qualification "Entrepreneur in Constructions" with ECTS provisions and ECVET quality standards": approvazione e finanziamento del CESF per l'avvio della sperimentazione.**

La necessità di un continuo rinnovamento delle conoscenze e delle abilità dei cittadini è fondamentale per lo sviluppo di competenze utili nell'ambito lavorativo, ma anche sociale e individuale. Tuttavia nel contesto attuale la

formazione professionale presenta in alcuni settori criticità legate all'esistenza di più enti deputati alla costruzione di percorsi formativi che spesso non dialogano tra di loro, ma anche alle differenze tra i percorsi attivati nei diversi territori dell'U.E. e alla mancanza di criteri per il riconoscimento dei titoli acquisiti.

Su queste basi, nel 2009 è stata pubblicata la raccomandazione del Parlamento Europeo e del Consiglio per l'istituzione di un sistema europeo di crediti per l'istruzione e la formazione professionale al fine di conseguire una qualifica (indicato con l'acronimo ECVET, European Credit System for Vocational Education and Training) .

In tale contesto è stato costruito il progetto "Applying ECVET and ECTS to Certify Learning Outcomes and Qualification of the Entrepreneur in Construction sector" (allegato 1.1 e allegato 1.2) finanziato nell'ambito del Programma Leonardo da Vinci 2012 - Progetti multilaterali per lo sviluppo dell'innovazione (DOI), che ha l'obiettivo di individuare le competenze specifiche necessarie per esercitare la professione di imprenditore edile, anche in vista della definizione di una legge che disciplini l'accesso alla professione edile e definisca i requisiti di accesso obbligatori per gli imprenditori del settore. Obiettivo del progetto è anche quello di supportare il legislatore nell'individuazione di tali competenze e, di conseguenza, delle unità formative necessarie, nella scelta di come certificare quelle già possedute ed integrare quelle mancanti. Tutto ciò con la finalità di ottenere un profilo comune almeno per i Paesi dell'Unione Europea che partecipano al progetto (Italia, Spagna, Germania, Francia, Belgio, Grecia, Cipro), riconosciuto e spendibile in caso di processi di internazionalizzazione delle imprese edili coinvolte.

La Regione Toscana è stata individuata quale capofila del progetto, che però è coordinato dal Centro Edile per la Sicurezza e la Formazione di Perugia e prevede come partner la Regione Umbria, le Province di Arezzo e Perugia, il Centro per la Formazione e Sicurezza in Edilizia di Arezzo e il Centro Edile per la Formazione e la Sicurezza di Udine. Gli altri Paesi Europei che partecipano al progetto sono la Spagna con la Fundación Laboral de la Construcción, la Germania con l'Universität Bremen, Institut Technik und Bildung, la Francia con la Formazione Gruppo Intérêt pubblico Continua inserimento Professionnelle e Delorette Consulting SARL, il Belgio con la Formation PME Liegi - Huy - Waremme, Cipro con la Synomospondia Ergazomenon Kyprou e la Grecia con Econometrica LTD.

Il progetto stabilisce che il percorso di qualifica degli imprenditori attraverso l'applicazione di strumenti europei come il sistema di certificazione ECVET, passi per un processo di "messa in trasparenza" delle competenze possedute, che vengono quindi riconosciute e certificate.

Gli obiettivi specifici del progetto sono quindi:

• l'individuazione e condivisione tra i Paesi Europei partecipanti degli standard delle competenze trasversali (es. competenze gestionali, comunicative, linguistiche etc.) e di quelle settoriali specifiche (es. gestione gare d'appalto, applicazione della normativa sulla sicurezza ai cantieri edili, gestione di una commessa edile etc.) al fine di acquisire la qualifica di imprenditore edile (fase terminata a ottobre 2013);

• la realizzazione, sulla base dell'analisi di cui al punto precedente, del "Memorandum of Understanding - MoU ECVET for new European sectoral qualification "Entrepreneur in Constructions" with ECTS provisions and ECVET quality standards" ovvero del protocollo d'intesa tra i partner e gli stakeholder nazionali dei diversi Paesi partecipanti relativo ai requisiti per il riconoscimento della qualifica di imprenditore edile (fase terminata a febbraio 2014 con la produzione del MoU, allegato 2);

• l'adattamento dei requisiti individuati dal Mou all'interno dei sistemi di riconoscimento della formazione nazionali e/o regionali;

• la sperimentazione del modello individuato con un definito numero di imprenditori delle Regioni/Paesi che partecipano al progetto al fine di verificare l'adeguatezza dei requisiti individuati nel MoU e le competenze possedute dagli imprenditori e sperimentare, attraverso un percorso formativo rivolto agli imprenditori, i moduli formativi necessari ad integrare le competenze mancanti.

La Regione Umbria, attraverso la dirigente del Servizio Prevenzione, sanità veterinaria e sicurezza alimentare della Direzione Salute e Coesione Sociale, ha partecipato nel corso del 2013 ai lavori di produzione del MoU, che verrà sperimentato attraverso il coinvolgimento di 20 imprenditori edili che sono stati selezionati fra le imprese che hanno dimostrato un impegno costante rispetto al miglioramento dei livelli di sicurezza e regolarità aziendale e che per tale motivo nel 2014 sono state premiate dal CESF.

La sperimentazione avrà l'obiettivo di valutare:

• la verifica delle competenze possedute dal gruppo di imprenditori selezionati attraverso un processo di messa in trasparenza costruito sulla base dei requisiti stabiliti dal MoU;

• la sperimentazione di un percorso formativo articolato in diversi moduli, finalizzati ad integrare le competenze non possedute.

A tal fine il CESF ha presentato alla Regione Umbria e al Comitato regionale di coordinamento per la Salute e Sicurezza   l'ipotesi di lavoro e la conseguente richiesta di finanziamento del percorso formativo attraverso l'utilizzo dei fondi residui già assegnati allo stesso CESF per la realizzazione del progetto "Organizzazione della sicurezza nelle imprese edili: formazione dei datori di lavoro e dei responsabili di funzioni organizzative e produttive delle piccole e medie imprese umbre del comparto edilizia". Tale ipotesi è stata accolta positivamente dal Comitato regionale di coordinamento per la Salute e Sicurezza sul lavoro.

Si propone pertanto alla Giunta regionale:

Omissis

(Vedasi dispositivo deliberazione)

Education and Training

Education and Culture DG

EACEA
Education, Audiovisual & Culture
Executive Agency

Form version : 3.2 EN Adobe Reader version : 9.5

Lifelong Learning Programme

Application Form

Lifelong Learning Programme

Before you begin completing this eform:

- Try the test eForm. This is a very brief eForm to help you become familiar with how the fields and tables work and to test that your software and internet connection allow an application to be submitted.

- Check that you have the latest available version of the eForm. In the event of a significant eForm problem arising, the Agency may decide to publish an updated i.e. corrected version of the eForm. Please check to see if a later version is available and to see details of any problems that have arisen and their impact.

Click on the following link to go to the webpage to try the test eForm and to check for the latest version of the eForm:

http://eacea.ec.europa.eu/eforms/index_en.php

Programme	LIFELONG LEARNING PROGRAMME Centralized
Sub-programme * :	LEONARDO DA VINCI
Call for proposals	EAC/27/11
Action * :	LEONARDO DA VINCI Multilateral Projects for Development of innovation
Sub-action * :	N/A
Deadline for submission	02/02/2012 12:00 midday (Brussels time)
Project title * :	Applying ECVET and ECTS to Certify Learning Outcomes and Qualification of the Entrepreneur in Construction sector
Project acronym * :	CertEnt
Language used to complete the form * :	English

YOU MUST COMPLETE ALL FIELDS ON THIS FIRST PAGE BEFORE COMPLETING ANY OTHER PARTS OF THE FORM.
SELECTIONS YOU MAKE ON THIS FIRST PAGE, DICTATE THE APPEARANCE AND BEHAVIOUR OF THE REST OF THE FORM.

Lifelong Learning Programme

☐ **This application includes participation and budget for third country partner(s)**

Part A: Identification of the applicant and other organisations participating in the project.

This part must be completed separately for each organisation participating in the project.

A.1 Organisation

Partner number	P1
Role in the application	Applicant Organisation

Full name of the organisation * : Regione Toscana

Full name of the organisation in Latin characters (if applicable)

Acronym * : Toscana

Erasmus University Charter number (if applicable)

Status * : Public

Type of organisation * : Public authority (regional)

Department / Faculty Research Coordination Department

Registered address

Street * : Piazza dell'Unità   *Number* 1

Post code * : 50123   **Town * :** Firenze

Country * : Italy   **Region * :** Toscana

Education and Training

Education and Culture DG

EACEA
Education, Audiovisual & Culture
Executive Agency

Internet address: http://www.regione.toscana.it/

Telephone 1 * :   *Telephone 2*   *Fax*

+39 055 4382316   +39 055 4382060

A.2 Person responsible for the management of the application (contact person)

Title * :   **Family name * :**   **First name * :**

Mr   Masi   Marco

Role in the organisation * :   **E-mail address * :**

Department Director   marco.masi@regione.toscana.it

☐   *Check this box if the address is different from the address provided in section A.1*

Address

Street * :   *Number*

Piazza dell'Unità   1

Post code * :   **Town * :**

50123   Firenze

Country * :   **Region * :**

Italy   Toscana

Telephone 1 * :   *Telephone 2*   *Fax*

+39 055 4382316   +39 055 4382060

☐   *Check this box if the legal representative is different from the person responsible for the management*

A.3 Person authorised to represent the organisation in legally binding agreements (legal representative)

Lifelong Learning Programme

Title * :

Mr

Family name * :

Masi

First name * :

Marco

E-mail * :

marco.masi@regione.toscana.it

Role in the organisation * :

Department Director

☐ *Check this box if the address is different from the address provided in section A.1*

Address:

Street * :

Piazza dell'Unità

Number

1

Post code * :

50123

Town * :

Firenze

Country * :

Italy

Region * :

Toscana

☒ **Check this box if the organisation responsible for the management of the application/project (Management Coordinator) is different from the Applicant Organisation.**

Education and Training

Education and Culture DG

EACEA
Education, Audiovisual & Culture Executive Agency

Form version : 3.2 EN Adobe Reader version : 9.5

Lifelong Learning Programme

Part A: Identification of the applicant and other organisations participating in the project.

This part must be completed separately for each organisation participating in the project.

A.1 Organisation

Partner number	P2
Role in the application	Management co-ordinator
Full name of the organisation * :	Scuola Edile di Perugia
Full name of the organisation in Latin characters (if applicable)	
Acronym * :	SEP
Erasmus University Charter number (if applicable)	
Status * :	Private
Type of organisation * :	Vocational training centre or organisation
Department / Faculty	

Registered address

Street * :		*Number*
Via Pietro Tuzi		11

Post code * :	**Town * :**
06011	Perugia

Country * :	**Region * :**
Italy	Umbria

Internet address:	http://www.scuola edile.perugia.it/

Lifelong Learning Programme

Telephone 1 * :	Telephone 2	Fax
+39 075 5059480		+39 075 5002475

A.2 Person responsible for the management of the application (contact person)

Title * :	Family name * :	First name * :
Ms	Bartolucci	Cristiana

Role in the organisation * :	E-mail address * :
Director	c.bartolucci@cptperugia.it

☒ *Check this box if the address is different from the address provided in section A.1*

Address

Street * :	Number
Via del Granoturco	8

Post code * :	Town * :
06135	Perugia

Country * :	Region * :
Italy	Umbria

Telephone 1 * :	Telephone 2	Fax
+39 075 5059480		+39 075 5002475

Form version : 3.2 EN Adobe Reader version : 9.5

Lifelong Learning Programme

Part A: Identification of the applicant and other organisations participating in the project.

This part must be completed separately for each organisation participating in the project.

A.1 Organisation

Partner number	P3	X
Role in the application	Partner	

Full name of the organisation * :   Centro per la Formazione e Sicurezza in Edilizia di Arezzo

Full name of the organisation in Latin characters (if applicable)

Acronym * :   Scuola Edile di Arezzo

Erasmus University Charter number (if applicable)

Status * :   Private

Type of organisation * :   Vocational training centre or organisation

Department / Faculty

Registered address

Street * :   *Number*

Via P. da Palestrina   8

Post code * :   Town * :

52100   Arezzo

Country * :   Region * :

Italy   Toscana

Internet address: http://www.scuolaedile.ar.it/

Form version : 3.2 EN Adobe Reader version : 9.5

Lifelong Learning Programme

Telephone 1 * :	Telephone 2	Fax
+39 0575 300317		+39 0575 23635

A.2 Person responsible for the management of the application (contact person)

Title * :	Family name * :	First name * :
Architect	Bigazzi	Andrea

Role in the organisation * :	E-mail address * :
Director	a.bigazzi@scuolaedile.ar.it

☐ *Check this box if the address is different from the address provided in section A.1*

Address

Street * :	Number
Via P. da Palestrina	8

Post code * :	Town * :
52100	Arezzo

Country * :	Region * :
Italy	Toscana

Telephone 1 * :	Telephone 2	Fax
+39 0575 300317		+39 0575 23635

Lifelong Learning Programme

Part A: Identification of the applicant and other organisations participating in the project.

This part must be completed separately for each organisation participating in the project.

A.1 Organisation

Partner number	P4	X
Role in the application	Partner	

Full name of the organisation * :   Regione Umbria

Full name of the organisation in Latin characters (if applicable)

Acronym * :   Umbria

Erasmus University Charter number (if applicable)

Status * :   Public

Type of organisation * :   Public authority (regional)

Department / Faculty   Servizio Prevenzione, sanità veterinaria

Registered address

Street * :   *Number*

Corso Vannucci   96

Post code * :   Town * :

06121   Perugia

Country * :   Region * :

Italy   Umbria

Internet address: http://www.regione.umbria.it/

Telephone 1 * :	Telephone 2	Fax
+39 075 5045284		+39 075 5045569

A.2 Person responsible for the management of the application (contact person)

Title * :	Family name * :	First name * :
Ms	Giaimo	Mariadonata

Role in the organisation * :	E-mail address * :
Service responsible person	mdgiaimo@regione.umbria.it

☒   *Check this box if the address is different from the address provided in section A.1*

Address

Street * :	Number
Via M. Angeloni	61

Post code * :	Town * :
06124	Perugia

Country * :	Region * :
Italy	Umbria

Telephone 1 * :	Telephone 2	Fax
+39 075 5045235	+39 320 4203822	+39 075 5045249

Education
and
Training

Form version : 3.2 EN Adobe Reader version : 9.5

Education and Culture DG

Lifelong Learning Programme

Part A: Identification of the applicant and other organisations participating in the project.

This part must be completed separately for each organisation participating in the project.

A.1 Organisation

Partner number	P5	**X**
Role in the application	Partner	

Full name of the organisation * : Provincia di Arezzo

Full name of the organisation in Latin characters (if applicable)

Acronym * : Prov. AR

Erasmus University Charter number (if applicable)

Status * : Public

Type of organisation * : Public authority (local)

Department / Faculty Area Lavoro Formazione Professionale

Registered address

Street * : Piazza della Libertà   *Number* 3

Post code * : 52100   Town * : Arezzo

Country * : Italy   Region * : Toscana

Internet address: http://www.provincia.arezzo.it/

Form version : 3.2 EN Adobe Reader version : 9.5

Lifelong Learning Programme

Telephone 1 * :	Telephone 2	Fax
+39 0575 3921	+39 0575 392322	+ 39 0575 392200

A.2 Person responsible for the management of the application (contact person)

Title * :	Family name * :	First name * :
Mr	Grasso	Paolo

Role in the organisation * :	E-mail address * :
Executive	pgrasso@provincia.arezzo.it

☒ *Check this box if the address is different from the address provided in section A.1*

Address

Street * :	Number
Via Montefalco	49/55

Post code * :	Town * :
52100	Arezzo

Country * :	Region * :
Italy	Toscana

Telephone 1 * :	Telephone 2	Fax
+39 0575 402828	+39 3204338872	+ 39 0575 402850

Form version : 3.2 EN Adobe Reader version : 9.5

Lifelong Learning Programme

Part A: Identification of the applicant and other organisations participating in the project.

This part must be completed separately for each organisation participating in the project.

A.1 Organisation

Partner number	P6
Role in the application	Partner

X

Full name of the organisation * : Provincia di Perugia

Full name of the organisation in Latin characters (if applicable)

Acronym * : Prov. PG

Erasmus University Charter number (if applicable)

Status * : Public

Type of organisation * : Public authority (local)

Department / Faculty Area Lavoro Formazione Scuola e Politich

Registered address

Street * : Piazza Italia *Number* 11

Post code * : 06126 **Town * :** Perugia

Country * : Italy **Region * :** Umbria

Internet address: http://www.provincia.perugia.it/

Lifelong Learning Programme

Telephone 1 * :	*Telephone 2*	*Fax*
+39 075 36811	+39 075 3681375	+39 075 3681237

A.2 Person responsible for the management of the application (contact person)

Title * :	Family name * :	First name * :
Ms	Volpi	Elisabetta

Role in the organisation * :	E-mail address * :
Officer	elisabetta.volpi@provincia.perugia.it

☒   *Check this box if the address is different from the address provided in section A.1*

Address

Street * :	*Number*
Via Palermo	106

Post code * :	Town * :
06129	Perugia

Country * :	Region * :
Italy	Umbria

Telephone 1 * :	*Telephone 2*	*Fax*
+39 075 3681913	+39 339 8006411	+39 075 3681857

Education and Training

Education and Culture DG

EACEA — Education, Audiovisual & Culture Executive Agency

Form version : 3.2 EN Adobe Reader version : 9.5

Lifelong Learning Programme

Part A: Identification of the applicant and other organisations participating in the project.

This part must be completed separately for each organisation participating in the project.

A.1 Organisation

Partner number	P7	X
Role in the application	Partner
Full name of the organisation * :	Formation PME Liège-Huy-Waremme
Full name of the organisation in Latin characters (if applicable)	
Acronym * :	Formation PME
Erasmus University Charter number (if applicable)	
Status * :	Private
Type of organisation * :	Vocational training centre or organisation
Department / Faculty	

Registered address

Street * :		*Number*
Boulevard Sainte-Beuve		1

Post code * :	Town * :
4000	Liège

Country * :	Region * :
Belgium	Prov. Liège

Internet address: http://www.formation-pme.be/

Form version : 3.2 EN Adobe Reader version : 9.5

Lifelong Learning Programme

Telephone 1 * :	Telephone 2	Fax
+32 4 2298435	+32 4 2298441	+32 4 2298494

A.2 Person responsible for the management of the application (contact person)

Title * :	Family name * :	First name * :
Ms	Preud'Homme	Emilie

Role in the organisation * :	E-mail address * :
Training Consultant	emilie.preudhomme@formation-pme.be

☐ *Check this box if the address is different from the address provided in section A.1*

Address

Street * :   *Number*

Boulevard Sainte-Beuve   1

Post code * :	Town * :
4000	Liège

Country * :	Region * :
Belgium	Prov. Liège

Telephone 1 * :	Telephone 2	Fax
+32 4 2298478		+32 4 2298430

Form version : 3.2 EN Adobe Reader version : 9.5

Lifelong Learning Programme

Part A: Identification of the applicant and other organisations participating in the project.

This part must be completed separately for each organisation participating in the project.

A.1 Organisation

Partner number	P8	X
Role in the application	Partner	

Full name of the organisation * :   Συνομοσπονδία Εργαζομένων Κύπρου

Full name of the organisation in Latin characters (if applicable)   Synomospondia Ergazomenon Kyprou

Acronym * :   SEK

Erasmus University Charter number (if applicable)

Status * :   Private

Type of organisation * :   Social partners (trade unions, etc)

Department / Faculty

Registered address

Street * :   *Number*

Strovolos Avenue   11

Post code * :   Town * :

1306   Nicosia

Country * :   Region * :

Cyprus   Kypros / Kibris

Internet address: http://www.sek.org.cy/

Lifelong Learning Programme

Telephone 1 * :	Telephone 2	Fax
+357 22 84 98 49	+357 22 84 98 50	+357 22 84 98 50

A.2 Person responsible for the management of the application (contact person)

Title * :	Family name * :	First name * :
Mr	Matsas	Andreas

Role in the organisation * :	E-mail address * :
Deputy General Secretary	andreas.matsas@sek.org.cy

☐   *Check this box if the address is different from the address provided in section A.1*

Address

Street * :	Number
Strovolos Avenue	11

Post code * :	Town * :
1306	Nicosia

Country * :	Region * :
Cyprus	Kypros / Kibris

Telephone 1 * :	Telephone 2	Fax
+37257549123	+357 22 84 98 50	+357 22 84 98 50

Lifelong Learning Programme

Part A: Identification of the applicant and other organisations participating in the project.

This part must be completed separately for each organisation participating in the project.

A.1 Organisation

Partner number	P9
Role in the application	Partner
Full name of the organisation * :	Fundación Laboral de la Construcción del Principado Asturias
Full name of the organisation in Latin characters (if applicable)	
Acronym * :	FLC Asturias
Erasmus University Charter number (if applicable)	
Status * :	Private
Type of organisation * :	Vocational training centre or organisation
Department / Faculty	

X

Registered address

Street * :		*Number*
L'Alto'l Caleyu		2
Post code * :	Town * :	
33170	Ribera de Arriba	
Country * :	Region * :	
Spain	Principado de Asturias	
Internet address:	http://www2.flc.es/	

Lifelong Learning Programme

Telephone 1 * :	Telephone 2	Fax
+34 985 982 800		+34 985 982 801

A.2 Person responsible for the management of the application (contact person)

Title * :	Family name * :	First name * :
Mr	Alonso Méndez	Luis Javier

Role in the organisation * :	E-mail address * :
Training Director	escuela@flc.es

☐ *Check this box if the address is different from the address provided in section A.1*

Address

Street * :	Number
L'Alto'l Caleyu	2

Post code * :	Town * :
33170	Ribera de Arriba

Country * :	Region * :
Spain	Principado de Asturias

Telephone 1 * :	Telephone 2	Fax
+34 985 982 800		+34 985 982 801

Education and Training

Education and Culture DG

EACEA
Education, Audiovisual & Culture
Executive Agency

Form version : 3.2 EN Adobe Reader version : 9.5

Lifelong Learning Programme

Part A: Identification of the applicant and other organisations participating in the project.

This part must be completed separately for each organisation participating in the project.

A.1 Organisation

Partner number	P10
Role in the application	Partner

X

Full name of the organisation * :　Universität Bremen, Institut Technik und Bildung

Full name of the organisation in Latin characters (if applicable)

Acronym * :　ITB

Erasmus University Charter number (if applicable)

Status * :　Public

Type of organisation * :　University or higher education institution (tertiary level)

Department / Faculty　Institut Technik und Bildung

Registered address

Street * :　　　　　　　　　　　　　　　　　　　　　　　　　　*Number*

Am Fallturm　　　　　　　　　　　　　　　　　　　　　　　　　1

Post code * :　　　　**Town * :**

28359　　　　Bremen

Country * :　　　　　　　　**Region * :**

Germany　　　　　　　　Bremen

Internet address:　　http://www.itb.uni-bremen.de/

Form version : 3.2 EN Adobe Reader version : 9.5

Lifelong Learning Programme

Telephone 1 * :	Telephone 2	Fax
+49 421 218-66250	+49 421 218-66252	+49 421 218-66299

A.2 Person responsible for the management of the application (contact person)

Title * :	Family name * :	First name * :
Dr.	Wittig	Wolfgang

Role in the organisation * :	E-mail address * :
Researcher	wwittig@uni-bremen.de

☐ *Check this box if the address is different from the address provided in section A.1*

Address

Street * :	Number
Am Fallturm	1

Post code * :	Town * :
28359	Bremen

Country * :	Region * :
Germany	Bremen

Telephone 1 * :	Telephone 2	Fax
+49 421 218-66342		+49 421 218-9866342

Form version : 3.2 EN Adobe Reader version : 9.5

Lifelong Learning Programme

Part A: Identification of the applicant and other organisations participating in the project.

This part must be completed separately for each organisation participating in the project.

A.1 Organisation

Partner number	P11
Role in the application	Partner

Full name of the organisation * : Centro Edile per la Formazione e la Sicurezza

Full name of the organisation in Latin characters (if applicable)

Acronym * : CEFS - Udine

Erasmus University Charter number (if applicable)

Status * : Private

Type of organisation * : Vocational training centre or organisation

Department / Faculty

Registered address

Street * :   *Number*

Via Bison   67

Post code * :   **Town * :**

33100   Udine

Country * :   **Region * :**

Italy   Friuli-Venezia Giulia

Internet address: www.cefsudine.it

Lifelong Learning Programme

Telephone 1 * :	Telephone 2	Fax
+39 04 3244411		+39 04 3245554

A.2 Person responsible for the management of the application (contact person)

Title * :	Family name * :	First name * :
Ms	Turcatel	Amabile

Role in the organisation * :	E-mail address * :
Director	turcatel@cefsudine.it

☐   *Check this box if the address is different from the address provided in section A.1*

Address

Street * :	Number
Via Bison	67

Post code * :	Town * :
33100	Udine

Country * :	Region * :
Italy	Friuli-Venezia Giulia

Telephone 1 * :	Telephone 2	Fax
+39 04 3244411	+39 34 58009881	+39 04 3245554

Education and Training

Education and Culture DG

EACEA
Education, Audiovisual & Culture
Executive Agency

Form version : 3.2 EN Adobe Reader version : 9.5

Lifelong Learning Programme

Part A: Identification of the applicant and other organisations participating in the project.

This part must be completed separately for each organisation participating in the project.

A.1 Organisation

Partner number	P12

X

Role in the application	Partner

Full name of the organisation * : Groupt Intérêt Public Formation Continue Insertion Professionl

Full name of the organisation in Latin characters (if applicable)

Acronym * : GIP FCIP Rectorat Paris

Erasmus University Charter number (if applicable)

Status * : Public

Type of organisation * : Vocational training centre or organisation

Department / Faculty

Registered address

Street * :	*Number*
Av. Gambetta	94

Post code * :	**Town * :**
75020	Paris

Country * :	**Region * :**
France	Île de France

Internet address: http://gipfse.scola.ac-paris.fr/AC/Accueil.php

Lifelong Learning Programme

Telephone 1 * :	Telephone 2	Fax
+33 1 44 62 39 52	+33 6 37 79 41 46	

A.2 Person responsible for the management of the application (contact person)

Title * :	Family name * :	First name * :
Mrs	Rudowski	Maria-Edwige

Role in the organisation * :	E-mail address * :
Project manager	maria-edwige.rudowski@ac-paris.fr

☐   Check this box if the address is different from the address provided in section A.1

Address

Street * :	Number
Av. Gambetta	94

Post code * :	Town * :
75020	Paris

Country * :	Region * :
France	Île de France

Telephone 1 * :	Telephone 2	Fax
+33 1 44 62 39 04	+33 6 80 71 90 63	

Education and Training

Education and Culture DG

EACEA
Education, Audiovisual & Culture Executive Agency

Form version : 3.2 EN Adobe Reader version : 9.5

Lifelong Learning Programme

Part A: Identification of the applicant and other organisations participating in the project.

This part must be completed separately for each organisation participating in the project.

A.1 Organisation

Partner number	P13	X
Role in the application	Partner	

Full name of the organisation * : ΕΚΟΝΟΜΕΤΡΙΚΑ ΕΠΕ

Full name of the organisation in Latin characters (if applicable) ECONOMETRICA LTD.

Acronym * : ECONOMETRICA

Erasmus University Charter number (if applicable)

Status * : Private

Type of organisation * : Other type of educational organisation

Department / Faculty

Registered address

Street * : *Number*

EM.MPENAKI 6

Post code * : **Town * :**

10564 Athens

Country * : **Region * :**

Greece Attiki

Internet address: www.econometrica.eu

Lifelong Learning Programme

Telephone 1 * :	Telephone 2	Fax
+306396956395	+302103726930	+302103726939

A.2 Person responsible for the management of the application (contact person)

Title * :   Family name * :   First name * :

Mrs.   Manda   Maria

Role in the organisation * :   E-mail address * :

General Manager   m1manda@hotmail.com

☐   *Check this box if the address is different from the address provided in section A.1*

Address

Street * :   *Number*

EM.MPENAKI   6

Post code * :   Town * :

10564   Athens

Country * :   Region * :

Greece   Attiki

Telephone 1 * :	Telephone 2	Fax
+306396956395	+302103726930	+302103726939

Education and Training

Education and Culture DG

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Lifelong Learning Programme

Part A: Identification of the applicant and other organisations participating in the project.

This part must be completed separately for each organisation participating in the project.

A.1 Organisation

Partner number	P14
Role in the application	Partner

X

Full name of the organisation * :	DELORETTE CONSULTING SARL
Full name of the organisation in Latin characters (if applicable)	
Acronym * :	DELORETTE
Erasmus University Charter number (if applicable)	
Status * :	Private
Type of organisation * :	Counselling
Department / Faculty	

Registered address

Street * :		*Number*
RUE NOTRE DAME DE LORETTE		10

Post code * :	Town * :
75009	Paris

Country * :	Region * :
France	Île de France

Internet address:	www.delorette.fr

Lifelong Learning Programme

Telephone 1 * :	Telephone 2	Fax
+33 1 45 26 19 14	+33 6 80 71 90 63	+33 1 45 26 47 81

A.2 Person responsible for the management of the application (contact person)

Title * :	Family name * :	First name * :
Mrs	Eppstein	Françoise

Role in the organisation * :	E-mail address * :
Project Manager	francoise.eppstein@free.fr

☐   *Check this box if the address is different from the address provided in section A.1*

Address

Street * :	Number
RUE NOTRE DAME DE LORETTE	10

Post code * :	Town * :
75009	Paris

Country * :	Region * :
France	Île de France

Telephone 1 * :	Telephone 2	Fax
+33 1 43 49 19 38	+33 6 13 40 84 43	

Lifelong Learning Programme

Partner Controls

Number of partners to add   0

Add organisation(s)

List of partner organisations

Partner no	Role	Organisation Name	City	Country
P1	Applicant Organisation	Regione Toscana	Firenze	Italy
P2	Management co-ordinato	Scuola Edile di Perugia	Perugia	Italy
P3	Partner	Centro per la Formazione e Sicurezza in Edilizia di Arezzo	Arezzo	Italy
P4	Partner	Regione Umbria	Perugia	Italy
P5	Partner	Provincia di Arezzo	Arezzo	Italy
P6	Partner	Provincia di Perugia	Perugia	Italy
P7	Partner	Formation PME Liège-Huy-Waremme	Liège	Belgium
P8	Partner	Συνομοσπονδία Εργαζομένων Κύπρου	Nicosia	Cyprus
P9	Partner	Fundación Laboral de la Construcción del Principado Asturias	Ribera de Arriba	Spain
P10	Partner	Universität Bremen, Institut Technik und Bildung	Bremen	Germany
P11	Partner	Centro Edile per la Formazione e la Sicurezza	Udine	Italy
P12	Partner	Groupt Intérêt Public Formation Continue Insertion Professionl	Paris	France
P13	Partner	EKONOMETPIKA EΠE	Athens	Greece
P14	Partner	DELORETTE CONSULTING SARL	Paris	France

Education
and
Training

Education and Culture DG

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Executive Agency

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Lifelong Learning Programme

Part B. Description of the project

B.1 Summary of the project

For successful applications, this section will be published, as presented below, in compendia etc. You should therefore ensure that it gives a concrete overview of the work your consortium plans to undertake including:

- The reason for your project / network / study.

- Concise description of the outputs, results and / or products (including where relevant key pedagogical strategies, media used, language. versions etc).

- The impact envisaged

Please indicate the language of the summary * :   ⦿ English   ◯ French   ◯ German

*The abstract must be provided in English, French or German (Max. 2000 characters) * :*

In EU VET systems of Constructions, while in Italy (cfr., implementation of Leg. Decrees 81/2008 and 106/2009 on license point system in building and asseveration of work safety management systems, especially for safety) and in several MS only now it's growing an interest on enterprise certification, in other MS this issue is object of interest up several years (cfr., Belgian "Loi du 20 mars 1991" on "agréation d'entrepreneurs"), with specific rules / systems on construction enterprise and entrepreneur competences certification.

These issues was already focused by LdV Partnership "Certified Entrepreneurs in Building Sector", starting a cooperation to test and apply common concepts developed at EU level on field of certification of entrepreneur competences, also as solid base to build an ECVET process.

On this fundament and widening this partnership to sectoral VET providers and social partners, and public institutions competent in VET across EU, the Consortium has verified that these competences are not defined and certified in many EU MS, agreeing that an intervention for transparency and recognition of building entrepreneur learning outcomes, applying and implementing ECVET, could have significant impact.

At this aim, applying ECVET principles and technical specifications, activities will: define and apply operational and transferable methods and guidelines, to design qualification in units of learning outcomes with allocation of ECVET points; test units of learning outcomes based qualification with associated procedures for assessment, transfer, validation and accumulation of learning outcomes achieved in formal, informal and non formal contexts; design and test quality standards to apply ECVET (issuing an ECVET quality label) to the qualification; design VET programmes with flexible devices for validation, transfer and recognition of learning outcomes; develop concepts based on learning outcomes approach to combine ECVET and ECTS and enhance their compatibility.

B.2 Lifelong Learning Programme Objectives and Priorities addressed

Please identify in the box below, which of the **Objectives of the Lifelong Learning Programme** this application addresses (maximum 2 choices)

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Lifelong Learning Programme

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*Code * :*

LLP-Obj-b

Description To support the realisation of a European area for lifelong learning

X

*Describe briefly how your project addresses this Objective (Max. 500 characters) * :*

Through development of a European sectoral qualification system for the entrepreneurs in Construction sector, incorporating EQF, ECVET, ECTS and Europass, the project addresses LLP objective of the realisation of a European area for lifelong learning, facing one of the main obstacles to attracting more interest in trans-national mobility as part of initial/continuing vocational training/education, that is the diversity, even fragmentation of education, VET and qualifications systems in Europe.

*Code * :*

LLP-Obj-c

Description To help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member States

X

*Describe briefly how your project addresses this Objective (Max. 500 characters) * :*

Project addresses also LLP objective of improvement of quality, attractiveness and accessibility of opportunities for lifelong learning available within Member States, since the development of a European sectoral qualification system for entrepreneurs in Construction sector, incorporating EQF, ECVET, ECTS and Europass, is a way to enable people to pursue their learning pathway by building on their learning outcomes when moving from one learning context to another, and from one Country to another

---

Please identify in the box below, which of the **Specific Objectives of the Action** this application addresses (maximum 2 choices)

*Code * :*

LEO-SpObj-c

Description To enhance the attractiveness of vocational education and training and mobility for employers and individuals and to facilitate the mobility of working trainees

X

*Describe briefly how your project addresses this Objective (Max. 500 characters) * :*

The project addresses directly this specific LdV objective, since the ECVET process started by the project will give to the entrepreneurs of European construction sector the concrete possibility of transparency and recognition of achieved learning outcomes, and an effective perspective of mobility beyond the confines of national and regional VET systems, the barriers to mobility within a particular educational system, the obstacles outside the educational system.

*Code * :*

LEO-SpObj-a

Description To support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development, employability and participation in the European labour market

X

Lifelong Learning Programme

*Describe briefly how your project addresses this Objective (Max. 500 characters) * :*

The project addresses directly also this specific LdV objective, because the ECVET process started by the project will give to entrepreneurs of European construction sector, with the right to transfer, validate and accumulate the awarded ECVET credit within the sectoral/territorial VET systems involved in the MoU ECVET, also an higher employability and proclivity towards mobility, as well as more availability to join training programs and to attend a period of training abroad.

Please identify in the box below, which of the **Operational Objectives of the Action** this application addresses (maximum 2 choices)

*Code * :*

LEO-OpObj-4   *Description*   To improve the transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning   X

*Describe briefly how your project addresses this Objective (Max. 500 characters) * :*

The project addresses directly this operational LdV objective, applying EQF, ECVET and Europass to entrepreneurs of European construction sector, defining this professional field in terms of learning outcomes, mapping it onto EQF via national qualifications frameworks/systems, designing qualifications in learning outcomes transferable units with credit points allocation and flexible VET programmes to validate/transfer/recognise learning outcomes achieved in formal/informal/non formal contexts

*Code * :*

LEO-OpObj-1   *Description*   To improve the quality and to increase the volume of mobility throughout Europe of people involved in initial vocational education and training and in continuing training, so as to increase placements in enterprises to at least 80.000 per year by the end of the LLP   X

*Describe briefly how your project addresses this Objective (Max. 500 characters) * :*

The project addresses directly also this operational LdV objective, because the ECVET process supported by the project will allow to the entrepreneurs of European construction sector, through the concrete possibility to put in transparency and recognise, beyond the "system confines", their learning outcomes achieved in formal/informal/non formal contexts, an effective perspective of mobility within the European sectoral/territorial VET systems involved in this process.

Please identify in the box below, which **Priority** this application addresses (Max. 500 characters)

Lifelong Learning Programme

Code * :

Priority 1

Description

Implementing ECVET for transparency and recognition of learning outcomes and qualifications

*Describe briefly how your project addresses this priority (Max. 500 characters) * :*

Project addresses directly this LdV thematic priority, applying EQF, ECVET (and ECTS) and Europass to professional field of European construction sector entrepreneurs, defining it in terms of learning outcomes, mapping it onto EQF via national qualifications frameworks/systems, designing qualification in learning outcomes transferable units with credit points allocation and flexible VET programmes to validate/transfer/recognise learning outcomes achieved in formal/ informal/non formal contexts.

Please identify in the box below, which of **LLP Horizontal policies** this application addresses (Max. 500 characters) (maximum 2 choices)

Code * :

SpecNeed

Description

Making provision for learners with special needs, and in particular by helping to promote their integration into mainstream education and training

X

*Please explain how this proposal addresses the policy selected * :*

The project addresses, even if as complementary objective, also the LLP Horizontal policy aimed to help learners with special needs to promote their integration into mainstream education and training, in particular making specific provisions in the MoU starting ECVET process for entrepreneurs in European construction sector, foreseeing a "preferential lane" with priority for people with disabilities and migrant background, and for ethnic minorities, within all users of the process.

Add a policy

Please identify in the box below, how this application demonstrates **Complementarity with other policies** (maximum 2 choices)

Code * :

ET2020

Description

Education and Training 2020 Work Programme

X

*Please explain how this proposal addresses this area of complementarity (Max. 500 characters) * :*

The project, since its new sectoral ECVET process, has a strong complementarity with EU strategy and policies on co-operation in education and training (Lisbon Strategy adopted in 2000, strengthened by the Education and Training 2010 Work Programme launched in 2001 and its follow-up, strategic framework ET 2020 adopted in 2009), particularly, with long term strategic objectives "Making lifelong learning and mobility a reality" and "Improving the quality and efficiency of education and training".

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Add an area of complementarity

Linkages with other Actions in the LLP

The content of this application is linked to the following areas of the LLP. Tick all boxes relevant to this proposal: multiple choice possible.

Transversal policies

☐ *Language learning/teaching*

☐ *Exploiting ICT in learning*

☒ *Dissemination and exploitation of results*

Sub-programme areas

☐ *School education*

☒ *Higher education*

☐ *Adult education*

☒ *Vocational training*

B.3 Dates and languages

B.3.1 Total duration of the project

Start date (dd/mm/yyyy) * :   01/10/2012   End date (dd/mm/yyyy) * :   30/09/2014   *Duration (months)*   24

B.3.2 Language for Grant Agreement and communication with the Agency *:   English

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Lifelong Learning Programme

B.4 Summary budget

Expenditure		
Direct Costs		
Staff*	370 840€	
Travel and subsistence*	85 760€	
Equipment*	0€	
SubContracting*	47 880€	
Other*	17 529€	
Sub-Total: Direct Costs	**522 009€**	
Sub-Total: Indirect Costs	10 991€	
Total Cost	**533 000€**	
Revenue		
EU Grant Requested*	399 750€	*Cannot exceed* 400 000€
% of total cost	75	Cannot exceed 75% of Total Cost
Own funding of the members of the consortium*	133 250€	
Other sources of financing*	0€	
Total Co-financing	**133 250€**	
Total revenue	**533 000€**	

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Lifelong Learning Programme

Attachments

Description of the project (WORD)*:

Document: Leonardo MP DOI_IT_CertEnt_Desc.doc

Declaration of Honour By Legal Representative of Applicant Organisation (PDF, TIFF, JPEG)*:

Document: Leonardo MP DOI_IT_CertEnt_DecHon.pdf

Detailed budget tables and Workplan/Workpackages summary chart (EXCEL)*:

Document: Leonardo MP DOI_IT_CertEnt_Bud.xls

Legal Entity Form [Applicant Organisation only] (PDF, TIFF, JPEG)*:

Document: Leonardo MP DOI_IT_CertEnt_LEF.pdf

Education and Training

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Education and Culture DG

EACEA
Education, Audiovisual & Culture Executive Agency

Lifelong Learning Programme

526412-LLP-1-2012-1-IT-LEONARDO-LMP

Submission number

Education and Training

Education and Culture DG

EAC EA
Education, Audiovisual & Culture Executive Agency

Lifelong Learning Programme

Lifelong Learning Programme Application Form

2012 Call for proposals

DETAILED DESCRIPTION OF THE PROJECT

(To be attached to the eForm)

Version 1

PART C. Organisations and activities

This part must be completed separately by each organisation participating in the project (applicant and partners).

Partner number - P 1 [P1 – Pn]

Organisation name	Regione Toscana

C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

Regione Toscana is one of the twenty Italian regions granted political autonomy by the 1948 Constitution of the Italian Republic. Fifteen regions, including Toscana has ordinary statute, approved by their regional councils, and five has special statutes, approved with constitutional law. The regions of Italy are the first-level administrative divisions of the state, constituting its first NUTS administrative level. As in the other regions, the Toscana statute serves as a regional constitution, determining the form of government and the fundamental principles of the organization and the functioning of the region, as prescribed by the Constitution of Italy (Article 123). Since the Italian constitutional reform of 2001 the regions have had residual legislative powers. Now, the regions have exclusive legislative power with respect to any matters not expressly reserved to state law (Article 117): in particular, considering the project issues, it's to remark that Toscana Region, as the other Italian regions, has exclusive legislative competence on vocational education and training (VET). Thus, as the other Italian regions, Regione Toscana is responsible for developing and setting VET curricula, often delegating to its 10 Provinces part of related functions. Regione Toscana is very active, within coordination bodies at national level (*Conferenza delle Regioni* and *Conferenza Stato - Regioni*) in the definition process of nationally agreed provisions aimed to ensure a minimum standardisation and quality of training supply provided throughout the country. On national level, it's envisaged: definition of general system for classification of vocational skills; definition of standard general criteria for certifying skills (training booklet); definition of standard general criteria for ascertaining credits (training/training, training/education, education/training); definition of minimum skill training standards; identification of minimum accreditation standards for facilities providing vocational education and training courses. On regional level, it is envisaged: governance of skill and credit system as well as related support services; adaptation of skills to local context; methods and procedures for assessment, evaluation and certification of skills and credits before, during and after training pathways; design standards; detailed definition of indispensable requisites required from facilities providing vocational education and training pathways. Regione Toscana and the other Italian regions are thus performing considerable work to provide a contribution co-ordinated with the process of a gradual definition of the national standard and certification system, starting from skill standards for Apprentices, Higher Technical Education and Training (IFTS) pathways, and young people interested to the obtainment of a three-year vocational qualification (either at school or in initial vocational training system) before reaching 18 years of age (law 53/2003).

The Regione Toscana, as Applicant organisation, will actively participate to the whole project work through all work packages, sharing with the other partners of the Consortium the responsibilities related to management, implementation, quality assurance, and project results valorisation, with a particular undertaking within the activities aimed to the dissemination and exploitation of project results, mainly for the mainstreaming activities targeted on public institutions competent in VET. At this aims, are already designated the responsible persons for the operational and financial management of the project within the organisation : for management and co-ordination issues and research activities, Mr Marco Masi; for administrative and technical aspects, Mr Massimiliano Leoncini.

C.2 Operational capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Marco Masi	Director of Area for Coordinating of Research Responsible for coordination of projects and programs to promote and support scientific research and relations with the universities' and research centers. It deals with strategic planning and coordination of activities related to government policies and regional research "Regional Network of Research" under Regional Law April 27, 2009, No 20, with reference to guidance from the Regional Development Plan, the coordination of activities of regional sectors and maintains contacts with the outside world and relationships with Universities, Colleges of Higher Education, Research Centers public and private bodies institutional and social partners. Coordination for the enhancement, protection and dissemination of research results and support for technology transfer. Relations with the European Commission for the promotion and development of research infrastructure and participation in European and international calls and European thematic networks.
Massimiliano Leoncini	Regione Toscana - DG Presidenza - Area di Coordinamento della Ricerca Coordination of projects and program for the promotion and support of scientific research and relationship with the university and research centres. Responsible for promoting and supporting Tuscany Region participation to European research programs and projects. Support to the coordination, Scientific Responsable and Project Manager for: 1. Capacities Research Potential FP7-Regions-2008-1 Project: "EPISODE – Exploiting the potential of structural biology trough NMR for Bio-Pharma opportunities for the economic Development of Tuscany and Berlin" Budget: Euro 1.000.000,00 2. ESPON 2013 PROGRAMME European observation network Project: AMCER - Advanced Monitoring and Coordination of EU R&D Policies at Regional Level Budget: Euro 800.000,00 3. Fondo Aree Sottoutilizzate - FAS Program:Agreement Framework Program: Research and technology transfer for the production system Project: 20 projects running Budget: Total Euro 13.534.921,00 4. Fondo Europeo di Sviluppo Regionale - FESR Program:Support to joint research projects between groups of companies and research organizations Project: 7 projects running and 14 phaseability study Budget: Total Euro 19.733.031,65 5. Fondi POR CREO FSE - ASSE IV Competitività regionale e occupazione Program:Support for participation of young researchers to joint research project Project: 38 projects running Budget: Total Euro 10.950.000,00

Partner number - **P 2** *[P1 – Pn]*

Organisation name	Scuola Edile di Perugia

C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

Scuola Edile di Perugia (Building School of Perugia) is a VET provider and no profit bilateral joint organisation in the Umbrian province of Perugia, participating to the Italian national system of training organisations for building sector coordinated by Formedil. The school has been constituted in 1961 by sectoral social partners (entrepreneurs' organisations, of SMEs too: ANCE – Associazione Nazionale Costruttori Edili, CNA - Confederazione Nazionale dell'Artigianato e della Piccola e Media Impresa, Confartigianato; trade unions: FILLEA-CGIL, FILCA-CISL, FENEAL-UIL) and it is regulated by national collective agreements. It also participates to the European network "Re.Form.E".

Scuola Edile di Perugia's constitutional aims are to promote, to organize and to realize, in its region, training courses for young people who come for the first time into the building sector, refresher courses for occupied people in building enterprises, training courses to qualify, specialize and update workers, administrative and technical employees, and entrepreneurs too.

Together with the other bilateral joint organisation constituted at territorial level by the same social partners, Comitato Paritetico Territoriale per la Prevenzione Infortuni, l'Igiene e l'Ambiente di Lavoro della provincia di Perugia - CPT, it organises all the courses concerning safety.

The school employs ten people, but the system (Scuola Edile di Perugia and CPT, which have the same shareholding social partners, the same director and the same president) employ together fifteen people).

Scuola Edile di Perugia, as , will actively participate to the whole project work through all work packages, sharing with the Applicant and with the other Consortium partners the responsibilities related to management, implementation, quality assurance, dissemination and exploitation of project results, with a particular undertaking within the activities aimed:

- to manage and coordinate the project Consortium and work packages (e.g., the Scuola Edile di Perugia will: prepare with the Applicant the multilateral agreement among all partners finalising the details of their cooperation; lead operationally the project management structure; prepare the agenda and reporting of Consortium meetings; develop and update of timetables and work schedules related to work planning and monitoring activities; prepare and communicate to Consortium partners all necessary documentation concerning the overall programme and the specific work tasks; monitor the overall budget and collect the data necessary for reporting).

- to coordinate the sub-contracting of the specific tasks for which the partners are not specialised (set-up and maintenance of project website, translations and printing of deliverables addressed to the public, interpretation for public events, and scientific and technical guidance for project quality assurance);

- to the substance of work planned, including research, production and testing activities (also in consideration of the strong specific experience as sectoral VET provider);

- to results mainstreaming targeted on social partners of Construction sector, and results multiplication on entrepreneurs and other VET providers in Constructions (in consideration both of its bilateral character, expression of Construction sector social partners of workers and of employers, and of its membership within the Italian sectoral network of VET providers in Constructions "Formedil" and also within the European sectoral network of VET providers in Constructions "ReFormE").

At this aims, are already designated the responsible persons for the operational and financial management of the project within the organisation : for management and co-ordination issues, Ms Cristiana Bartolucci; for research activities, Mr Umberto Lepri; for technical aspects, Ms Laura Galli; for administrative issues, Ms Maia Cecilia Ciliani.

C.2 Operational capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Cristiana Bartolucci	Senior expert, since 1998 has worked as project manager of national and European projects (Adapt, LdV Pilot "Q-Ca.S.E: Cantieri Scuola Europei", LdV Multilateral Partnerships - "Certified Entrepreneurs in Building Sector"). Since 2005 she is the coordinator of Scuola Edile di Perugia and CPT and manages all the FSE project which have been financed to these organizations. She has a significant experience as expert, coordinator and manager of technical working groups at trans-national level too.
Laura Galli	Junior expert, since 2005 she works as responsible of analysis about training needs of enterprises for the Scuola Edile di Perugia. She also organises FSE training courses for the VET centre. In the last year she has been involved in the LdV Multilateral Partnerships "Certified Entrepreneurs in Building Sector".
Umberto Lepri	Senior expert, since 1991 designer, project manager, researcher within regional, national and European projects (e.g., Employment Horizon I - II, Youthstart II, Equal I - II, LdV Pilot "Q-Ca.S.E: Cantieri Scuola Europei" on CQAF, LdV ToI "Highlight the Competences" on ECVET, during which was formalised and implemented first MoU ECVET in Europe, LdV ToI "Trasfobuilding" on validation of non-formal and informal learning, LdV ToI "Plastigreen", "ProFMcompetence2011" and "CNC-Eucam" on transparency and recognition of competences and qualifications, LdV DoI "CeSaTra" on ECVET, during which was formalised first MoU ECVET for a sectoral qualification in Construction sector, etc.), mainly in field of VET, particularly for Constructions, Facility Management, Plastic Industry, Community Social Services sectors, with significant experience as expert, coordinator and manager of technical working groups at trans-national level too. Graduate in Political Science in 1989 c/o University of Perugia.

Partner number - **P 3** *[P1 – Pn]*

Organisation name	Centro per la Formazione e Sicurezza in Edilizia di Arezzo

C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

The *Centro per la Formazione e Sicurezza in Edilizia di Arezzo*, shortly *Scuola Edile di Arezzo* (Building School of Arezzo) is a VET provider specialised in Construction sector born in 1957 in the Tuscany province of Arezzo as bilateral organisation among social partners of employers and workers (entrepreneurs' organisations, of SMEs too: *ANCE – Associazione Nazionale Costruttori Edili, CNA - Confederazione Nazionale dell'Artigianato e della Piccola e Media Impresa, Confartigianato*; trade unions: *FILLEA-CGIL, FILCA-CISL, FENEAL-UIL*).

The school is one of the 102 "*Scuole Edili*" operating in each Italian province and composing, with their national articulation *Formedil*, the Italian vocational training system for Construction sector. As the other "Building Schools", the school carry out the vocational training measures according to the needs of local job market of the sector, within the coordination of national network *Formedil* but with organisational and financial autonomy. The school has a long and significant experience of vocational training for initial qualifications and continuing training for all typologies of figures in the sector, with a particular specialisation in building restoration. Today, the training activities are broadening to bio-architecture, intelligent energy in building, and to new professional figures in matter of safety in building.

The *Scuola Edile di Arezzo*, though small sized VET provider (full time figures: Director, Project management and administration responsible, Accountability responsible and assistant), has developed a wide network of professional collaborations and relations at local, regional, national and European level (e.g., the school takes part regularly to the periodical trans-national meeting of the European network of sectoral VET providers Re.Form.E.), also with significant experiences within LLP - LdV initiatives (in particular, the school is management co-ordinator of the first LdV project aimed to start and implement an ECVET process within the European VET systems of Construction sector (CeSaTra - Certified Safety VET Trainers: An experimental intervention to put in transparency and to recognise the competences of the trainers on safety matter in the European VET systems of the Construction sector; http://www.cesatra.eu).

The Scuola Edile di Arezzo, as partner organisation, will actively participate to the whole project work through all work packages, sharing with the other partners of the Consortium the responsibilities related to management, implementation, quality assurance, and project results valorisation.

Considering the experience on ECVET acquired within CeSaTra, the school will have a particular undertaking within project activities aimed to the preparation, activation and implementation of the ECVET process for the entrepreneurs in Constructions. Considering its character of sectoral VET provider (having as shareholder the social partners) and the related networks too, the school will also have a particular undertaking for the dissemination and exploitation of project results, mainly for the mainstreaming activities targeted on sectoral social partners of Construction sector, and on multiplication activities addressed to sectoral VET providers and entrepreneurs in Construction. At this aims, are already designated the responsible persons for the operational and financial management of the project within the organisation : for management and co-ordination issues and research activities, Arch. Andrea Bigazzi; for administrative and technical aspects, Mr Andrea Valdambrini, with the support for accountability of Ms Silvia Sereni.

C.2 Operational capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Andrea Bigazzi	Degree in Architecture c/o the University of Florence in 1998, Didactical Director of the Scuola Edile di Arezzo. He has a significant experience in matter of organisation and management of VET courses for the workers and employers of the building sector for the construction enterprises active in the Arezzo province (Toscana Region), also for the entrepreneurs in Constructions. He is also the Co-ordinator of the CPT (sectoral bilateral organisation for the safety at work) of the Arezzo province. Member of the Professional Order of the Architects, in which is co-ordinator of the Committe for Training, Safety and Quality. He is involved in the participation processes activate by the Toscana Region for definition/certification of professional profiles, and also in the LLP LdV DoI "CeSaTra -Certified Safety VET Trainers" on ECVET
Andrea Valdambrini	Certified Public Accountant (Istituto Tecnico Commerciale E. Fermi of Perugia, 1984), he is a technical and administrative employee of the Scuola Edile di Arezzo. He has worked from 31/01/2007 to 30/09/2009 whit determinate type contract; since this date he works whit an open-ended contract.
Silvia Sereni	Account Analist (Istituto per Analisti Contabili G. Vasari di Poppi, 1993), also qualified for "New account and administrative technologies" (c/o VET Centre of Toscana Region, 1994) she is an administrative and accounting employee of the Scuola Edile di Arezzo, in which she has worked from 03/01/2002 to 03/01/2004 with determinate type contract; since this date she works with an open-ended contract.

Partner number - **P 4** *[P1 – Pn]*

Organisation name	Regione Umbria

C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

Regione Umbria is one of the twenty Italian regions granted political autonomy by the 1948 Constitution of the Italian Republic. Fifteen regions, including Umbria, has ordinary statute, approved by their regional councils, and five has special statutes, approved with constitutional law. The regions of Italy are the first-level administrative divisions of the state, constituting its first NUTS administrative level. As in the other regions, the Umbrian statute serves as a regional constitution, determining the form of government and the fundamental principles of the organization and the functioning of the region, as prescribed by the Constitution of Italy (Article 123).

Since the Italian constitutional reform of 2001 the regions have had residual legislative powers. Now, the regions have exclusive legislative power with respect to any matters not expressly reserved to state law (Article 117): in particular, considering the project issues, it's to remark that *Regione Umbria*, as the other Italian regions, has exclusive legislative competence on vocational education and training (VET). Thus, as the other Italian regions, Regione Umbria is responsible for developing and setting VET curricula, often delegating to its 2 Provinces part of related functions. Regione Umbria is very active, within coordination bodies at national level (*Conferenza delle Regioni* and *Conferenza Stato - Regioni*) in the definition process of nationally agreed provisions aimed to ensure a minimum standardisation and quality of training supply provided throughout the country. On national level, it's envisaged: definition of general system for classification of vocational skills; definition of standard general criteria for certifying skills; definition of standard general criteria for ascertaining credits (training/training, training/education, education/training); definition of minimum skill training standards; identification of minimum accreditation standards for facilities providing vocational education and training courses. On regional level, it is envisaged: governance of skill and credit system as well as related support services; adaptation of skills to local context; methods and procedures for assessment, evaluation and certification of skills and credits before, during and after training pathways; design standards; detailed definition of indispensable requisites required from facilities providing vocational education and training pathways. *Regione Umbria* and the other Italian regions are thus performing considerable work to provide a contribution co-ordinated with the process of a gradual definition of the national standard and certification system, starting from skill standards for Apprentices, Higher Technical Education and Training (IFTS) pathways, and young people interested to the obtainment of a three-year vocational qualification (either at school or in initial vocational training system) before reaching 18 years of age (law 53/2003).

The *Regione Umbria*, as partner organisation, will actively participate to the whole project work through all work packages, sharing with the other partners of the Consortium the responsibilities related to management, implementation, quality assurance, and project results valorisation, with a particular undertaking within the activities aimed to the dissemination and exploitation of project results, mainly for the mainstreaming activities targeted on public institutions competent in VET. At this aims, are already designated the responsible persons for the operational and financial management of the project within the organisation: for management and co-ordination issues, responsible person for regional competent service in safety (Servizio Prevenzione, sanità veterinaria e sicurezza alimentare), Ms Mariadonata Giaimo; for research activities, responsible person for the competent section of regional service on VET (Servizio Istruzione), Ms Lorella La Rocca; for administrative and technical aspects, Ms Gabriella Madeo.

C.2 Operational capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Mariadonata Giaimo	Responsible person for the "Servizio Prevenzione, sanità veterinaria e sicurezza alimentare" of the Health Direction of the Umbria Region, from 2007. She is Medecine Doctor, specialised in Occupational Medicine. She coordinates the coordination body at regional level of the organisations interested and/or competent in Safety matter, and she is member of the same coordination body at national level.
Lorella Larocca	Responsible person, within the Training, Project and Didactics Committee of Umbria Region, for the management of Regional Training and Certification Standards.
Gabriella Madeo	Civil servant of the "Servizio Prevenzione, sanità veterinaria e sicurezza alimentare" within the Health Direction of the Umbria Region, from 2007. She is Medecine Doctor, specialised in Occupational Medicine. She support at administrative and technical level the coordination body at regional level of the organisations interested and/or competent in Safety matter.

Partner number - **P 5** *[P1 – Pn]*

Organisation name	Provincia di Arezzo

C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

The *Provincia di Arezzo* (Province of Arezzo) is a local Italian authority having competence, as the other 101 Italian provinces, on a group of Municipalities, following provisions established by enforcement laws of art. 114 of Italian Constitution.

Province of Arezzo acts as a local public authority intermediate between 39 municipalities within its territory and Tuscany Region. Province of Arezzo has around 500 employees, and has the aim to support a project of local governance in order to offer its citizens efficient and effective services.

Province of Arezzo, within limits defined by regional planning, addresses and manages municipalities activities. Its main activities are: coordination and planning, labour policies, education and vocational training, environment, energy, road maintenance. Province is also provider of public services for matching on labour market, and manage also significant ESF resources, delegated by Tuscany Region, particularly within priorities of adaptability and employability. Therefore this actor also plays an important role in all discussions dealing with key questions of VET policy, at local, regional, national as well as at European level. Main activities of Education, Vocational Training and Labour Sector are related to guidance to higher education institutes, high schools and vocational guidance, preventing abandoning of school and school distress, training for job insertion, training to adapt the skills to life work transitions, higher education.

The Province of Arezzo is currently lead partner in 2 EU projects:

1. "Certified Safety VET Trainers (CeSaTra): An experimental intervention to put in transparency and to recognize the competences of the trainers on safety matter in the European VET systems of the Construction sector". This project is funded by the European - Leonardo da Vinci Multilateral projects for Development of innovation www.cesatra.eu It has started in October 2010 and will end in September 2012. The project, with a partnership is composed by 9 partners of 7 different countries (Italy, Belgium, Spain, Poland, France and Switzerland), is applying the European tools and frameworks EQF and ECVET to people operating as safety trainers in EU VET systems of Constructions. Province of Arezzo manages project activities as applicant partner.

2. "eGOS: eGovernment and eGuidance Services" of the European - ICT Policy Support Programme www.egos-cip.eu (2008-2011) which Distance vocational and educational guidance through the use of ICT-based tools: an innovatory solution for inclusive and efficient eGovernment services. A multi-channel open source platform (WISP: Web-based Integrated Services Platform) enables e-guidance practitioners to deliver information, advice and help services by using different ICT based tools such as video-conferencing, e-mail, chat-rooms, forums, etc. Project is composed of a wide EU partnership involving 5 countries (Italy, Spain, Bulgaria, Romania and Iceland) and 22 partners from public and private sector. Project budget is of 3,5 million of euros. Province of Arezzo is lead partner and has invested a lot regarding human resources to achieve project results setting up a wide working group.

Province, as partner organisation, will actively participate to whole project work through all work packages, sharing with other partners responsibilities related to management, implementation, quality assurance, and project results valorisation, with a particular undertaking within activities aimed to dissemination and exploitation of project results, mainly for mainstreaming activities targeted on public institutions competent in VET. At this aims, are already designated responsible persons for operational and financial management of project within organisation: for management and co-ordination issues, and for research activities, Mr Paolo Grasso, provincial responsible for Education and Vocational Training sector; for administrative and technical aspects, Ms Camilla Righini.

C.2 Operational capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Paolo Grasso	Director of the Education, Vocational Training and Employment Sector. Large experience on employment, training and education matters. In charge of the general project management, having a wide experience on EU projects both as partner and lead partner.
	Since 2007 on going: Consultant on vocational training and labor market matters on behalf of UPI (Regional Union of Provinces)
	Since 2001-on going: Vocational Training and Education and Labour Market Area Manager at the County of Arezzo, Italy
	Since September 2005 – on going: University Professor on Vocational Training Matters – University of Siena
	July 2000-June 2001: Civil Servant
	1997-2000: Chairman of a local NGO
	1997-2000: Consultant, project manager, and researcher on vocational training matters
	1994-1997: General Manager of a EEIG
	1990-1994: Junior Expert and Project manager for a consulting engineering in less developed countries
	1985-1989: Vocational Education and Training Consultant and Teacher
Camilla Righini	Assistant to project management of EU projects, collaboration with the Province of Arezzo since June 2009. She has been working on EU projects since 2003 for different public entities and in many different programmes. Bachelor degree (laurea) in Political Sciences, International Politics

Partner number - **P 6** *[P1 – Pn]*

Organisation name	Provincia di Perugia

C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

The *Provincia di Perugia* (Province of Perugia) is a local Italian authority having competence, as the other 101 Italian provinces, on a group of Municipalities, following provisions established by enforcement laws of art. 114 of Italian Constitution.

Province of Perugia acts as a local public authority intermediate between 59 municipalities within its territory and Umbria Region. Province of Perugia has around 1075 employees, and has the aim to support a project of local governance in order to offer its citizens efficient and effective services. Province of Perugia, within limits defined by regional planning, addresses and manages municipalities activities. Its main activities are: coordination and planning, labour policies, education and vocational training, environment, energy, road maintenance. Province is also provider of public services for matching on labour market, and manage also significant ESF resources, delegated by Umbria Region, particularly within priorities of adaptability and employability. Therefore this actor also plays an important role in all discussions dealing with key questions of VET policy, at local, regional, national as well as at European level. Main activities of Education, Vocational Training and Labour Sector are related to guidance to higher education institutes, high schools and vocational guidance, preventing abandoning of school and school distress, training for job insertion, training to adapt the skills to life work transitions, higher education.

The Province of Perugia is currently involved in following EU projects:

1. "Certified Safety VET Trainers (CeSaTra): An experimental intervention to put in transparency and to recognize the competences of the trainers on safety matter in the European VET systems of the Construction sector". This project is funded by the European - Leonardo da Vinci Multilateral projects for Development of innovation www.cesatra.eu It has started in October 2010 and will end in September 2012. The project, with a partnership is composed by 9 partners of 7 different countries (Italy, Belgium, Spain, Poland, France and Switzerland), is applying the European tools and frameworks EQF and ECVET to people operating as safety trainers in EU VET systems of Constructions. Province of Perugia is associated partner.

2. "Family Assistance and Social Integration - F.A.S.I.", a project directed to bring out the underground market of carers working in our country and make regular their jobs. Activities concern agreements with countries of origin of carers in order to implement joint actions, implementation of a training model to be tested in country of origin and in part to arrival in order to provide skills; design of a new system for matching between demand and supply. Province is lead partner. Project is funded in Progress Program.

3. "Build Up Skills – Italy – Wise Road Map", a project directed to buils a skill certification system in the field of renewable sources and energy upgradings of building and to develop training courses for all professional worging in the sector. The project is funded in CIP IEE 2011 Program. The Province of Perugia is a supporter partner. The coordinator of the project is ENEA (IT).

4 "Writing Reading Inclusion: towards European Renaissance - W.R.I.T.E.R." an experimental project directed to promote reading and writing as tools for human, cultural and professional growth, taking in care the development of professional skills in the field of publishing and book industry. The project is funded by LiFeLongLearning Program 2011 – Grundtvig Section. The lead partner is TUCEP (IT) and the Province is an associated partner.

Province of Perugia, as partner organisation, will actively participate to whole project work through all work packages, sharing with other partners responsibilities related to management, implementation, quality assurance, and project results valorisation, with a particular undertaking within activities aimed to dissemination and exploitation of project results, mainly for mainstreaming activities targeted on public institutions competent in VET. At this aims, are already designated responsible persons for operational and financial management of project within organisation: for management, co-ordination issues, and research activities, Mr Adriano Bei, provincial responsible for Education and Vocational Training sector, Mr Bruno Palazzetti, province responsible for EU projects; for administrative/technical aspects, Ms Elisabetta Volpi.

C.2 Operational capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Adriano Bei	Director of the Area Lavoro formazione Scuola e Politiche Comunitarie and Politiche Culturali of the Province of Perugia, he co-ordinates the provincial functions in labour policies, education and vocational training, lwith specific commitment on ESF resources delegated by Region and managed by Province, particularly within adaptability and employability priorities, He represents the Province within the local and national work tables. He promotes the technical measures related to EU policies. He co-ordinates and represents the Province within national and European projects. His recent publications are: "Local institutions and active labour market policies in Umbria" in "The labour policies from the perspective of the common good" – P.L.Grasselli and C. Montesi 2010 "The participation of the Univeristy of Perugia graduates in the labour market in 2007-2009" in "The passage from Univesity to the job" – P.L. Grasselli, M.Signorelli - 2010
Bruno Palazzetti	Director of Servizio Politiche Comunitarie of the Province of Perugia, he has specific competences in the co-ordination and management of EU initiatives, innovative project funded by national and regional resouirces; he coordinates the relations with public and private organisations of EU and third countries.
Elisabetta Volpi	Expert Officer in EU policies, is member of the Ufficio Analisi Studi Monitoraggio e Amministrazione of the Province of Perugia, and is the person in charge for operational issues related to EU projects in which the Province is applicant or partner in the fields of labour and education and vocational training.

Partner number - **P 7** *[P1 – Pn]*

Organisation name	Formation PME Liège-Huy-Waremme

C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

Formation PME Liège's mission is to propose training to enterprise and their employees to develop economical potential of our region and her enterprises.

Formation PME; who's member of IFAPME network, is a non-profit organisation created in 1960 to become one of the eleven centres in Wallonia which are inserted in the "Middle Class" system. This system is based on a long historical tradition but is also original and modern in his structure, his organisation and his real involvement in business world, enterprises and entrepreneurship. Since his creation, his calling was to reinforce, by training and accompaniment, economical potential of small and medium enterprises and self-employed persons.

Formation PME has two entities: Liège (with several sites) and Villers-le-Bouillet. This centre trains, on average, more than 12000 persons by year, both in management and in various technical fields.

People are accepted since the age of 15 in apprenticeship but most of the population are adults who take part in entrepreneur training and continuing education.

The training provided by Formation PME is then envisaged at three levels:

• The learning enables young people (at least 15 years) to have a theoretical training at training centre (1 day per week) and training on site (4 days per week). The apprenticeship contract is organized in 35 professions.

• The formation for entrepreneur is for people who want to start as an independent. This training can also be done as part of the training agreement, which is organized as an apprenticeship agreement. The formation of employer covers over 100 occupations.

• On-going training, providing opportunities for independent, professionals and small business employees to follow refresher and advanced training in several areas.

More than 6000 self-employed people, partners and managers take part in our continuing education each year. This department make Formation PME the first continuing education operator in size in Wallonia. Education supply is varied. We have experience in every field necessary to the growing of a small enterprises (more than 400 training themes: computer technology, languages, management (marketing, communication, selling, accounting…), professional skills, prevention, security and environment.)

PME Formation, as partner organisation, will actively participate to the whole project work through all work packages, sharing with the other partners of the Consortium the responsibilities related to management, implementation, quality assurance, and project results valorisation. Considering the experience on ECVET acquired within CeSaTra, it will have a particular undertaking within project activities aimed to the preparation, activation and implementation of the ECVET process for the entrepreneurs in Constructions. Considering its character of sectorial VET provider (having as shareholder the social partners) and the related networks too, it will also have a particular undertaking for dissemination and exploitation of project results, mainly for the mainstreaming activities targeted on sectorial social partners, and on multiplication activities addressed to sectorial VET providers and entrepreneurs in Construction. At this aims, are already designated the responsible persons for the operational and financial management of the project within the organisation: for management and co-ordination issues, Ms Jacques Wilkin; for research activities, Ms Emilie Preud'Homme; for administrative aspects, Ms Audrey Houba and for technical aspects, Ms Eric Portier.

C.2 Operational capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Jacques Wilkin	Bachelor in Economics, Master in Sociology, Director General of Formation PME, the largest French-speaking training Center in Belgium, in number of training cycles. Jacques Wilkin is Vice Chairing the Steering Committee of Construform Liège, Center of Excellence for the construction industry in Wallonia.
Emilie Preud'Homme	Bachelor and Master in Sciences Education, responsible for continuing education programs for the construction industry, particularly regarding security (prevention, scaffolding, etc.). Emilie Preud'Homme, Training Consultant is also responsible for training programs for building trades job seekers, in cooperation with the Walloon Agency for Vocational Training and Employment (Forem). She took part in two European projects (TRASFOBUILDING and COPILOTE) to improve the building training for young people and adults, and also in the LLP LdV DoI "CeSaTra -Certified Safety VET Trainers" on ECVET

Partner number - **P 8** *[P1 – Pn]*

Organisation name	Συνομοσπονδία Εργαζομένων Κύπρου (SEK)

C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

SEK employs approximately 200 people as a whole group, however the most relevant relevant to this project are those employed to the headquarters who are 26. SEK which is the biggest trade union in Cyprus and it was established in 1944. It is one of the most important social partners in Cyprus within the framework of tripartite cooperation. The main aims of SEK are to protect and safeguard the workers' rights and interests through collective bargaining and to influence the appropriate bodies in forming labour and economic policies through social dialogue on national, sectoral and company level. SEK has 7 professional Federations members, among them is the Federation of Builders, Miners, and Relevant Professions. SEK also run a Training and Vocational Centre, as well as the Institute of socioeconomic Studies (IKEM). SEK has been involved in and implemented a number of EU projects, including Leonardo da Vince, Equal and DG Employment, Social Affairs and Equal Opportunities.

SEK, as partner organisation, will actively participate to the whole project work through all work packages, sharing with the other partners of the Consortium the responsibilities related to management, implementation, quality assurance, and project results valorisation. Considering its character of social partner and the related networks too, it will have a particular undertaking within project activities aimed to the preparation, activation and implementation of the ECVET process for the entrepreneurs in Constructions, and for dissemination and exploitation of project results, mainly for the mainstreaming activities targeted on sectoral social partners, and on multiplication activities addressed to sectoral VET providers and entrepreneurs in Construction. At this aims, are already designated the responsible persons for the operational and financial management of the project within the organisation : for management and co-ordination issues, for research activities, for technical and administration aspects, DR Neophytos Chrysochos and Mr Andreas Matsas.

C.2 Operational capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Mr Andreas Matsas	the Deputy General Secretary of SEK, has been the coordinator of all projects listed below: • Industrial Relations - Training Seminar "Industrial Relations and Capacity Building in the Construction Industry" • EQUAL – Training "Promotion of family and work" • Leonardo da Vinci - Development Training "Development of a comprehensive training course for assessing the risk at workplace" • EQUAL - Development "Network for promotion of Youth Employability • "Equal opportunities with emphasis of the promotion of social policy at workplace" • "Promoting social dialogue with emphasis in the industrial areas."
Dr Neophytos Chrysochos	He is an expert in EU affairs and has extensive experience in project management and research activities. Among others, he has been involved in various roles in the following programmes (indicatively): 2010-2011, "Industrial Relations and Capacity Building Measures in the Construction Industry". Funded by EC-DG Employment, Social Affairs and Equal Opportunities, Ref. no.: VS/2010/0727. The project aims on tackling the mid and

long term negative effects of the economic crisis in the Construction industry that is to increase competitiveness, improve working conditions and reduce high unemployment by promoting industrial relations and capacity building as the major tools to tackle these problems. Key Expert: (1). Training Expert: addressed: (a). Baseline research to identify the specific Training Needs Analysis (TNA) in relation to construction sector in Cyprus, Italy and Malta. (b). Developed the content of the training seminars and run the workshops. (2). Scientific Coordinator: Co-edited and published a book on the "Industrial Relations and Capacity Building Measures in the Construction Industry". Partners: Cyprus, Italy and Malta.

2008-2009, "Creating tools to inform & train national JUDGES in EC Competition Law: the case of Cyprus" (FIT for JUDGES). Funded by EC-DG Competition. Agreement Ref. no.: Si2.519039. The project aims to facilitate the " full force and effect" of Community Competition law in Cyprus, by ensuring that national judges are adequately informed and trained with regard to the specifics of the laws and their application. Project Leader & Key Expert: (1). Project Leader: overall coordination and supervision of the project. (2). Training Expert: addressed: (a). Baseline research to identify the specific Training Needs Analysis (TNA) of the national Judges in relation to EU competition Law. (b). Developed and content of the training and addressed the application of EU law and in particular articles 81 & 82. (c). Run the workshops. (3). Scientific Coordinator: Edited and published a book on the "EU Competition Law: The Decentralized Application. Partners: Cyprus & Holland.

2008, "Reform Treaty: what's the need 4U", funded by the EC-DG Education, Audiovisual and Culture Executive Agency. Agreement Ref. no.: CSP-2008/234 The project aims to raise awareness, stimulate informed debate and dialogue amongst new EU citizens on the new EU institutional arrangements. Project Leader & Key Expert: (1). Project Leader: overall coordination and supervision of the project. (2). Training Expert: (a). Scientific analysis to identify the level of knowledge of the target group. (b). addressed the key areas of the Lisbon of Treaty are important to the citizens, particularly policy implications and citizens rights. Partners: Cyprus & Greece.

2006-2008, "Europe Direct", Co-funded by the EC-DG Communication and the Republic of Cyprus. Agreement Ref. no.: GCI-C-2007/2008-CY. EIC is the host structure of the Europe Direct Information in Cyprus. The EIC demonstrates decentralised information service especially to youth, local authorities, NGO's and the general public. (1). Project Leader: overall coordination and supervision of the project. (2). Training Expert: addressed the issue of building capacity the local authorities to deal effectively with the participation in EU programmes, as well as to the project management needs.

2007, "RFP: Organizing of Parliamentary Debates in 12 European Union New Member States". Funded by the EC & UNDP. The main objectives of the project are to: encourage debate in parliament and amongst key figureheads; coach debate amongst academia, NGO's civil servants; ensure increased knowledge of the EU and the Millennium Development Goals to the Cypriot citizen; establish a continued source of information on the various issues surrounding the Millennium Development goals and the European Development Day. Project Leader: Overall coordination and supervision of the project.

2002-2004, "Training the teachers of the secondary state education", Pedagogical Institute. Funded by the Republic of Cyprus. Training Expert: Delivered training on the EU institutions functioning, and on education policy.

1999-2004, "European Institute of Cyprus". Co-funded by Republic of Cyprus and EC through 3rd and 4th financial protocol. The aim of this four year project is to assist Cyprus in the harmonization process towards membership to the EU. Mainly, it includes conducting studies and training courses. Training Expert: delivered 400 man/hours training in targeted groups, public servants, local authorities, regional communities, business society. Additionally, conducted four studies/analysis, on: Small & Medium Enterprises (SMEs), liberalization of the telecommunication sector, and the Euro-Mediterranean partnership prospects.

Partner number - **P 9** *[P1 – Pn]*

Organisation name	Fundación Laboral de la Construcción del Principado de Asturias

C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

The FLC Asturias was created on 1988 by means of a foundation agreement included in the 1988 and 1989 Collective Labour Agreements for the Construction and Public Work Sector in the Principality of Asturias (CCPA), subscribed by the employers' organisations Confederación Asturiana de la Construcción (CAC) (Asturian Construction Confederation) and Asociación de Promotores y Constructores de Edificios Urbanos de Gijón (ASPROCON) (Association of Promoters and Constructors of Urban Buildings of Gijon), and by the union organisations Federación Asturiana de Madera, Construcción y Afines de la Unión General de Trabajadores (FAMCAUGT, hoy MCA-UGT) (Asturian Federation for Wood, Construction and Similar Professions of the General Workers' Union) and the Sindicato Regional de Construcción y Madera y Corcho de Comisiones Obreras (Regional Union for Construction, Wood and Cork of Comisiones Obreras) (today Federación de Construcción, Madera y Afines de Comisiones Obreras, FECOMA-CCOO).

Among the priority objectives: Vocational Training School: continuous and initial training; Study grants and aid for people with disabilities; Intervention and co-operation with active employment policies promoted by the Public Administrations by means of appropriate initiatives and services. Specifically, an Employment Agency is operational which attends employment offers issues by companies, supplying workers that best adapt to the profile requested. This Agency closes the training and employment cycle within the entity, providing the human resources of the construction sector; Promotion of scientific and technical investigations in the field of construction; Professional Certification: in accordance with the regional Administration, FLC Asturias certifies the working life of the workers in this sector, even endorsing trial periods completed as well as training courses. In order to obtain these certificates, workers are provided with a Personal Identification Card which includes complementary benefits.

FLC Asturias, as partner organisation, will actively participate to the whole project work through all work packages, sharing with the other partners of the Consortium the responsibilities related to management, implementation, quality assurance, and project results valorisation.

Considering the experience on ECVET acquired within CeSaTra, it will have a particular undertaking within project activities aimed to the preparation, activation and implementation of the ECVET process for the entrepreneurs in Constructions.

Considering its character of sectoral VET provider (having as shareholder the social partners) and the related networks too, it will also have a particular undertaking for dissemination and exploitation of project results, mainly for the mainstreaming activities targeted on sectoral social partners, and on multiplication activities addressed to sectoral VET providers and entrepreneurs in Construction.

At this aims, are already designated the responsible persons for the operational and financial management of the project within the organisation : for management and co-ordination issues, Ms Luis Javier Alonso Méndez; for research activities, Ms Marta Hevia Fano and Mr Juan Carlos Camporro Ayuso.

C.2 Operational capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	*Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*
Luis Javier Alonso Méndez	Advanced Training in Education as well as Advanced Technician in Safety and Health at work; since 1994 to 2009 chef of the Training Activities in the FLC Asturias dealing with tasks such as the analysis of training needs; the design of

	Training plans, the coordination and planning of training activities, dialogue with regional Administration and subsidized entities, interlocution with companies for training matters, management of European projects such as mobility, pilot, networks, TOI and DOI projects, also on ECVET. Actual Training Director of FLC Asturias.
Marta Hevia Fano	Philologist and Advanced Technician in Safety and Health at work , since 1996 up to day, co-ordinator of European and educational projects in the FLC Asturias dealing tasks such as the planning, management, production and monitoring of training projects developed in the frame of European Programmes; planning, pedagogical advice and syle correction of training materials. Theses publications are listed at flc.es.
Juan Carlos Camporro Ayuso	Bachelor of Science in Industrial Engineering (BSIE) and Advanced Technician in Safety and Health at work; since 2002 manager of the Safety department of FLC Asturias dealing tasks as management of the workers training in safety matters, interlocution with companies for technical advise in safety matters, coordination of the production of training materials concerning safety. See web site flc.es for further information.

Partner number **- P 10** *[P1 – Pn]*

Organisation name	Universität Bremen, Institut Technik und Bildung (ITB)

C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

The Institut Technik und Bildung (ITB) of the University of Bremen is a central research unit (ZWE) and thus assumes a prominent position within the university structure. It conducts research independent of other departments and institutes of the university but works with them in close cooperation. The ITB was founded in 1986 and has worked successfully in the field of vocational education and training research ever since. Today, ITB is one of the largest and most productive university research institutions in Europe in the field of vocational education and training. The staff consists of approximately 60 employees, 45 of whom are researchers from disciplines such as vocational pedagogy, engineering, psychology, economics and social sciences.

ITB covers a wide range of research and development projects on a regional, national and international level mostly run in cooperation with industry and other VET insitutions. Research activities are typically embedded in national and international networks mainly focusing on education of TVET teachers at Bremen University and research in all fields of technical and vocational education and training, including

- research and development in the field of VET teaching methods, curriculum development and the professionalisation of training practitioners (VET teachers and trainers),
- research and development in the field of VET in relation to work processes,
- international VET research and
- innovation, human resource development and regional development.

Apart from numerous national project ITB has participated in over sixty pilot projects, surveys and studies funded by European projects including Leonardo da Vinci, Erasmus and EU Framework Programmes. The institute has further played an active role in forming research networks at the European level, including Euronet Work and Education, EUROPROF (New Forms of Education for Professionals for Vocational Education and Training) and the Network to Support Trainers in Europe.

The topic of transparency and recognition of qualifications, including the credit systems, has been a focus of the institute's activities in recent years. Notable projects at the European level are "Transparency and Mobility through Accreditation of Vocational Learning" (CREDIVOC, 2007-2009) and the ongoing "Quality-oriented Accreditation of Vocational Learning Outcomes in Health Care and Nursing" (CrediCare, 2011-2013), both of which were supported under the Leonardo da Vinci Transfer of Innovation strand, and the recently completed Cedefop study "From credit systems to permeability in education and training" (contract no. 2009-0228/AO/ECVL/ILEMO/Credits&Permeability/017/09). Moreover, ITB was involved in a national project on the development of a credit system for continuing vocational training in the construction sector (ECVET-D-Bau), which was supported under the umbrella of the DECVET initiative of the Federal Ministry of Education and Research.

ITB, as partner organisation, will actively participate to the whole project work through all work packages, sharing with the other partners of the Consortium the responsibilities related to management, implementation, quality assurance, and project results valorisation.

Considering ITB's expertise in the field of credit systems, it will have a particular undertaking within the project activities aimed to the preparation, activation and implementation of the ECTS aspects related to ECVET process for the entrepreneurs in Constructions.

Considering its character of higher education institutions and the related networks too, it will also have a particular undertaking for dissemination and exploitation of project results, mainly for the mainstreaming activities targeted on public institutions competent in higher education, and on multiplication activities addressed to higher education institutions.

The operational management of the project activities will be carried out by two members of the research staff, whose expertise lies in the areas of permeability and credit systems as well as VET in the construction sector (cf. C.2). Financial resources will be managed by the ITB administration in collaboration with the finance department of the University.

C.2 Operational capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Dr. Wolfgang Wittig	Wolfgang Wittig holds a doctorate in political science, a "Magister" degree in public management and a Master of Arts in philosophy. Besides working at ITB he currently studies information systems at the FernUniversität in Hagen. Since 2004 he is a researcher in the department of international VET research at ITB and has been involved in several European projects on educational governance, accreditation of prior learning and permeability in education and training. Major activities in the area of transparency and recognition of qualifications including the implementation of credit systems were the LdV Transfer of Innovation project "Transparency and Mobility through Accreditation of Vocational Learning Outcomes" (CREDIVOC) from 2007 to 2009 and the Cedefop study "From credit systems to permeability in education and training" (2009-2011), both of which were coordinated by ITB. Currently he is working on the LdV Transfer of Innovation project "Quality-oriented Accreditation of Vocational Learning Outcomes in Health Care and Nursing" (CrediCare), which addresses the transnational description and level comparison of units of learning outcomes with a view to the recognition of prior learning in the nursing sector.
Sven Schulte	Sven Schulte is a scientific assistant at the ITB since 07/2008. After finishing a Diploma of Educational Science at the Technical University of Dortmund, Germany in 2001 he worked as a scientific Assistant at the Technical University of Dortmund (Institute of School Development Research, 2002-2003 and Chair for the Didactics of Technology, 2003-2008). His main work tasks and research subjects are - development, didactical arrangement and evaluation of learning situations for skilled workers in the building sector - work process analysis during the project „Virtual Learning on building sites" - empirical social research and evaluation - research of competencies (qualification for apprenticeship and profession) and - self-reliant Learning in work processes. Sven Schulte also published several articles in German and English Journals and presented the Blended-Learning approach of Villa-b on national/international conferences.

Partner number **- P 11** *[P1 – Pn]*

Organisation name	Centro Edile per la Formazione e la Sicurezza

C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

The *Centro Edile per la Formazione e la Sicurezza*, (Building Centre for Training and Safety) shortly *CEFS Udine*, is a VET provider specialised in Construction sector born in 1949 in the province of Udine of the Friuli-Venezia Giulia Italian region, as bilateral organisation among social partners of employers and workers (entrepreneurs' organisations, of SMEs too: *ANCE – Associazione Nazionale Costruttori Edili, CNA - Confederazione Nazionale dell'Artigianato e della Piccola e Media Impresa, Confartigianato*; trade unions: *FILLEA-CGIL, FILCA-CISL, FENEAL-UIL*).

The school is one of the 102 "*Scuole Edili*" operating in each Italian province and composing, with their national articulation *Formedil*, the Italian vocational training system for Construction sector. As the other "Building Schools", the school carry out the vocational training measures according to the needs of local job market of the sector, within the coordination of national network *Formedil* but with organisational and financial autonomy. The school has a long and significant experience of vocational training for initial qualifications and continuing training for all typologies of figures in the sector.

The *CEFS Udine*, though small sized VET provider, has developed a wide network of professional collaborations and relations at local, regional, national and European level, also with significant experiences within LLP - LdV initiatives (e.g., LLP LdV ToI project Smarteach, http://smarteach.edulife.eu).

The *CEFS Udine*, as partner organisation, will actively participate to the whole project work through all work packages, sharing with the other partners of the Consortium the responsibilities related to management, implementation, quality assurance, and project results valorisation.

Considering its character of sectoral VET provider (having as shareholder the social partners) and the related networks too, the *CEFS Udine* will also have a particular undertaking for the dissemination and exploitation of project results, mainly for the mainstreaming activities targeted on sectoral social partners of Construction sector, and on multiplication activities addressed to sectoral VET providers and entrepreneurs in Construction. At this aims, are already designated the responsible persons for the operational and financial management of the project within the organisation : particularly for management and co-ordination issues and research activities, Ms Amabile Turcadel.

C.2 Operational capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Amabile Turcatel	She is the director of the Building Centre for Training and Safety (CEFS) of Udine (she was before, from 2009, consultant of CEFS, then co-director and director). Acting this role: she promotes meeting with the representatives of the institutional, socio-economical and VET systems of the territorial (Province of Udine and Region Friuli-Venezia Giulia), aimed to define and formalise operational agreements and collaborations concerning the CEFS activities; she directs the organisational structure deputed to the VET interventions providing, defining the job descriptions and assigning functional responsibilities; she

	arranges the annual training plan, supervising its implementation; she attends to the definition of the budget plan and of the final balance, analysing the management results, the capital expenditures and the profitability of the structure. She coordinates all the VET and project interventions sustained by EU funds. During her previous work experience, she has acquired competences within the VET management activities: - from 1996 to 2001, c/o the VET provider IAL Friuli Venezia Giulia (research, teaching, tutoring, project designing activities); - from 2001 tol 2003, c/o the Officina Pittini per la Formazione (Company training school of the Pittini group); - from 2003 to 2007, c/o Obiettivo Lavoro Spa (as national responsible person and project manager for the building sector)

Partner number - **P 12** *[P1 – Pn]*

Organisation name	GIP FCIP Rectorat Paris

C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

The GIP-FCIP is part of the Rectorate of Paris (French Ministry of Education).
It is in charge of the administrative and financial matters related to European and international projects and funds. It is responsible for 3 main fields:
- the GRETA Network (Adult training),
- the CAFOC Centres (Ingeniering, Consultancy and Training the trainers),
- the VAE Office (Validation/certification of Acquired skills through Experience).

The GRETA Network is the first public service in adult prior and continuing training, linked to the French Ministry of Education. Since 1973, this national Network for the vocational education and training has been offering diverse services located close to the beneficiaries (30 CAFOC Centers – 30 VAE Offices - 230 GRETA – 6500 training centers – 518 000 trainees per year):
- Skills-assessment and individualized training path,
- More than 600 diplomas from "C.A.P" to "Licence Professionnelle" (basic level to bachelor level - see www.cncp.fr) and professional modules,
- Coaching in the process of the Validation of Acquired skills through Experience (VAE),
- Providing support for job-integration and job-mobility.

The GRETA Network and the CAFOC cooperate with professional stakeholders, companies, local authorities and associations in the development of training projects and partnerships at the regional or international level. They notably participate to the creation of certificates based on common European standards, which are implemented in the framework of European training and mobility pathways (Europass). The GIP has been part of the TrainEnergy IEE project in the field of job integration and new competences in the construction sector, related to buildings' energetic efficiency.

As core partner, the GIP FCIP Rectorat de Paris will actively participate to whole project work through all work packages, sharing with partners responsibilities related to management, implementation, quality assurance, and results valorisation.
Considering the character of the GIP FCIP Rectorat de Paris, it will have a particular undertaking within activities aimed to prepare, activate and implement the new ECVET process in France. It will also have a particular undertaking for dissemination and exploitation of results, for French mainstreaming on sectoral social partners and public institutions competent in VET, and on multiplication activities addressed to VET providers and safety trainers. At this aims, the already designated responsible persons for operational management of project within organisation are following: for management and co-ordination issues, Ms Maria-Edwige Rudowski; for research activities, Mr. Reda Farah

C.2 Operational capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Maria-Edwige RUDOWSKI	She is international VET expert at the French Ministry of Education. She has a strong experience in Vocational Education and Training for young people and for

	adults (employed or unemployed). She is also an expert in European project design and management, especially in ESF and LLP projects. She possesses the ability to provide consulting for Human Resources Management, coaching adapted to the specific needs of companies and local bodies, training and competence needs analysis, training programs design in adequacy to the labour market needs, training the trainers, set up of European certification plans with institutional bodies across Europe and the Middle East countries. She is able to implement innovative training experimentations, to manage teams and European operator networks, to work in international and multicultural environment, to connect labour market needs to training and certification offers, and to capitalise and disseminate LLL best practices.
Réda FARAH	He is Inspector in Industrial Science and Technology at the French Ministry of Education. He is responsible for leading teams of vocational teachers in the Academie of Paris: recruitment, pedagogical advice, training and evaluation. He also has a role as expert to the Rector for the organization of courses and exams, and with regional authorities for the organization of vocational curricula and schools. He develops partnerships with companies in these industrial domains as well. He participates in European and international engineering projects, particularly for the professions and qualifications in the construction, energy, electrotechnic and automotive sectors.

Partner number - **P 13** *[P1 – Pn]*

Organisation name	Econometrica Ltd.

C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

Econometrica Ltd is consulting company specialized in the Change Management and the Human Resources development.
Econometrica Ltd is specialized in SQF (Sectorial Qualification Framework) in the construction sector.
Econometrica Ltd main activities are:

- Vocational training services in house in a traditional (in the classroom) or in a blended approach(classroom and e-learning platform).
- International / national PROJECTS granted by different European Programs and focused on issues as VET, entrepreneurship, research, international mobility, career counseling, labor market, equal opportunities, interculturalism and youth
- NETWORKING, at national and international level, with organizations, enterprises and institutions (Universities and Vocational Training Centers, Local and Regional administration, Labor Offices, Trade Unions, Employers' Associations, Chambers of Commerce, Recruitment agencies).

Econometrica Ltd has many years of experience in quality assurance and health and safety for the construction sector.
EKONOMETRIKA LTD is accredited by ISO 9001:2000 Management Quality System for:
a)Project Management
b)Vocational Education and Training
c)Planning,executing,evaluating of funded project

ECONOMETRICA, as core partner, will actively participate to whole project work through all work packages, sharing with partners responsibilities related to management, implementation, quality assurance, and results valorisation. Considering its characteristics and experiences, it will have a particular undertaking within activities aimed to prepare, activate and implement the new ECVET process in Greece. It will also have a particular undertaking for dissemination and exploitation of results, for Greek mainstreaming on sectoral social partners and public institutions competent in VET, and on multiplication activities addressed to VET providers and safety trainers. At this aims, are already designated responsible persons for operational management of project within organisation: for management and co-ordination issues, Mrs.Manda Maria; for research activities, Mr.Karkantzos Spyridon and Mr.Katsimanis George; for technical and administration aspects, Mr.Chaldas Nikolaos

C.2 Operational capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Mrs Maria Manda	She is a adults' trainer certified by the Greek ministry at the highest level . She has a wide experience in vocational training. Since 1988 she is occupied in life long learning, training and retraining, in programs of continues vocational and adult training (of employed and unemployed) from every position and

	competence, aiming the completion of their skills and knowledge. Particularly, she has considerable professional experience in the following positions: Introducer, Educational consultant in matters of planning, Development coordinator and administrator of Evaluator Manager of vocational training center. Furthermore she involves with trainers training seminars with aim the development of the necessary skills of the adult trainers according with the methodology of adult training and the activation of the participants-trainers as facilitators of learning and change agents capable of advancing and establishing ways of learning and relearning attitude. Within the framework of the project Equal: Sustainable Employment, she has participated in the design of new professional profiles for sustainable professions related to the environment. Ms. Manda is responsible for European Projects: "Eurowebdesign", "Certified Entrepreneurs in building sector", "PITAGORA","Highlight the Competences", "PROCONSTR", "Testing a joint ECVET-ECTS Implementation (BE – TWIN)", COMMUNITY INITIATIVE EQUAL "SUSTAINABLE EMPLOYMENT, ACTION FOR TOMORROW". Concluding she has active participation in planning, development and application of procedures and systems of guarantee of quality of the given vocational training, as in procedures of certification of training forms.
Mr Karkantzos	he is a civil engineer but also a certified trainer for adults He has worked as an instructor in the field of monument restoration at the Ionian University of Corfu. He has participate in European Projects such as "Highlight the Competences", "PROCONSTR", "Testing a joint ECVET-ECTS Implementation (BE – TWIN)", COMMUNITY INITIATIVE EQUAL "SUSTAINABLE EMPLOYMENT, ACTION FOR TOMORROW" Also, he has participated in the project "Substitution of electric energy and conventional fuel (petrol) by natural gas" which aims at the use of renewable energy forms.
Mr. Nikolaos Chaldas	he has experience as a Manager of information in Technology Funded Programs, he has also worked with the subjects of Sustainable Employability and use of new technologies in the domain of sustainable professions. Also, he has experience as an economic specialist and he is responsible for realization of financial and development projects. He has great experience not only in domestic European projects but also in European Projects that Econometrica participate as a partner such as "PITAGORA","Highlight the Competences", "PROCONSTR", "Testing a joint ECVET-ECTS Implementation (BE – TWIN)", COMMUNITY INITIATIVE EQUAL "SUSTAINABLE EMPLOYMENT, ACTION FOR TOMORROW".
Mr. Katsimanis Georgios	he has attended seminars organized by Certified Vocational Training Centers for Adults, which lasts for 800 hours each. The participation of in the seminars and also to the practical training has helped him to gain both knowledge and experience needed to cover successfully the position of the researcher. More specifically, he attended has the following certified seminar for 800 hours each "New technologies in the construction industry","Ways of managing of concrete" «Environment friendly buildings and energy performance of the buildings» .He participates European Projects: "Eurowebdesign" &"Certified Entrepreneurs in building sector"

Partner number - **P 14** [P1 – Pn]

Organisation name	Delorette Consulting Sarl

C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

DELORETTE CONSULTING is an international consulting agency in communication, human resources and training development. Created in 2000, *DeLorette Consulting* is involved for over ten years in the dissemination of the results of many projects supported by the European Commission, mostly in the field of Vocational Education and Training (VET).
It gathers experts specialized in VET guidance, design, implementation, communication and evaluation.
DeLorette Consulting cooperates with training networks and socio-economic stakeholders able to experiment and valorise the products and results of the European projects involving the Agency: French Ministries, the GRETA Network (Adult training – French Ministry of Education) and other VET providers, sectoral branches, associations and local authorities.
Since 2000 *DeLorette Consulting* Agency has participated to the communication about numerous projects set up in the frame of the Lifelong Learning Programme (LLL), the European Social Fund Programme (ESF) and other specific programmes like Intelligent Energy in Europe (IEE). It is more and more involved in the design and the implementation of VET activities throughout Europe and worldwide.

DELORETTE CONSULTING, as core partner, will actively participate to whole project work through all work packages, sharing with partners responsibilities related to management, implementation, quality assurance, and results valorisation.
Considering the character of DELORETTE CONSULTING, it will have a particular undertaking within activities aimed to prepare, activate and implement the new ECVET process in France. It will also have a particular undertaking for dissemination and exploitation of results, for French mainstreaming on sectoral social partners and public institutions competent in VET, and on multiplication activities addressed to VET providers and entrepreneurs in constructions.
The already designated responsible persons for operational management of project within organisation are following: for management and co-ordination issues, Mr. Bernard Noble; for research activities, Ms. Françoise Eppstein and Mr. Roger Tobagi.

C.2 Operational capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Bernard Noble	Managing director of DELORETTE Consulting, expert in consultancy, setting up and implementation in the field of communication for companies, professional organizations, public authorities and local stakeholders. He has the ability to manage projects and to supervise teams acting in a fast moving technological environment regard to the communication.
Françoise Eppstein	She has a strong experience in Vocational Education and Training for young people and adults (employed or unemployed). She is also an expert in intra-European project design and management (especially ESF and Leonardo). She possesses the ability to provide consulting for Human Resources Management, training and competence needs analysis, training programs in adequacy to the labour market needs, design European standards to fit

	European certification plans across Europe, engineering of individualization (individualized path and tools for learners), e-learning and new technologies solutions within e-learning and collaborative platforms. She has experience with the set up of processes for the recognition of non formal / informal learning outcomes. She has the ability to work in international and multicultural environment, and to capitalise and disseminate LLL best practices.
Roger TOBAGI	Bachelor of Engineering (electrical, electronic and computer techniques), specialized in the construction sector and in the energy saving technologies; he is experienced in vocational training for young people, for professionals and for trainers. He also provides consulting activities expertise including safety-health-security, quality assurance, project and team management, and as well change management approaches, helping institutions adapt to the continuously changing business, economic and technological environment. He has the ability to manage projects in an International environment involving multicultural teams spread across the continents (Europe, America, Middle-East, South Africa).

PART D. Project characteristics

D.1 Why does the consortium wish to undertake this project?

Rationale of and background to the project

Please outline the motivation behind your project, clearly identifying the specific needs or problems/challenges which it intends to solve. Explain why these needs/problems were selected over others, and how the project proposal fits within the development strategies of the partners involved. Please include references to any declared regional, national, EU or international political priority in this area.

Also, please describe briefly how your project proposal was prepared (e.g., capitalising on previous experiences, based on achieved outcomes in former projects, following previous cooperation amongst the consortium members, etc.) (limit 6000 characters).

In the EU VET systems of Constructions, while in Italy (*cfr.*, implementation of Legislative Decrees 81/2008 and 106/2009 legal provisions on license point system in building and on asseveration of work safety management systems, especially for safety) and in several other EU countries only now it's growing an interest on the issues of enterprise and entrepreneur competences certification, in other Member States this matter constitutes object of interest up several years, also with specific rules and systems on construction enterprises certification, and on recognition, development and certification of entrepreneur competences (*cfr.*, Belgian "Loi du 20 mars 1991 organisant l'agréation d'entrepreneurs de travaux").
These issues was already focused by the LdV Partnership "Cooperazione transnazionale europea per lo sviluppo e la certificazione delle competenze degli imprenditori del settore Costruzioni - Certified Entrepreneurs in Building Sector", aimed to create a European structured collaboration among enterprises, social partners and VET providers of Constructions VET systems to start a cooperation path for testing and applying of common concepts developed at European level on the field of recognition, development and certification of Constructions entrepreneurs competences, also as a solid base to build in the near future an ECVET process giving the concrete possibility to put in transparency and recognise them across the boundaries of European VET systems, sectors and contexts.
Starting from this fundament and widening this partnership to other VET providers, social partners of Constructions, and public institutions competent in VET across EU, the Consortium has verified that skills and competences of entrepreneurs in the sector are not defined and certified in several EU Countries, agreeing that an intervention for transparency and recognition of entrepreneurs learning outcomes, applying and implementing the ECVET framework, could have a very significant impact. That, not only at the aim of the improvement of the in force legislations in matter of entrepreneur competences certification and of those to be enacted (e.g., in matter of safety and of competitive tenders) but also and in particular because the applying of ECVET principles could give to the entrepreneurs of European construction sector, the concrete possibility of transparency and recognition of achieved learning outcomes, and thus an effective perspective of mobility beyond the borders of national (and also regional, in the EU countries – like Italy - in which the legislative competence on qualification and certification matter is attributed to the Regions) VET systems, the barriers to mobility within a specific VET system and in particular across the activity sectors, the obstacles outside the educational system and in particular those related to the recognition of learning outcomes acquired in informal and non formal contexts.
It seems interesting to remark that the widening process from the above mentioned LdV Partnership (entailing only VET providers and social partner localised in Italy, Belgium and Greece, without public institutions competent in VET) to this "CertEnt - Applying ECVET and ECTS to Certify Entrepreneur Competences in Construction sector" LdV Multilateral Project for Development of innovation (including also public institutions competent in VET and safety matter, and other VET providers and social partner of concerned sector in several other EU countries) was mainly developed in the context of the European network of building sector VET providers *ReFormE* (http://www.reforme.org), since the CertEnt project idea was launched during latest *ReFormE* meeting, held in October 2011 in Berlin, and developed with the

collaboration of network members already involved in the only LdV project aimed to start and implement an ECVET process within the European VET systems of Construction sector (CeSaTra - Certified Safety VET Trainers: An experimental intervention to put in transparency and to recognise the competences of the trainers on safety matter in the European VET systems of the Construction sector; http://www.cesatra.eu). It seems also interesting that the Italian regions participating to "CertEnt" (Regione Toscana and Regione Umbria), not only are among the rare regions of Italy having defined an own Regional Repertory of Professional Qualifications, but are also very interested to the possibility given by ECVET, which works on a voluntary basis through a Memorandum of Understanding, to overcome the approach based on unanimity characterising the "Conferenza delle Regioni" (Italian national coordination body of regions) and to standardise qualifications at least with the interested regions.

Furthermore, considering that several entrepreneur competences are *de facto* at academic level, EQF level 6 and higher (e.g., the entrepreneur must surely manage complex activities and projects, taking responsibility for decision-making and also taking responsibility for managing professional development of individuals and groups), and thus that ECVET can not cover the whole concerned professional field, being therefore needed also its integration with ECTS system, it's seems very important the enlargement of project Consortium to academic world, thanks to the participation of the Institute Technology and Education of Bremen University, having expertise in Construction sector as well as with regard to credit systems ECVET and ECTS (and, first of all, thanks to the enlightened writer of 2012 call LLP priorities for LdV MP DoI, in which is for the first time foreseen the possibility of the development of concepts to combine ECVET and ECTS and enhance their compatibility based on learning outcomes approach, allowing the possibility to overcome this system fragmentation, very important for professional figures and qualifications having competences hardly classifiable only lower EQF level 6 or only higher EQF level 5).

If your proposal is based on the results of one or more previous projects / networks, please provide precise references to this / these project(s) / network(s) in the table below.

Please add tables as necessary.

Reference number	LLP-LDV-PA-11-IT-649		
Project / network dates *(year started and completed)*	2011 - 2013	**Programme or initiative**	LLP LdV Partnerships
Title of the project / network	Cooperazione transnazionale europea per lo sviluppo e la certificazione delle competenze degli imprenditori del settore Costruzioni - Certified Entrepreneurs in Building Sector		
Coordinating organisation	Comitato Paritetico Territoriale per la Prevenzione Infortuni, l'Igiene e l'Ambiente di Lavoro della provincia di Perugia		
Website	http://www.cptperugia.it/		
Password / login if necessary for website	Not necessary		
Please summarise the project / network outcomes and describe (a) how the new proposal seeks to build on them and, (b) how ownership / copyright issues are to be dealt with (limit 1000 characters).			

The relevance for "CertEnt" of this LLP LdV Partnerships is mainly related to consideration that this first European collaboration on issue of certification of Constructions entrepreneurs competences has created a first solid base to build in perspective, as explicitly declared by the same project, an ECVET process giving concrete possibility to put in transparency and recognise them. In effect, if this Partnership, started in August 2011, has not yet produced particularly significant results in terms of deliverables, nevertheless it has given a strong impulse to awareness raising, within concerned EU sectoral VET systems (particularly, within European network of building sector VET providers *ReFormE*) on importance of supporting transparency and recognition of entrepreneur learning outcomes and on opportunity to prepare a bigger innovation project to start a specific ECVET process.

Ownership/copyright issues: both projects are coordinated by organisations having the same shareholders.

Reference number	510565-2010-LLP-LEONARDO-LMP		
Project / network dates *(year started and completed)*	2010 - 2012	**Programme or initiative**	LLP LdV MP DOI
Title of the project / network	CeSaTra - Certified Safety VET Trainers: An experimental intervention to put in transparency and to recognise the competences of the trainers on safety matter in the European VET systems of the Construction sector		
Coordinating organisation	Centro per la Formazione e Sicurezza in Edilizia di Arezzo		
Website	http://www.cesatra.eu		
Password / login if necessary for website	Not necessary for public open area		
Please summarise the project / network outcomes and describe (a) how the new proposal seeks to build on them and, (b) how ownership / copyright issues are to be dealt with (limit 1000 characters).			

The relevance for "CertEnt" of "CeSaTra" is mainly related to availability of a set of outcomes specifically focused on ECVET process activation, within same sector (Constructions), though for a completely different professional field (entrepreneurs instead of safety trainers), and particularly approaches and tools:
- to identify, in each Country, the professional figures operating in concerned professional field, to classify them onto EQF via national/regional/sectoral qualification systems, and to define a common European perimeter for ECVET activation;
- to collect and analyse experiences and best practices already realised on transparency/recognition of competences/qualifications, and on ECVET process activation, particularly in building sector;
- to ECVET process planning;
- to design in a shared way the professional qualification;
- to definition and signature of the Memorandum of Understanding - MoU ECVET.
Ownership/copyright issues: several organisations participate to both projects.

Rationale for the setting-up of the consortium

Please explain why the selected partners are best suited to participate in this European project. Describe complementary skills, expertise and competences within the consortium directly relating to the planned project activities (limit 3000 characters).

Project Consortium seems include necessary skills, recognised expertise and competences required to carry out efficiently, effectively and professionally all work programme aspects (and also to endorse project results at sectoral, national, regional and local level), since the participation of public institutions competent in VET and safety matter (*Regione Toscana*, *Regione Umbria*, *Provincia di Arezzo*, *Provincia di Perugia*), regional and national VET providers of Construction sector, of which are shareholder sectoral social partners (*Scuola Edile di Perugia*, *Scuola Edile di Arezzo*, *Formation PME*, *FLC Asturias*, *CEFS Udine*, *SEK*), and organisations specialised in VET (*Delorette*, *GIP FCIP Rectorat Paris*, *Econometrica*). Beside these public and private organisation having the necessary requirements to design and implement at sectoral and territorial level a common professional qualification based on EQF, ECVET and Europass principles and tools, it's also very important the participation of an academic institution (*Universität Bremen*) having competence in higher education, since the project, being aimed to put in transparency and recognise the learning outcomes of entrepreneurs (characterised by competences *de facto* at academic level, EQF level 6 and higher), needs not only to start and implement an ECVET process for entrepreneurial professional figures, but also – since ECVET is limited to EQF level 5 and lower - its integration with ECTS system, developing concepts to combine ECVET and ECTS and enhancing their compatibility based on learning outcomes approach.
It's to stress that most of participating VET providers of Construction sector are represented in the

Re.Form.E network (www.reforme.org), i.e. the most important European network of Construction sector VET providers, with a very significant experience on European co-operation.

A significant part of Consortium partners is experienced on ECVET process activation and implementation, considering the participation to the only initiative having at yet effectively started ECVET for a specific qualification in building sector (LdV DoI "CeSaTra - Certified Safety VET Trainers"), hence ensuring human key resources for required scientific and technical work.

The participation of two different Italian regions (Toscana and Umbria) ensures that the project results (particularly, the Memorandum of Understanding ECVET on concerned qualification and related learning outcomes) will be endorsed by relevant authorities (since the Italian constitutional reform of 2001, the Italian regions have exclusive legislative competence on vocational training).

Consortium seems also characterised by an appropriate distribution of tasks and a balanced implication of different partners in the work programme implementation, taking into account complementary competencies, nature of activities and countries involved.

Consortium is also supported by a large associated partnership of public authorities competent in safety matter and higher education.

Investigation of the field (state of the art) and innovative character

Please explain how the field of operation has been explored and indicate what the project is offering that is new and what are the main innovating elements (limit 3000 characters).

The project field of operation has been explored:

- by mean of first results of LdV Partnerships project "Cooperazione transnazionale europea per lo sviluppo e la certificazione delle competenze degli imprenditori del settore Costruzioni - Certified Entrepreneurs in Building Sector", which has highlighted great differences about entrepreneur competences certification existing among EU countries; particularly, Partnership has evidenced the gap existing between Belgian VET situation, with specific rules and systems on recognition, development and certification of entrepreneur competences, and Italian and Greek VET systems, characterised by a lack of specific legislative definition on this qualification and related certification of competences (but in Italy situation is evolving, since Parliament is engaged in a process of implementation of Legislative Decrees 81/2008 and 106/2009 legal provisions on license point system in building and on asseveration of work safety management systems);

- through an awareness raising process on these partial results launched at a wider EU level within European network of sectoral VET providers *ReFormE* (particularly, starting from latest *ReFormE* meeting, held in October 2011 in Berlin), which has allowed to verify not only a diffused lack of specific legislative definition on entrepreneur qualification and related certification of competences in many EU countries (beyond Italy and Greece, Spain, Germany, and France too) but also to evidence a common interest on significant potential impact of a project aimed to transparency and recognition of building entrepreneur learning outcomes applying and implementing ECVET (impact also as enterprises mobility).

Concerning project main innovating elements, it seems interesting to remark that this intervention not only could contribute to support the improvement of the across Europe existing, ongoing and to be activated legislative processes on matter of entrepreneur competences certification, but also, through the development of a new European sectoral qualification system for entrepreneurs in Constructions incorporating EQF, ECVET and Europass, could sustain a larger European area for lifelong learning, giving to entrepreneurs a new possibility to pursue their learning pathways by building on their learning outcomes also when moving across borders of territorial VET systems (e.g., for Italy is completely new the participation of two Regions to an LdV innovation project aimed to start and apply ECVET to define a common qualification, overcoming fragmentation among regional VET systems), when changing activity sector, also through recognition of learning outcomes acquired in informal and non formal contexts.

Furthermore, an other important innovating element is the integration between ECVET and ECTS credit systems, functional for professional figures and qualifications, as the entrepreneur, having competences hardly classifiable only lower EQF level 6 or only higher EQF level 5.

D.2 Aims and objectives

Please define the concrete aims and objectives of the project / network and describe the ways in which the situation set out under the previous section (D.1) will be changed. (limit 3000 characters).

Since Consortium has verified great differences among EU countries about rules and systems on entrepreneur competences certification, limiting mobility possibilities for entrepreneurs when moving from one learning context to another, and from one national/regional VET system to another (and, by the way, also restricting enterprise mobility), the project is fundamentally aimed to apply ECVET to entrepreneurs, particularly of Construction sector, through development, testing and implementation of a new European sectoral qualification system incorporating EQF, ECVET and Europass, able to overcome fragmentation of territorial (national and also regional, if regions are competent in VET matter) qualifications systems.
At this aim are foreseen following specific objectives:
- definition and application of operational and transferable methods and guidelines to design the concerned qualification in units of learning outcomes with allocation of ECVET points, based on ECVET technical specifications (actually, even though there are rare EU countries, as Belgium, having specific rules and systems on recognition, development and certification of entrepreneur competences, in no case qualification is designed following European common principles and tools for transparency and recognition of learning outcomes and qualifications);
- testing of units of learning outcomes based sectoral entrepreneur qualification with associated procedures for assessment, transfer, validation and accumulation of learning outcomes achieved in formal, informal and non formal contexts (to achieve this objective it will be fundamental the endorsement process, by national/regional authorities competent in VET and higher education and applying existing territorial rules in matter, of Memorandum of Understanding ECVET provisions, which will rend official the new designed qualification and engage signatories to its application);
- design and testing of specific ECVET quality standards to apply new European sectoral qualification "Entrepreneur in Constructions" across participating countries at national/regional level, also issuing an ECVET quality label to the qualification (quality label will be issued following quality standards and procedures included within MoU ECVET "Entrepreneur in Constructions");
- design of apposite VET programmes with flexible devices for validation, transfer and recognition of learning outcomes, using ECVET principles, to allow the becoming of qualification by interested entrepreneurs in Constructions;
- development of concepts to combine ECVET and ECTS and enhance their compatibility based on learning outcomes approach (achievement of this objective is very important considering that several entrepreneur competences are at EQF level 6 and higher and, consequently, that ECVET can not cover the whole concerned professional field, being therefore needed, to put in transparency and to recognise all characteristic learning outcomes, also its integration with ECTS system).

D.3 Methodology

Please define the methodology proposed for achieving the objectives (including major milestones, measurable indicators, etc) (limit 3000 characters).

Concerning methodological approach applied within "CertEnt", project is characterised as follows:
- work programme defines clearly activities and tasks (focused on preparation, formalisation and enforcement of a MoU to start and apply ECVET process for concerned qualification) in direct connection with needs verified across Europe by partners (learning outcomes and qualification of entrepreneurs in Constructions are not defined and certified in most of EU countries) and with consequent objectives (to put in transparency and to recognise learning outcomes and qualification of entrepreneurs in Constructions, applying and implementing ECVET combined with ECTS);
- scheduling of activities is directly and clearly articulated on preparation of MoU ECVET contents and on its implementation and integration with ECTS system, with outputs and milestones allowing an easy monitoring of project progress (analysis of professional and sectoral field in Europe, classification of detected professional figure/s within EQF, identification of common perimeter of professional figure/s; collection, analysis and adaptation of best practices on transparency and recognition of learning outcomes

and qualifications, particularly in Constructions, for the entrepreneur, and on ECVET and ECTS; definition of an action plan to activate ECVET in combination with ECTS; design of qualification "Entrepreneur in Constructions" in terms of activities, tasks, learning outcomes units and unit parts, related ECVET and ECTS credits; definition and formalisation of MoU ECVET for the qualification, integrated with ECTS provisions and specific ECVET quality standards to apply new European sectoral qualification across participating countries at national/regional level; pilot test on MoU ECVET effective implementation in all participating countries (120 involved entrepreneurs: 40 in Italy, 80 in the other countries, priority for women and aged people), through expressly designed VET programmes and integrated higher education modules with flexible devices for validation, transfer and recognition of learning outcomes, and procedures for assessment, transfer, validation and accumulation of learning outcomes achieved in formal, informal and non formal contexts, to allow qualification to interested entrepreneurs (these programmes and procedures will issue an ECVET quality label to qualification; pilot test will also entail definition of common models for ECVET–ECTS Learning Agreements, and for ECVET–ECTS credits awarding based on Europass Certificate Supplement, and utilisation of them.

A methodological reference frame, particularly for activities aimed to start and apply ECVET process, it's LdV DoI project "CeSaTra", which has allowed, by mean of a MoU ECVET recently signed in Paris, the definition and formalisation of first European qualification in Constructions, for safety trainers in formal learning: CeSaTra outcomes adoption extends approaches and tools directly usable by new project.

Please explain how the overall project management will be implemented making specific reference to the management structure of the partnership, how decisions will be taken and how the partnership proposes to ensure permanent and effective communication and reporting (limit 1000 characters).

To ensure project functioning and fulfilment of work programme over entire funding period, the overall project management will be implemented by management structure of partnership, on the basis of a general agreement among all partners, finalising details of their cooperation both on activities (tasks, responsibilities, etc.), and on administrative and financial issues too. This agreement will be drafted by applicant and and sent to each partner before kick-off meeting to be discussed and signed during this event. Management structure, composed by all partners and with the operational leading of co-ordinator, will take decisions in a shared way, by simple majority if necessary. Permanent and effective communication will be ensured by web platform, periodical project meetings, regular e-mail and VoIP communication. Co-ordinator will ensure reporting (e. g. meetings minutes) and communication to each partner of documents concerning work programme and tasks.

D.4 European added value

Please describe the benefits of and need for European cooperation (limit 3000 characters).

The proposal offers a significant European added value in terms of European mobility impact through its ECVET perspective, combined with ECTS. In fact, the main purpose of the implementation of the ECVET process is to allow an easier mobility of workers and learners not only beyond the system confines constituted by the barriers to the mobility within a particular educational system (i.e. the obstacles to both vertical and horizontal permeability between the parts of the system, and in particular between higher education and professional training in each European Country: for the entrepreneurs, having competences hardly classifiable only lower EQF level 6 or only higher EQF level 5, the integration between ECVET and ECTS credit systems proposed by the project it could constitute an effective solution) and the obstacles to workers and learners mobility outside the educational system (taking into consideration also the results of informal and non formal learning, including learning on the job, and thus it can guarantee that it can be recognised, if it is regulated by national/regional laws), but also and in particular beyond the confines of national/regional professional training and education systems, because people who have spent training periods in another European country (but also in another region of its own country, if the constitutional laws establish a regional competence concerning professional training and / or education, like in Italy for vocational education and training) must have the opportunity to have them recognized as part of its training also in its own country and regional professional training and education system.

The ECVET perspective also combined with the ECTS, needing an European-level approach, allows this possibility, not reachable only at regional or national level.

The European cooperation enhanced by the "CertEnt" project, with the significant participation of considerable key actors of the European VET systems of the Construction sector having very remarkable trans-national mobility experiences involving each year various hundreds of trainees and workers of different Countries, will also give visible benefits in terms of effective generalisation / customisation of results at European level, considering the engagement of the partners on the application of these to all future beneficiaries of trans-national mobility experiences and, more widely, of VET and higher education pathways (the Memorandum of Understanding - MoU ECVET on the "Entrepreneur in Constructions" European sectoral qualification, aimed to allowance both of ECVET and ECTS credits, defined signed and improved within the project, will be kept in use by VET provider and higher education partner organisations as part of each implemented course and mobility involving entrepreneurs operating in Construction sector: see also Work Package 9).

D.5 Budget and cost effectiveness

*Please describe the strategy adopted to ensure that the proposed results and objectives will be achieved in the most economical way. Explain the principals of budget allocation amongst partners. Indicate the arrangements adopted for financial management (*limit 3000 characters).

It seems that grant application, especially thanks to a accurate articulation and definition of project activities functional to ECVET process (combined with ECTS) preparation, activation and implementation, it demonstrates value for money in terms of activities planned relative to budget foreseen, with a clear consistency between work programme and budget, also in terms of relations among all aspects of budget and related justified activities in the work programme.

It seems also that project budget provides for adequate resources necessary for success, it is neither overestimated nor underestimated, and that application demonstrates overall an efficient and effective use of resources to implement project and value for money.

These evaluations are also supported by Consortium partners experiences in project design and management, also at financial level, of activities aimed to put in transparency and to recognise competences and qualifications, through European cooperation too.

It's to remark, concerning the sub-contracting, that they are limited only to very specific task for which the partners are not specialised (set-up and maintenance of project website, translations and printing of deliverables addressed to the public, interpretation for public events, and scientific and technical guidance for project quality assurance), with the exception of the subcontracts for VET expertise activated by the

French partner, since association with small staff structure (mainly voluntary) normally working through subcontracting.

Concerning equipments, for which are not specific budget provisions, it's to specify that this choice is depending from the consideration that all partners are already provided with the equipments necessary for project development activities, and that the special equipments needed for dissemination and exploitation activities will be provided by sub-contractors.

In regards to arrangements for financial management and administration to be applied within the partnership during the execution phase of project, firstly respects to principles of allocation of funds to each partner, it is to remark that the budgets allocated to the partners considering the participating countries are quite balanced, also considering an adequate level of weighting for Italian management co-ordinator partner and for the articulated Italian partnership (Italian partnership entails not only VET or higher education providers, as in other participating countries, but also public institutions having competence in VET matter and/or on management of public resources for VET). Furthermore, regarding arrangements for financial follow-up, work package 7, aimed to project quality management, establish that Project Quality Plan and its enforcement will be also focused on financial issues (survey and control of expenses in respect of estimated cost for each partner and phase), with specific performance indicators, monitoring activities and instruments, and reporting system.

PART E. Impact, dissemination and exploitation, sustainability

E.1 Expected impact of the project

Who will use these project outputs / products / results and how will the consortium reach them?

Please describe how the target groups (including participating institutions, stakeholders) will be reached and involved <u>during the life of the project</u> and how the project will benefit the target group. What is the change your project will make? (limit 3000 characters).

Primary target group is clearly identified (entrepreneurs operating in Constructions) and project results adequately address their needs (to put in transparency and to obtain recognition of achieved learning outcomes and professional qualification, since verified lacking definition and certification, across Europe, of entrepreneur skills and competences).

During intervention lifetime, project outputs/products/results (particularly, MoU ECVET for new European sectoral qualification "Entrepreneur in Constructions", designed in terms of transferable units of learning outcomes with related ECVET and ECTS credit points allocation, including specific ECVET quality standards to apply new qualification at national/regional level, with pilot test on MoU ECVET effective implementation in all participating countries through VET programmes and integrated higher education modules with flexible devices for validation, transfer and recognition of learning outcomes, and procedures for assessment, transfer, validation and accumulation of learning outcomes achieved in formal, informal and non formal contexts) will be applied to a significant group of at least 120 entrepreneurs operating in Constructions particularly in SMEs (40 in Italy and 80 in the other countries, priority for women and aged people) allowing effective attribution of qualification, with ECVET quality label, to interested entrepreneurs.

These will be reached and involved through employers social partners and sectoral VET providers participating to project, and will concretely sign, in compliance with MoU, an ECVET-ECTS Learning Agreement and obtain awarding of ECVET-ECTS credits for verified learning outcomes, through use of Europass Certificate Supplement and ECTS Diploma Supplement too.

On this base, these users will also take advantage of an effective perspective of mobility beyond "system borders", having right to transfer, validate and accumulate awarded credits within sectoral/territorial systems involved in MoU.

Then, it's expected higher proclivity towards mobility and more availability to join training programs, to attend training periods abroad, and to use procedures for learning outcomes recognition.

During project lifetime, a wider target group is constituted by VET and higher education providers, enterprises and social partner, and public institutions competent in education, since directly involved in MoU and in its enforcement: ECVET-ECTS Learning Agreements, Credits awarding, and Credits transfer, validation and accumulation.

Consortium partners represent each one of these key actors categories, and will be sure within MoU signatories, but project foresee also articulated and continuing results dissemination/exploitation activities, particularly aimed to achieve largest participation of other VET and higher education providers, enterprises and social partner of Constructions, and public institutions competent in VET and higher education, to MoU definition, signature and implementation.

Please describe how the target groups (including participating institutions, stakeholders) will be reached after the project is finished (limit 3000 characters).

The primary target group after the project is finished is constituted by all the entrepreneurs in Construction sector operating in national / regional VET and higher education systems involved in the MoU at the end of the project (that is, all entrepreneurs of Construction sector in the countries / regions of the partners: Toscana and Umbria in Italy, Wallonie in Belgium, Asturias in Spain, Germany, France, Cyprus and Greece). Outside the specific territorial/sectoral contexts of partners, a further long term target group is constituted by all the entrepreneurs in Constructions operating in territorial VET and higher education systems NOT involved in the MoU at the end of project (that is, all the entrepreneurs of Construction sector operating in countries and regions different from which of the partners).

A wider target group is similarly constituted by other VET and higher education providers, enterprises and social partner of Constructions, and public institutions competent in VET and higher education, not yet involved in the MoU at the end of project. The participation of social partner of entrepreneurs and the bilateral character (as expression of the Construction sector social partners, both of workers and of employers) of VET providers participating to the Consortium, will allow an easier concrete and progressive utilisation of project results within concerned sector. Similarly, the project partnership of public organisations can be decisive for the results mainstreaming also in different sectors and wider territories.

After the project is finish, the partners will directly support, each one in its specific territorial/sectoral context, the MoU enforcement. The project partners will support the results application also outside their specific contexts, whit a strategy focused both on mainstreaming within the networks of Consortium and the network of associated public partners (Regione Toscana and Regione Umbria, e.g., as member of Italian "Conferenza delle Regioni", will support the utilisation of project results proposing the adhesion to the MoU to all Italian regions; the Consortium partners members of the Re.Form.E. European VET network of Construction sector, will make the same, broadening the MoU also to all European Countries participating to the network), and on the utilisation of valorisation tools able to reach a wider European target. Following to a steady adoption of ECVET among partner and non partner organisations, we expect: a more flexible answer to qualification requirements, especially of non-native staff; an easier acknowledgment of owned skills and therefore a more efficient planning of further training; the minimisation of doubling of learning for workers in geographical or professional mobility - thus an easier and faster qualification of people operating as entrepreneur or willing to be an entrepreneur.

E.2 Dissemination and exploitation strategy

How will the dissemination be organised and how will exploitation activities ensure optimal use of the results? (limit 3000 characters).

Project dissemination and exploitation strategy is aimed to:
- provide information on quality, relevance and effectiveness of project results to key actors;
- ensure that successful project results will be transferred to appropriate decision-makers in regulated local, regional, national and European systems (mainstreaming activities, targeted on public institutions competent in VET and higher education, and on sectoral social partners) and that these results will be adopted and applied by individual end-users (multiplication activities, targeted on entrepreneurs and trainees in Constructions, VET and higher education providers).

Dissemination and exploitation activities will occur as and when project results become available (particularly, at the end of each implementation WP) and involving active participation of intermediary bodies at territorial/sectoral level, to ensure a clear and dynamic focus on user needs, and exploitation of results through whole project life-cycle and also after its end, according to following timetable:
- kick-off meeting (1st month of projectlife): creation of project website;
- 2nd meeting (5th month): Infoday and Focus group in Belgium, diffusion of Infopack 1 on WP 2 results (analysis and preparatory researches on concerned professional field), web site feeding with same results;
- 3rd meeting (8th month): Infoday and Focus group in France, Infopack 2 diffusion on WP 3 results (action plan to activate ECVET combined with ECTS for entrepreneurs in Constructions), web site feeding;
- 4th meeting (13th month): Infoday and Focus group in Germany, Infopack 3 diffusion on WP 4 results (design of qualification "Entrepreneur in Constructions"), web site feeding;
- 5th meeting (16th month): Infoday and Focus group in Spain, Infopack 4 diffusion on WP 5 results (MoU ECVET, ECTS combined) for concerned qualification), web site feeding with same results;
- 6th meeting (18th month): Infoday and Focus group in Cyprus, Infopack 5 diffusion on WP 6 first activities and results (starting of MoU pilot test), web site feeding;
- 7th meeting (20th month): Infoday and Focus group in Greece, Infopack 6 diffusion on WP 6 mid-results (implementation of MoU pilot test), web site feeding;
- 8th and final meeting (24th month): Infoday and Focus group in Italy, diffusion of Infopack 7 on WP 6 final results (results of pilot test), of a final compendium for results exploitation and of Policy Recommendations for decision-makers, web site feeding.
Each hosting partners will organise these events inviting entrepreneurs, VET and higher education providers, social partner, public institutions competent in VET and higher education, and media too (at least 50 partaker in each country).

To better exploit project results, partnership engagements include:
a) MoU will be kept in use by VET and higher education provider partner organisations as part of each implemented course and mobility concerning learning outcomes established by MoU;
b) each partner will promote, within its competence, transfer and adoption/utilisation of project results;
c) project web site will be maintained in use for at least 24 months after project end.

E.3 Sustainability

How will the impact of this project be sustained beyond its lifetime? How will the results be mainstreamed and multiplied in the sector of activity? (Limit 3000 characters)

The project is meant to provide tools and processes which will last after the end of LLP - LdV funding and whose exploitation by other European VET and higher education providers, social partner, public institutions competent in VET and higher education, will be encouraged:
- the MoU ECVET combined with ECTS developed and tested within the project will be kept in use by partners organisation as part of each implemented course and mobility concerning learning outcomes established by MoU (and therefore will be funded under each course and mobility budget), and revised every 12 months;
- the project website, to be activated during the first month of project implementation, will be kept operative at least for 24 months after the project duration: there, anyone who might be concerned, will be able to find all project outcomes and necessary information to use them (Consortium members will bear the costs of domain and hosting of the website with their own funding);
- the project partners will join the permanent European thematic network for use and improvement of ECVET process in VET systems related to Construction sector created within the previous CeSaTra LdV DoI projects, open to all interested European subjects.

PART F. Action or programme specific information

This section should allow you to provide specific information related to the Action under which you are submitting your application. Please refer to the "Instructions for Applicants" (limit 3000 characters)*.*

Considering that the project aims at facilitating the wider participation of the Construction sector and of its social partner organisations and companies, in particular small and medium-sized enterprises (SMEs), in the participating countries and regions and across Europe, it seems interesting to stress the bilateral character of the national and regional VET providers of Construction sector participating to the Consortium, which will allow, as expression of the Construction sector social partners, both of workers and of enterprises, also and in particular SMEs, an easier concrete and progressive utilisation of the project results within the concerned sector.

Furthermore, still at the aim of the widest participation of the Construction sector and of its social partner organisations and companies, in particular at European level, it seems considerable that the majority of national and regional VET providers of Construction sector participating to the Consortium, are also members of the most important VET providers European network of the Constructions sector (Re.Form.E, www.reforme.org), to which are participating also several European countries not represented in the project Consortium.

PART G. Work plan and work packages

IMPORTANT: *Sections G.1 to G.3 should be duplicated and completed together for each work package.*

G.1 Identification

Work package number	1	Work package title	Management and coordination of project Consortium and work packages

Work package type	■ Management ☐ Implementation (the substance of the work planned including production, testing, etc) ☐ Quality Assurance (quality plan) ☐ Dissemination ☐ Exploitation of results

Start *Month number*	1	End *Month number*	24	Duration *in number of months*	24

Description of the work package (limit 3000 characters)

Purpose of the work package is to ensure project functioning and fulfilment of work programme over the entire funding period. At this aim, this work package includes preparatory activities, communication and information exchange among the partners, and planning and monitoring activities. The overall project management will be implemented by the management structure of the partnership, on the basis of a multilateral agreement among all partners, finalising the details of their cooperation both on the activities (tasks, responsibilities, etc.), and on the administrative and financial issues too. This agreement will be drafted by the applicant and by the and sent to each partner before the kick-off meeting, to be discussed and signed during this event. The management structure, articulated in a Steering Group (project body responsible for the management, coordination and monitoring of project work programme), in a Consortium Secretary (project body responsible for the administrative and organisational activities), and in a Technical Working Group (project body having the necessary specific scientific and technical competences for the accomplishment of project activities), will be composed by all partners with the operational leading of the management co-ordinator, taking decisions in a shared way, by simple majority if necessary. Permanent and effective communication among the partners will be ensured by a web platform (also for diffusion: see work package 8), periodical project meetings (the project management will be based on regular Consortium meetings: kick-off meeting will be realised at the end of the first month of project lifetime; the other Consortium meetings will be organised at the end of each implementation work package, that is work packages 2, 3, 4, 5 and 6, with a supplementary intermediate meeting for pilot test on MoU enforcement, halfway work package 6; totally, 7 Consortium meetings) and regular e-mail and VoIP communication. Contact data of each partner will be made accessible to all the Consortium. The work planning and monitoring activities include the development and, if necessary, the update of timetables and work schedules, the monitoring of the overall budget and the collection of the data necessary for reporting, by the management co-ordinator. The reporting and all necessary documentation concerning the overall programme and the specific work tasks (e. g. minutes of project meetings) will be prepared and communicated by the management co-ordinator to the partners as soon as possible. Regarding the agreement, in case of conflicts which could arise among partners, the Consortium will submit any controversy which could arise in the interpretation and/or execution of project and related documents, to the unquestionable judgement of an arbitration court composed by 3 arbitrators, appointed with limited vote. The arbitration will be "not-ritual", only with the formality of cross-examination.

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	1		
Title	Consortium meeting 1 - Kick off meeting		
Type of outputs / products / results	Consortium meeting for the project management		
Delivery date	10/2012	**Dissemination level**	☐ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ■ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ■ Event ☐ Other		
Language versions	English		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		
Description (limit 1000 characters)			
The first Consortium meeting will be prepared in a technical sense by the Italians partners, under the direction of the applicant Regione Toscana and with the operational support of management co-ordinator Scuola Edile di Perugia, also as partner sited at the meeting venue (Perugia - Italy), who will also provide logistical information and support to the participating partners. The kick off meeting will take place the 25th and 26th October 2012, with about 25 participating people. The meeting has also to be prepared in a more content sense, in particular to finalise the details of partners cooperation (multilateral agreement), and to manage the implementation of project work according to project and multilateral agreement, also for needed external expertise and services (web site, translations and interpretations, printing of documents for dissemination and exploitation, project quality supervision).			

Deliverable number	2		
Title	Consortium meeting 2		
Type of outputs / products / results	Consortium meeting for the project management		
Delivery date	02/2013	**Dissemination level**	☐ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ■ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)

Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ■ Event ☐ Other
Language versions	English
Target languages	Not pertinent (deliverable not refers to materials for language learning)

Description (limit 1000 characters)

The second Consortium meeting will be prepared in a technical sense by the Belgian partner PME Formation as partner sited at the meeting venue (Liège - Belgium), who will also provide logistical information and support to the participating partners, with the operational support of management co-ordinator Scuola Edile di Perugia (preparation of the meeting agenda, meeting reporting). This second meeting will take place the 21st and 22nd February 2013, with about 20 participating people. The meeting has also to be prepared in a more content sense, in particular to manage the implementation of project work according to project and multilateral agreement.

Deliverable number	3		
Title	Consortium meeting 3		
Type of outputs / products / results	Consortium meeting for the project management		
Delivery date	05/2013	**Dissemination level**	☐ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ■ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ■ Event ☐ Other		
Language versions	English		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

The third Consortium meeting will be prepared in a technical sense by the French partners GIP FCIP Rectorat Paris and Delorette as partners sited at meeting venue (Paris - France), who will also provide logistical information and support to participating partners, with the operational support of management co-ordinator Scuola Edile di Perugia (preparation of the meeting agenda, meeting reporting). This third meeting will take place the 30th and 31st May 2013, with about 20 participating people. The meeting has also to be prepared in a more content sense, in particular to manage the implementation of project work

according to project and multilateral agreement.

Deliverable number	4
Title	Consortium meeting 4
Type of outputs / products / results	Consortium meeting for the project management
Delivery date	10/2013	**Dissemination level**	☐ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☑ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ☑ Event ☐ Other
Language versions	English
Target languages	Not pertinent (deliverable not refers to materials for language learning)

Description (limit 1000 characters)
The fourth Consortium meeting will be prepared in a technical sense by the German partner Universität Bremen as partner sited at the meeting venue (Bremen - Germany), who will also provide logistical information and support to the participating partners, with the operational support of management co-ordinator Scuola Edile di Perugia (preparation of the meeting agenda, meeting reporting). This fourth meeting will take place the 3rd and 4th October 2013, with about 20 participating people. The meeting has also to be prepared in a more content sense, in particular to manage the implementation of project work according to project and multilateral agreement.

Deliverable number	5
Title	Consortium meeting 5
Type of outputs / products / results	Consortium meeting for the project management
Delivery date	01/2014	**Dissemination level**	☐ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☑ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)

Nature	☐ Report
	☐ Service / Product
	☐ Demonstrator / Prototype
	■ Event
	☐ Other
Language versions	English
Target languages	Not pertinent (deliverable not refers to materials for language learning)

Description (limit 1000 characters)
The fifth Consortium meeting will be prepared in a technical sense by the Spanish partner FLC Asturias as partner sited at the meeting venue (Gijon - Spain), who will also provide logistical information and support to the participating partners, with the operational support of management co-ordinator Scuola Edile di Perugia (preparation of the meeting agenda, meeting reporting). This fifth meeting will take place the 30th and 31st January 2014, with about 20 participating people. The meeting has also to be prepared in a more content sense, in particular to manage the implementation of project work according to project and multilateral agreement.

Deliverable number	6
Title	Consortium meeting 6
Type of outputs / products / results	Consortium meeting for the project management

Delivery date	03/2014	**Dissemination level**	☐ Public
			☐ Restricted to other programme participants (including Commission services and project reviewers)
			■ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)

Nature	☐ Report
	☐ Service / Product
	☐ Demonstrator / Prototype
	■ Event
	☐ Other
Language versions	English
Target languages	Not pertinent (deliverable not refers to materials for language learning)

Description (limit 1000 characters)
The sixth Consortium meeting will be prepared in a technical sense by Cypriot partner SEK as partner sited at meeting venue (Nicosia - Cyprus), who will also provide logistical information and support to participating partners, with the operational support of management co-ordinator Scuola Edile di Perugia (preparation of meeting agenda, meeting reporting). This third meeting will take place the 20th and 21st March 2014, with about 20 participating people. The meeting has also to be prepared in a more content sense, in particular to manage the implementation of project work according to project and multilateral

agreement.

Deliverable number	7		
Title	Consortium meeting 7		
Type of outputs / products / results	Consortium meeting for the project management		
Delivery date	06/2014	**Dissemination level**	☐ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ■ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ■ Event ☐ Other		
Language versions	English		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

The seventh Consortium meeting will be prepared in a technical sense by the Greek partner Econometrica, as partner sited at the meeting venue (Athens - Greece), who will also provide logistical information and support to the participating partners, with the operational support of management co-ordinator Scuola Edile di Perugia (preparation of the meeting agenda, meeting reporting). This meeting will take place the 5th and 6th June 2014, with about 20 participating people. The meeting has also to be prepared in a more content sense, in particular to manage the finalisation of project work according to project and multilateral agreement.

Deliverable number	8		
Title	Consortium meeting 8 - Final meeting		
Type of outputs / products / results	Consortium meeting for the project management		
Delivery date	09/2014	**Dissemination level**	☐ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ■ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)

Nature	☐ Report
	☐ Service / Product
	☐ Demonstrator / Prototype
	■ Event
	☐ Other
Language versions	English
Target languages	Not pertinent (deliverable not refers to materials for language learning)

Description (limit 1000 characters)

The eighth and final Consortium meeting will be prepared in a technical sense by the Italians partners, under the direction of the applicant Regione Toscana, also as partner sited at the meeting venue (Firenze - Italy) and with the operational support of management co-ordinator Scuola Edile di Perugia (preparation of the meeting agenda, meeting reporting), who will also provide logistical information and support to the participating partners. This final meeting will take place the 26th and 27th September 2014, with about 25 participating people. The meeting has also to be prepared in a more content sense, in particular to manage the finalisation of project work according to project and multilateral agreement.

Deliverable number	9
Title	Project website
Type of outputs / products / results	Internet pages dedicated to the project management
Delivery date	10/2012	**Dissemination level**	☐ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ■ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ■ Service / Product ☐ Demonstrator / Prototype ☐ Event ☐ Other
Language versions	English
Target languages	Not pertinent (deliverable not refers to materials for language learning)

Description (limit 1000 characters)

For set-up and maintenance of project website, firstly a name and a domain has to be found (in this phase, an hypothesis is www.certent.eu). The website has to be designed and the content structure determined. Partners have to fill in their organisation data, links to relevant other websites have to be established. For the set-up of a digital collaboration structure among Consortium partners, an appropriate platform for communication and storing of project documents has to be identified and structured, including different communication ways such as e-mail and VoIP.

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

Indicative input of consortium staff - *The total number of days per staff category should correspond with the information provided in the budget tables.*

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	P2	Italy	SEP	7	15	5	10	37	Consortium and WPs management and coordination (multilateral agreement preparation, discussion and signature; management structure operational leading; meeting agenda preparation and reporting; timetables and work schedules developing and updating; preparation and communication of documentation on programme and tasks; overall budget monitoring and collecting data for reporting; co-ordination of subcontracting)
	P1	Italy	Toscana	1	2	0	2	5	Participation to project management/coordination (participation to multilateral agreement preparation, discussion and signature; participation to management structure activities; specific budget monitoring; collecting and transmitting data for reporting; subcontracting)
	P3	Italy	Scuola Edile di Arezzo	2	2	0	4	8	Participation to project management/coordination (participation to multilateral agreement discussion and signature; participation to management structure activities; specific budget monitoring; collecting and transmitting data for reporting; subcontracting)
	P4	Italy	Umbria	2	2	0	3	7	Participation to project management/coordination (participation to multilateral agreement discussion and signature; participation to management structure activities; specific budget monitoring; collecting and transmitting data for reporting; subcontracting)
	P5	Italy	Provincia AR	1	1	0	2	4	Participation to project management/coordination (participation to multilateral agreement discussion and signature; participation to management structure activities; specific budget monitoring; collecting and transmitting data for reporting; subcontracting)

P6	Italy	Provincia PG	1	1	0	2	4	Participation to project management/coordination (participation to multilateral agreement discussion and signature; participation to management structure activities; specific budget monitoring; collecting and transmitting data for reporting; subcontracting)
P7	Belgium	PME Formation	2	5	1	3	11	Participation to project management/coordination (participation to multilateral agreement discussion and signature; participation to management structure activities; specific budget monitoring; collecting and transmitting data for reporting; subcontracting)
P8	Cyprus	SEK	3	9	3	7	22	Participation to project management/coordination (participation to multilateral agreement discussion and signature; participation to management structure activities; specific budget monitoring; collecting and transmitting data for reporting; subcontracting)
P9	Spain	FLC Asturias	3	8	2	5	18	Participation to project management/coordination (participation to multilateral agreement discussion and signature; participation to management structure activities; specific budget monitoring; collecting and transmitting data for reporting; subcontracting)
P10	Germany	ITB	3	6	2	3	14	Participation to project management/coordination (participation to multilateral agreement discussion and signature; participation to management structure activities; specific budget monitoring; collecting and transmitting data for reporting; subcontracting)
P11	Italy	CEFS Udine	1	1	0	1	3	Participation to project management/coordination (participation to multilateral agreement discussion and signature; participation to management structure activities; specific budget monitoring; collecting and transmitting data for reporting; subcontracting)
P12	France	GIP FCIP Rectorat Paris	2	2	1	3	8	Participation to project management/coordination (participation to multilateral agreement discussion and signature; participation to management structure activities; specific budget monitoring; collecting and transmitting data for reporting; subcontracting)
P13	Greece	Econometrica	4	8	3	5	20	Participation to project management/coordination (participation to multilateral agreement discussion and signature; participation to management structure activities; specific budget monitoring; collecting and transmitting data for reporting; subcontracting)
P14	France	Delorette	2	2	1	3	8	Participation to project management/coordination (participation to multilateral agreement discussion and signature; participation to management structure

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						activities; specific budget monitoring; collecting and transmitting data for reporting; subcontracting)
Total		34	64	18	53	169

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Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
P2	2	Set-up and maintenance of project website
P7	2	Set-up and maintenance of project website
P8	2	Set-up and maintenance of project website
P9	2	Set-up and maintenance of project website
P10	2	Set-up and maintenance of project website
P12	1	Set-up and maintenance of project website
P13	2	Set-up and maintenance of project website
P14	1	Set-up and maintenance of project website

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

Concerning the explanation and justification of budget items included in the detailed budget relating to this workpackage, it is to remark that all the Consortium partners will work in this workpackage, participating to all Consortium meetings (also relating to the other work packages) and sharing the costs of the Financial Guarantee and of the subcontracting related to project website.
More exactly:
- Travel and subsistence costs related to the Consortium meetings participation: the organisations having character of public institutions (since less involved in the project development activities), the French partners and the Italian partner CEFS Udine and Scuola Edile di Arezzo (in fact, only for France and Italy there are several participating partners) will attend to each Consortium meeting with one person, instead the other partners will attend to each Consortium meeting with two persons;
- Equipment costs: the project don't foresees specific budget provisions for equipments, in consideration that that all partners are already provided with the equipments necessary for project management activities;
- Other costs: to this workpackage are related the costs for the Financial Guarantee to be paid to obtain the anticipations of EU grant from LLP; these costs are shared by all the partners, in proportion to each partner budget (similarly for subcontracting related to project website).

G.1 Identification

Work package number	2	Work package title	Analysis and preparatory researches on concerned professional field : entrepreneurs in construction sector
Work package type		☐ Management ☑ Implementation (the substance of the work planned including production, testing, etc) ☐ Quality Assurance (quality plan) ☐ Dissemination ☐ Exploitation of results	

Start *Month number*	1	End *Month number*	5	Duration *in number of months*	5

Description of the work package (limit 3000 characters)

At the aim of the activation of an ECVET process combined with ECTS in the European VET systems of the Construction sector for the people operating as entrepreneur (to give them the concrete possibility to put in transparency and to obtain the recognition of achieved learning outcomes and professional qualification across the national/regional/sectoral VET systems), this work package includes the activities aimed:
- to identify, in a clear and complete manner, this professional figures field or cluster of professional figures, in the different participating Countries (desk analysis and key actors interviews);
- to classify this professional figures field within the EQF, mapping all the professional figures of entrepreneur detected in the European participating Countries onto the 8 EQF reference levels via national (and also regional, in the EU countries – like Italy – in which the legislative competence on qualification and certification matter is attributed to the Regions by national constitutional laws) qualifications frameworks and systems;
- to identify the common European perimeter of professional figures, or cluster of figures, on which the project will focus and activate the ECVET process combined with ECTS; at this objective, the individuation of this qualification perimeter will not focus only on EQF level 5 or lower (as usual within the LLP LdV sub-programme, normally concerning only the field of vocational education and training - VET, and not formal higher education and vocational education and training at tertiary level), but also on EQF level 6 and higher, considering that several entrepreneur competences are *de facto* at academic level (e.g., the entrepreneur must surely manage complex activities and projects, taking responsibility for decision-making and also taking responsibility for managing professional development of individuals and groups), and that ECVET can not cover the whole concerned professional field, being therefore needed also its integration with ECTS system (it's to remark that the possibility of this combination of European credit systems for learning outcomes is a smart new provision of 2012 call LLP priorities for LdV MP DoI).
The partners will share, during the kick off meeting, on the basis of a draft elaborated by management co-ordinator, the definition of common approaches and tools for these activities, also adapting at this purpose the methods and instruments already experimented at the same aim but for a different professional field (safety trainers) within the Construction sector, by the LdV DoI project "CeSaTra - Certified Safety VET Trainers", http://www.cesatra.eu).
The analysis and research activities results at national level will be assembled in an integrated draft by the management co-ordinator, discussed and validated by all the partners during the 2nd Consortium meeting, and quickly (within 15 days) published on the public open area of the project website.

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	10		
Title	Overview on Entrepreneurs in EU Constructions		
Type of outputs / products / results	Report on preparatory analysis and researches on the field of entrepreneurial professional figures operating in construction sector in European countries participating to the project		
Delivery date	02/2013	**Dissemination level**	■ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	■ Report ☐ Service / Product ☐ Demonstrator / Prototype ☐ Event ☐ Other		
Language versions	English, Italian, Spanish, German, French, Greek		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)
The report will provide a complete overview on results of preparatory analysis and researches on field of entrepreneurial professional figures operating in construction sector in Europe, realised within work package 2, outlining the different entrepreneurial figures detected in each participating Country, the classification of these professional figures within European Qualification Framework - EQF via national/regional qualifications frameworks and systems, and a common European perimeter of these professional figures, not only limited to EQF level 5 or lower, but also extended to EQF level 6 and higher, on which project will implement ECVET in combination with ECTS. The report will contain: an explanation on utilised approaches and tools, the research instruments defined and utilised by each partner, a critical synthesis of research results, evidencing noticed figures, EQF classification of them, common professional perimeter for ECVET implementation combined with ECTS.

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

Indicative input of consortium staff - *The total number of days per staff category should correspond with the information provided in the budget tables.*

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	P2	Italy	SEP	6	16	5	8	35	Responsibility for management, coordination and scientific guidance of the wp: drafting of common approaches and tools for analysis activities; application of common approaches and tools at national level (in collaboration with the other Italian partners); drafting of assembling of research activities results
	P1	Italy	Toscana	1	2	1	1	5	Sharing of common approaches and tools for analysis activities; application of common approaches and tools at national level (in collaboration with the other Italian partners); discussion and validation of overall research activities results
	P3	Italy	Scuola Edile di Arezzo	1	3	1	1	6	Sharing of common approaches and tools for analysis activities; application of common approaches and tools at national level (in collaboration with the other Italian partners); discussion and validation of overall research activities results
	P4	Italy	Umbria	1	3	1	1	6	Sharing of common approaches and tools for analysis activities; application of common approaches and tools at national level (in collaboration with the other Italian partners); discussion and validation of overall research activities results
	P5	Italy	Provincia AR	0	1	0	0	1	Sharing of common approaches and tools for analysis activities; application of common approaches and tools at national level (in collaboration with the other Italian partners); discussion and validation of overall research activities results

P6	Italy	Provincia PG	0	1	0	0	1	Sharing of common approaches and tools for analysis activities; application of common approaches and tools at national level (in collaboration with the other Italian partners); discussion and validation of overall research activities results
P7	Belgium	PME Formation	2	5	1	3	11	Sharing of common approaches and tools for analysis activities; application of common approaches and tools at national level; discussion and validation of overall research activities results
P8	Cyprus	SEK	3	9	3	6	21	Sharing of common approaches and tools for analysis activities; application of common approaches and tools at national level; discussion and validation of overall research activities results
P9	Spain	FLC Asturias	3	9	2	5	19	Sharing of common approaches and tools for analysis activities; application of common approaches and tools at national level; discussion and validation of overall research activities results
P10	Germany	ITB	2	6	1	3	12	Sharing of common approaches and tools for analysis activities; application of common approaches and tools at national level; discussion and validation of overall research activities results
P11	Italy	CEFS Udine	0	1	0	1	2	Sharing of common approaches and tools for analysis activities; application of common approaches and tools at national level (in collaboration with the other Italian partners); discussion and validation of overall research activities results
P12	France	GIP FCIP Rectorat Paris	1	3	1	1	6	Sharing of common approaches and tools for analysis activities; application of common approaches and tools at national level; discussion and validation of overall research activities results
P13	Greece	Econometrica	3	9	2	5	19	Sharing of common approaches and tools for analysis activities; application of common approaches and tools at national level; discussion and validation of overall research activities results
P14	France	Delorette	1	3	1	1	6	Sharing of common approaches and tools for analysis activities; application of common approaches and tools at national level; discussion and validation of overall research activities results
Total			**24**	**71**	**19**	**36**	**150**	

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Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
P2	1,5	Translation of deliverable
P7	1,5	Translation of deliverable
P8	1,5	Translation of deliverable
P9	1,5	Translation of deliverable
P10	1,5	Translation of deliverable
P12	0,75	Translation of deliverable
P13	1,5	Translation of deliverable
P14	0,75	Translation of deliverable

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

Concerning the explanation and justification of budget items included in the detailed budget relating to this workpackage, it is to remark that all the Consortium partners will actively work within it, participating to the development activities starting from the first till the second Consortium meeting and supporting the costs of the deliverable translation in national language.
More exactly:
- Travel and subsistence costs related to the Consortium meetings participation: the organisations having character of public institutions (since less involved in the project development activities), the French partners and the Italian partner CEFS Udine and Scuola Edile di Arezzo (in fact, only for France and Italy there are several participating partners) will attend to each Consortium meeting with one person, instead the other partners will attend to each Consortium meeting with two persons;
- Equipment costs: the project don't foresee specific budget provisions for equipments, in consideration that that all partners are already provided with equipments necessary for project development activities;
- Other costs: there aren't other costs related to this workpackage.

G.1 Identification

Work package number	3	Work package title	Definition of a guideline to activate ECVET combined with ECTS for entrepreneurs in Construction sector
Work package type		☐ Management ☐ Implementation (the substance of the work planned including production, testing, etc) ☐ Quality Assurance (quality plan) ☐ Dissemination ☐ Exploitation of results	

Start *Month number*	5	End *Month number*	8	Duration *in number of months*	4

Description of the work package (limit 3000 characters)

This work package includes the activities aimed to define a guideline, with a coherent plan of activities and transferable methods to design concerned qualification in units of learning outcomes with allocation of ECVET points, for activating ECVET process combined with ECTS to perimeter of entrepreneurial figures operating in Construction sector, defined within previous work package 2.

The definition of this ECVET combined with ECTS guideline will be carried out through collection, analysis and adaptation of experiences and best practices already realised on transparency and recognition of learning outcomes and qualifications, on ECVET process activation and on ECTS credit system.

These activities (mainly by desk analysis), will give particular attention to experiences and best practices in European VET systems of building sector and higher education fields more related to entrepreneurial learning, particularly in concerned sector (e.g., Business and Economics, Engineering and Architecture, etc.).

In VET field, are considered very significant:
- remarkable volume of trans-national mobility, involving each year various hundreds of learners in Constructions, with use of Europass Mobility documentation;
- study on use of Europass Portfolio in Re.Form.E. network, realised in 2007 within "Copenhagen Process" EU initiative;
- procedures for assessment, transfer, validation and accumulation of learning outcomes achieved in formal, informal and non formal contexts (e.g., LdV ToI Trasfobuilding);
- LdV Partnership "Certified Entrepreneurs in Building Sector", since producing an accurate analysis on situation of entrepreneurial competences certification in several EU countries.

Furthermore, for experiences and best practices already realised with specific aim of ECVET process activation, project will have a special focus on:
- ECVET process activated by LdV ToI Highlight the Competences (www.highlightcompetences.eu), since allowing in 2009 the formalisation (also by our partner Regione Umbria), tough not for a qualification in Constructions (Site Supervisor in Cleaning Services) of first European ECVET MoU;
- ECVET process activated by LdV DoI Certified VET Safety Trainers (www.cesatra.eu), since allowing formalisation of first European ECVET MoU for a qualification in Construction sector (Safety Trainer in Constructions), signed 19th January 2012 in Paris, also by our partners Toscana, Umbria, SEP, Scuola Edile di Arezzo, PME Formation, FLC Asturias.

Partners will share, during 2nd meeting, on the basis of a draft elaborated by management co-ordinator, definition of common approaches and tools for these research, analysis, and adaptation of experiences and best practices activities.

Starting from results of these activities, management co-ordinator will draft the guideline to activate ECVET process combined with ECTS, which will be discussed and validated by all partners during 3rd meeting, and quickly (within 15 days) published on public open area of project website.

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	11		
Title	Guideline to activate ECVET process combined with ECTS for entrepreneurs in Construction sector		
Type of outputs / products / results	Document based on relevant experiences and best practices, defining strategies, activities and tools to be implemented by partners to activate an ECVET process combined with ECTS for entrepreneurs in Construction sector		
Delivery date	05/2013	**Dissemination level**	☑ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ☐ Event ☑ Other		
Language versions	English, Italian, Spanish, German, French, Greek		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)
The guideline to activate ECVET process combined with ECTS for entrepreneurs in Construction sector will contain: a report on the research, analysis, and adaptation on experiences and best practices already realised on transparency and recognition of competences and qualifications, on ECVET activation and ECTS use, both in building and in the other EU learning sectoral context; the planning for the activation of the ECVET combined with ECTS for the qualification of entrepreneurs in Constructions, defining strategies, activities and tools to be implemented by the partners to activate and develop ECVET combined with ECTS. This plan, defined on the basis of best practices collection and analysis, will focus on the involvement in this process, in each Country, of competent public institutions, interested social partners and VET and higher education providers, and on methods to design qualifications in units of learning outcomes with allocation of ECVET and ECTS credits points.

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	P2	Italy	SEP	6	16	5	8	35	Responsibility for management, coordination and scientific guidance of the wp: drafting of common research approaches and tools for guideline definition; application of common approaches and tools at national level (in collaboration with the other Italian partners); drafting of guideline assembling research activities results
	P1	Italy	Toscana	1	2	1	1	5	Sharing of common research approaches and tools for guideline definition; application of common approaches and tools at national level (in collaboration with the other Italian partners); discussion and validation of guideline definition
	P3	Italy	Scuola Edile di Arezzo	1	3	1	1	6	Sharing of common research approaches and tools for guideline definition; application of common approaches and tools at national level (in collaboration with the other Italian partners); discussion and validation of guideline definition
	P4	Italy	Umbria	1	3	1	1	6	Sharing of common research approaches and tools for guideline definition; application of common approaches and tools at national level (in collaboration with the other Italian partners); discussion and validation of guideline definition
	P5	Italy	Provincia AR	0	1	0	1	2	Sharing of common research approaches and tools for guideline definition; application of common approaches and tools at national level (in collaboration with the other Italian partners); discussion and validation of guideline definition
	P6	Italy	Provincia PG	0	1	0	1	2	Sharing of common research approaches and tools for guideline definition; application of common approaches and tools at national level (in collaboration with the other Italian partners);

								discussion and validation of guideline definition
P7	Belgium	PME Formation	2	5	1	3	**11**	Sharing of common research approaches and tools for guideline definition; application of common approaches and tools at national level; discussion and validation of guideline definition
P8	Cyprus	SEK	3	9	3	6	**21**	Sharing of common research approaches and tools for guideline definition; application of common approaches and tools at national level; discussion and validation of guideline definition
P9	Spain	FLC Asturias	3	9	2	5	**19**	Sharing of common research approaches and tools for guideline definition; application of common approaches and tools at national level; discussion and validation of guideline definition
P10	Germany	ITB	2	6	1	3	**12**	Sharing of common research approaches and tools for guideline definition; application of common approaches and tools at national level; discussion and validation of guideline definition
P11	Italy	CEFS Udine	0	1	1	1	**3**	Sharing of common research approaches and tools for guideline definition; application of common approaches and tools at national level (in collaboration with the other Italian partners); discussion and validation of guideline definition
P12	France	GIP FCIP Rectorat Paris	1	3	1	1	**6**	Sharing of common research approaches and tools for guideline definition; application of common approaches and tools at national level; discussion and validation of guideline definition
P13	Greece	Econometrica	3	9	2	5	**19**	Sharing of common research approaches and tools for guideline definition; application of common approaches and tools at national level; discussion and validation of guideline definition
P14	France	Delorette	1	3	1	1	**6**	Sharing of common research approaches and tools for guideline definition; application of common approaches and tools at national level; discussion and validation of guideline definition
Total			**24**	**71**	**20**	**38**	**153**	

Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
P2	1,5	Translation of deliverable
P7	1,5	Translation of deliverable
P8	1,5	Translation of deliverable
P9	1,5	Translation of deliverable
P10	1,5	Translation of deliverable
P12	0,75	Translation of deliverable
P13	1,5	Translation of deliverable
P14	0,75	Translation of deliverable

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

Concerning the explanation and justification of budget items included in the detailed budget relating to this workpackage, it is to remark that all the Consortium partners will actively work within it, participating to the development activities starting from the second till the third Consortium meeting and supporting the costs of the deliverable translation in national language.
More exactly:
- Travel and subsistence costs related to the Consortium meetings participation: the organisations having character of public institutions (since less involved in the project development activities), the French partners and the Italian partner CEFS Udine and Scuola Edile di Arezzo (in fact, only for France and Italy there are several participating partners) will attend to each Consortium meeting with one person, instead the other partners will attend to each Consortium meeting with two persons;
- Equipment costs: the project don't foresee specific budget provisions for equipments, in consideration that that all partners are already provided with equipments necessary for project development activities;
- Other costs: there aren't other costs related to this workpackage.

G.1 Identification

Work package number	4	Work package title	Designing the new European sectoral qualification "Entrepreneur in Constructions"
Work package type		☐ Management ■ Implementation (the substance of the work planned including production, testing, etc) ☐ Quality Assurance (quality plan) ☐ Dissemination ☐ Exploitation of results	

Start *Month number*	8	**End** *Month number*	13	**Duration** *in number of months*	6	

Description of the work package (limit 3000 characters)

This workpackage is aimed to design the new European sectoral qualification "Entrepreneur in Constructions".

Qualification design will start from perimeter of entrepreneurial figures operating in construction sector in participating Countries defined within the WP 2, following the guideline (particularly in this phase, the methods to design qualifications in units of learning outcomes with allocation of credit points, based on the ECVET technical specifications combined with ECTS) to be used by the partners to activate and develop the ECVET process in combination with ECTS for entrepreneurs in Construction sector, defined within the previous workpackage 3 on the basis of relevant experiences and best practices in terms of approaches, activities and tools, collected, analysed and selected at this aim.

The design of the qualification will proceed, defining the focused perimeter of entrepreneurial professional field in terms of activities and tasks, knowledge, skills and competences, learning outcomes units and units parts, and related ECVET or ECTS credit, focusing firstly on standard elements present in all partner Countries (vocational profile, skill specifications, certification objectives), and then, on subsidiary factors, such as ways of accessing certificate via initial and/or continuing training, validation of formal, non-formal and informal (experiential) knowledge, procedures and qualification bodies, with a particular focus on already existing in national/regional/sectoral contexts procedures for assessment, transfer, validation and accumulation of learning outcomes achieved in formal, informal and non formal contexts, and also on VET programmes with flexible devices for validation, transfer and recognition of learning outcomes. The concerned design will also include definition of specific ECVET quality standards to apply the new European sectoral qualification across participating countries at national/regional level, allowing the issuing of an ECVET quality label to the qualification (quality label will be issued following quality standards and procedures defined in this activity phase and then included within MoU ECVET "Entrepreneur in Constructions", to be formalised during subsequent work package 5).

The activities aimed to define the design of qualification will be jointly set up during the third Consortium meeting, and will be developed, mainly through VOiP meetings (teleconferences), between this and the fourth Consortium meeting, and will be concluded and validated during the latter, following co-ordinating and drafting work by management co-ordinator.

University of Bremen will not only participate, as each partner, to design of "Entrepreneur in Constructions" qualification above described, but will also have a specific commitment on definition of qualification issues related to tasks, knowledge, skills and competences (classifiable at EQF level 6 and higher), learning outcomes units and units parts, relating to ECTS credit system.

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	12
Title	Design of new European sectoral qualification "Entrepreneur in Constructions"
Type of outputs / products / results	Document containing the design of qualification in terms of activities and tasks, knowledge, skills and competences, learning outcomes units and units parts, and related ECVET or ECTS credit.

Delivery date	10/2013	**Dissemination level**	☑ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)

Nature	☐ Report ☑ Service / Product ☐ Demonstrator / Prototype ☐ Event ☐ Other
Language versions	English, Italian, Spanish, German, French, Greek
Target languages	Not pertinent (deliverable not refers to materials for language learning)

Description (limit 1000 characters)

Document will contain description of activities and tasks, knowledge, skills and competences, learning outcomes units and units parts, and related ECVET or ECTS credit, of new European sectoral qualification "Entrepreneur in Constructions", designed in a shared way by trans-national partnership. It will focus both on standard elements in participating Countries and on subsidiary factors, with a particular attention on in national/regional/sectoral contexts already existing procedures for assessment, transfer, validation and accumulation of learning outcomes achieved in formal, informal and non formal contexts, and also on VET programmes with flexible devices for validation, transfer and recognition of learning outcomes. Document will also include definition of specific ECVET quality standards to apply, allowing issuing of an ECVET quality label to qualification in participating countries at national/regional level. It will be quickly published on public open area of project website.

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

Indicative input of consortium staff *- The total number of days per staff category should correspond with the information provided in the budget tables.*

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	P2	Italy	SEP	13	33	10	16	72	Responsibility for management, coordination and scientific guidance of activities aimed to design the qualification; participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on Italian and Umbrian subsidiary factors (in collaboration with the other Italian partners); drafting of qualification design;
	P1	Italy	Toscana	2	5	1	2	10	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on Italian and Tuscan subsidiary factors (in collaboration with the other Italian partners)
	P3	Italy	Scuola Edile di Arezzo	2	6	2	2	12	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on Italian and Tuscan subsidiary factors (in collaboration with the other Italian partners)
	P4	Italy	Umbria	1	5	1	2	9	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on Italian and Umbrian subsidiary factors (in collaboration with the other Italian partners)
	P5	Italy	Provincia AR	0	1	0	1	2	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on Italian and Tuscan subsidiary factors (in collaboration with the other Italian partners)
	P6	Italy	Provincia PG	0	1	0	1	2	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment

	Country	Organization						Description
								on Italian and Umbrian subsidiary factors (in collaboration with the other Italian partners)
P7	Belgium	PME Formation	4	12	4	6	26	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on Belgian subsidiary factors
P8	Cyprus	SEK	6	19	4	12	41	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on Cypriot subsidiary factors
P9	Spain	FLC Asturias	5	17	5	10	37	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on Spanish subsidiary factors
P10	Germany	ITB	5	13	4	4	26	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on German subsidiary factors and on ECTS aspects
P11	Italy	CEFS Udine	1	4	1	1	7	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on Italian and of Friuli-Venezia Giulia region subsidiary factors (in collaboration with the other Italian partners)
P12	France	GIP FCIP Rectorat Paris	2	6	1	2	11	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on French subsidiary factors
P13	Greece	Econometrica	8	17	6	10	41	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on Greek subsidiary factors
P14	France	Delorette	2	6	1	2	11	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on French subsidiary factors
Total			51	145	40	71	307	

Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
P2	1,5	Translation of deliverable
P7	1,5	Translation of deliverable
P8	1,5	Translation of deliverable
P9	1,5	Translation of deliverable
P10	1,5	Translation of deliverable
P12	0,75	Translation of deliverable
P13	1,5	Translation of deliverable
P14	0,75	Translation of deliverable

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

Concerning the explanation and justification of budget items included in the detailed budget relating to this workpackage, it is to remark that all the Consortium partners will actively work within it, participating to the development activities starting from third till fourth Consortium meeting and supporting the costs of the deliverable translation in national language.
More exactly:
- Travel and subsistence costs related to the Consortium meetings participation: the organisations having character of public institutions (since less involved in the project development activities), the French partners and the Italian partner CEFS Udine and Scuola Edile di Arezzo (in fact, only for France and Italy there are several participating partners) will attend to each Consortium meeting with one person, instead the other partners will attend to each Consortium meeting with two persons;
- Equipment costs: the project don't foresee specific budget provisions for equipments, in consideration that that all partners are already provided with equipments necessary for project development activities;
- Other costs: there aren't other costs related to this workpackage.

G.1 Identification

Work package number	5	Work package title	Definition and signature of Memorandum of Understanding - MoU ECVET for concerned qualification, with ECTS provisions and ECVET quality standards
Work package type		☐ Management ☒ Implementation (the substance of the work planned including production, testing, etc) ☐ Quality Assurance (quality plan) ☐ Dissemination ☐ Exploitation of results	

Start *Month number*	13	End *Month number*	16	Duration *in number of months*	4

Description of the work package (limit 3000 characters)

In compliance with the guideline to activate ECVET process combined with ECTS for entrepreneurs in Construction sector, defined within the workpackage 3, this work package will allow the definition and formalisation of the Memorandum of Understanding - MoU ECVET with ECTS provisions and ECVET quality standards concerning the new European sectoral qualification "Entrepreneur in Constructions".
The activities to be realised at this aim include:
- the preparation of a complete draft of the MoU, following the related collected best practices and containing: an introduction relating to background and general context of MoU, existing provisions for MoU at European level, definitions, general and specific objectives of MoU; the form and content of MoU in terms of participants, purpose, ratification and effectiveness (included the specific engagement of signatories VET and higher education provider organisations to keep in use MoU for each implemented course and mobility concerning learning outcomes formalised by MoU); the qualification, designed during work package 4, to establish the European correspondence for assessment, transfer, and accumulation processes of learning outcomes achieved in formal, informal and non formal contexts (learning outcomes units, unit parts and ECVET and ECTS related credits), including the specific ECVET quality standards to apply the new European sectoral qualification across participating countries at national/regional level, allowing the issuing of an ECVET quality label to the qualification; the mechanisms to implement the MoU and for dialogue and administrative co-operation, the regulations relating to nationality, the revision of agreement and notice of termination;
- the activities aimed to involve in the MoU, beyond the project partners, the public institutions competent in VET and higher education matter and the other interested organisations, particularly social partners and VET providers of the concerned sector at national, regional and local level;
- the formalisation, by the partners and by the competent and / or interested organisations already involved, of the MoU concerning the professional qualification "Entrepreneur in Constructions" (the official signature of the MoU will take place at the end of the work package 5, during the fifth project meeting (01/2014, Gijon - Spain).
The activities aimed to the definition and formalisation of the Memorandum of Understanding - MoU ECVET with ECTS provisions and ECVET quality standards for new European sectoral qualification "Entrepreneur in Constructions", will be jointly set up by the partners during the fourth Consortium meeting, will be developed mainly through VOiP meetings (teleconferences) between this and the fifth Consortium meeting, and will be concluded and validated during the latter, before the official signature, following co-ordinating and drafting work by management co-ordinator.

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	13		
Title	Memorandum of Understanding - MoU ECVET for new European sectoral qualification "Entrepreneur in Constructions", with ECTS provisions and ECVET quality standards		
Type of outputs / products / results	Memorandum of Understanding - MoU ECVET		
Delivery date	01/2014	**Dissemination level**	■ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ■ Demonstrator / Prototype ☐ Event ☐ Other		
Language versions	English, Italian, Spanish, German, French, Greek		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

Memorandum of Understanding - MoU ECVET for new European sectoral qualification "Entrepreneur in Constructions" is a formal agreement among project partners, public institutions competent in VET, social partners and VET providers of Construction sector at national, regional, and local level, establishing European correspondence for assessment, transfer, and accumulation of specific learning outcomes, achieved in formal, informal and non formal contexts (learning outcomes units, unit parts, related ECVET and ECTS credit points). To give to MoU ECVET an ECTS extension too, agreement will have specific ECTS provisions and will be signed by public institutions competent in higher education and higher education institutions. MoU will also contain specific ECVET quality standards, to apply new European sectoral qualification across participating countries at national/regional level allowing issuing of an ECVET quality label. It will be quickly published on project website public open area.

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

***Indicative input of consortium staff** - The total number of days per staff category should correspond with the information provided in the budget tables.*

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	P2	Italy	SEP	7	17	5	8	37	Responsibility for management, coordination and scientific guidance of activities aimed to definition and signature of MoU; participation in the whole process of definition and formalisation of MoU, sharing the related implementation work with the other partners, with specific commitment on the involvement in MoU of other key actors, in particular Italian and regional Umbrian sectoral social partners and VET providers (in collaboration with the other Italian partners); drafting of MoU
	P1	Italy	Toscana	1	3	1	1	6	Participation in the in the whole process of definition and formalisation of MoU, sharing the related implementation work with the other partners, with specific commitment on the involvement in MoU of other key actors, in particular other Italian and regional public institutions competent in VET (in collaboration with the other Italian partners)
	P3	Italy	Scuola Edile di Arezzo	1	3	1	1	6	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on the involvement in MoU of other key actors, in particular Italian and regional Tuscan sectoral social partners and VET providers (in collaboration with the other Italian partners)
	P4	Italy	Umbria	1	3	1	1	6	Participation in the in the whole process of definition and formalisation of MoU, sharing the related implementation work with the other partners, with specific commitment on the involvement in MoU of other key actors, in particular Italian and regional public institutions competent in VET (in collaboration with the other

								Italian partners)
P5	Italy	Provincia AR	0	1	0	1	2	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on the involvement in MoU of other key actors, in particular Italian and Tuscan local public institutions competent in VET (in collaboration with the other Italian partners)
P6	Italy	Provincia PG	0	1	0	1	2	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on the involvement in MoU of other key actors, in particular Italian and Umbrian local public institutions competent in VET (in collaboration with the other Italian partners)
P7	Belgium	PME Formation	2	5	1	3	11	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on the involvement in MoU of other key actors, in particular Belgian and regional public institutions competent in VET and sectoral social partners and VET providers
P8	Cyprus	SEK	3	9	3	6	21	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on the involvement in MoU of other key actors, in particular Cypriot public institutions competent in VET and sectoral social partners and VET providers
P9	Spain	FLC Asturias	3	9	2	5	19	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on the involvement in MoU of other key actors, in particular Spanish and regional public institutions competent in VET and sectoral social partners and VET providers
P10	Germany	ITB	2	6	1	3	12	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on the involvement in MoU of other key actors, in particular German and regional public institutions competent in VET and sectoral social partners and VET providers
P11	Italy	CEFS Udine	1	1	1	1	4	Participation in the whole process of qualification

			Role / Description					
			design, sharing the related implementation work with the other partners, with specific commitment on the involvement in MoU of other key actors, in particular Italian and regional FVG sectoral social partners and VET providers (in collaboration with the other Italian partners)					
P12	France	GIP FCIP Rectorat Paris	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on the involvement in MoU of other key actors, in particular French public institutions competent in VET and sectoral social partners and VET providers	1	2	1	1	5
P13	Greece	Econometrica	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on the involvement in MoU of other key actors, in particular Greek public institutions competent in VET and sectoral social partners and VET providers	3	9	2	5	19
P14	France	Delorette	Participation in the whole process of qualification design, sharing the related implementation work with the other partners, with specific commitment on the involvement in MoU of other key actors, in particular French public institutions competent in VET and sectoral social partners and VET providers	1	2	1	1	5
Total				**26**	**71**	**20**	**38**	**155**

Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
P2	1,5	Translation of deliverable
P7	1,5	Translation of deliverable
P8	1,5	Translation of deliverable
P9	1,5	Translation of deliverable
P10	1,5	Translation of deliverable
P12	0,75	Translation of deliverable
P13	1,5	Translation of deliverable
P14	0,75	Translation of deliverable

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

Concerning the explanation and justification of budget items included in the detailed budget relating to this workpackage, it is to remark that all the Consortium partners will actively work within it, participating to the development activities starting from fourth till fifth Consortium meeting and supporting the costs of the deliverable translation in national language.
More exactly:
- Travel and subsistence costs related to the Consortium meetings participation: the organisations having character of public institutions (since less involved in the project development activities), the French partners and the Italian partner CEFS Udine and Scuola Edile di Arezzo (in fact, only for France and Italy there are several participating partners) will attend to each Consortium meeting with one person, instead the other partners will attend to each Consortium meeting with two persons;
- Equipment costs: the project don't foresee specific budget provisions for equipments, in consideration that that all partners are already provided with equipments necessary for project development activities;
- Other costs: there aren't other costs related to this workpackage.

G.1 Identification

Work package number	6	Work package title	Pilot test on enforcement of Memorandum of Understanding - MoU ECVET ECTS "Entrepreneur in Constructions"
Work package type		☐ Management ☑ Implementation (the substance of the work planned including production, testing, etc) ☐ Quality Assurance (quality plan) ☐ Dissemination ☐ Exploitation of results	

Start *Month number*	16	**End** *Month number*	24	**Duration** *in number of months*	9

Description of the work package (limit 3000 characters)

Aim of this work package is to put in practice MoU ECVET, combined with ECTS, already defined and officially signed (ECVET 1st step), in order to evaluate its efficacy, correspondence to users' requirements and compliance with national and regional sectoral VET and higher education systems.
Experimentation will implement whole ECVET process, in combination with ECTS:
- Learning Agreements ECVET - ECTS: definition and signature (by entrepreneurs interested to recognition of professional qualification, and by concerned VET providers and/or higher education institutions) of individual Learning Agreements ECVET - ECTS describing, in compliance with MoU, learning process in formal, informal and non formal contexts, and related ECVET and ECTS credits to be obtained to gain qualification (ECVET 2nd step);
- ECVET and ECTS Credits Awarding: awarding to involved entrepreneurs, by concerned VET providers and/or higher education institutions at end of learning process, of ECVET and ECTS credits related to verified learning outcomes, also utilising Europass Certificate Supplement (ECVET 3rd step) and ECTS Diploma Supplement (following model developed by European Commission, Council of Europe and UNESCO/CEPES); credits awarding will be characterised by issuing of ECVET quality label foreseen by MoU;
- Transfer, validation and accumulation of awarded ECVET and ECTS credits in sectoral and territorial VET and higher education systems involved in MoU, in compliance with national and regional rules on certification ways and procedures, formal, non-formal and informal learning validation, qualification bodies (ECVET 4th step).
Experimentation will involve at least 120 entrepreneurs (selected by Consortium VET providers and social partners, with priority for women and aged people), in all participating countries.
Pilot test process, utilising already evidenced by MoU existing in national/regional/sectoral contexts procedures for assessment, transfer, validation and accumulation of learning outcomes achieved in formal, informal and non formal contexts, will be supported not only by definition of common model for Learning Agreements ECVET – ECTS and for ECVET – ECTS credits awarding, but also by designing and testing of specific VET programmes with flexible devices for validation, transfer and recognition of learning outcomes, and by MoU endorsement activities within national/regional qualification systems.
Pilot test process will have two intermediate milestones, represented by Learning Agreements ECVET - ECTS model (within 18th project month) and of ECVET – ECTS credit awarding model definition(21st month).
Work package will provide a final release of whole MoU enforcement pilot test, comprehensive of a critical analysis of experimentation, based on evaluation questionnaires and interviews to all involved key actors and players (public institutions, sectoral social partners and VET providers, higher education institutions, entrepreneurs).

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	14
Title	Model for Learning Agreements ECVET – ECTS "Entrepreneur in Constructions"
Type of outputs / products / results	Common European Model for Learning Agreements related to learning process with awarding of ECVET and ECTS credits
Delivery date	03/2014	**Dissemination level**	☑ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☑ Demonstrator / Prototype ☐ Event ☐ Other
Language versions	English, Italian, Spanish, German, French, Greek
Target languages	Not pertinent (deliverable not refers to materials for language learning)

Description (limit 1000 characters)
The model for Learning Agreements ECVET – ECTS "Entrepreneur in Constructions" will be an adaptation of the LdV ToI Highlight the Competences and LdV DoI CeSaTra prototypes, integrated with ECTS relating provisions, and will be utilised at the aim of definition and signature of the individual agreements among the entrepreneurs operating in Construction sector interested to recognition of professional qualification, and the concerned VET providers and/or higher education institutions which have already signed the MoU ECVET ECTS "Entrepreneur in Constructions", describing, in compliance with the MoU, the learning process in formal, informal and non formal contexts, and related ECVET and ECTS credits to be obtained to gain qualification. The model will be quickly published on project website public open area, to allow its prompt utilisation by users.

Deliverable number	15
Title	Model for "Entrepreneur in Constructions" ECVET – ECTS credit awarding
Type of outputs / products / results	Common European Model for ECVET and ECTS credits awarding

Delivery date	06/2014	**Dissemination level**	■ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ■ Demonstrator / Prototype ☐ Event ☐ Other		
Language versions	English, Italian, Spanish, German, French, Greek		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

The model for "Entrepreneur in Constructions" ECVET – ECTS credit awarding will be an adaptation of the LdV ToI Highlight the Competences and LdV DoI CeSaTra prototypes, integrated with ECTS relating provisions established by the MoU, which the Consortium will define to be utilised to award, in compliance with the MoU and with the Learning Agreements, to the involved entrepreneurs by the concerned VET providers and / or higher education institutions at the end of learning process, of ECVET and ECTS credits related to verified learning outcomes. It will be also integrate the Europass Certificate Supplement and the ECTS Diploma Supplement (following model developed by European Commission, Council of Europe and UNESCO/CEPES), and will be defined to allow the issuing of ECVET quality label foreseen by MoU too. The model will be quickly published on project website public open area, to allow its prompt utilisation by users.

Deliverable number	16
Title	Report on ECVET process in combination with ECTS activated for European qualification "Entrepreneur in Constructions"
Type of outputs / products / results	Final release of the whole pilot test on enforcement of Memorandum of Understanding - MoU ECVET combined with ECTS provisions

Delivery date	09/2014	**Dissemination level**	■ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	■ Report ☐ Service / Product ☐ Demonstrator / Prototype ☐ Event ☐ Other		
Language versions	English, Italian, Spanish, German, French, Greek		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

The deliverable is a document reporting on the whole ECVET process in combination with ECTS activated for European qualification "Entrepreneur in Constructions" across all the participating countries.
The report will also contain a critical analysis of the experimentation, based on evaluation questionnaires and interviews to involved key actors and players in each participating country (public institutions competent in VET and higher education, social partners, VET providers and entrepreneurs of Construction sector, higher education institutions).The report will be quickly published on project website public open area.

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

***Indicative input of consortium staff** - The total number of days per staff category should correspond with the information provided in the budget tables.*

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	P2	Italy	SEP	11	24	7	12	54	The lead partner is responsible for management and coordination of activities aimed to put in practice the MoU, ensuring information among partners and needed sub-contracting. It will actively participate in the whole process of MoU enforcement, directly applying it - since VET provider of Construction sector - to 10 entrepreneurs operating in the regional Umbrian Construction sector
	P1	Italy	Toscana	1	2	1	1	5	The partner will actively participate in the whole activities aimed to put in practice the MoU in the Toscana region, particularly - since public institution competent in VET - to endorse is within the regional qualification system
	P3	Italy	Scuola Edile di Arezzo	2	5	2	2	11	The partner will actively participate in the whole activities aimed to put in practice the MoU in the Toscana region, directly applying it - since VET provider of Construction sector - to VET entrepreneurs operating in the regional Tuscan Construction sector
	P4	Italy	Umbria	1	4	1	2	8	The partner will actively participate in the whole activities aimed to put in practice the MoU in the Umbria region, particularly - since public institution competent in VET - to endorse is within the regional qualification system
	P5	Italy	Provincia AR	2	6	1	1	10	The partner will actively participate in the whole activities aimed to put in practice the MoU in the Arezzo province of Toscana region, particularly - since public institution managing ESF resources - in the activities aimed to design and test specific VET programmes with flexible devices for validation, transfer and recognition of learning

								outcomes
P6	Italy	Provincia PG	2	6	1	1	10	The partner will actively participate in the whole activities aimed to put in practice the MoU in the Perugia province of Umbria region, particularly - since public institution managing ESF resources - in the activities aimed to design and test specific VET programmes with flexible devices for validation, transfer and recognition of learning outcomes
P7	Belgium	PME Formation	3	8	3	3	17	The partner will actively participate in the whole activities aimed to put in practice the MoU in Belgium, particularly - since VET provider of Construction sector - to 10 entrepreneurs operating in the regional Walloon Construction sector
P8	Cyprus	SEK	4	14	3	9	30	The partner will actively participate in the whole activities aimed to put in practice the MoU in Cyprus, particularly - since social partner of enterprises - for 10 VET entrepreneurs operating in the Cypriot Construction sector
P9	Spain	FLC Asturias	4	13	4	7	28	The partner will actively participate in the whole activities aimed to put in practice the MoU in Spain, particularly - since VET provider of Construction sector - to 10 entrepreneurs operating in the regional Asturian Construction sector
P10	Germany	ITB	3	10	3	3	19	The partner will actively participate in the whole activities aimed to put in practice the MoU in Germany, particularly - since higher education institution - to 10 entrepreneurs operating in the German Construction sector. The partner will have also a specific commitment on the definition of provisions of Learning Agreement and Credit Awarding Models relating to ECTS
P11	Italy	CEFS Udine	1	2	1	1	5	The partner will actively participate in the whole activities aimed to put in practice the MoU ECVET in the FVG Italian region, directly applying it - since VET provider of Construction sector - to 10 entrepreneurs operating in the regional Construction VET system.
P12	France	GIP FCIP Rectorat Paris	1	5	1	2	9	The partner will actively participate in the whole activities aimed to put in practice the MoU in France, particularly to 10 entrepreneurs operating

							in the French Construction sector
P13	Greece	Econometrica	5	13	5	7	30	The partner will actively participate in the whole activities aimed to put in practice the MoU in Greece, particularly to 10 entrepreneurs operating in the Greek Construction sector
P14	France	Delorette	1	5	1	2	9	The partner will actively participate in the whole activities aimed to put in practice the MoU in France, particularly to 10 entrepreneurs operating in the French Construction sector
Total			**41**	**117**	**34**	**53**	**245**	

Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
P2	1,5	Translation of deliverables
P7	1,5	Translation of deliverables
P8	1,5	Translation of deliverables
P9	1,5	Translation of deliverables
P10	1,5	Translation of deliverables
P12	0,75	Translation of deliverables
P13	1,5	Translation of deliverables
P14	0,75	Translation of deliverables

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

Concerning the explanation and justification of budget items included in the detailed budget relating to this workpackage, it is to remark that all the Consortium partners will actively work within it, participating to the development activities starting from fifth till eighth Consortium meeting and supporting the costs of the deliverables translation in national language.
More exactly:
- Travel and subsistence costs related to the Consortium meetings participation: the organisations having character of public institutions (since less involved in the project development activities), the French partners and the Italian partner CEFS Udine and Scuola Edile di Arezzo (in fact, only for France and Italy there are several participating partners) will attend to each Consortium meeting with one person, instead the other partners will attend to each Consortium meeting with two persons;
- Equipment costs: the project don't foresee specific budget provisions for equipments, in consideration that that all partners are already provided with equipments necessary for project development activities;
- Other costs: there aren't other costs related to this workpackage.

G.1 Identification

Work package number	7	Work package title	Quality management

Work package type	☐ Management ☐ Implementation (the substance of the work planned including production, testing, etc) ☒ Quality Assurance (quality plan) ☐ Dissemination ☐ Exploitation of results

Start *Month number*	1	End *Month number*	24	Duration *in number of months*	24

Description of the work package (limit 3000 characters)

Overall aim of this workpackage is to ensure quality of activities and products to be developed during project, to allow for a smooth project operation and to secure achievement of project objectives. This purpose will be served through a system of process-oriented self-evaluation by means of standardised feedback surveys and written documentation of project activities, which will be subject to approval by the partners involved and thus allow for additional reflection and self-assessment. The progress of project work is evaluated by a comparison with work packages.

The work package activities are:

a) Project Quality planning: shared definition by all the partners of activities and tools to manage and develop project quality in each phase and in the project as a whole (performance indicators, to measure intermediate and final results achieved with respect to needs of target groups; monitoring activities and control targets; survey and control times; survey instruments; reporting systems);

b) Enforcement of project quality plan and quality control: implementation of planned monitoring and surveys, with activities of physical monitoring (verification by means of performance indicators and result indicators), financial monitoring (survey and control of expenses in respect of the estimated cost for each partner and phase), technical-scientific monitoring (self-evaluation carried out by the coordinators and experts constituting the project Technical Working Group), survey interventions to verify level of satisfaction of the actors and users involved in the various phases of the project and in particular of the addressees and final users (group of at least 120 entrepreneurs operating in Constructions particularly in SMEs, with priority for women and aged people, whereof 40 in Italy and 80 in the other countries, involved during project in MoU enforcement activities, that is in the VET programmes and integrated higher education modules with flexible devices for validation, transfer and recognition of learning outcomes, and procedures for assessment, transfer, validation and accumulation of learning outcomes achieved in formal, informal and non formal contexts, which will concretely allow the obtaining of ECVET-ECTS credits and qualification for verified learning outcomes established by MoU);

c) Corrective actions: proposed by each Consortium partner, they are evaluated, discussed and approved by the whole Consortium, namely by Steering Group.

All Consortium partners will participate to work package, with coordination of management co-ordinator Scuola Edile di Perugia. Partners will share, during 1st meeting, definition of common approaches and tools for project quality management, on the basis of a project quality operative plan drafted by management co-ordinator. Following this plan, all partners will share project quality management till project conclusion.

Scientific and technical guidance of work package will be subcontracted to a specialised subject.

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	17		
Title	Project Quality Operative Plan		
Type of outputs / products / results	Document for the detailed planning of the project quality activities and tools		
Delivery date	10/2012	**Dissemination level**	☐ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ■ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ☐ Event ■ Other		
Language versions	English		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)
The Project Quality Operative Plan is the document in which the Consortium partners will define the detailed design and planning of activities and tools aimed to ensure the quality of project activities and products (performance indicators; monitoring activities and control targets; survey and control times; survey instruments; reporting systems), allowing the in progress and ex post monitoring of the whole intervention, to provide constantly and promptly information regarding the project progress at physical, financial and procedural level, to provide immediate evidence of possible particularly critical situations or with lower progress than average, to obtain the best use of the financial resources available, and to guarantee the required quality level. A draft of the Project Quality Operative Plan, prepared by the Management co-ordinator Scuola Edile di Perugia, will be shared, completed and validated by the Consortium during the kick off meeting.

Deliverable number	18
Title	Quality Report 1
Type of outputs / products / results	Periodical report on project quality plan implementation

Delivery date	02/2013	**Dissemination level**	☐ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☑ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ☐ Event ☑ Other		
Language versions	English		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

The Quality Report 1 is the first of the 6 periodical reports that the Consortium will produce as synthetic overview on the progress of activities aimed to ensure the quality of project activities and products during each phase and in the project as a whole. The Quality Report 1 will be focused on the activities and products of work package 2, related to the analysis and preparatory researches on the professional field of people operating as entrepreneur in Construction sector in the participating countries. The Quality Report will be articulated in 4 sections, following monitoring typology: physical (checking the physical progress of the intervention); financial (controlling the certified expenses); technical-scientific (controlling the project realisation process); casuistry (verifying the satisfaction level of involved actors). The report will by defined in a shared way by all the partners during 2nd meeting (5thmonth of project intervention lifetime).

Deliverable number	19
Title	Quality Report 2
Type of outputs / products / results	Periodical report on project quality plan implementation
Delivery date	05/2013	**Dissemination level**	☐ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☑ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ☐ Event ☑ Other		
Language versions	English		

Target languages	Not pertinent (deliverable not refers to materials for language learning)

Description (limit 1000 characters)

The Quality Report 2 is the second of the 6 periodical reports that the Consortium will produce as synthetic overview on the progress of activities aimed to ensure the quality of project activities and products during each phase and in the project as a whole. The Quality Report 2 will be focused on the activities and products of work package 3, related to the action plan to activate ECVET combined with ECTS for entrepreneurs in Constructions in the participating countries. The Quality Report will be articulated in 4 sections, following monitoring typology: physical (checking the physical progress of the intervention); financial (controlling the certified expenses); technical-scientific (controlling the project realisation process); casuistry (verifying the satisfaction level of involved actors). The report will by defined in a shared way by all the partners during 3rd meeting (8thmonth of project intervention lifetime).

Deliverable number	20
Title	Quality Report 3
Type of outputs / products / results	Periodical report on project quality plan implementation

Delivery date	10/2013	**Dissemination level**	☐ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ■ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ☐ Event ■ Other		
Language versions	English		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

The Quality Report 3 is the third of the 6 periodical reports that the Consortium will produce as synthetic overview on the progress of activities aimed to ensure the quality of project activities and products during each phase and in the project as a whole. The Quality Report 3 will be focused on the activities and products of work package 4, related to the design of new European sectoral qualification "Entrepreneur in Constructions". The Quality Report will be articulated in 4 sections, following monitoring typology: physical (checking the physical progress of the intervention); financial (controlling the certified expenses); technical-scientific (controlling the project realisation process); casuistry (verifying the satisfaction level of involved actors). The report will by defined in a shared way by all the partners during 4th meeting (13thmonth of project intervention lifetime).

Deliverable number	21

Title	Quality Report 4
Type of outputs / products / results	Periodical report on project quality plan implementation

Delivery date	01/2014	**Dissemination level**	☐ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ■ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ☐ Event ■ Other		
Language versions	English		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

The Quality Report 4 is the fourth of the 6 periodical reports that the Consortium will produce as synthetic overview on the progress of activities aimed to ensure the quality of project activities and products during each phase and in the project as a whole. The Quality Report 4 will be focused on the activities and products of work package 5, related to the definition and formalisation of the MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions". The Quality Report will be articulated in 4 sections, following monitoring typology: physical (checking the physical progress of the intervention); financial (controlling the certified expenses); technical-scientific (controlling the project realisation process); casuistry (verifying the satisfaction level of involved actors). The report will by defined in a shared way by all the partners during 5th meeting (16thmonth of project intervention lifetime).

Deliverable number	22
Title	Quality Report 5
Type of outputs / products / results	Periodical report on project quality plan implementation

Delivery date	09/2014	**Dissemination level**	☐ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ■ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)

Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ☐ Event ■ Other
Language versions	English
Target languages	Not pertinent (deliverable not refers to materials for language learning)

Description (limit 1000 characters)

The Quality Report 6 is the last of the 6 periodical reports that the Consortium will produce as synthetic overview on the progress of activities aimed to ensure the quality of project activities and products during each phase and in the project as a whole. The Quality Report 6 will be focused on the activities, products and results of work package 6, related to the pilot test on the enforcement in participating countries of the MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions". The Quality Report will be articulated in 4 sections, following monitoring typology: physical (checking the physical progress of the intervention); financial (controlling the certified expenses); technical-scientific (controlling the project realisation process); casuistry (verifying the satisfaction level of involved actors). The report will by defined in a shared way by all the partners during 8th and final meeting (24[th]month of project intervention lifetime).

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

Indicative input of consortium staff *- The total number of days per staff category should correspond with the information provided in the budget tables.*

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	P2	Italy	SEP	4	7	2	4	17	The lead partner is responsible for management and coordination of activities aimed to ensure the quality of activities and products to be developed during the project, ensuring information among partners and needed subcontracting. It will actively participate in the whole quality process, with a special task on drafting the project quality plan.
	P1	Italy	Toscana	1	2	0	1	4	The partner will actively participate in the whole activities aimed to ensure the quality of activities and products to be developed during the project, participating to the project quality planning, to its enforcement, and to decision-making on the corrective actions.
	P3	Italy	Scuola Edile di Arezzo	1	1	0	1	3	The partner will actively participate in the whole activities aimed to ensure the quality of activities and products to be developed during the project, participating to the project quality planning, to its enforcement, and to decision-making on the corrective actions.
	P4	Italy	Umbria	1	1	1	1	4	The partner will actively participate in the whole activities aimed to ensure the quality of activities and products to be developed during the project, participating to the project quality planning, to its enforcement, and to decision-making on the corrective actions.
	P5	Italy	Provincia AR	1	1	1	0	3	The partner will actively participate in the whole activities aimed to ensure the quality of activities and products to be developed during the project, participating to the project quality planning, to its enforcement, and to decision-making on the corrective actions.

ID	Country	Name						Description
P6	Italy	Provincia PG	1	1	1	0	**3**	The partner will actively participate in the whole activities aimed to ensure the quality of activities and products to be developed during the project, participating to the project quality planning, to its enforcement, and to decision-making on the corrective actions.
P7	Belgium	PME Formation	1	2	1	1	**5**	The partner will actively participate in the whole activities aimed to ensure the quality of activities and products to be developed during the project, participating to the project quality planning, to its enforcement, and to decision-making on the corrective actions.
P8	Cyprus	SEK	2	4	1	3	**10**	The partner will actively participate in the whole activities aimed to ensure the quality of activities and products to be developed during the project, participating to the project quality planning, to its enforcement, and to decision-making on the corrective actions.
P9	Spain	FLC Asturias	1	5	1	2	**9**	The partner will actively participate in the whole activities aimed to ensure the quality of activities and products to be developed during the project, participating to the project quality planning, to its enforcement, and to decision-making on the corrective actions.
P10	Germany	ITB	1	3	1	1	**6**	The partner will actively participate in the whole activities aimed to ensure the quality of activities and products to be developed during the project, participating to the project quality planning, to its enforcement, and to decision-making on the corrective actions.
P11	Italy	CEFS Udine	1	1	0	0	**2**	The partner will actively participate in the whole activities aimed to ensure the quality of activities and products to be developed during the project, participating to the project quality planning, to its enforcement, and to decision-making on the corrective actions.
P12	France	GIP FCIP Rectorat Paris	1	1	0	1	**3**	The partner will actively participate in the whole activities aimed to ensure the quality of activities and products to be developed during the project, participating to the project quality planning, to its enforcement, and to decision-making on the corrective actions.
P13	Greece	Econometrica	2	4	1	2	**9**	The partner will actively participate in the whole

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								activities aimed to ensure the quality of activities and products to be developed during the project, participating to the project quality planning, to its enforcement, and to decision-making on the corrective actions.
	P14	France	Delorette	1	1	0	1	3	The partner will actively participate in the whole activities aimed to ensure the quality of activities and products to be developed during the project, participating to the project quality planning, to its enforcement, and to decision-making on the corrective actions.
Total				19	34	10	18	81	

Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
P2	2	Guidance for project quality assurance
P7	2	Guidance for project quality assurance
P8	2	Guidance for project quality assurance
P9	2	Guidance for project quality assurance
P10	2	Guidance for project quality assurance
P12	1	Guidance for project quality assurance
P13	2	Guidance for project quality assurance
P14	1	Guidance for project quality assurance

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

Concerning the explanation and justification of budget items included in the detailed budget relating to this workpackage, it is to remark that all the Consortium partners will actively work within it, participating to the foreseen activities starting from first till seventh Consortium meeting.
More exactly:
- Travel and subsistence costs related to the Consortium meetings participation: the organisations having character of public institutions (since less involved in the project development activities), the French partners and the Italian partner CEFS Udine and Scuola Edile di Arezzo (in fact, only for France and Italy there are several participating partners) will attend to each Consortium meeting with one person, instead the other partners will attend to each Consortium meeting with two persons;
- Equipment costs: the project don't foresee specific budget provisions for equipments, in consideration that that all partners are already provided with equipments necessary for project development activities;
- Other costs: there aren't other costs related to this workpackage.

G.1 Identification

Work package number	8	**Work package title**	Information to key actors on quality, relevance and effectiveness of project results

Work package type	☐ Management ☐ Implementation (the substance of the work planned including production, testing, etc) ☐ Quality Assurance (quality plan) ■ Dissemination ☐ Exploitation of results

Start *Month number*	1	**End** *Month number*	24	**Duration** *in number of months*	24

Description of the work package (limit 3000 characters)

Work package defines planned process of providing information on quality, relevance and effectiveness of project results to key actors: entrepreneurs in Constructions, VET providers and social partner of Construction sector, higher education institutions, public institutions competent in VET, higher education, and safety matter, at different levels.

This process, occurring as and when project results become available and involving the active participation of intermediary bodies at territorial and sectoral level (particularly bodies of which Consortium partners are members: e.g., at EU level, European Re.Form.E network of VET providers in Constructions; at national level, in Italy, both Formedil network of the 102 "Scuole Edili" operating in each Italian province and composing the Italian VET system for Construction sector, and the national coordination body of Italian regions "Conferenza delle Regioni"), will ensure a clear and dynamic focus on the user needs (particularly, the need of transparency and recognition of learning outcomes and qualification for the people operating as entrepreneur in Construction sector in the different EU countries), and will be activated through:

- project website (see also WP 1), created during 1st project month and articulated in the 3 virtual areas: a Consortium restricted area, for project management, open only to Consortium partners; a working area open to subjects directly involved in the ECVET process combined with ECTS activated by the project (entrepreneurs in Construction sector, VET providers, higher education institutions, social partner of Construction sector also representing the SMEs, public institutions competent in VET, higher education and safety); a public area open to all interested people across Europe; each project deliverable for public dissemination level will be published in the project website in all languages of the participating Countries; the project website will be maintained in use and accessible to public for at least 24 months after project end;

- national thematic info-days: in connection with the Consortium project meetings (excepted the kick off meeting), each hosting partners will organise an event for a targeted information on project results, inviting entrepreneurs in Construction sector, VET providers, higher education institutions, social partner of Construction sector and particularly those representing the SMEs, public institutions competent in VET, higher education and safety at national, regional and local level, and also the media (at least 50 partaker in each country);

- publication on paper a USB keys, in each language of participating countries, of all project deliverables for public dissemination level, particularly for the people attending to national thematic info-days (2100 "Info-packs": paper folders and USB keys).

Info-packs printing and Info-days interpretation will be subcontracted to specialised subjects (also web site design and maintenance, but within WP 1).

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	23		
Title	The professional figures of entrepreneurs in Constructions across Europe: Info-day 1		
Type of outputs / products / results	National information day on project results		
Delivery date	02/2013	**Dissemination level**	■ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ■ Event ☐ Other		
Language versions	English and French		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		
Description (limit 1000 characters)			
This info-day will be the first of the 7 events which, in connection with the Consortium meetings (excepted kick off meeting), each partner will organise in its country for a targeted information (entrepreneurs in Constructions, VET providers and social partner of Construction sector, higher education institutions, public institutions competent in VET, higher education and safety matter, at different levels, and also the media, with at least 50 partaker in each country) on project results. This Belgian info-day will focus on the activities and products of work package 2, related to the analysis and preparatory researches on the professional field of people operating as entrepreneur in Construction sector in the participating countries.			

Deliverable number	24		
Title	The action plan to activate ECVET combined with ECTS for the entrepreneurs in Constructions across Europe: Info-day 2		
Type of outputs / products / results	National information day on project results		
Delivery date	05/2013	**Dissemination level**	■ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)

Nature	☐ Report
	☐ Service / Product
	☐ Demonstrator / Prototype
	■ Event
	☐ Other
Language versions	English and French
Target languages	Not pertinent (deliverable not refers to materials for language learning)

Description (limit 1000 characters)

This info-day will be the second of the 7 events which, in connection with the Consortium meetings (excepted kick off meeting), each partner will organise in its country for a targeted information (entrepreneurs in Constructions, VET providers and social partner of Construction sector, higher education institutions, public institutions competent in VET, higher education and safety matter, at different levels, and also the media, with at least 50 partaker in each country) on project results. This French info-day will focus on the activities and products of work package 3, related to the action plan to activate ECVET combined with ECTS for entrepreneurs in Constructions in the participating countries.

Deliverable number	25		
Title	The design of the new European sectoral qualification "Entrepreneur in Constructions" : Info-day 3		
Type of outputs / products / results	National information day on project results		
Delivery date	10/2013	**Dissemination level**	■ Public
			☐ Restricted to other programme participants (including Commission services and project reviewers)
			☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report		
	☐ Service / Product		
	☐ Demonstrator / Prototype		
	■ Event		
	☐ Other		
Language versions	English and German		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

This info-day will be the third of the 7 events which, in connection with the Consortium meetings (excepted kick off meeting), each partner will organise in its country for a targeted information (entrepreneurs in Constructions, VET providers and social partner of Construction sector, higher education institutions, public institutions competent in VET, higher education and safety matter, at different levels, and also the media, with at least 50 partaker in each country) on project results. This German info-day will focus on the activities and products of work package 4, related to the design of the new European sectoral qualification "Entrepreneur in Constructions".

Deliverable number	26
Title	The Memorandum of Understanding – MoU ECVET combined with ECTS for the new European sectoral qualification "Entrepreneur in Constructions" : Info-day 4
Type of outputs / products / results	National information day on project results

Delivery date	01/2014	**Dissemination level**	■ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature		☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ■ Event ☐ Other	
Language versions		English and Spanish	
Target languages		Not pertinent (deliverable not refers to materials for language learning)	

Description (limit 1000 characters)

This info-day will be the fourth of the 7 events which, in connection with the Consortium meetings (excepted kick off meeting), each partner will organise in its country for a targeted information (entrepreneurs in Constructions, VET providers and social partner of Construction sector, higher education institutions, public institutions competent in VET, higher education and safety matter, at different levels, and also the media, with at least 50 partaker in each country) on project results. This Spanish info-day will focus on the activities and products of work package 5, related to the definition and formalisation of the Memorandum of Understanding – MoU ECVET combined with ECTS for the new European sectoral qualification "Entrepreneur in Constructions".

Deliverable number	27
Title	The start-up of enforcement process across Europe of MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions": Info-day 5
Type of outputs / products / results	National information day on project results

Delivery date	03/2014	**Dissemination level**	■ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)

Nature	☐ Report
	☐ Service / Product
	☐ Demonstrator / Prototype
	■ Event
	☐ Other
Language versions	English and Greek
Target languages	Not pertinent (deliverable not refers to materials for language learning)

Description (limit 1000 characters)

This info-day will be the fifth of the 7 events which, in connection with the Consortium meetings (excepted kick off meeting), each partner will organise in its country for a targeted information (entrepreneurs in Constructions, VET providers and social partner of Construction sector, higher education institutions, public institutions competent in VET, higher education and safety matter, at different levels, and also the media, with at least 50 partaker in each country) on project results. This Cypriot info-day will focus on the on the current activities, products and results (particularly on common European model for Learning Agreements ECVET – ECTS) of work package 6, related to the pilot test on the enforcement in participating countries of the MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions".

Deliverable number	28		
Title	The implementation of enforcement process across Europe of MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions": Info-day 6		
Type of outputs / products / results	National information day on project results		
Delivery date	06/2014	**Dissemination level**	■ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ■ Event ☐ Other		
Language versions	English and Greek		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

This info-day will be the sixth of the 7 events which, in connection with the Consortium meetings (excepted kick off meeting), each partner will organise in its country for a targeted information (entrepreneurs in Constructions, VET providers and social partner of Construction sector, higher education

institutions, public institutions competent in VET, higher education and safety matter, at different levels, and also the media, with at least 50 partaker in each country) on project results. This Greek info-day will focus on the on the current activities, products and results (particularly on common European model for ECVET – ECTS credit awarding) of work package 6, related to the pilot test on the enforcement in participating countries of the MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions".

Deliverable number	29
Title	The whole enforcement process across Europe of MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions": Info-day 7
Type of outputs / products / results	National information day on project results

Delivery date	09/2014	Dissemination level	☑ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ☑ Event ☐ Other		
Language versions	English and Italian		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

This info-day will be the final of the 7 events which, in connection with the Consortium meetings (excepted kick off meeting), each partner will organise in its country for a targeted information (entrepreneurs in Constructions, VET providers and social partner of Construction sector, higher education institutions, public institutions competent in VET, higher education and safety matter, at different levels, and also the media) on project results. This Italian info-day, organised by Toscana Region in collaboration with Italian partners and particularly management co-ordinator, with at least 100 partaker, will focus on the whole testing in participating countries of the MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions".

Deliverable number	30
Title	The professional figures of entrepreneurs in Constructions across Europe: Info-Pack 1
Type of outputs / products / results	Information package on paper and USB key

Delivery date	02/2013	**Dissemination level**	■ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ■ Service / Product ☐ Demonstrator / Prototype ☐ Event ☐ Other		
Language versions	English, Italian, Spanish, German, French, Greek		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

"The professional figures of entrepreneurs in Constructions across Europe: Info-Pack 1" is the information package on paper (document folder) and USB key, focusing on the activities and products of work package 2, related to the analysis and preparatory researches on the professional field of people operating as entrepreneur in Construction sector in the participating countries, to be diffused to all the key actors involved in the project activities, starting from the entrepreneurs in Constructions, VET providers and social partner of Construction sector, higher education institutions, public institutions competent in VET, higher education and safety matter, at different levels, and also the media, attending in Belgium to the first national info-day on project results (also for the other info-days and for the same key actors in each country).

Deliverable number	31
Title	The action plan to activate ECVET combined with ECTS for the entrepreneurs in Constructions across Europe: Info-Pack 2
Type of outputs / products / results	Information package on paper and USB key

Delivery date	05/2013	**Dissemination level**	■ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ■ Service / Product ☐ Demonstrator / Prototype ☐ Event ☐ Other		
Language versions	English, Italian, Spanish, German, French, Greek		

Target languages	Not pertinent (deliverable not refers to materials for language learning)

Description (limit 1000 characters)

"The action plan to activate ECVET combined with ECTS for the entrepreneurs in Constructions across Europe: Info-Pack 2" is the information package on paper (document folder) and USB key, focusing on the activities and products of work package 3, related to the action plan to activate ECVET combined with ECTS for entrepreneurs in Constructions in the participating countries, to be diffused to all the key actors involved in the project activities, starting from the entrepreneurs in Constructions, VET providers and social partner of Construction sector, higher education institutions, public institutions competent in VET, higher education and safety matter, at different levels, and also the media, attending in France to the second national info-day on project results (also for the other info-days and for the same key actors in each country).

Deliverable number	32
Title	The design of the new European sectoral qualification "Entrepreneur in Constructions" : Info-Pack 3
Type of outputs / products / results	Information package on paper and USB key
Delivery date	10/2013	**Dissemination level**	☑ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☑ Service / Product ☐ Demonstrator / Prototype ☐ Event ☐ Other		
Language versions	English, Italian, Spanish, German, French, Greek		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

"The design of the new European sectoral qualification *Entrepreneur in Constructions* : Info-Pack 3" is the information package on paper (document folder) and USB key, focusing on the activities and products of work package 4 related to the design of the new European sectoral qualification "Entrepreneur in Constructions", to be diffused to all the key actors involved in the project activities, starting from the entrepreneurs in Constructions, VET providers and social partner of Construction sector, higher education institutions, public institutions competent in VET, higher education and safety matter, at different levels, and also the media, attending in Germany to the third national info-day on project results (also for the other info-days and for the same key actors in each country).

Deliverable number	33
Title	The Memorandum of Understanding – MoU ECVET combined with ECTS for the new European sectoral qualification "Entrepreneur in Constructions" : Info-Pack 4

Type of outputs / products / results	Information package on paper and USB key		
Delivery date	01/2014	**Dissemination level**	☑ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☑ Service / Product ☐ Demonstrator / Prototype ☐ Event ☐ Other		
Language versions	English, Italian, Spanish, German, French, Greek		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

"The Memorandum of Understanding – MoU ECVET combined with ECTS for the new European sectoral qualification *Entrepreneur in Constructions* : Info-Pack 4" is the information package on paper (document folder) and USB key, focusing on the activities and products of work package 5 related to the definition and formalisation of the Memorandum of Understanding – MoU ECVET combined with ECTS for the new European sectoral qualification "Entrepreneur in Constructions", to be diffused to all the key actors involved in the project activities, starting from the entrepreneurs in Constructions, VET providers and social partner of Construction sector, higher education institutions, public institutions competent in VET, higher education and safety matter, at different levels, and also the media, attending in Spain to the fourth national info-day on project results (also for the other info-days and for the same key actors in each country).

Deliverable number	34		
Title	The start-up of enforcement process across Europe of MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions": Info-Pack 5		
Type of outputs / products / results	Information package on paper and USB key		
Delivery date	03/2014	**Dissemination level**	☑ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☑ Service / Product ☐ Demonstrator / Prototype ☐ Event		

	☐ Other
Language versions	English, Italian, Spanish, German, French, Greek
Target languages	Not pertinent (deliverable not refers to materials for language learning)

Description (limit 1000 characters)

"The start-up of enforcement process across Europe of MoU ECVET combined with ECTS for new European sectoral qualification *Entrepreneur in Constructions* : Info-Pack 5" is the information package on paper (document folder) and USB key, focusing on the activities and products of work package 6 related to the initial phase of pilot test on the enforcement in participating countries of the MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions", to be diffused to all the key actors involved in the project activities, starting from the entrepreneurs in Constructions, VET providers and social partner of Construction sector, higher education institutions, public institutions competent in VET, higher education and safety matter, at different levels, and also the media, attending in Cyprus to the fifth national info-day on project results (also for the other info-days and for the same key actors in each country).

Deliverable number	35
Title	The implementation of enforcement process across Europe of MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions": Info-Pack 6
Type of outputs / products / results	Information package on paper and USB key

Delivery date	06/2014	**Dissemination level**	■ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)

Nature	☐ Report ■ Service / Product ☐ Demonstrator / Prototype ☐ Event ☐ Other

Language versions	English, Italian, Spanish, German, French, Greek
Target languages	Not pertinent (deliverable not refers to materials for language learning)

Description (limit 1000 characters)

"The implementation of enforcement process across Europe of MoU ECVET combined with ECTS for new European sectoral qualification *Entrepreneur in Constructions* : Info-Pack 6" is the information package on paper (document folder) and USB key, focusing on the activities and products of work package 6 related to the implementation phase of pilot test on the enforcement in participating countries of the MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions", to be diffused to all the key actors involved in the project activities, starting from the entrepreneurs in Constructions, VET providers and social partner of Construction sector, higher education institutions, public institutions competent in VET, higher education and safety matter, at different levels, and also the media, attending in Greece to the sixth national info-day on project results (also for the other info-days

and for the same key actors in each country).

Deliverable number	36		
Title	The whole enforcement process across Europe of MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions": Info-Pack 7		
Type of outputs / products / results	Information package on paper and USB key		
Delivery date	09/2014	**Dissemination level**	■ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ■ Service / Product ☐ Demonstrator / Prototype ☐ Event ☐ Other		
Language versions	English, Italian, Spanish, German, French, Greek		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

"The implementation of enforcement process across Europe of MoU ECVET combined with ECTS for new European sectoral qualification *Entrepreneur in Constructions* : Info-Pack 6" is the information package on paper (document folder) and USB key, focusing on the whole activities and products of work package 6 related to the pilot test on the enforcement in participating countries of the MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions", to be diffused to all the key actors involved in the project activities, starting from the entrepreneurs in Constructions, VET providers and social partner of Construction sector, higher education institutions, public institutions competent in VET, higher education and safety matter, at different levels, and also the media, attending in Italy to the sixth and final national info-day on project results (also for the same key actors in each participating country).

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

***Indicative input of consortium staff** - The total number of days per staff category should correspond with the information provided in the budget tables.*

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	P2	Italy	SEP	7	15	5	8	**35**	The lead partner is responsible for management and coordination of activities aimed to provide information to key actors on the quality, relevance and effectiveness of the project results. At this aim, it will ensure information among partners and needed sub-contracting, participating in the whole dissemination process, organising with the other Italian partners the national Info-day in Italy on project results, with a specific commitment on the information of entrepreneurs, social partners, VET providers in Constructions and related regional, national and European networks
	P1	Italy	Toscana	1	2	1	1	**5**	The partner will actively participate in the whole activities aimed to provide information to key actors on the quality, relevance and effectiveness of project results, also sharing with the other Italian partners the organisation of the Italian Info-day on project results, focusing its contribution on the information of local, regional, national Italian public institutions and related networks and coordination bodies
	P3	Italy	Scuola Edile di Arezzo	1	2	1	1	**5**	The partner will actively participate in the whole activities aimed to provide information to key actors on the quality, relevance and effectiveness of project results, also sharing with the other Italian partners the organisation of the Italian Info-day on project results, with a specific commitment on the information of entrepreneurs, social partners, VET providers in Constructions and related regional, national and European networks
	P4	Italy	Umbria	1	2	1	1	**5**	The partner will actively participate in the whole activities aimed to provide information to key

Partner	Country	Organisation					Total	Description
								actors on the quality, relevance and effectiveness of project results, also sharing with the other Italian partners the organisation of the Italian Info-day on project results, focusing its contribution on the information of local, regional, national Italian public institutions and related networks and coordination bodies
P5	Italy	Provincia AR	1	1	1	1	**4**	The partner will actively participate in the whole activities aimed to provide information to key actors on the quality, relevance and effectiveness of project results, also sharing with the other Italian partners the organisation of the Italian Info-day on project results, focusing its contribution on the information of local, regional, national Italian public institutions and related networks and coordination bodies
P6	Italy	Provincia PG	1	1	1	1	**4**	The partner will actively participate in the whole activities aimed to provide information to key actors on the quality, relevance and effectiveness of project results, also sharing with the other Italian partners the organisation of the Italian Info-day on project results, focusing its contribution on the information of local, regional, national Italian public institutions and related networks and coordination bodies
P7	Belgium	PME Formation	2	5	2	3	**12**	The partner will actively participate in the whole activities aimed to provide information to key actors on the quality, relevance and effectiveness of project results, with a specific commitment on the organisation of the Belgian Info-day on project results
P8	Cyprus	SEK	3	9	3	6	**21**	The partner will actively participate in the whole activities aimed to provide information to key actors on the quality, relevance and effectiveness of project results, with a specific commitment on the organisation of the Cypriot Info-day on project results
P9	Spain	FLC Asturias	3	9	2	5	**19**	The partner will actively participate in the whole activities aimed to provide information to key actors on the quality, relevance and effectiveness of project results, with a specific commitment on the organisation of the Spanish Info-day on project results

P10	Germany	ITB	2	6	2	3	**13**	The partner will actively participate in the whole activities aimed to provide information to key actors on the quality, relevance and effectiveness of project results, with a specific commitment on the organisation of the German Info-day on project results
P11	Italy	CEFS Udine	1	2	1	1	**5**	The partner will actively participate in the whole activities aimed to provide information to key actors on the quality, relevance and effectiveness of project results, also sharing with the other Italian partners the organisation of the Italian Info-day on project results, with a specific commitment on the information of entrepreneurs, social partners, VET providers in Constructions and related regional, national and European networks
P12	France	GIP FCIP Rectorat Paris	1	2	1	1	**5**	The partner will actively participate in the whole activities aimed to provide information to key actors on the quality, relevance and effectiveness of project results, with a specific commitment on the organisation of the French Info-day on project results
P13	Greece	Econometrica	3	9	2	5	**19**	The partner will actively participate in the whole activities aimed to provide information to key actors on the quality, relevance and effectiveness of project results, with a specific commitment on the organisation of the Greek Info-day on project results
P14	France	Delorette	1	2	1	1	**5**	The partner will actively participate in the whole activities aimed to provide information to key actors on the quality, relevance and effectiveness of project results, with a specific commitment on the organisation of the French Info-day on project results
Total			**28**	**67**	**24**	**38**	**157**	

Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
P2	300 copies	Printing of deliverables addressed to public
P7	300 copies	Printing of deliverables addressed to public
P8	300 copies	Printing of deliverables addressed to public
P9	300 copies	Printing of deliverables addressed to public
P10	300 copies	Printing of deliverables addressed to public
P12	150 copies	Printing of deliverables addressed to public
P13	300 copies	Printing of deliverables addressed to public
P14	150 copies	Printing of deliverables addressed to public
P2	0,5	Interpretation for Info-Day
P7	0,5	Interpretation for Info-Day
P8	0,5	Interpretation for Info-Day
P9	0,5	Interpretation for Info-Day
P10	0,5	Interpretation for Info-Day
P12	0,25	Interpretation for Info-Day
P13	0,5	Interpretation for Info-Day
P14	0,25	Interpretation for Info-Day

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

Concerning the explanation and justification of budget items included in the detailed budget relating to this workpackage, it is to remark that all the Consortium partners will actively work within it, participating to the dissemination activities starting from the second till the seventh Consortium meeting. More exactly:
- Travel and subsistence costs related to the Consortium meetings participation: the organisations having character of public institutions (since less involved in the project development activities), the French partners and the Italian partner CEFS Udine and Scuola Edile di Arezzo (in fact, only for France and Italy there are several participating partners) will attend to each Consortium meeting with one person, instead the other partners will attend to each Consortium meeting with two persons;
- Equipment costs: the project don't foresee specific budget provisions for equipments, in consideration

that the special equipments needed for dissemination activities will be provided by sub-contractors;
- Other costs: to this workpackage are related the costs for organising the Info-days (1500 Euro for each Info-day, also for the organisation of the national Focus Group: see work package 9).

G.1 Identification

Work package number	9	Work package title	Mainstreaming and multiplication of project results for transfer to decision-makers and adoption and application by end-users
Work package type		☐ Management ☐ Implementation (the substance of the work planned including production, testing, etc) ☐ Quality Assurance (quality plan) ☐ Dissemination ☑ Exploitation of results	

Start *Month number*	1	**End** *Month number*	24	**Duration** *in number of months*	24

Description of the work package (limit 3000 characters)

WP 9 defines the planned process to ensure that successful project results will be transferred to appropriate decision-makers in regulated local, regional, national and European systems (mainstreaming activities, targeted on public institutions competent in VET, higher education and safety, and on Constructions social partners) and that these results will be adopted and applied by individual end-users (multiplication activities, targeted on entrepreneurs in Constructions, VET providers and higher education institutions).
Strictly connected with information activities, based on a clear and dynamic focus on user needs and ensuring shared responsibility across all partners and a continuous interaction between partners and known and potential end users/beneficiaries, this continuing process will support exploitation of results through whole project life-cycle and also after its end.

Partnership engagements to exploit project results include that:
- each partner will promote, within its competence, transfer and adoption/utilisation of them (more particularly: VET provider and higher education partners will keep in use developed and tested MoU as part of each implemented course and mobility concerning learning outcomes established by MoU; each public institution partner organisation competent in VET will endorse new European sectoral qualification *Entrepreneur in Constructions* established by MoU in its specific national/regional qualification framework; more widely, project partners will support results application also outside their specific contexts, focusing on mainstreaming within their networks: e.g., Toscana and Umbria regions, as member of Italian coordination body "Conferenza delle Regioni", will propose MoU adhesion to all Italian regions; partners members of Re.Form.E. European VET providers network of Construction sector, will make the same, broadening MoU also to all EU countries represented in Re.Form.E.);
- project website, to be activated during first month of project lifecycle, will be kept operative at least for 24 months after project duration: there, anyone who might be concerned, will be able to find all project outcomes and necessary information to use them (Consortium members will bear costs of domain and hosting of website with their own funding);
- project partners will join permanent European thematic network for use and improvement of ECVET process in VET systems related to Construction sector created within previous CeSaTra LdV DoI projects, open to all interested European subjects.

To support valorisation process, project foresee also:
- a program of focus group among partners and users (in the occasion of Info-days supporting results dissemination), to ensure a better specification and review of products requirements and to allow their adaptation;
- a compendium publication for results exploitation;
- a set of Policy Recommendations, based on project results, for their transfer to sectoral and territorial decision-makers.

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	37		
Title	The professional figures of entrepreneurs in Constructions across Europe: Focus Group 1		
Type of outputs / products / results	Focus group among partners, decision makers and end-users		
Delivery date	02/2013	**Dissemination level**	☑ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ☑ Event ☐ Other		
Language versions	English and French		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

First of the 7 focus groups among partners and users (public institutions competent in VET, higher education and safety; Constructions social partners; entrepreneurs in Constructions, VET providers and higher education institutions) which, in connection with Info-days and project meetings, each partner will organise in its country for specification and review of products requirements and to allow their adaptation by appropriate decision-makers and potential end-users. This Belgian event, to be organised in Liège by PME Formation, with at least 50 partaker, will focus on the activities and products of work package 2, related to the analysis and preparatory researches on professional field of people operating as entrepreneur in Construction sector in the participating countries.

Deliverable number	38		
Title	The action plan to activate ECVET combined with ECTS for the entrepreneurs in Constructions across Europe: Focus Group 2		
Type of outputs / products / results	Focus group among partners, decision makers and end-users		
Delivery date	05/2013	**Dissemination level**	☑ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)

Nature	☐ Report
	☐ Service / Product
	☐ Demonstrator / Prototype
	☑ Event
	☐ Other
Language versions	English and French
Target languages	Not pertinent (deliverable not refers to materials for language learning)

Description (limit 1000 characters)

Second of the 7 focus groups among partners and users (public institutions competent in VET, higher education and safety; Constructions social partners; entrepreneurs in Constructions, VET providers and higher education institutions) which, in connection with Info-days and project meetings, each partner will organise in its country for specification and review of products requirements and to allow their adaptation by appropriate decision-makers and potential end-users. This French event, to be organised in Paris by GIP FCIP Rectorat Paris and Delorette, with at least 50 partaker, will focus on the activities and products of work package 3, related to the action plan to activate ECVET combined with ECTS for entrepreneurs in Constructions in participating countries.

Deliverable number	39		
Title	The design of the new European sectoral qualification "Entrepreneur in Constructions": Focus Group 3		
Type of outputs / products / results	Focus group among partners, decision makers and end-users		
Delivery date	10/2013	**Dissemination level**	☑ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ☑ Event ☐ Other		
Language versions	English and German		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

Third of the 7 focus groups among partners and users (public institutions competent in VET, higher education and safety; Constructions social partners; entrepreneurs in Constructions, VET providers and higher education institutions) which, in connection with Info-days and project meetings, each partner will organise in its country for specification and review of products requirements and to allow their adaptation by appropriate decision-makers and potential end-users. This German event, to be organised in Bremen by ITB, with at least 50 partaker, will focus on the activities and products of work package 4, related to

the design of the new European sectoral qualification "Entrepreneur in Constructions".

Deliverable number	40		
Title	The Memorandum of Understanding – MoU ECVET combined with ECTS for the new European sectoral qualification "Entrepreneur in Constructions": Focus Group 4		
Type of outputs / products / results	Focus group among partners, decision makers and end-users		
Delivery date	01/2014	**Dissemination level**	☑ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ☑ Event ☐ Other		
Language versions	English and Spanish		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)
Fourth of the 7 focus groups among partners and users (public institutions competent in VET, higher education and safety; Constructions social partners; entrepreneurs in Constructions, VET providers and higher education institutions) which, in connection with Info-days and project meetings, each partner will organise in its country for specification and review of products requirements and to allow their adaptation by appropriate decision-makers and potential end-users. This Spanish event, to be organised in Gijon by FLC Asturias, with at least 50 partaker, will focus on the activities and products of work package 5, related to the definition and formalisation of the Memorandum of Understanding – MoU ECVET combined with ECTS for the new European sectoral qualification "Entrepreneur in Constructions".

Deliverable number	41		
Title	The start-up of enforcement process across Europe of MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions": Focus Group 5		
Type of outputs / products / results	Focus group among partners, decision makers and end-users		
Delivery date	03/2014	**Dissemination level**	☑ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)

Nature	☐ Report
	☐ Service / Product
	☐ Demonstrator / Prototype
	■ Event
	☐ Other
Language versions	English and Greek
Target languages	Not pertinent (deliverable not refers to materials for language learning)

Description (limit 1000 characters)

Fifth of the 7 focus groups among partners and users (public institutions competent in VET, higher education and safety; Constructions social partners; entrepreneurs in Constructions, VET providers and higher education institutions) which, in connection with Info-days and project meetings, each partner will organise in its country for specification and review of products requirements and to allow their adaptation by appropriate decision-makers and potential end-users. This Cypriot event, to be organised in Nicosia by SEK, with at least 50 partaker, will focus on the mid-activities, products and results of work package 6, related to the pilot test on the enforcement in participating countries of the MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions".

Deliverable number	42		
Title	The implementation of enforcement process across Europe of MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions": Focus Group 6		
Type of outputs / products / results	Focus group among partners, decision makers and end-users		
Delivery date	06/2014	**Dissemination level**	■ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ■ Event ☐ Other		
Language versions	English and Greek		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

Sixth of the 7 focus groups among partners and users (public institutions competent in VET, higher education and safety; Constructions social partners; entrepreneurs in Constructions, VET providers and higher education institutions) which, in connection with Info-days and project meetings, each partner will organise in its country for specification and review of products requirements and to allow their adaptation by appropriate decision-makers and potential end-users. This Greek event, to be organised in Athens by Econometrica, with at least 50 partaker, will focus on the mid-activities, products and results of work package 6, related to the pilot test on the enforcement in participating countries of the MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions".

Deliverable number	43
Title	The whole enforcement process across Europe of MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions": Focus Group 6
Type of outputs / products / results	Focus group among partners, decision makers and end-users

Delivery date	09/2014	**Dissemination level**	■ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ■ Event ☐ Other		
Language versions	English and Italian		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

Seventh and final of the 7 focus groups among partners and users (public institutions competent in VET, higher education and safety; Constructions social partners; entrepreneurs in Constructions, VET providers and higher education institutions) which, in connection with Info-days and project meetings, each partner will organise in its country for specification and review of products requirements and to allow their adaptation by appropriate decision-makers and potential end-users. This Italian event, to be organised in Florence by Regione Toscana in collaboration with Italian partners and particularly management co-ordinator, with at least 100 partaker, will focus on the whole testing in participating countries of the MoU ECVET combined with ECTS for new European sectoral qualification "Entrepreneur in Constructions".

Deliverable number	44
Title	ECVET combined with ECTS for Entrepreneurs in Constructions: How to exploit it ?
Type of outputs / products / results	Compendium publication for results exploitation

Delivery date	09/2014	**Dissemination level**	■ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature		■ Report ☐ Service / Product ☐ Demonstrator / Prototype ☐ Event ☐ Other	
Language versions	English, Italian, Spanish, German, French, Greek		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)

This compendium publication shall encompass the findings which result from using the instruments established in the framework of the project. It shall deliver the basis for the policy recommendations, and it shall be presented and discussed at the final project meeting and events (info-day and focus group targeted on Italian public institutions competent in VET, higher education and safety, and Constructions social partners at different level; entrepreneurs in Constructions, VET providers and higher education institutions). The compendium publication will be realised on paper (700 copies).

Deliverable number	45
Title	Policy Recommendations
Type of outputs / products / results	Table of suggestion defining a set of policy recommendations for project results transfer to sectoral and territorial decision-makers
Delivery date	09/2014	**Dissemination level**	■ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature		☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ☐ Event ■ Other	
Language versions	English, Italian, Spanish, German, French, Greek		
Target languages	Not pertinent (deliverable not refers to materials for language learning)		

Description (limit 1000 characters)
Policy recommendations will concern VET and higher education in the Construction sector, but also in other sectors and in the framework of policies which concern VET and higher education at a more generic level. Although related to the results of project work described in the compendium, these recommendations will addressed to decision-makers separately from this publication in order to achieve a better political impact. For this purpose, they will be formulated in a way which makes them also understandable outside project environment.). Policy recommendations will be realised on paper (700 copies).

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

***Indicative input of consortium staff** - The total number of days per staff category should correspond with the information provided in the budget tables.*

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	P2	Italy	SEP	7	15	5	8	**35**	The lead partner is responsible for management and coordination of activities aimed to exploit project results, participating in the whole exploitation process, ensuring information among partners and needed sub-contracting, organising with the other Italian partners the national Focus Group on project results in Italy, with a specific commitment for mainstreaming on Italian sectoral social partners and multiplication on Italian entrepreneurs and VET providers in Constructions
	P1	Italy	Toscana	1	1	0	1	**4**	The partner will actively participate in the whole activities aimed to exploit project results, participating in the whole exploitation process, also sharing with the other Italian partners the organisation of the national Focus Group on project results, focusing its contribution on mainstreaming on local, regional, national Italian public institutions and related networks and coordination bodies
	P3	Italy	Scuola Edile di Arezzo	1	2	0	1	**4**	The partner will actively participate in the whole activities aimed to exploit project results, participating in the whole exploitation process, also sharing with the other Italian partners the organisation of the national Focus Group on project results, with a specific commitment for mainstreaming on Italian sectoral social partners and multiplication on Italian entrepreneurs and VET providers in Constructions
	P4	Italy	Umbria	1	2	0	1	**4**	The partner will actively participate in the whole activities aimed to exploit project results, participating in the whole exploitation process, also sharing with the other Italian partners the

								Description
								organisation of the national Focus Group on project results, focusing its contribution on mainstreaming on local, regional, national Italian public institutions and related networks and coordination bodies
P5	Italy	Provincia AR	1	1	1	1	4	The partner will actively participate in the whole activities aimed to exploit project results, participating in the whole exploitation process, also sharing with the other Italian partners the organisation of the national Focus Group on project results, focusing its contribution on mainstreaming on local, regional, national Italian public institutions and related networks and coordination bodies
P6	Italy	Provincia PG	1	1	1	1	4	The partner will actively participate in the whole activities aimed to exploit project results, participating in the whole exploitation process, also sharing with the other Italian partners the organisation of the national Focus Group on project results, focusing its contribution on mainstreaming on local, regional, national Italian public institutions and related networks and coordination bodies
P7	Belgium	PME Formation	2	5	2	3	12	The partner will actively participate in the whole activities aimed to exploit project results, participating in the whole exploitation process, with a specific commitment on the organisation of the Belgian national Focus Group on project results and on mainstreaming and multiplication activities in Belgium
P8	Cyprus	SEK	3	9	3	6	21	The partner will actively participate in the whole activities aimed to exploit project results, participating in the whole exploitation process, with a specific commitment on the organisation of the Cypriot national Focus Group on project results and on mainstreaming and multiplication activities in Cyprus
P9	Spain	FLC Asturias	3	9	2	5	19	The partner will actively participate in the whole activities aimed to exploit project results, participating in the whole exploitation process, with a specific commitment on the organisation of the Spanish national Focus Group on project results and on mainstreaming and multiplication activities in Spain

								Description
P10	Germany	ITB	2	6	1	3	12	The partner will actively participate in the whole activities aimed to exploit project results, participating in the whole exploitation process, with a specific commitment on the organisation of the German national Focus Group on project results and on mainstreaming and multiplication activities in Germany
P11	Italy	CEFS Udine	1	2	0	1	4	The partner will actively participate in the whole activities aimed to exploit project results, participating in the whole exploitation process, also sharing with the other Italian partners the organisation of the Italian Info-day on project results, with a specific commitment for mainstreaming on Italian sectoral social partners and multiplication on Italian entrepreneurs and VET providers in Constructions
P12	France	GIP FCIP Rectorat Paris	1	2	0	1	4	The partner will actively participate in the whole activities aimed to exploit project results, participating in the whole exploitation process, with a specific commitment on the organisation of the French national Focus Group on project results and on mainstreaming and multiplication activities in France
P13	Greece	Econometrica	3	9	2	5	19	The partner will actively participate in the whole activities aimed to exploit project results, participating in the whole exploitation process, with a specific commitment on the organisation of the Greek national Focus Group on project results and on mainstreaming and multiplication activities in Greece
P14	France	Delorette	1	2	0	1	4	The partner will actively participate in the whole activities aimed to exploit project results, participating in the whole exploitation process, with a specific commitment on the organisation of the French national Focus Group on project results and on mainstreaming and multiplication activities in France
Total			28	67	17	38	150	

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Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
P2	0,5	Interpretation for Focus Group
P7	0,5	Interpretation for Focus Group
P8	0,5	Interpretation for Focus Group
P9	0,5	Interpretation for Focus Group
P10	0,5	Interpretation for Focus Group
P12	0,25	Interpretation for Focus Group
P13	0,5	Interpretation for Focus Group
P14	0,25	Interpretation for Focus Group
P2	1,5	Translations of deliverables addressed to public
P7	1,5	Translations of deliverables addressed to public
P8	1,5	Translations of deliverables addressed to public
P9	1,5	Translations of deliverables addressed to public
P10	1,5	Translations of deliverables addressed to public
P12	0,75	Translations of deliverables addressed to public
P13	1,5	Translations of deliverables addressed to public
P14	0,75	Translations of deliverables addressed to public
P2	200 copies	Printing of deliverables addressed to public
P7	200 copies	Printing of deliverables addressed to public
P8	200 copies	Printing of deliverables addressed to public
P9	200 copies	Printing of deliverables addressed to public
P10	200 copies	Printing of deliverables addressed to public
P12	100 copies	Printing of deliverables addressed to public
P13	200 copies	Printing of deliverables addressed to public
P14	100 copies	Printing of deliverables addressed to public

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

Concerning the explanation and justification of budget items included in the detailed budget relating to this workpackage, it is to remark that all the Consortium partners will actively work within it, participating to the exploitation activities starting from the second till the seventh Consortium meeting. More exactly:

- Travel and subsistence costs related to the Consortium meetings participation: the organisations having character of public institutions (since less involved in the project development activities), the French partners and the Italian partner CEFS Udine and Scuola Edile di Arezzo (in fact, only for France and Italy there are several participating partners) will attend to each Consortium meeting with one person, instead the other partners will attend to each Consortium meeting with two persons;
- Equipment costs: the project don't foresee specific budget provisions for equipments, in consideration that the special equipments needed for dissemination activities will be provided by sub-contractors;
- Other costs: to this workpackage are related the costs for organising the Focus Groups (1500 Euro for each partner / Focus Group, also for the organisation of the Info-days: see workpackage 8).

Third country participation

(where applicable)

Please complete this section if the application includes participation from third country partner(s). It must contain only information relating to organisations in third countries and their activities.

PART H. Organisation and activities

This part must be completed separately by each third country organisation participating in the project.

Third country partner number - P x *[P1 – Pn]*

Organisation name	

H.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations etc.) relating to the domain covered by the project.

Please describe the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 3000 characters).

H.2 Operational capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project (limit 750 characters per person).

PART I. Work plan and work packages

I.1 Added value of the third country participation

Please describe the added value that the third country participation will bring to the main project in terms of project outputs/results, the impact on the target groups in the main LLP application, the choice of partners and value for money. (limit 2000 characters)

IMPORTANT*: Sections I.2, I.3 and I.4 should be duplicated and completed together for each work package.*

I.2 Identification

Please describe the activities that will be undertaken by the partner organisation(s) in third countries following the logic of the work packages already established in the main application form. Activities that are **additional to existing work packages** *should be completed using the existing work package number.* **New work packages** *need to take a new work package number. All the information presented in this section should relate to the activities of the third country participants only.*

Work package number		Work package title	
Work package type		☐ Management ☐ Implementation (the substance of the work planned including production, testing, etc) ☐ Quality Assurance (quality plan) ☐ Dissemination ☐ Exploitation of results	
Start *Month number*		**End** *Month number*	**Duration** *in number of months*	
Description of the third country partner activities in the work package (limit 2000 characters).			

I.3 Deliverables – outputs / products / results

Please specify any additional deliverables that will be produced by partner organisation(s) in third countries.

Please add tables as necessary.

Deliverable number	
Title	
Type of outputs / products / results	
Description (limit 500 characters)	

I.4 Consortium partners involved and resources required to complete the work package

Please include only the partner organisation(s) in third countries.

Please add lines as necessary.

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 4	Total		
Lead partner	P(n)								
Total									

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to third country organisations working on this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)" and "other" (limit 2000 characters).

List of Associated Partners

(where applicable)

These organisations may provide the consortium with facilities or assistance that enhances the quality of work, but they may not be responsible for core activities of the project (e.g. management, coordination, leader of a work group etc.). **No financial contribution from EU resources will be allocated to these organisations.**

Nr	Name of organisation	Type of institution	City	Country

ALLEGATO 2

	EU Lifelong Learning Programme 2007-13 Subprogramme Leonardo da Vinci Call for proposal 2012 EAC/27/11 Priority 1 "Implementing ECVET for transparency and recognition of learning outcomes and qualifications" Action "Multilateral Projects for Development of Innovation" Project Code 526412-LLP-1-2012-1-IT-LEONARDO-LMP	
Executive Agency, Education, Audiovisual and Culture		Lifelong Learning Programme

CertEnt

Applying ECVET and ECTS to Certify Learning Outcomes and Qualification of the Entrepreneur in Construction sector

EU Lifelong Learning Programme 2007-13
Subprogramme Leonardo da Vinci - Call for proposal 2012 EAC/27/11
Priority 1 "Implementing ECVET for transparency and recognition of learning outcomes and qualifications"
Action "Multilateral Projects for Development of Innovation"
Project Code 526412-LLP-1-2012-1-IT-LEONARDO-LMP

WP 5 - Definition and signature of Memorandum of Understanding - MoU ECVET for concerned qualification, with ECTS provisions and ECVET quality standards

Memorandum of Understanding - MoU ECVET for new European sectoral qualification "Entrepreneur in Constructions" with ECTS provisions and ECVET quality standards

Madrid (ES), 20th February 2014

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Introduction

Background to general context of MoU

The need for a continuous renewal of the citizens' knowledge, skills and competence is crucial for the EU's competitiveness and social cohesion, and, in this respect, vocational education and vocational training have a key contribution to make. However, complexity and a lack of cooperation between different providers/authorities and between different national systems weaken its impact. These barriers hinder individual citizens from accessing education and training and from combining and accumulating learning outcomes achieved in different learning contexts. They make it difficult for citizens to move within the European Vocational Education and Training (VET) area and the European labour market and to pursue genuine lifelong learning without borders.

One of the main obstacles to attracting more interest in trans-national mobility as part of initial and continuing vocational training and education is the difficulty in identifying, validating and recognising learning outcomes acquired during a stay in another country. Furthermore lifelong learning is taking place increasingly in different countries and in a wide variety of contexts, formal, non-formal and informal.

What is needed, therefore, is a way of enabling people to pursue their learning pathway by building on their learning outcomes when moving from one learning context to another, and from one country to the other.

One of the most important challenges to be faced is the diversity, even fragmentation of education, VET and qualifications systems in Europe. A large number of qualifications and of different competent institutions and actors may be involved. Their activities may include the definition of qualifications, methods for assessing and validating learning, setting training objectives, determining the content of learning outcomes, implementing training programmes. A wide range of providers may also be involved: ministries, agencies, occupational sectors, companies, social partners, chambers, non-governmental organisations, and so forth. In some cases, a national authority may accredit or empower training providers or other actors to prepare and issue qualifications, points, etc. In other cases, these functions can be devolved to the regional level, or to the providers.

Countries have a national framework defining levels of qualifications or a classification for these levels. These frameworks may or may not be geared towards the organisation of education or training cycles. Moreover, depending on the systems, qualifications may be obtained either after only one type of formal training programme or following several kinds of learning processes.

The award of qualifications is based, in some systems, on the accumulation of units of learning outcomes either associated with credit points (United Kingdom, Finland, Sweden…) or without credit points (France, Spain…). Credit systems are sometimes developed within a broader qualifications framework (Scottish and Welsh credit and

qualifications framework) or designed for specific qualifications (IFTS system in Italy). Furthermore, depending on the Country, there are many ways of using units and points for learning outcomes and, in certain Countries different practices for the allocation of points for learning outcomes may coexist.

Considering the diversity described above, common conventions and technical principles are required in order to ensure mutual trust and to enable the transfer and recognition of learning outcomes in the context of trans-national mobility.

The Lisbon European Council in 2000 concluded that increased transparency of qualifications and lifelong learning should be two of the main components in the efforts to adapt Europe's education and training systems both to the demands of the knowledge society and to the need for an improved level and quality of employment.

The 2002 Council Resolution on the promotion of enhanced European cooperation in VET (the "Copenhagen Process") emphasised that giving priority to a system of credit transfer for VET was one of the common measures needed in order to promote the transparency, comparability, transferability and recognition of competence and/or qualifications, between different countries and at different levels.

In the 2004 Maastricht Communiqué, the Ministers responsible for VET, the Commission and the European social partners agreed to give priority to the development and implementation of ECVET. This was confirmed by the same group in the 2006 Helsinki Communiqué which calls further development of common European tools namely ECVET.

On these basis, in 2009 was published the specific Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET).

Existing provisions for the MoU at European level

The ECVET common European tools belong to a series of European initiatives, including the European Credit Transfer and Accumulation System (ECTS), Europass, the European Quality Charter for Mobility (EQCM), the European principles for the identification and validation of non-formal and informal learning and the European Qualification Framework for lifelong learning (EQF):

– ECTS was promoted by the Recommendation of the European Parliament and Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers, used in higher education. ECVET should be compatible with ECTS so as to enable bridging vocational education and training and higher education.
– Europass was created by Decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences.

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–   The European principles for the identification and validation of non-formal and informal learning were agreed in the form of Council Conclusions in 2004. The implementation of ECVET will take these principles into account.

–   EQCM was adopted through the Recommendation of the European Parliament and of the Council of 18 December 2006 on trans-national mobility within the Community for education and training purposes (European Quality Charter for Mobility). It states in point 8 of its Annex that, when mobility is undertaken by individuals, "participants should be provided with assistance to facilitate recognition and certification" of learning outcomes. ECVET is intended to support the quality of individuals' mobility as required by the above mentioned Recommendation.

–   EQF was launched by the 2008 Recommendation of the European Parliament and of the Council on the European qualification framework (EQF) as a reference tool for the comparison of qualification levels in national qualifications systems and also in qualifications systems developed by international sectoral organisations. ECVET will complement and build on common concepts and principles with the EQF. Indeed, ECVET uses EQF as the reference level for qualifications.

–   Finally, the establishment of a European Credit System for Vocational Education and Training (ECVET) was object of the Recommendation of the European Parliament and of the Council of 18 June 2009.

ECVET does not apply to the mutual recognition of qualifications in the area of regulated professions, as that is ensured by Directive 2005/36/EC of 7 September 2005, because ECVET is not a tool for granting rights to migrants in recognition of their qualifications acquired in one Member State with a view to exercising a regulated profession in another Member State. In such a case, only the Directive imposes legally binding obligations on Member States' authorities.

Definitions

For the purposes of the Memorandum of Understanding - MoU, the definitions which apply are the following:

a) "Qualification": a formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards;

b) "Learning outcomes": statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence;

c) "Unit of learning outcomes" (unit): a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated;

d) "Credit for learning outcomes" (Credit): individuals' set of learning outcomes which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications;

e) "Competent institution": the institution which is responsible for designing and awarding qualification or recognising units or other functions linked to ECVET, such

as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries;

f) "Assessment of learning outcomes": methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence;

g) "Validation of learning outcomes": the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification;

h) "Recognition of learning outcomes": the process of attesting officially achieved learning outcomes through the awarding of units or qualifications;

i) "ECVET points": a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

General and specific objectives of the MoU

According to the 2009 EU Recommendation, ECVET is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification. ECVET tools and methodology comprise the description of qualifications in terms of units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as learning agreements, transcripts of records and ECVET users' guides. ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification. It should be noted that ECVET does not imply any new entitlement for citizens to obtain the automatic recognition of either learning outcomes or points. Its application for a given qualification is in accordance with the legislation, rules and regulations applicable in the Member States and is based on the following principles and technical specifications:

1. **Units of learning outcomes** : A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated with a number of associated ECVET points. A qualification comprises in principle several units and is made up of the whole set of units. Thus, a learner can achieve a qualification by accumulating the required units, achieved in different countries and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes. The units that make up a qualification should be: — described in legible and understandable terms by referring to the knowledge, skills and competences contained in them, — constructed and organised in a coherent way with regard to the overall qualification, — constructed in a way that enables discrete assessment and validation of learning outcomes contained in the unit. A unit may be specific to a single qualification or common to several qualifications. The expected learning outcomes defining a unit may be achieved irrespective of where or how these have been achieved. Thus, a unit is not to be confused with a component of a formal learning programme or training provision. The rules and procedures for defining characteristics of units of learning outcomes and for

combining and accumulating units for a given qualification are defined by competent institutions and partners involved in the training process according to the national or regional rules. The specifications for a unit should include: — the generic title of the unit, — the generic title of the qualification (or qualifications) to which the unit relates, where applicable, — the reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework (NQF) level, with the ECVET credit points associated with the qualification, — the learning outcomes contained in the unit, — the procedures and criteria for assessment of these learning outcomes, — the ECVET points associated with the unit, — the validity in time of the unit, where relevant.

2. **Transfer and Accumulation of learning outcomes, ECVET partnerships**: In ECVET, units of learning outcomes achieved in one setting are assessed and then, after successful assessment, transferred to another setting. In this second context, they are validated and recognised by the competent institution as part of the requirements for the qualification that the person is aiming to achieve. Units of learning outcomes can then be accumulated towards this qualification, in accordance with national or regional rules. Procedures and guidelines for the assessment, validation, accumulation and recognition of units of learning outcomes are designed by the relevant competent institutions and partners involved in the training process. Credit transfer based on ECVET and applied to learning outcomes achieved in formal learning contexts should be facilitated by establishing partnerships and networks involving competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation. The establishment of partnerships aims to: — provide a general framework of cooperation and networking between the partners, set out in Memoranda of Understanding (MoU) through which a climate of mutual trust is established, — assist the partners in the design of specific arrangements for credit transfer for learners. The MoU should confirm that the partners: — accept each other's status as competent institutions, — accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer, — agree the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU, — agree on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF, — identify other actors and competent institutions that may be involved in the process concerned and their functions. For applying ECVET to learning outcomes achieved in a non-formal and informal learning context or outside the framework of an MoU, the competent institution which is empowered to award qualifications or units or to give credit should establish procedures and mechanisms for the identification, validation and recognition of these learning outcomes through the award of the corresponding units and the associated ECVET points.

3. **Learning agreement and personal transcript**: For applying credit transfer involving two partners and a specific mobile learner, a learning agreement is concluded by the two competent institutions involved in the training and validation process and the learner, in the framework of an MoU. It should: — distinguish between competent 'home' and 'hosting' institutions (the 'home' institution is the institution which will validate and recognise learning outcomes achieved by the learner; the 'hosting' institution is the one that delivers training for the learning

outcomes concerned and assesses the achieved learning outcomes), — specify the particular conditions for a period of mobility, such as the identity of the learner, the duration of the mobility period, learning outcomes expected to be achieved and the associated ECVET points. The learning agreement should lay down that, if the learner has achieved the expected learning outcomes and these have been positively assessed by the 'hosting' institution, the 'home' institution should validate and recognise them as part of the requirements for a qualification, according to the rules and procedures established by the competent institution. Transfer between partners can apply to learning outcomes achieved in formal and, where appropriate, non-formal and informal contexts. Thus, the transfer of credit for achieved learning outcomes has three stages:

— the 'hosting' institution assesses the learning outcomes achieved and awards credit to the learner; the learning outcomes achieved and the corresponding ECVET points are recorded in a learner's 'personal transcript' (document which details the learners' assessed learning outcomes, units and ECVET points awarded),

— the 'home' institution validates the credit as a suitable record of the learner's achievement,

— the 'home' institution then recognises the learning outcomes that have been acquired; this recognition gives rise to the award of the units and their corresponding ECVET points, according to the rules of the 'home' system.

Validation and recognition by the competent 'home' institution depend on the successful assessment of learning outcomes by the competent 'hosting' institution, in accordance with the agreed procedures and quality assurance criteria.

4. **ECVET points** : ECVET points provide complementary information about qualifications and units in numerical form. They have no value independent of the acquired learning outcomes for the particular qualification to which they refer and they reflect the achievement and accumulation of units. To enable a common approach for the use of ECVET points, a convention is used according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET. In ECVET the allocation of points usually has two phases: ECVET points are allocated first to a qualification as a whole and then to its units. For a given qualification, one formal learning context is taken as a reference and, on the basis of the convention the total number of points is assigned for that qualification. From this total, ECVET points are then allocated to each unit according to their relative weight within the qualification. For qualifications which do not have a formal learning pathway reference, ECVET credit points can be allocated through estimation by comparison with another qualification which has a formal reference context. To establish the comparability of the qualifications, the competent institution should refer to the equivalent EQF level or, possibly, NQF level, or to the similarity of the learning outcomes in a closely related professional field. The relative weight of a unit of learning outcomes, with regard to the qualification, should be established according to the following criteria or to a combination thereof:

— the relative importance of the learning outcomes which constitute the unit for labour market participation, for progression to other qualification levels or for social integration,

— the complexity, scope and volume of learning outcomes in the unit,

— the effort necessary for a learner to acquire the knowledge, skills and competence required for the unit.

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The relative weight of any given unit common to several qualifications, as expressed in ECVET points, may vary from one of these qualifications to another. Allocations of ECVET points are normally part of the design of qualifications and units. They are produced by the competent institution responsible for the design and maintenance of the qualification or specifically empowered for this task. In countries where there is already a national system of points, the relevant competent institutions establish arrangements for the conversion of national credit points to ECVET points.

The successful achievement of a qualification or of a unit triggers the award of the associated ECVET points, independently of the actual time required to achieve them. Usually the transfer of a unit entails the transfer of the corresponding ECVET points so that they are included when the transferred learning outcomes are recognised, in accordance with national or regional rules. It is up to the competent institution to reconsider, where necessary, the ECVET points to be taken into account, as long as the rules and methodologies which are laid down for this purpose are transparent and underpinned by quality assurance principles. Any qualification acquired through non-formal or informal learning for which a formal learning pathway reference can be identified, and the corresponding units, carry the same ECVET points as the reference, since the same learning outcomes are being achieved.

The "CertEnt - Applying ECVET and ECTS to Certify Learning Outcomes and Qualification of the Entrepreneur in Construction sector" multilateral project for development of innovation (MP DoI), which is underway within the sectoral programme Leonardo da Vinci of the EU Lifelong Learning Programme 2007-13, was designed to achieve the general objectives mentioned above whit particular reference to the building sector, focussing on putting in transparency and recognition of competences of the professional figure of the Entrepreneur in Construction.

The project is financed within the Priority 1 "Implementing ECVET for transparency and recognition of learning outcomes and qualifications"" of the Leonardo da Vinci MP ToI projects 2012 call, and as such it is aimed to apply the European tools and frameworks EQF, ECVET, ECTS, and Europass to put in transparency and recognise across Europe the learning outcomes and the qualification of the Entrepreneur in Construction, particularly through the establishment of a MoU ECVET defining the qualification field in terms of learning outcomes, mapping it onto the EQF via national and regional qualifications frameworks and systems, designing qualification in transferable units of learning outcomes with allocation of credit points, and by means of its enforcement (Learning Agreements, Credits Awarding, Transfer Validation and Accumulation) through related VET and – if required - higher education programmes with flexible devices for validation, transfer and recognition of learning outcomes achieved in formal, informal and non formal contexts, also mainstreaming and multiplying these results.

The project Consortium includes important VET and higher education providers, social partners, and also SMEs, operating in building sector at national, regional and local level (in Italy, *Centro Edile per la Sicurezza e la Formazione di Perugia*, *Centro per la Formazione e Sicurezza in Edilizia di Arezzo*, and *Centro Edile per la Formazione e la Sicurezza di Udine*; in Spain, *Fundación Laboral de la Construcción*; in Germany, *Universität Bremen, Institut Technik und Bildung*; in France, *Group Intérêt Public*

Formation Continue Insertion Professionnelle and *Delorette Consulting SARL*; in Belgium, *Formation PME Liège-Huy-Waremme*; in Cyprus, *Synomospondia Ergazomenon Kyprou*; in Greece, *Econometrica LTD*), and public institutions competent in VET at regional and local level (in particular, the Italian regions Toscana and Umbria and the provinces of Arezzo and Perugia.

The project is aimed to apply ECVET to European entrepreneurs, particularly of Construction sector, through development, testing and implementation of a new European sectoral qualification system incorporating EQF, ECVET and Europass, able to overcome fragmentation of territorial (national and also regional, if regions are competent in VET matter) qualifications systems.

At this aim are foreseen following specific objectives:

- definition and application of operational and transferable methods and guidelines to design the concerned qualification in units of learning outcomes with allocation of ECVET points, based on ECVET technical specifications (actually, even though there are rare EU countries, as Belgium, having specific rules and systems on recognition, development and certification of entrepreneur competences, in no case qualification is designed following European common principles and tools for transparency and recognition of learning outcomes and qualifications);
- testing of units of learning outcomes based sectoral entrepreneur qualification with associated procedures for assessment, transfer, validation and accumulation of learning outcomes achieved in formal, informal and non formal contexts (to achieve this objective it will be fundamental the endorsement process, by national/regional authorities competent in VET and higher education and applying existing territorial rules in matter, of Memorandum of Understanding ECVET provisions, which will rend official the new designed qualification and engage signatories to its application);
- design and testing of specific ECVET quality standards to apply new European sectoral qualification "Entrepreneur in Constructions" across participating countries at national/regional level, also issuing an ECVET quality label to the qualification (quality label will be issued following quality standards and procedures included within this MoU ECVET "Entrepreneur in Constructions");
- design of apposite VET programmes with flexible devices for validation, transfer and recognition of learning outcomes, using ECVET principles, to allow the becoming of qualification by interested entrepreneurs in Constructions;
- development of concepts to combine ECVET and ECTS and enhance their compatibility based on learning outcomes approach (achievement of this objective is very important considering that several entrepreneur competences are at EQF level 6 and higher and, consequently, that ECVET can not cover the whole concerned professional field, being therefore needed, to put in transparency and to recognise all characteristic learning outcomes, also its integration with ECTS system).

As yet, the project implementation process has been centred on the preparation of the useful documentation at the aim of the Memorandum of Understanding – MoU signing, particularly the design of the new European sectoral qualification "Entrepreneur in Constructions", defined in a shared way during workpackage 4 starting from the

perimeter of entrepreneurial figures operating in construction sector in participating Countries defined within the workpackage 2, following the guideline to be used by the partners to activate and develop the ECVET process in combination with ECTS for entrepreneurs in Construction sector, defined within the previous workpackage 3 on the basis of relevant experiences and best practices in terms of approaches, activities and tools, collected, analysed and selected at this aim.

In particular, the project activities has until now allowed the definition of a trans-national document, shared by all the participating European partners, which describes in terms of activities, tasks, skills and knowledge, units of learning outcomes and correspondence between units and associated ECVET and ECTS credit points, the professional qualification of "Entrepreneur in Constructions", also including quality standards for the issuing of an ECVET quality label to the qualification (see Appendix 1 of this MoU).

Form and content of the MoU

Participants

The MoU is an agreement open to all the interested organisations and in particular to public authorities competent in VET, higher education and building issues, to social partners and VET providers operating in building sector and to other parties interested to implement it at European, national, regional, local and sectoral level, starting from the partners of the Leonardo da Vinci MP DoI project "CertEnt" and the stakeholders of them.

Purpose of the MoU

For applying ECVET in the participating Countries to learning outcomes achieved in formal, non-formal and informal learning context particularly for the professional qualification of "Entrepreneur in Constructions", this MoU establishes that each participant:
-   accepts each other's status as interested actors and/or competent institutions;
-   accepts each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer;
-   agrees the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU;
-   agrees on the comparability of qualification concerned for the purposes of credit transfer, using EQF to establish the reference levels;
-   identifies other actors and competent institutions that may be involved in the process concerned and their functions;
-   agrees that, during the implementation of MoU, it will be ensured a "preferential lane" with priority for people with disabilities and migrant background, and for ethnic minorities, within all users of the process.

Ratification and effectiveness of the MoU

This MoU has been duly executed and signed by an official representative of each of signatories. MoU shall come into effect for each party from the date of its signature.
This MoU and its Appendixes shall be executed in English and in the national languages of the signatories.

This MoU includes two Appendixes:
-   Appendix 1, describing in terms of activities, tasks, skills and knowledge, units of learning outcomes and correspondence between units and associated ECVET and ECTS credit points, the professional qualification of "Entrepreneur in Constructions", also including quality standards for the issuing of an ECVET quality label to the qualification;
-   Appendix 2, meant to outline the mechanisms for the implementation of the MoU.

ALLEGATO 2

Appendix 1: The new European qualification established by MoU: "Entrepreneur in Constructions"

Activities, tasks, skills and knowledge, competences / learning outcomes
units characterising the
professional qualification, correspondence
between units and associated ECVET and ECTS credit points, and quality
standards for the issuing of an ECVET quality label to the qualification

Remark: The description of tasks, skills and knowledge related to ECTS credits are evidenced in <mark>green</mark>.

ALLEGATO 2

<u>Section A</u> *Activities, tasks, skills, knowledge, competences / units of learning outcomes and ECVET-ECTS credits common to all participating countries*

**A1: ENTREPRENEURIAL TRANSVERSAL COMPETENCES
(NOT SPECIFIC FOR BUILDING SECTOR)**

Activity Area 1 - Approaching business enterprise

Competences / Learning Outcomes units (ULO)	Find out more about running or working in a small business, understanding the business enterprise basis, and preparing the business enterprise starting
ECVET Credits (ULO)	**2**
ECTS Credits (ULO)	**0**

ACTIVITY 1.1 - Understanding of the business enterprise basis

Competences / Learning Outcomes units parts (ULO parts)	Decide what type of business to set up in the future, considering the best suitable in coherence with personal skills, talents and attributes, motives for starting a business, strengths and weaknesses, understanding how businesses succeed, and planning and monitoring the personal development needed to set up a business in the future.
ECVET Credits (ULO parts)	**1**
ECTS Credits (ULO parts)	**0**

TASK 1.1.1 - Choose the business enterprise	
Skills	Consider what you would and would not enjoy doing in a business and why. Assess your strengths and weaknesses in terms of the needs of a business. Decide what you want to get out of a business. Identify what skills, knowledge and behaviours you need to achieve your goals and how you will develop them. Identify how other people can help you so a business achieves its goals. Decide how you will measure progress and what will count as success. Record and reflect on what you have and have not managed to achieve and revise your personal development goals and plans accordingly
Knowledge	The personal attributes and abilities that can help a small business to thrive. How other people can help you achieve business goals (e.g., giving people responsibilities that play to their strengths and offering incentives and motivations to help you meet targets). How successful entrepreneurs have developed their abilities before and whilst running a small business. The value of being a reflective, experiential learner and how this can be achieved.
TASK 1.1.2 - Identify and manage opportunities and risks	
Skills	Create or identify an opportunity for a new product or service for a business. Develop an idea for a new product or service. Develop an idea for new and better ways of doing things in a business. Motivate other people to offer new ideas for a business. Assess the pros and cons of different ways of developing a business. Decide what a reasonable risk for a business is and whether it is worth taking. Learn from what works and what doesn't. Show the drive and enthusiasm to succeed.
Knowledge	The importance of identifying and creating business opportunities. How successful entrepreneurs have identified and created business opportunities. How innovation can deliver business benefits. How successful entrepreneurs have encouraged and utilised new ideas and innovation. How entrepreneurs judge their strengths and weaknesses and the opportunities and threats they face. That starting and growing a business involves risk. How successful entrepreneurs manage risk.
TASK 1.1.3 - Know the market and satisfy customers	
Skills	Research and assess the market for a business. Identify what potential customers need. Plan and focus a business around meeting those needs. Present a business to potential customers, investors or stakeholders. Decide on the most effective way of promoting and marketing a business. Implement a budgeted marketing plan, with targets and success criteria, for a business.

	Decide how you are going to check that customers are happy with products or services from a business. Decide how you are going to deal with customer problems. Decide how you are going to continuously improve what a business has to offer
Knowledge	How small businesses can understand their market and competition. The importance for a business of focussing on customer needs. How successful small businesses have achieved this. Examples of successful marketing campaigns and why they worked. Ways you can promote a small business without spending money.
TASK 1.1.4 - Make successful deals	
Skills	Listen to other people and appreciate their goals and perspectives. Set out what you want to achieve in a business and what you can offer others to help you achieve it. Be able to negotiate calmly and effectively. Find solutions to problems that arise. Show commitment and convince others that you can achieve your goals. Record and sign any agreements or deals made so everyone is clear what they have committed to.
Knowledge	The importance of successful deals for a successful business. How successful entrepreneurs have made successful deals.
TASK 1.1.5 - Win help and support	
Skills	Identify and get help for a business from people who can: suggest opportunities; provide the resources needed; offer advice and support; and put you in touch with potential customers. Inspire people to help you make a business work. Build trust and confidence in colleagues and customers of a business.
Knowledge	Where to find sources of help and information (e.g. Internet resources, banks, other businesses, advice agencies). What networks exist that can help businesses (e.g., Chamber of Commerce, local trade associations, professional bodies, and personal networks such as friends and family). How businesses can build and use their networks and contacts.
TASK 1.1.6 - Plan for success	
Skills	Decide what a business should look to achieve and what would count as success. Decide what a business needs to do to reach its goals. Identify the resources needed for a business. Plan how to secure the resources needed. Make best use of your own time and all other resources.
Knowledge	Appreciate the different goals businesses can have and how this influences what they do. The value of planning and the limitations of plans. The nature of legal and regulatory requirements real businesses have to work within. How IT and organised ways of working can aid the efficiency and effectiveness of a business.
TASK 1.1.7 - Manage money matters	
Skills	Decide on the financial needs of a business. Decide how to get the money needed for a business. Set financial targets for a business. Keep financial records for a business. Judge whether the financial records show a business is on target. Decide what action to take if it a business is not on target.
Knowledge	The importance of cash-flow in a small business. How to judge the cash-flow a business needs. The concepts of profit, turnover and cash-flow. How to keep basic manual or computer-based financial records.

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ACTIVITY 1.2 - Preparation of the business enterprise starting

Competences / Learning Outcomes units parts (ULO parts)	Prepare yourself when you get to the stage of actually planning and starting a business you know that you are ready for it, being aware of the realities of running a business and how to minimise and cope with the effects it could have on your lifestyle and your relationships. Develop the personal skills in self motivation, decision making and stress management and build up effective support.
ECVET Credits (ULO parts)	**1**
ECTS Credits (ULO parts)	**0**

TASK 1.2.1 - Prepare yourself for enterprise	
Skills	Identify your own motives, what success means to you and what you would like to achieve in the future. Identify your strengths and weaknesses. Set yourself realistic and achievable goals. Develop ways to deal with stress and change. Use your working time effectively. Make sure you can assess and take calculated risks. Gain and keep support from the people around you. Identify who you can call on if you need information or help to make a decision. Build a good support network, by choosing advice and support that is impartial, best for you, cost effective and meets your whole range of needs.
Knowledge	The range of activities someone running a business has to carry out and why it is important to balance your time between them. (E.g. administration and day-to-day tasks, producing a product or delivering a service and getting more business for the future.) How to keep yourself motivated and committed. (E.g. by celebrating successes, remembering your reasons for wanting to set up a business.) How to think your way around problems and make decisions. How to identify the benefits of change. Ways to deal with stress. (E.g. taking time out when not working or thinking about work, estimating realistic amounts of time to achieve particular tasks, seeking help and support when you need it, building exercise and other activities into your routine.) How to develop your confidence. (E.g. practising things or trying them out first with people you trust.) How short-term goals can help you reach long-term objectives. How to stop short-term challenges distracting you from long-term goals. Why you need to fully assess risks before you take them. (E.g. you know that at the time you are taking the best action according to the information available to you.) Why you need to take risks. The effects of going into business on your lifestyle and the pressures that might be put on your relationships with the people around you. (E.g. in the beginning you may need to put in long hours, not make much money and see less of people than you would like to.) Why the people around you might not be as interested in a business as you are. Why it can be lonely as a sole trader, the importance of getting support, bouncing ideas off other people and not working in isolation. The different types of networks and support that you might use, their advantages and drawbacks and how to access them. (E.g. sharing knowledge and experience with other people in a similar situation, bouncing ideas off family, friends and acquaintances, formal network meetings, professional advice, finding someone who could be an informal mentor.) Why it is important to keep building support networks. Ways to get the best from, and foster relationships with, business support professionals, especially if you are paying for the service. (E.g. make sure they are credible, have good people skills and understand exactly what you want from them.)
TASK 1.2.2 - Find out about business	
Skills	Find out what is involved in starting or running a business. Be aware of the advantages, pitfalls and barriers to starting a business. Be aware of the types of legal requirements related to starting a business. Find out what business decisions you will need to make if you start a business, what

	information you will need when making them and what support is available to help you. Find out what business techniques are necessary, including marketing, selling and money management, when starting or running a business. Develop your skills and understanding of business techniques.
Knowledge	What the advantages and disadvantages are of running your own business. (freedom to make decisions, being your own boss and excitement compared with financial insecurity and complete responsibility.)
	How to deal with those things that might stop you from starting a business. (E.g. thorough research so you are sure of success will help you overcome a lack of self-belief.)
	How to avoid the common business pitfalls. (E.g. by engaging with organisations like Trading Standards, Revenue and Customs and Health and Safety Executive to help you to meet legal requirements, allowing enough time and money to achieve things, realising that not every good idea will be a profitable one.)
	What business decisions you may need to make (where to open a bank account, whether or not to do your own accounts, what type of business to set up, whether to voluntarily become VAT registered, whether to pay National Insurance.
	What specialist help and support is available to help you make these decisions.
	How to identify what you want to achieve from something before committing time or money to it.
	How to evaluate whether something has really worked and whether it was worth the time and money.
	What is involved in making sure you will have enough money daily, weekly or monthly to pay bills so that you can keep trading.
	Why you need to keep books, do the accounts and manage money sensibly.
	Why you need to research a market to make sure there is room for an idea, product or service.
	Different ways to assess other businesses with similar or complimentary products or services.
	The issues surrounding entering into contracts, especially those with other businesses.
	How to identify what is unique or different about a product or service.
	The benefits of tightly defining the customer group you are trying to sell to and what they would expect of a product or service so that you have a niche in the market and are not trying to serve everybody.
	What is involved in identifying how much a product or service is worth. (E.g. include your own time, don't make it too cheap or clients may not perceive you as very good, start high and discount rather than start low and increase.)
	Why you need to actively communicate what you do rather than waiting for customers to find out about you for themselves.
	Ways to identify the benefits and disadvantages of different ways of marketing. (E.g. having a clear image or brand of yourself and a business can increase your confidence and credibility and a lot of the marketing you do could be ignored.)
	Why you need to weigh up the benefits and disadvantages of getting professional help with marketing. (E.g. balancing the costs and time against professional knowledge and expertise and what it will achieve.)
	Ways to identify customer expectations of websites.
	Ways to find out who customers are, what's important to them and how you can help them. (E.g. so you can tailor what you do to suit the people that will actually buy from you.)
	Ways to encourage personal recommendation. (E.g. proactively making sure customers are happy with a product or service.)
	How to keep yourself motivated when finding out about business. (E.g. remembering your reasons for wanting to set up in business, having a to-do-list and ticking items off when you have achieved them.)
TASK 1.2.3 - Promote yourself and your ideas	
Skills	Dress appropriately for different situations.
	Speak business language when you need to.
	Show that you really understand what you are talking about.
	Use the positive things about you to help you.
	Communicate your point of view so that others understand it.
	Listen to what others are saying so that you really understand what they mean.
	Say no to requests that you are unable or unwilling to meet.
	Present ideas to others with passion and enthusiasm.
	Clearly and succinctly summarise features, benefits and key information.
	Identify what you want to achieve and decide when to argue your point or adapt your

	expectations.
Knowledge	What people expect of a business person and how this may differ in different situations. (E.g. different industries, markets and companies will use different types of language and have different expectations of acceptable dress ie you don't always have to wear a suit.)
	The effect your personal presentation will have on others and why it is important to dress accordingly. (E.g. coming across professionally, selling yourself, giving people confidence in you and building your networks or customer base.)
	Why using the appropriate language without too much jargon can give you credibility.
	Effective ways to communicate and their advantages and drawbacks in different situations. (E.g. face to face, written, by email and over the phone.)
	How to get your point across without being dominant or offensive.
	When you might need to say no. (E.g. to stop friends calling in when you are supposed to be working or to turn down work for people you know when they are expecting you to do it too cheaply.)
	How to say no to people in a way that will keep them interested.
	How to identify the things that are unique about a product, service or idea.
	Ways to identify what people really expect or want and whether you can help them profitably.
	Different ways of selling and how they can be used. (E.g. cold-calling or demonstrating how you meet a need.)
	How to prepare for a negotiation. (E.g. finding out beforehand what the other person needs to achieve, deciding how much you can concede without losing sight of what you want to achieve.)
	How to convert interest to a commitment. (E.g. stopping talking so that the other person can stop listening and start to commit.)
	Why it is important not to undervalue yourself, your product or your service.
	What your positive characteristics are and how to use them to help you.
	How to show passion and enthusiasm for ideas, products or services.
	Different ways of structuring and presenting information to get the best effect from your audience. (summarise what you want to talk about, using visual handouts to emphasise specific points, providing a written report, using slides and allowing opportunities for questions.)

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Activity Area 2 - Handling business enterprising essentials

Competences / Learning Outcomes units (ULO)	Handle business enterprising essentials, facing business enterprising fundamentals aspects
ECVET Credits (ULO)	**3**
ECTS Credits (ULO)	**5**

ACTIVITY 2.1 - Facing of business enterprising fundamentals aspects

Competences / Learning Outcomes units parts (ULO parts)	Decide a firm view of where you want your business should go, clarifying the purpose, nature and values of the business; having a clear vision of the future helps and understand what will affect your business and how, minimising the risk, making decisions on the evidence available; reviewing and monitoring the progress of your business towards the vision from time to time; and involving other people who are critical to the success of your business.
ECVET Credits (ULO parts)	**3**
ECTS Credits (ULO parts)	**5**

TASK 2.1.1 - *Achieve your goals for the business, also considering business environment*	
Skills	Clarify the nature and purpose of your business. Clarify the values that underpin your business. Identify where your business is and where it needs to go. Make sure that your vision underpins the development and planning of your business. Share your vision with others who are critical to your business. Take account of the views of any staff or stakeholders when pursuing your vision. Look for, and recognise, business opportunities. Create business opportunities where they do not obviously exist. Quickly identify potential business developments and how they will affect your business. Identify the additional benefits of potential business opportunities. Identify the resources to do what is needed. Recognise and minimise negative influences on your business. Be willing to take what you assess to be reasonable risks. Confidently make decisions on the best available, but often incomplete, information. Learn from what works and what does not. Find ways to develop and maintain the confidence, drive and enthusiasm to succeed. Make sure you are moving towards your vision at all times. Identify the purposes of different types of business organisation Identify the extent to which a business organisation meets the objectives of different stakeholders Determine the responsibilities of a business organisation and strategies employed to meet them Identify how economic systems attempt to allocate resources effectively Assess the impact of fiscal and monetary policy on business organisations and their activities Evaluate the impact of competition policy and other regulatory mechanisms on the activities of a selected organisation Identify how market structures determine the pricing and output decisions of businesses identify the way in which market forces shape organisational responses Evaluate how the business and cultural environments shape the behaviour of a selected organisation Evaluate the impact of global factors and EU policies on business organisations
Knowledge	What success for your business looks like. What the values that underpin your business are and whether they are consistent with your vision. How much of the vision is already in place. What you need to do to achieve your vision

	How to involve people who are critical to your business when developing and realising your vision.
	How to ensure that your vision is clearly communicated to all who need to know it.
	How to monitor and adjust your business planning and development to support your vision.
	What measures you will use to judge if your business is moving towards your vision.
	What the implications of any new venture for your business's direction, image and bottom line are.
	How to be creative and innovative when recognising new opportunities for your business.
	How to take advantage of opportunities presented.
	How to take into account the lessons learned from previous business successes or failures .
	How to identify and weigh up the risks linked to different courses of action.
	How to collect and use evidence to support your decisions.
	What the challenges and opportunities in your business environment are (changes in the marketplace, competition, government policies or other changes in the environment).
	What the different organisations, the influence of stakeholders and the relationship between businesses and the local, national, European and global environments are (organisational purposes of businesses: categories of organisation, purposes, stakeholders, responsibilities of organisations; nature of the environment in which businesses operate: global and in the EU countries economic systems, global and in the EU countries economy, global and in the EU countries policies; behaviour of organisations in their market environment: market types, market forces and organisational responses; significance of the global factors that shape business activities, like international trade and EU economy, market opportunities, global growth, international trade organisations and agreements, EU policies and business regulations, social partners organisations activities, exchange rates, labour costs, trade duties, tariffs, customs dues, fiscal regimes, investment incentives, cost of capital, commodity prices, intellectual property, etc.)

TASK 2.1.2 – Win and keep customers, apply marketing principles	
Skills	Understand who your customers are and the needs of different groups or types of customer.
	Identify your customers' current needs and future requirements.
	Consider if your products or services will appeal to new or potential customers with specific needs.
	Work out why customers choose to work with your business or buy your products or services.
	Know your competition and be able to explain to customers the advantages of your offer.
	Clearly define what products or services your business delivers and make sure that you present it to customers in a way they can relate to.
	Tell your customers how you are aiming to meet their needs and about new developments.
	Check that your marketing strategy is based on an accurate understanding of your customer's needs and preferences.
	Check that your business infrastructure is set up in a way that helps you maximise customer satisfaction.
	Identify your most valuable customers and channel efforts to meet their needs.
	Build good relationships with customers by providing good customer service.
	Encourage customer loyalty.
	Strive to continuously improve the service to your customers and exceed their expectations.
	Reinforce the feeling in your customers that they made the right decision by choosing your products or services.
	Encourage feedback from your customers and act on it.
	Use the concepts of segmentation, targeting and positioning
Knowledge	What information about your customers that will help you tailor products or services to meet the needs of the market (e.g., typical age, gender, interests and spending habits).
	How to group your customers according to their needs and value to your business.
	Key information about your competitors (e.g., how your product or service differs to theirs, their strengths and weaknesses, how much they charge for similar products or services).
	The vision of your business, the products or services it provides and how best to

	communicate this information clearly and passionately to potential customers. What impact your business infrastructure has on the quality of customer service (e.g., efficient IT and communication systems, billing processes or customer relationship management processes). How to build good and trusting relationships with customers (e.g. respond to queries in a timely manner, be flexible and make the extra effort to meet their requirements). How you can improve the experience your customers have when dealing with your business (e.g., by being available to them, tailoring products or services to meet their specific needs and offering discounts for customer loyalty). How to regularly remind customers of the benefits of dealing with your business. What feedback to get from customers (e.g., why they choose to do business with your organisation, how you can improve service and what new products or services you could offer). The most effective ways to get feedback from customers. How to tell customers how you have used their feedback. Macro and micro environmental factors which influence marketing decisions, dimensions of buyer behaviour, macro and micro segmentation, definition and meaning of positioning as well as influence over marketing mix factors
TASK 2.1.3 - Make deals to take your business forward	
Skills	Make sure your potential deal will support your long-term goals and vision for your business. Decide what you want to achieve from a potential deal and how much variation you can accept in the outcome. Identify the risks involved and how you will combat them. Find out what the other person or organisation hopes to gain from making a deal with you. Clearly explain the features of the deal you want to make and the benefits to the other person or organisation. Think whether there is anything you can negotiate on other than price. Negotiate your deal calmly and effectively. Behave ethically throughout negotiations. Be aware of the affects on your business and the other person or organisation if the outcome of the deal changes. Find innovative solutions when you need to give ground. Project a personal commitment and business capacity to deliver on the deal. Sign off deals so they are clear to all parties.
Knowledge	The long-term goals of your business and how each deal will affect them. How changes in outcome will affect your business. What your own costs to deliver the deal will be, including your margins and break-even point. The other person or organisation's perspective, what they are trying to achieve and how you can add value to their future. Why it is important to remain aware of the effects of the deal on the other person or their organisation and how to do so. When to stop negotiating so you don't jeopardize the deal. How your behaviour will come across to the other person or organisation. How to listen to what the other person is really saying. How to build rapport, empathy and long-lasting relationships. How behaving ethically will make people want to deal with you in the future. What you can negotiate on other than price (e.g. delivery costs and times, product and service specification, service level and extras). Why it can be easier to negotiate on things other than the bottom line. Why it is important not to get emotional or personal about a deal. How to recalculate and present an offer in a different way to meet developments whilst making a deal. How to close a deal. How to record the outcome of the deal so it is clear to all parties and legally sound.
TASK 2.1.4 - Find innovative ways to improve your business	
Skills	Explore different solutions to challenges and problems rather than the most obvious or usual approach. Be radical and prepared to think creatively when finding ways to improve your business. Actively encourage feedback, comments, new ideas and suggestions for improvement from staff, customers, stakeholders, trusted members of your network and professional advisers.

	Give feedback to your staff, customers, stakeholders, trusted members of your network and professional advisers on how you have used their suggestions and what worked and didn't work. Assess the benefits and risks of new ideas. Be open and receptive to new ideas. Be prepared to take calculated risks to improve your business. Evaluate the success or failure of new ideas you have implemented to help you develop future strategies. Organise your business in a way that allows for innovation and the creation and discussion of innovative ideas.
Knowledge	How to effectively discuss your business with staff, stakeholders, customers and the wider support network to devise new ideas and strategies for improvement of your business. How to encourage ideas and suggestions from your staff and others through recognition and reward (e.g., positive feedback, bonuses, gifts or public recognition). How to encourage new ideas and suggestions from your customers. How to demonstrate to clients, staff and others that all comments and suggestions have been seriously considered and explain why suggestions have or have not been implemented. Different ways to sell your product or service. The opportunities in new markets. How your behaviour towards customers can positively affect your business How your customers will want products or services to change or adapt in the future. Ways to create a variety of alternative and unusual options, ideas, solutions and strategies (e.g. brainstorming, lateral thinking and mind-mapping). What impact your business infrastructure has on cultivating innovative ideas (e.g., allocated budget for investment in innovation or technical solutions). How to organise your business to help cultivate innovative thinking (e.g., outsourcing certain tasks to make sure you and any staff or stakeholders have adequate time to meet, think and plan for the future). How to assess the risk involved in implementing an innovative idea. How to evaluate the success of an idea and use the evaluation to inform future business developments.
TASK 2.1.5 - Build relationships to build the business	
Skills	Invest time in networking activities and build a network of business contacts. Be prepared to make the first approach when an opportunity to network arises,. Establish rapport with others quickly and effectively and make a good first impression. Make sure you communicate a consistent message, including your non-verbal signals. Find and use effective techniques to learn and remember other people's names. Make a note of relevant information you learned about an individual or organisation. Tell people clearly what you have to offer and how it is of benefit to your customers. Make sure that you make contact effectively with as many people as possible in any networking situation Follow through on commitments to make further contact or take action. Let people know why as soon as possible, if you cannot deliver what you have promised. Recommend other people in your contact network when you are unable to provide a service or product. Find ways to keep in regular contact with new and existing contacts. Identify business relationships that are not working as well they should and try different ways to improve them. Take into account the differences between people from different backgrounds in your business relationships. Recognise that people have different approaches in their dealings with others and adapt your behaviour to accommodate this where possible and appropriate.
Knowledge	How to develop rapport quickly when meeting people (e.g. by using appropriate eye contact, friendly demeanour and a firm handshake). How body language can influence your communications with others. How to create a good first impression (e.g. by finding out what others are interested in and encouraging others to talk about themselves). How to listen attentively to other people and paraphrase to show that you have actively listened. The importance of acting with integrity to others at all times. What you need to do to develop and maintain respect and trust in business relationships.

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	How important it is to recognise and respect appropriate boundaries in your relationships with others. How you benefit by introducing and referring your business contacts to others when the opportunity arises. How to maintain networking relationships (e.g. by making time and space in your diary to meet or talk with others relevant to your business even when you are under pressure). The range of networks that are available to help your business (e.g., general business membership organisations such as the Federation of Small Businesses, Forum for Private Businesses and Chamber of Commerce; trade or industry association; business clubs and networking organisations; your customers and suppliers; professional advisers; and family, friends and other informal contacts). The benefit of a geographical network to local businesses in influencing regional decisions or in getting funding for joint action. How to spot business opportunities in networking situations by listening to what other people do and finding possible connections with your own business. How to be effective in networking situations (e.g., by taking other people's contact details or business card and agreeing when and how to get in touch). How to promote what you do in a way that will encourage other people to find out more about your business. How to recognise, learn about and respect the differences between people from different cultures or backgrounds. What makes people behave in certain ways. How to find specialist advice and support to help you to develop your skills in networking.

Activity Area 3 - Business direction and improvement

Competences / Learning Outcomes units (ULO)	Manage your business, defining and improving the production, and planning, reviewing, checking, evaluating and improving the business
ECVET Credits (ULO)	**15**
ECTS Credits (ULO)	**3**

ACTIVITY 3.1 - Production definition and business planning

Competences / Learning Outcomes units parts (ULO parts)	Define a product or service in detail and how it is different to other similar products or services; deciding how much to charge for your product or service; setting targets of how many or how much you will sell or distribute.
ECVET Credits (ULO parts)	**5**
ECTS Credits (ULO parts)	**2**

TASK 3.1.1 - Define the product / service of your business	
Skills	Decide on the detail of your business product or service and how it could be provided. Find out who your competitors are and how their product or service differs from yours. Work out who your customers will be. Work out the likely demand for your product or service. Decide how many you expect to sell or distribute. Research all the costs of providing your product or service. Decide what price to charge for your product or service. Work out how much profit you may make from your product or service. Work out and decide when and how you could sell or distribute the product or service. Make sure you can achieve what you want to achieve from your product or service.
Knowledge	How to describe a product or service. How to find out about the market and its prices in a sector. How to work out the cost of providing products or services. Different ways to price a product or service and their benefits. How costs affect a product or service How price affects sales. Where to find out about your competitors products or services. How competitors' products or services may differ (price, quality, delivery times, payment terms, level of service). How to analyse the market and competition. How to find out who your customers might be. How you can find out what customers want. Where and when a product/service can be sold. How to set realistic sales targets. What you want to achieve from your product/service.
TASK 3.1.2 - Plan where your business is going and formulate a business strategy	
Skills	Assess the current market position and image of your business. Decide where you would like your business to be in the short, medium and long term. Set targets for the different parts of your business and make sure that they do not conflict with each other. Plan in detail how the different parts of your business will work and how the targets will be met. Design a framework that will allow you to monitor the performance of your business against your plans. Make sure your plans are in a format that is suitable for their future use. Make sure you obey all the laws and regulations that apply to your business and plan how to keep up to date with any new laws and regulations. Seek advice when you need it. Decide how you will put your plans into practice and how you will deal with things that don't go to plan. Make sure that everybody concerned with your business understands your plans and will help to make them successful. Review the issues involved in strategic planning Apply planning techniques such as BCG growth-share matrix, directional matrices,

	PIMS, SPACE Carry out organisational and environmental audits
Knowledge	The current market position and image of your business if it is already trading. How to identify the current market position and image of your business. How to define where you want your business to be in terms of market position and success. How to set realistic targets for the different parts of your business. (finances, production, sales, marketing, customer service, quality, staff recruitment, reward, appraisal or training and development.) How the different parts of your business affect each other. (E.g. financial targets can affect productivity, income and costs.) How to make plans that are practical and useful and help you achieve what you want to. What resources are needed to carry out your plans, how you will get them and how much they will cost (e.g., products, staff, finance, premises, plant, equipment, marketing and administration). How you can review and monitor the success of your plans. Who will use your plans, how they will be used, whether parts or all of them need to be written and if so, what they need to contain, how they need to be formatted and how they need to be arranged. What laws and regulations affect your business and how. Where to find help and advice. (This could include business associates, business advice centres, business advisers, mentors or counsellors, specialist consultants, non-executive directors, accountants and other professionals.) How to communicate with everybody involved in your business about your plans and how to motivate people and encourage them to put your plans into practice. Strategic contexts and terminology: role of strategy; missions; visions; strategic intent; objectives; goals; core competencies; strategic architecture; strategic control Planning systems: informal planning; top-down planning; bottom-up planning; behavioural approaches Strategic planning issues: impact on managers; targets; when to plan; who should be involved; role of planning Strategic planning techniques: BCG growth-share matrix; directional policy matrices; SPACE, PIMS Stakeholder analysis: stakeholder significance grid; stakeholder mapping Environment auditing: political, economic, socio-cultural, technological, legal and environmental analysis (PESTLE); Porter's 5 force analysis; the threat of new entrants; the power of buyers; the power of suppliers; the threat of substitutes; competitive rivalry and collaboration The organisational audit: benchmarking; SWOT analysis; product positions; value-chain analysis; demographic influences; scenario planning; synergy culture and values
**TASK 3.1.3 - Carry out the plans for your business *and implement a chosen strategy***
Skills	Decide what needs to be done, and when, to put your plans into practice. Decide what you need to carry out your plans, and how you will get it. Make sure the results of your plans will not harm your business. Think about any problems that might prevent the results of your plans being achieved and identify ways to deal with them. Decide when and how you will monitor progress against your plans and regularly check progress. Make sure that everybody concerned with your business knows about your plans and will help to make them successful. Make sure resources are being used efficiently and in the best possible way. Regularly check with the people who are involved with putting your plans into practice to see what they think about progress. Identify problems with putting your plans into practice, and take prompt action to solve them and to change them, if necessary. Check what resources are still available if plans do not proceed the way you expect them to. Identify any new opportunities that emerge, and make any changes that are needed to your plans. Assess the costs, benefits and success of plans in a fair and accurate way. Decide which resources were of the most use in meeting the aims and targets set. Review your long-term plans for your business using the information you have gathered. Compare the roles and responsibilities for strategy implementation

	Evaluate resource requirements to implement a new strategy for a given organisation Discuss targets and timescales for achievement in a given organisation to monitor a given strategy.
Knowledge	How to break down large targets into activities with timescales and deadlines that can be achieved and measured. What problems could prevent your plans being achieved (market changes, competition, lack of resources, staff or laws changes). How to plan ways of avoiding any uncertainties (contingency planning). What resources are needed to carry out your plans, how you will get them and how much they will cost (products, staff, finance, premises, plant, equipment, marketing and administration). Motivating others Who should be involved in putting your plans into practice, and how and why they should be consulted. How to communicate with everybody involved in your business about your plans and how to motivate people and encourage them to put your plans into practice. How to set deadlines for achieving goals and targets, chasing and reviewing progress. What monitoring arrangements are suitable (why, when, how and how often) and who to involve. How and when to review the resources used for your plans and how to assess their effectiveness. How to make fair and accurate assessments by using other people's views and balancing them with your own, as well as gathering other information about your business. How you will judge the costs, benefits and success of your plans. How to identify new opportunities and what they are likely to involve (new markets, products/services, changes in competitors' activities, local or government issues). The realisation of strategic plans to operational reality: communication (selling the concepts); project teams; identification of team and individual roles, responsibilities and targets; programme of activities; benchmark targets at differing levels of the organisation Resource allocation: finance; human resources; materials; time Review and evaluation: an evaluation of the benchmarked outcomes in a given time period in relation to corporate, operational and individual targets
TASK 3.1.4 - *Plan the exit strategy from your business*	
Skills	Make sure that you have set goals and objectives of your business well in advance. Investigate and assess the different exit options. Plan for your preferred strategy, while considering what may happen if the situation changes and you are compelled to take a different route. Take advice on the implications of your preferred exit options. Decide who needs to be involved in the planning process. Consult with relevant people on the implications of your plans. Build the exit strategy into your business plan. Be aware of the value of your business, how the value will change over time and the factors that affect it. Keep your business in good shape by making sure finance administration is up to date and that you are complying with all relevant laws and regulations that effect your business. Review your exit strategy regularly.
Knowledge	How to set the aims and objectives of your business. How the aims and objectives can influence your exit strategy. (E.g. are you growing your business to eventually sell on for maximum profit.) Where to find professional advice on planning your exit strategy. (E.g. a business adviser, accountant or lawyer.) What the value of your business is. What factors affect the value of your business. (E.g. capital assets, customer loyalty or goodwill, strength of order book, potential for growth and profitability.) How to keep your business administration in good order. (E.g. keeping finances up to date and ensuring compliance with laws and regulations.) What the different exit options are. (E.g. selling, family succession, closing, floating your business or a merger.) How to plan an exit strategy, including contingency plans if things change. Who needs to be consulted with when developing the plan. (family members, employees or investors.) How your proposed exit strategy will affect the way you run your business.

	How and when to review your exit strategy.
TASK 3.1.5 - Manage succession for your family business	
Skills	Encourage family members to discuss ideas and options for succession from an early stage.
	Find out what family members really want and not just what they think you want to hear.
	Keep family communication about the business and succession, open, clear and regular.
	Proactively deal with family conflict about business succession.
	Consider all family members for the different roles you currently carry out by impartially assessing their skills, ambition and likely success
	Agree the future business values and the goals for succession with family members
	Decide whether family succession is the best option for your business and your family
	Decide on the right shareholding arrangement to benefit the business.
	Consult with experts to make sure your succession plans are as tax efficient as possible.
	Recognise when an independent facilitator would be beneficial to help you develop plans to achieve succession.
	Arrange the necessary training or hand-over for your successor(s).
	Keep all documents relating to long term or interim succession up-to-date.
	Inform all the people who need to know, about your succession intentions and progress.
	Arrange your personal pension and financial plans so you are not dependent on the ongoing success of the business.
	Prepare yourself to leave the business.
	Fully transfer your responsibilities to your successor(s) at the agreed time.
Knowledge	The reasons a succession might fail. (For example unclear succession plans, succession discussion left too late, incompetent, unprepared or unwilling successors, family rivalries, a predecessor who will not relinquish control or who undermines the successor).
	Techniques to enable successful succession to family members. (For example allowing them to explore all their options, encouraging them to seek work experience elsewhere, making it clear to them that they do not have to take over the business if they do not choose to, discussing business issues with them from an early stage).
	Whether family succession is most suitable for your business and what other exit strategies you might want to consider. (For example trade sale, management buyout, closing the business).
	Different ways that roles might be allocated after you leave the business and their implications on the structure of the business. (For example splitting ownership and management, separating out technical expertise).
	What plans for succession might include. (For example any future role you will have in the business, when succession will start and finish, how to pass on key knowledge that you have, how any transitional period might work, any restructuring that will need to take place, contingency plans).
	What type of role you might have in the business in the future. (For example as a guru or expert on the core product, to carry out a specific task such as the accounts, no role).
	Why it is important to decide the succession route before consulting on the tax implications. (For example succession is driven by business needs rather than by tax efficiency).
	The uses of documents such as succession plans, partnership agreements, shareholders agreements and wills. (For example planned succession, death, divorce, a falling-out or other significant unforeseen circumstances).
	Why it is important that you let your successor make decisions and take overrunning the business at the agreed time. (For example they need an incentive to continue, new ideas and a fresh viewpoint can allow the business to move forward).
	Who needs to be informed about succession activity and the best way to do it.(For example other family members including sons and daughters in law, managers and other staff, customers or clients, suppliers, other people or organisations who may be affected by it).
	What policy on share distribution the company should follow. (For example held by one generation at a time, divided throughout generations, owned by the children of the family members running the business, executive shares to attract non family employees, sold to employees).
	How you come across to your family both inside and outside the business and how you can encourage them to be open and honest with you. (For example listening to and valuing their opinions).
	Ways to resolve family conflict. (For example taking out a life insurance policy for those

	who won't inherit the business, giving shares to other family members, giving co-successors their own separate areas of responsibility). How to achieve the best communication amongst family members. (For example the best time of day, who should be involved, format, length, frequency). Techniques to aid family communication. (For example family meetings, family forums, thorough board discussion, listening to what others really mean, controlling emotions, recognising personality traits of different family members). The values and culture of the business. (For example whether the needs of the family or business take priority, the ultimate purpose of the business). The influence that other family members have on family members and on the business and how to use this positively. (For example your spouse may resolve issues between yourself and your children, daughters and sons in law may have calming effect on your children). Who you might approach for help and advice about succession. (For example anon-executive director, business adviser, other business people who have been through the same thing, an accountant, a solicitor). What taxes, duties and relief's apply when you sell or gift a business or business asset. (For example inheritance tax, capital gains tax, business property relief). The attributes and skills that are needed by your successor. (For example ambition, energy, strategic vision, interpersonal skills, technical knowledge). That training and hand-over your successor needs to take the business forward.(For example development of leadership skills, time and opportunity to gain credibility). Ways to prepare yourself to leave the business. (For example taking time away from the business to reflect, developing outside interests, making plans for your own personal future, developing new ventures).

ACTIVITY 3.2 - Reviewing, checking and evaluating business

Competences / Learning Outcomes units parts (ULO parts)	Review regularly your business for making sure your business or social enterprise is doing what you want it to do, analysing the things that affect it and what threats will need to combat it, deciding how to change or adapt the things for improving your business.
ECVET Credits (ULO parts)	**5**
ECTS Credits (ULO parts)	**0**

TASK 3.2.1 - Carry out a review of your business	
Skills	Find out what changes, opportunities or problems (factors) your business faces.
	Assess the effect of different factors on your business and decide which are affecting your business the most.
	Decide what the strengths and weaknesses of your business are.
	Assess the current market position and image of your business.
	Look at how you sell your products or services and if you need to promote them more to customers.
	Assess the products or services and identify ways to improve productivity and quality.
	Identify ways you can improve your existing products or services and think about developing new products or services.
	Accurately assess the financial state of your business.
	Decide what you want and need from yourself and check that any staff have the skills they need to perform well.
	Use suitable ways of checking to give you accurate and fair information.
	Find out why the performance of your business varies from what you expected.
	Consult relevant people to confirm your results.
	Seek help when you need it.
	Keep records so that you can use them to help plan future business activities.
	Make a list of improvements for your business.
Knowledge	What factors outside your business are important and how they affect business. (E.g., customer demand, competition and laws or regulations).
	What inside factors are important and how they affect your business. (E.g. staff organisation, attitudes, training and work environment, business management and

	organisation, product or service design, quality, marketing and sales)
	How to measure and assess each of the things that affect your business.
	What possible opportunities there are for your business and how to keep up to date with them. (E.g. moving into new markets, improving products or services, simplifying your business and increasing profits).
	What possible threats there are for your business and how to keep up to date with them. (E.g. market changes, competitors actions, new laws or problems with suppliers or backers).
	How to make sense of any differences between the targets you set for your business and the actual performance.
	How the current market position can be identified.
	How to assess the image of your business by investigating what other people think of it and how image affects your business (e.g., the way staff behave, what customers think of the premises and how suppliers respond)..
	How to assess the effect of products or services on your business. (E.g. by reviewing what your customers think of the products or services, the quality of products or services and the length of time each take to produce, the range of products or services, costs and overheads and unique selling points [USPs]).
	How to identify different opportunities regarding products or services.
	What quality standards are available and necessary.
	How to assess the financial state of your business (e.g., by examining profits, cash flow, assets and liabilities, break-even point, and estimating the risk of losses or less-than-expected returns) and what financial information you can use (e.g., basic cash flow, profit statements, high and low profit and loss forecasts, break-even point and basic balance sheets).
	How to assess what skills and abilities you and any staff may need.
	Where to find help and advice. (E.g. business associates, business advice centres, business advisers, mentors or counsellors, specialist consultants, non-executive directors, accountants and other professionals.)
	What types of improvements are possible and what information can be used to identify them. (E.g., financial statements and accounts, order books, customer records, budgets, feedback from staff and customers, information from suppliers, guidelines on the law and other regulations).
**TASK 3.2.2 - Monitor the social performance of a social enterprise**
Skills	Review the social enterprise's purpose, vision and values.
	Identify possible areas where the social enterprise could develop new social objectives.
	Encourage stakeholders to feedback on, help to develop and support social objectives, social performance targets, reports on social performance and plans to improve social performance.
	Identify how to judge that the social enterprise is meeting its social objectives and how the social enterprise's activities can help achieve the social objectives.
	Identify any possible conflicts of interest between the social objectives and commercial objectives and how commercial activities can be changed so that the social enterprise can achieve its social objectives.
	Assess the commercial costs and benefits of trying to achieve the social enterprise's social objectives.
	Identify the different skills needed to monitor social performance and who has them within or external to the organisation.
	Prepare audited reports on social performance for stakeholders.
	Set up a system to regularly measure social performance, making sure that it will check that the information is accurate.
	Find the reasons for any difference between social performance targets and actual social performance and decide how to improve social performance in the future.
Knowledge	What the social enterprise's original social objectives mean, how they relate to the purpose, vision and values and when to review them rather than continue following objectives that may be unachievable, unrealistic or no longer relevant to the enterprise.
	What external factors may affect the purpose and social objectives. These might be political, economic, social, technological, legal or environmental.

	What internal factors may affect the purpose and social objectives. These might be operational, financial, marketing, personnel and so on.
	How commercial needs and objectives can affect social objectives, how social objectives and operational activities are linked, what commercial activity is most likely to conflict with the social objectives and what to do when social and commercial objectives are in direct conflict with each other.
	When you need stakeholders' support to deal with a conflict of interest.
	What opportunities and threats might affect social objectives and what commercial risks there are if you don't try and achieve social objectives or use ethical codes of practice.
	How to work effectively with stakeholders including identifying new social objectives, getting information and feedback from them about social objectives and social performance and dealing with any conflict of interest between them about the social enterprise's social objectives.
	How to estimate the costs and benefits of trying to achieve social objectives.
	What commercial benefits there might be when social performance is monitored.
	How to translate social objectives into achievable and measurable social performance targets, and why it is important to do so.
	How other organisations measure their social performance and what is available to compare the performance of the social enterprise with other social enterprises.
	What the latest national and international standards on corporate social performance measurement, auditing and reporting are.
	How social objectives and social performance may affect external factors such as social policy, the environment, employment opportunities and so on.
	What tools are available to measure social performance and how to use quality assurance or business performance reviews to monitor social performance.
	How to make sure systems are in place to regularly measure social performance and where to go to get social performance monitoring process checked.
	How social performance monitoring may overlap with monitoring or evaluation used by funders, project partners or investors.
	What types of improvements are possible without risking commercial performance and how to adjust operational and business plans based on your findings.
	How to present detailed information about social performance in a way that everyone who needs to can understand, including the ways that social performance and commercial performance affect each other.
	What the benefits and disadvantages of using different people and organisations to audit a report on social performance are. (For example board members or external organisations).
	What laws and regulations need to be met when reporting on social performance.
TASK 3.2.3 - Evaluate an existing business opportunity	
Skills	Consider the type of business you want to purchase and the business sector you want to join.
	Consider what skills, assets and investment you can bring to a business.
	Decide what you want to get out of the business.
	Identify a number of suitable business options and assess the strengths and weaknesses of each of the potential options.
	Investigate why the current business owner is selling the business.
	Evaluate whether you are the right person to take on the business.
	Assess the financial health, and potential for growth of the business.
	Consider the value of the intangible assets of the business.
	Seek advice from appropriate professionals to help you negotiate arrangements that are based on an appropriate valuation of the business.
	Make detailed records of all contract negotiations.
	Understand your commitments to any existing employees and their value to the future of the business.
	Take into account your responsibilities to begin due diligence, and consider taking assistance to help you identify risk areas.
	Make sure you understand all the conditions of sale, including existing obligations, and

	that you are in a position to meet them.
	Seek legal and other professional advice before signing contracts, leases and other legally binding documents.
	Do not allow yourself to be hurried into making a purchase before you have all the information you need, and decide it is what you want.
	Make sure you consult any employees and employee representatives about changes you plan to make
Knowledge	What type of business you want to buy.
	Where to find information about the business sector you want to join. (market trends, competition, and issues and opportunities the sector is facing).
	How to value intangible assets of the business such as reputation, relationship with suppliers and goodwill of customers. (E.g. reputation, relationship with suppliers and goodwill of customers.)
	How to assess the value of existing employees to the business.
	What assets you can bring to the business that will be of value including an existing customer base. (E.g. investment, existing customer base and relevant skills.)
	Your motives for wanting to own a business. (E.g. make more money, be your own boss, or spend more time doing the things you enjoy.)
	Your own strengths and weaknesses as a potential business owner and how these may affect the type of business you seek to purchase.
	How to assess the strengths and weaknesses of potential business options including any responsibilities or liabilities you will inherit from the previous owner. (E.g. location, cost, projected income, investment required, existing staff, and responsibilities or liabilities you will inherit from the previous owner.)
	Why the current owner is selling and how that may influence your decision to buy.
	The additional costs that will be incurred if you decide to buy the business. (E.g., legal costs, repairs to premises or new equipment required.)
	How and when to consult with existing employees about your future plans.
	What transfer of undertakings and protection of employment regulations are and how they might affect your future plans.
	What due diligence entails and where to get assistance to manage the process.
	The conditions of sale and all your contractual responsibilities. (verification of financial statements and transfer of leases, existing contracts and licences and for the financial liabilities of the business).
	Where to get advice on assessing the value of a business and its potential for growth. (E.g., business advisers, property advisers, accountants, valuation experts and solicitors.)
	What assistance you will need to negotiate contracts.
TASK 3.2.4 - Check the likely success of a business idea	
Skills	Describe your business idea and why it will be successful.
	Understand the kind of market your business idea will be in.
	Research to make sure there is room for your business idea in the market.
	Find out who your competitors would be, what their strengths and weaknesses are and how you might compete with them.
	Check up on market trends, business trends and anything else beyond your control that might affect your proposed business idea.
	Check what laws and regulations would affect your business idea and how you would meet them.
	Identify what skills, abilities or knowledge you or other people will need to deliver your business idea.
	Identify what equipment, tools, materials or additional people you would need to deliver your business idea and how much they would cost you.
	Find out how much it is likely to cost you to deliver your business idea, how you will pay for it and how you will pay early running costs.
	Work out how much you can charge your customers to cover your costs and meet your profit targets.
	Judge your business idea and decide whether you should pursue it, adapt it or discard

	it.
Knowledge	How to identify a business idea's unique selling point and why it will be successful.
	How to judge whether a business idea is worth developing or adapting.
	What you need to research, how you can get hold of published market research and how you can carry out your own.
	How customers' actions and choices might affect the success of your business idea.
	How you can tell if your competitors will affect your business.
	What political and commercial changes could affect your business idea.
	What local, national and international events could limit or improve your business opportunities.
	What laws will affect your business idea and how.
	How you can judge your own and other people's skills, abilities and knowledge.
	Different ways that skills, abilities and knowledge can be developed.
	How to identify resource needs and how much they will cost.
	How much profit you hope to make, how to cost a product or service and how to work out a selling price.
	How to understand and use cash-flow forecasts and profit and loss accounts and what information you would need to produce them.
TASK 3.2.5 - Manage succession for your family business	
Skills	Encourage family members to discuss ideas and options for succession from an early stage.
	Find out what family members really want and not just what they think you want to hear.
	Keep family communication about the business and succession, open, clear and regular.
	Proactively deal with family conflict about business succession.
	Consider all family members for the different roles you currently carry out by impartially assessing their skills, ambition and likely success
	Agree the future business values and the goals for succession with family members
	Decide whether family succession is the best option for your business and your family
	Decide on the right shareholding arrangement to benefit the business.
	Consult with experts to make sure your succession plans are as tax efficient as possible.
	Recognise when an independent facilitator would be beneficial to help you develop plans to achieve succession.
	Arrange the necessary training or hand-over for your successor(s).
	Keep all documents relating to long term or interim succession up-to-date.
	Inform all the people who need to know, about your succession intentions and progress.
	Arrange your personal pension and financial plans so you are not dependent on the ongoing success of the business.
	Prepare yourself to leave the business.
	Fully transfer your responsibilities to your successor(s) at the agreed time.
Knowledge	The reasons a succession might fail. (For example unclear succession plans, succession discussion left too late, incompetent, unprepared or unwilling successors, family rivalries, a predecessor who will not relinquish control or who undermines the successor).
	Techniques to enable successful succession to family members. (For example allowing them to explore all their options, encouraging them to seek work experience elsewhere, making it clear to them that they do not have to take over the business if they do not choose to, discussing business issues with them from an early stage).
	Whether family succession is most suitable for your business and what other exit strategies you might want to consider. (For example trade sale, management buyout, closing the business).
	Different ways that roles might be allocated after you leave the business and their implications on the structure of the business. (For example splitting ownership and management, separating out technical expertise).
	What plans for succession might include. (For example any future role you will have in the business, when succession will start and finish, how to pass on key knowledge that

you have, how any transitional period might work, any restructuring that will need to take place, contingency plans).

What type of role you might have in the business in the future. (For example as a guru or expert on the core product, to carry out a specific task such as the accounts, no role).

Why it is important to decide the succession route before consulting on the tax implications. (For example succession is driven by business needs rather than by tax efficiency).

The uses of documents such as succession plans, partnership agreements, shareholders agreements and wills. (For example planned succession, death, divorce, a falling-out or other significant unforeseen circumstances).

Why it is important that you let your successor make decisions and take overrunning the business at the agreed time. (For example they need an incentive to continue, new ideas and a fresh viewpoint can allow the business to move forward).

Who needs to be informed about succession activity and the best way to do it.(For example other family members including sons and daughters in law, managers and other staff, customers or clients, suppliers, other people or organisations who may be affected by it).

What policy on share distribution the company should follow. (For example held by one generation at a time, divided throughout generations, owned by the children of the family members running the business, executive shares to attract non family employees, sold to employees).

How you come across to your family both inside and outside the business and how you can encourage them to be open and honest with you. (For example listening to and valuing their opinions).

Ways to resolve family conflict. (For example taking out a life insurance policy for those who won't inherit the business, giving shares to other family members, giving co-successors their own separate areas of responsibility).

How to achieve the best communication amongst family members. (For example the best time of day, who should be involved, format, length, frequency).

Techniques to aid family communication. (For example family meetings, family forums, thorough board discussion, listening to what others really mean, controlling emotions, recognising personality traits of different family members).

The values and culture of the business. (For example whether the needs of the family or business take priority, the ultimate purpose of the business).

The influence that other family members have on family members and on the business and how to use this positively. (For example your spouse may resolve issues between yourself and your children, daughters and sons in law may have calming effect on your children).

Who you might approach for help and advice about succession. (For example anon-executive director, business adviser, other business people who have been through the same thing, an accountant, a solicitor).

What taxes, duties and relief's apply when you sell or gift a business or business asset. (For example inheritance tax, capital gains tax, business property relief).

The attributes and skills that are needed by your successor. (For example ambition, energy, strategic vision, interpersonal skills, technical knowledge).

That training and hand-over your successor needs to take the business forward.(For example development of leadership skills, time and opportunity to gain credibility).

Ways to prepare yourself to leave the business. (For example taking time away from the business to reflect, developing outside interests, making plans for your own personal future, developing new ventures).

ACTIVITY 3.3 - Business and production improvement

Competences / Learning Outcomes units parts (ULO parts)	Decide the changes needed to improve your business, identifying what changes you need to make and how to make them; making sure they do not have a negative effect on the people or your business; and monitoring and evaluating the changes to make sure they happen as you intended.
ECVET Credits (ULO parts)	**5**
ECTS Credits (ULO parts)	**1**

TASK 3.3.1 - Make changes to improve your business	
Skills	Use reliable information to identify changes in line with what you want for your business. Think about anything that may stop you achieving the changes, and identify ways of dealing with them. Decide what risks you are prepared to take and make sure they are worth it. Give opportunities for relevant people to comment on proposed changes and contribute to planning change. Explain proposed changes clearly, accurately and in good time to anyone who needs to know about them. Plan changes accurately and in detail and clearly identify the implications for all those involved. Think about what resources you need to make your change happen. Check and confirm people's understanding of the implications of the change and their commitment to their role in the process. Allocate resources and support so that the changes can take place. Monitor the changes and solve any problems that arise. Make sure that work is not affected whilst the change is happening. Make sure that changes have achieved what you wanted them to.
Knowledge	How to assess changes, before they are made to make sure they are likely to achieve the results you want, by reviewing the costs, benefits and risks that you are prepared to take. What problems could prevent your plans being achieved and how you might deal with them. The importance of planning for the management of change and how to plan for it. What resources are needed to carry out your plans, how you will get them and how much they will cost (e.g., products, staff, finance, premises, plant, equipment, marketing and administration). The value of consulting all relevant people (e.g., business advisers, partners, shareholders, stakeholders, staff, customers and suppliers). How to communicate with everybody involved in your business about your plans and how to motivate people and encourage them to put your plans into practice. The importance of monitoring and evaluating change and how to make sure it does not have a negative effect on current work or your business.
TASK 3.3.2 - Improve the quality of products or services, applying principles of quality management	
Skills	Find out what quality your customers expect and if they would like your business to have a quality award. Check what you currently do to measure and improve quality in the operational, technical and management parts of your business and compare it to what your competitors do. Set or review targets for quality for all parts of your business that take account of your customers' expectations. Plan how to deal with faults and complaints and use the information you get to improve products or services. Decide whether to use a quality recognition scheme to improve your business's performance. Take advice from experts when you need it. Check that quality improvements are happening as you wanted. Regularly check progress by sampling products, services and processes and asking for the views of all those involved. Assess the skills and attitudes of any staff to improving quality. Check whether resources are helping to improve quality. Identify any problems in making improvements, and take prompt action to deal with

	them. Identify new opportunities and threats and change quality plans as necessary. Use the results of monitoring to review the effectiveness of your business. Discuss definitions of quality in terms of business and services provision. Illustrate the processes of inspection and assurance. Discuss a range of approaches to quality management. Explain the similarities and differences between the different methods. Report on the role of self assessment in order to determine an organisation's current 'state of health'. Evaluate the importance of communication and record keeping. Follow guidelines on the stages of staff consultation necessary for effective implementation of a quality scheme. Propose new systems or modifications to existing systems that could improve service quality.
Knowledge	How quality helps your business aims and targets and how to bring it into your business. What information from your business is useful when looking at quality. (staff/customers views, information about the products or services you deliver). How to explain what quality and quality management are to those people involved. (staff, customers, backers and professional advisers). How to measure quality. (Faults number in products or complaints about services.) How you can find out what your customers expect in relation to quality and how they view poor quality. How you can find out about what your competitors do about quality. Where to look in your business for quality improvements, staff skills and attitudes in day-to-day activities. (production, service delivery, sales, marketing, customer relations, supplies, maintenance and administration.) How you should state the detail of quality you expect in products, services and processes. The schemes for recognising quality that are relevant to your business, the benefits of each and where to find out about them. How to judge that your products or services meet the level of quality that you have set. How to sample products, services and processes to carry out quality checks. What potential problems you could face when you try to improve quality in your business. (change in market conditions, resource difficulties, staff or competitor activity.) Define quality: identifying customer needs and providing systems to meet/exceed expectations, notion of self-assessment to establish the current position of an organisation Inspection and assurance: mass production and mass inspection, the early years of quality control, quality systems and accreditation, the race for awards eg BS 5750, ISO 9002, EN 29000, EFQM, Qest, Chartermark, Citizen's Charter, Investors in People, the middle years of quality assurance Approaches: the works of Deming, Juran, Feigenbaum, Crosby, Ishikawa, etc, quality planning, quality control and continuous quality improvement through teams and facilitators, measurements as an aid to rational decision making, self-assessment, costs and benefits of quality, communication channels, macro issues of theory and prescription Similarities and differences: structure of schemes, applications, costs, implementation periods, use of documentation, application of standards, identification of actions required, assessment methodology, orientation towards customer/staff or organisation, effectiveness as a means to improve service quality
TASK 3.3.3 - Get support for a creative business idea	
Skills	Clearly define your creative idea, describing what the product or service is in detail. Discuss your idea with a few trusted people to help think of things you have missed. Protect your business idea using appropriate means. Research what business support options are available to you. Find out what finance, grants and loans are available and how to apply. Decide what type of support you need. Decide who needs to be involved to turn your plans to reality. Write a clear simple proposal explaining why you think people should support your creative idea. Produce any supporting information, prototypes or samples you may need to help explain your idea.

	Present your creative idea to potential backers and supporters. Make sure your presentation contains the key information they need to decide whether to give you their support.
Knowledge	How to describe your creative idea simply and clearly. How to define the target market. (age, gender, social status, geographic location and buying preferences.) What direct and indirect competition there is to your product or service and what the potential impacts are. What makes your creative idea different or better to other similar products or services on the market. How to write a clear, simple proposition describing why you think your creative idea is a good one. What supporting information you may need to help explain your idea and what the resource implications are. (prototype or sample.) What the most appropriate methods of protecting your creative idea at different stages of development are. (non-disclosure agreements, Intellectual property rights, copyrights, patents and trademarks.) How to prepare a financial forecast including estimated expenditure and projected income and any borrowing requirements. Where to go for advice on legal issues involved in protecting your creative idea. What support options are available to you. (E.g. mentoring schemes, access to business advice or incubator units.) What financial support options are available to you. (loans, grants or venture capital.) How to assess what type of support is most appropriate for your needs. How to brainstorm your idea effectively with others. (discussing strengths, weaknesses, issues and risks involved in bringing your idea to market.) What roles you would like others to have in turning your idea into a reality. How to prepare a presentation on your creative idea aimed at potential supporters and backers What type of questions potential backers or supporters will ask and how to respond. How to present your idea enthusiastically to others so that they will give you the backing you need.

Activity Area 4 - Business running

Competences / Learning Outcomes units (ULO)	Run the different aspects of your business, namely the business infrastructure, the business location, the business supplies and equipment, the business financial aspects, the business legislation aspects
ECVET Credits (ULO)	**15**
ECTS Credits (ULO)	**2**

ACTIVITY 4.1 - Running the business infrastructure

Competences / Learning Outcomes units parts (ULO parts)	Create the infrastructure your business needs defining what infrastructure your business needs for achieving your business goals and improve your competitiveness; consulting with others including staff and customers; evaluating infrastructure options; implementing infrastructure plans; and making sure the infrastructure is working for your business and is not overly complex or costly.
ECVET Credits (ULO parts)	**2**
ECTS Credits (ULO parts)	**0**

TASK 4.1.1 - Create the infrastructure your business needs	
Skills	Define how you would like your business infrastructure to help you meet your business goals. Find out what your customers need from your business infrastructure. Define what you and your staff need your business infrastructure to achieve. Decide who needs to be consulted with or informed when planning infrastructure requirements. Seek any necessary advice from experts on the technical solutions that will help meet your needs. Research the options available that will help you create your business infrastructure. Decide how much resource you can commit to developing your business infrastructure. Assess the different infrastructure options. Decide on a suitable infrastructure that serves and supports your needs, your customer's needs and helps meet the goals of your business. Test the new infrastructure. Plan and monitor implementation. Keep your staff informed of progress while planning, developing and implementing the infrastructure. Organise appropriate training for your staff so they are able to work effectively with the new infrastructure. Seek and evaluate feedback from relevant people about your business infrastructure and use it to inform future developments.
Knowledge	What your business goals are and how your business infrastructure could help you meet them. (E.g. effective internal communication, efficient administration systems, and managing costs.) What the needs of your staff are and how your business infrastructure could help meet them. (E.g. improved communication, integrated IT system across different departments, ability to have up-to-date information on clients.) What the needs of your customers are and how your business infrastructure could help you meet them and improve customer service. Where to find professional advice on helping you develop a plan and appropriate technical solutions. (E.g. Business Link adviser, IT & communications specialist, or consultants.) Who you need to consult with in creating your business infrastructure, and how you will keep them informed of progress. (E.g. staff, customers, directors, suppliers, or investors.) What resources you can commit to planning and implementation. (E.g. capital investment and on-going costs, staff time and expertise to manage the infrastructure.) How to develop an infrastructure plan, describing what you want to achieve, what

	resources are available, and what your priorities are.
	What technical solutions are available, affordable and suitable for your business. (E.g. mobile phones, networked computers, integrated IT and communication systems.)
	How to evaluate the different infrastructure options taking into account suitability, staff skills, budget, and timescale of implementation.
	How to develop an implementation plan including roles and responsibilities, timescales, budgets, and contingency planning.
	How to effectively monitor progress of the plan. (E.g. regular project meetings, and clear reporting responsibilities.)
	How to get regular feedback from customers, staff and relevant other people on how they feel the infrastructure is benefiting your business and the service you provide.
	How to use the feedback on the infrastructure to help you improve plans for future development.
	What training is required to enable staff to get the most out of your business infrastructure.

TASK 4.1.2 - Undertake freelance work	
Skills	Identify and use appropriate strategies to enhance your professional reputation and promote yourself to potential customers.
	Make, follow up and maintain contacts with potential customers.
	Make follow up and maintain appropriate networks to support you and your work.
	Assess the value of work and estimate realistic fee rates.
	Negotiate fees, timescales, outcomes, and completion criteria that meet your own and the customers requirements.
	Calculate realistic schedules of work allowing time for contingencies and minor changes.
	Plan ahead to organise and maintain a workflow that can be done in the time available and gives the income you require.
	Monitor progress against plans.
	Set up and use effective systems for managing finances and paperwork.
	Prepare and keep accurate and up-to-date accounts.
	Adapt to the way other organisations and people work whilst making sure you maintain your personal work ethic and reputation.
	Produce outcomes using your own or your employing organisations resources, systems and work practices.
	Produce outcomes that meet the agreed constraints, quality standards and deadlines.
	Maintain professional standards of behaviour and work within your specialism, to suit the context.
Knowledge	Where to find the relevant sources of advice and information on employment, insurance, tax regulations and other small business legislation, and VAT.
	What the best and most effective promoting tools are to market yourself and your services to potential customers (e.g. CV, advertising, press coverage, exhibitions, website and business cards).
	How to build your reputation and take pride in your work (e.g. by ensuring you send round clear and up-to-date information about your experience, past work, achievements and availability).
	How to make, follow up and maintain contact with potential customers and access work opportunities (e.g. through regular internet trawls, speculative mailings to customers and joining local networks for small businesses).
	How to build personal networks (e.g. of clients, suppliers, support and professional advice).
	How to carry out contingency planning, scheduling and future planning so as to maintain a viable work and cash flow.
	How to plan ahead to maintain workflow in terms of required income, time available and outcomes required.
	How to estimate time requirements for jobs.
	How to set and manage personal and business budgets.
	How to keep simple accounts (e.g. book keeping, income, expenditure and cash flow) and set up systems for purchase orders, invoicing, filing and chasing late payments.
	How to budget for resources and overheads (e.g. rent, equipment, electricity, telephone and bank interest).
	How to calculate and allow for business development costs.
	How to estimate going fee rates for work and resources (such as accommodation and expenses).
	How to negotiate and agree contracts in line with relevant employer legislation, expected income, time available and established outcomes.

	How to make sure contracts are clearly communicated (e.g. contain details of deadlines, outcomes, payment terms and time limits for payment). How to maintain professional standards of behaviour with the customer (e.g. time management, use of resources, co-operating with others and dress). How to adapt to other organisational cultures and ways of working of the customer. The difference between creative decisions and business decisions in the relation with the customer

ACTIVITY 4.2 - Running the business location

Competences / Learning Outcomes units parts (ULO parts)	Choose the right location for your business can be a complex task and may have a significant impact on the customers you attract and new and existing staff, as well as the suppliers you deal with. Work out how close your business needs to be to key people, such as customers, competitors, suppliers, and any staff; consider various location options; and decide which location most meets the needs of your business in the short and long term. It would be a good way to set up a new business or social enterprise; review your current location; or expand your business.
ECVET Credits (ULO parts)	**2**
ECTS Credits (ULO parts)	**0**

TASK 4.2.1 - Decide on a business location	
Skills	Work out where your customers are and how close you need to be to them. Decide how close your business needs to be to suppliers and business services. Decide how close your business needs to be to your existing staff. Investigate where there are sufficient skills available for your future staffing needs. Decide how close to other competitors or related businesses you want to be. Decide on the need for access to transport links for customers, suppliers and staff. Investigate what incentive schemes or enterprise zones are available and any conditions involved. Make a list of location options. Calculate the financial affect of different locations on your business. Investigate the legal requirements you need to take into account when you decide on your needs for a business location. Consider the advantages and disadvantages of different locations.
Knowledge	How your location will affect the service suppliers provide to you. (E.g. will they increase their charges if your new location is further away from them, or will you need to source new suppliers.) What business services you need to use on a regular basis and how close you need to be to them. (E.g. bank or post office.) The impact your competitors will have on your choice of location. (E.g. is it important to be near your competitors or related businesses as that is where customers expect to find you, or is it more important to be located away from other competition.) What effect different locations will have on your existing staff. (E.g. will they have to travel to work, will a new location help with motivation.) What options are available for staff regarding their place of work. (E.g. do all staff need to be based at the new location, or could they work from home, or both.) How to identify what future skills your business needs as it develops. How to identify whether there are sufficient skilled people in the location to meet future need. Who your customers are and where they are located. How your location will affect the service you provide to customers (E.g. do you need to be in a location accessible to customers or attract passing trade; or is most of your business conducted by telephone or on the internet.) What the different location options are and how to evaluate the advantages and disadvantages of them. (E.g. working from home, a rural, urban or possibly an overseas location.) What incentives are available to small businesses to attract them to certain locations. (E.g. start up grants, subsidized premises or incubator units, enterprise zones, additional support packages.) What access is needed to transport links for you, your staff, customers, and suppliers.

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	(E.g. road, rail, air or sea ports.)
	What facilities are available locally. (E.g. leisure facilities, childcare, libraries, post office, shops or bank.)
	How different locations will affect fixed costs, cash flow and the profitability. (E.g. business rates and congestion charges.)
	What the laws and regulations are that apply to your type of business, and how this may affect your choice of location – you will need to think about national and local requirements.
	Where to find advice and information on finding a suitable location. (E.g. an estate agent, location finder or business adviser.)

TASK 4.2.2 - Choose a business premises	
Skills	Work out how you will use the new premises for your business.
	Decide how much space you need and what other things will be important in choosing premises.
	Get up-to-date information and advice on possible premises from reliable sources.
	Review different premises and take into account any alterations they need to fit your business needs.
	Match the available premises to your own business needs.
	Review your business needs depending on what premises are available. (i.e. space requirements, access).
	Review the terms and conditions, and cost for the premises and think about their effect on your business.
	Find out any legal requirements you need to take into account when you decide on your needs for business premises.
	Get advice about the premises from suitable advisers.
Knowledge	What your business needs from a premises such as space requirements and access.
	Why you need to look at a number of options to decide which is best for you and your business.
	Why a particular location is important for your business.
	How getting premises will affect the fixed costs, cash flow and profitability of your business.
	How to calculate costs and benefits of taking on premises: costs and benefits
	What the terms and conditions mean to your business.
	Where to get information about suitable premises. (E.g. estate and property agents, local government, business advice services and professional advisers.)
	What information you may need about contracts and leases.
	How to check that information is accurate and up to date.
	How to deal with property and professional advisers

TASK 4.2.3 - Contract for a business premises	
Skills	Assess the terms and conditions being offered on the premises you have chosen.
	Clearly state the terms and conditions which your business needs to have.
	State the negotiation limits you will set.
	Work out the full cost to your business of getting and running premises before you agree to anything formally.
	Use professional advice to help you decide.
	Make sure that the contract clearly shows the roles and responsibilities of those involved.
	Get agreement from your backers before you sign contracts for the premises
Knowledge	What the terms and conditions for the premises are, including the following:
	Whether you are buying or leasing. (E.g. long-term lease, licence, short-term lease, rental, freehold purchase or managed work space.)
	Which services are provided and who pays for them.
	What fixtures and fittings are included.
	Who is responsible for maintenance and decoration.
	What charges and costs have to be paid. (E.g. insurance, commercial rates and other local government charges.)
	Why you need to set negotiation targets before you start discussions.
	How to get the best deal for your business.
	Why negotiation skills are important.
	Why you need to record what has been discussed and agreed.
	What other costs may be involved in getting your business running in a new premises. (E.g. alterations, decorating, fittings, equipment and removal.)
	What laws and other regulations apply to your premises. (E.g. planning restrictions, class order uses, fabric regulations, light, heat, space, security, insurance compliance,

	fire exits and equipment, access and exits for the disabled, toilets and bathrooms, ventilation, health and safety.)
	Who else needs to be involved in the decisions or told about the plans. (E.g., backers, staff, partners and advisers.)
	Why it is important to take legal advice before you sign any contracts.

ACTIVITY 4.3 - Running the business supplies and equipment

Competences / Learning Outcomes units parts (ULO parts)	Control the stock of the materials of suppliers you use on a regular basis. Depending of the type of the business could be important at the time to decide to buy equipment, tools, technology and materials that you need at the right price, and when and where you must buy it.
	Identify the equipment, tools and materials you need in the context of your business plan; identifying where equipment, tools and materials can be purchased; comparing different suppliers of equipment, tools and materials in terms of value for money and reliability; and ensuring that you can get the equipment, tools and materials when you need them.
ECVET Credits (ULO parts)	**3**
ECTS Credits (ULO parts)	**0**

TASK 4.3.1 - Identify needs and suppliers for your business	
Skills	Work out what equipment, tools and materials you need for your business now and in the future, in line with your business aims.
	Identify any computer hardware and/or software that might make your business more efficient.
	Draw up a schedule that explains what you need and when.
	Decide how often and when you will need any regular supplies and match this to your financial planning.
	Set clear targets and limits for buying supplies.
	Research different suppliers of equipment, tools and materials.
	Work out the costs and benefits of equipment, tools and materials from different suppliers.
	Identify suitable suppliers and compare different options.
	Prioritise and balance options against your needs.
	Assess the effect agreements will have on sales margins and profitability.
	Agree the most favourable cost and terms for buying the supplies.
	Keep accurate records of agreements with suppliers and make sure the appropriate people see them.
	Check what the laws and regulations are for supplies for your business.
	Arrange for the equipment, tools and materials to be supplied.
	Decide on and use an efficient system for recording your supplies.
Knowledge	What your business aims are for products, market share, price profitability, cash flow, projected turnover, capital and assets.
	What initial information can be gathered about current and future needs for equipment, tools and materials. (E.g. accounting information, customers, suppliers, market information, order book, sales forecasts and from staff.)
	What equipment, tools and materials are needed now or in the future. This could include: anything that helps your business with products or services; furniture, fixtures and fittings; office supplies, including computers; or utilities (such as gas, water and electricity).
	What resources to use when buying supplies (E.g. staff, time, storage space and costs.)
	How to ensure best value when getting supplies.
	How to work out the full costs of supplies, e.g., price of supplies, stock handling and storage, late delivery and insurance.
	How to carry out a 'cost-benefit analysis' of different equipment, tools and materials (in other words, weighing the costs against the benefits and decide what is best for your business).
	How to compare the results of the analysis with your expected profit margins.

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	What the different options are for getting equipment. (E.g. choosing between new, second-hand or hire purchase.) What needs to be known about suppliers. (E.g., price, hidden costs, quality, reliability, minimum order quantities, delivery time and payment terms.) How to work out the full costs of supplies. (E.g. price of supplies, stock handling and storage, late delivery and insurance.) How to reduce expenditure on machinery and equipment in advance. How to make good use of working capital. How to manage and control your equipment, tools and materials. How to work out what you need and when you need it. How to manage stock and what the shelf life of your supplies is. How you will store materials. How to reduce waste and get rid of waste products. How to keep records of your stock. How you will store and maintain equipment and machinery. What laws and regulations you need to follow. (E.g. health & safety, environment or licences.)
TASK 4.3.2 - Monitor the quality and use of supplies and equipment in your business	
Skills	Check whether the equipment, tools and materials you currently receive are adequate. Check whether or not suppliers provide what you need. Identify when changes that your suppliers make affect your business. Keep suppliers informed about anything that will affect what your business needs from them. Regularly check the quality and cost effectiveness of the equipment, tools and materials of your business. Identify any problems you experience with equipment, tools, materials and suppliers and deal with them in a way that does not affect your business. Work out how your use of equipment, tools and materials may change in the future. Identify any changes to supplies that would enable your business product or service you provide to be improved. Identify any improvements you could make to the way you use supplies of equipment, tools and materials. Keep up to date with any laws and regulations about business supplies.
Knowledge	What further information you can gather about your current and future needs for equipment, tools and materials. (E.g. trends, customers, suppliers, market information, sales forecasts and feedback from staff.) How to carry out a complete review of the equipment, tools and materials being used to see if they are still meeting the requirements of your business. How to forecast changes need to your supplies through your business planning and review. How to assess the supply of equipment, tools and materials in the light of changes because of new products being introduced or in the context of your business expanding. What problems there may be with equipment, tools and materials. (E.g. quality, reliability, fault reporting, health and safety issues and maintenance.) How to reduce what is being spent in advance on machinery and equipment. How to ensure that your business continues to receive equipment, tools and machinery in the most cost-effective way. How to check if the quality of the equipment, tools and materials being supplied is being maintained. How to monitor the quality of equipment, tools and materials. (E.g. timetable for checking or feedback from staff or customers.) Why it is important to check on the quality of the supplies and the performance of your suppliers, to make sure that they meet the needs for quality, quantity and delivery time. How to communicate with suppliers effectively and constructively. How to ensure that problems with supplies or suppliers are dealt with speedily and effectively. What to do if your supplier's behaviour changes in a way that effects your business. (E.g. new prices, different quality or discontinuing products or services, late delivery, different payment terms or withdrawing discounts.) What laws and regulations you need to follow. (E.g. health and safety, environment or licences.)

ACTIVITY 4.4 - Running the business financial aspects

Competences / Learning Outcomes units parts (ULO parts)	Run the financial aspects of your business, deciding on the financial needs, setting and monitoring financial targets, keeping financial records, managing the cash flow, getting customers to pay on time, investing capital, getting finance, monitoring borrowing, carrying out the banking, preparing wages, and carrying out VAT registration and returns
ECVET Credits (ULO parts)	4
ECTS Credits (ULO parts)	2

TASK 4.4.1 - Decide on the financial needs of your business	
Skills	Decide what income you will need. Research how much any premises and insurance will cost. Research how much any equipment you need will cost. Research how much any supplies you need will cost. Research how much any market research and advertising you are planning will cost Research what the cost to your business will be of any staff you need to recruit and employ. Estimate what it will cost to carry out all the activities needed to run your business properly. Compare your figures with what money you expect your business to make and any money you have available yourself. Decide whether you need to get any extra money for your business and if so how much. Use advice from experts to help you check that your estimates are realistic.
Knowledge	How to work out how much money you need to live on taking into account any working tax credit and benefits. What gross income your business needs to make to give you the money you need to live on. How to research and estimate the costs of the main items of expenditure, such as premises, equipment, supplies, and any staff you need to employ. How to estimate the cost of any market research. How to work out the right price for your products or services. How to work out your expenditure. How to produce and use forecasts, estimates and projections of finance in your business. (E.g. cash flow forecasts, breaking even, profit and loss, income and spending and budgets for specific areas like marketing.) How to judge which information is reliable enough to base financial targets on. How to set clear business and financial objectives which are realistic, achievable and can be measured. What the appropriate profit margins for your business and its products or services are. How to calculate the difference between gross and net profit. What is contained in and how to make sense of cash flow forecasts, profit and loss statements, and balance sheets. Who can provide financial advice on a business. (E.g., accountants, lawyers, advice centres, banks and other finance providers.) Advisers may be independent or tied to a particular company. What sources of information are available. (E.g., business associates, advice centres, advisers, mentors or counsellors, consultants, non-executive directors, tax authorities, trade and professional journals.)
TASK 4.4.2 - Set and monitor financial targets for your business	
Skills	Make a realistic estimate of the financial state of your business. Research different ways to measure the success of your business. Decide what information you need to prepare a financial forecast to help plan your business and measure profit. Produce accurate forecasts for particular accounting periods and present them in an appropriate way. Make sure that the financial information you use for forecasting is based on valid and reliable information. Use the forecasts in the financial planning and management of your business. Accurately work out business income and spending and regularly check their effect on profit targets. Identify differences between forecast profits and actual profits.

	Investigate what is causing the difference between forecast and actual profits and what effect these have on your business. Set financial targets in line with your financial plans for your business. Prepare a clear financial plan and use it to assess and help improve the financial performance of your business. Decide what financial management systems to use in your business. Identify ways to keep your tax liabilities to a minimum within the law.
Knowledge	What financial targets are important to your business. (E.g., turnover, cash flow, profit, profit margins, borrowing, tax efficiency, investment and cost efficiency.) How to assess the impact of financial targets on productivity, sales and non-sales revenue, costs and spending. How to work out the important ratios that measure how successful different parts of your business are. (E.g., gross and net profit as a percentage of turnover or sales, or the return on capital used.) How to find out when income will match spending (break even analysis). What particular financial forecasts need to be done. (E.g. profit and loss, cash flow, income, spending, movements in, assets and liabilities, budgeting and production, sales.) What problems are likely to affect business forecasting, such as market changes on products and ranges, resources and operating costs. How to work out the difference between gross and net profit, basic profit and loss statements, high and low forecasts and simple ratios and how to use this information to analyse the profit margins for different products and markets. What the appropriate profit margins are for your business, how to monitor profitability and how often this should be done. How to decide what range of stock to offer by taking account of: product life cycle (the way in which sales rise and fall – introduction, growth, maturity and decline); and stock turn (the value of stock held against annual sales). How to compare stock range and volume of sales with: production (unit costs); finance (stock costs); purchase (volume discounts); and pricing policy (margins). What a financial plan should consist of, including: an assessment of the financial state of your business and financial aims, with the important ratios of profit against turnover, sales or capital; cash flow, profit and loss statements and forecasts; a balance sheet; information about the control systems and performance measures to be used; and the break-even point. How to use contingency planning (ways of avoiding any potential problems). What basic ways there are of keeping the amount of tax you pay to a minimum. What your liabilities are under current laws. (E.g. for long-term planning and reporting duties and insolvency.) How to select manual and computer-based systems for accounts management. (E.g. ledgers, journals, budgets, invoicing, receipts, payments, accounting periods, finance year and tax year. Which financial statements and statutory returns are relevant to your business. (E.g., profit and lost, balance sheets, old debts, account journals or tax returns) in terms of your trading status (e.g., sole trader, partnership, limited company.) How to use different accounting periods for planning. Why your business needs financial information, such as keeping a check on customer payments (credit control), managing the amount of the money coming in and going out (cash flow management), monitoring the activity in your bank account and the charges made by the bank (bank monitoring).
TASK 4.4.3 - Keep financial records for your business according to principles of financial accounting	
Skills	Decide what financial records you will keep and how and when you will keep them. Identify the systems and process you will use to control the money coming into and going out of your business. Choose an accounting system that will: provide accurate financial statements; provide statutory returns for reporting to the tax authorities; forecast cash flow, profits and losses; and accurately identify variances. Make sure all financial transactions are properly recorded in the appropriate place. Make sure the financial system will produce suitable invoicing and purchasing records. Use accounting methods that are relevant to the trading status of your business. Make sure that the appropriate people know about the accounting information. Make sure that the way in which financial records are kept and reported on is in line with the legal requirements for businesses.

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	Prepare financial statements for a variety of businesses from a trial balance, making appropriate adjustments. Prepare financial statements from incomplete records. Prepare a consolidated balance sheet and profit and loss account for a simple group of companies. Prepare financial statements in a form suitable for publication by a sole trader, partnership and limited company. Calculate accounting ratios to assess the performance and position of a business. Prepare a report incorporating and interpreting accounting ratios, including suitable comparisons.
Knowledge	What financial records may be needed for sales. (E.g. cash and credit sales transactions, purchase transactions and creditors.) What financial records may need to be kept about your business assets and funds. How to produce financial records, including: ledgers and journals; and invoicing, receipts and payments; What are the broad principles and procedures in accounting systems. How to choose manual and computer based accounting systems. (E.g. ledgers, journals, budgets, invoicing, receipts, payments, accounting periods, financial year and tax year.) Which financial statements and statutory returns are relevant to your business in terms of your trading status. (E.g., profit and loss, balance sheets, old debts, account journals or tax returns.) How to choose and use different accounting periods and financial years. How to use financial records for monitoring the financial state of your business. How to make sense of cash flow forecast, profit and loss statements, spreadsheets, balance sheets, and what they should contain. How to relate cash flow, profit and loss and balance sheets to each other. What financial measures and forecasts are needed by your business. Why businesses need financial information such as keeping a check on customer payments (credit control), managing the amount of money coming in and going out (cash flow management), monitoring the activity in your bank account and the charges made by the bank (bank monitoring). What information on financial record keeping is available and from which organisation (e.g., accountants, lawyers, advice centres, banks and other financial providers). Advisers may be independent or tied to a particular company. Why it is important to use proper technical and professional advice to find out about accounting, cash flow, profit and loss, credit control and tax returns. User groups: owners; managers; employees; suppliers; customers; lenders; government; potential investors; different needs from financial statements User needs: profitability; liquidity; gearing; cash flow; job security; International Accounting Standards Board (IASBs) framework for the presentation of financial statements Legislation: European directives Other regulations: International Accounting Standards (IASs); International Financial Reporting Standards
TASK 4.4.4 - Manage cash flow in your business	
Skills	Work out what costs are involved in your business. Work out when, during each accounting period, different types of costs need to be paid. Calculate when cash will flow into and out of your business during each accounting period. Work out what money is available at any one time. Check the effect that the timing of payments (both inwards and outwards) may have on cash flow. Set cash flow targets that are in line with your financial plans for your business. Identify where cash comes from and monitor how it is used in your business. Control sources and use of cash where appropriate. Produce cash flow forecasts at set times that are suitable for your business. Accurately forecast any cash shortfalls and plan the actions that need to be taken to address them.
Knowledge	What are the methods to use to forecast business income and spending. How to find out what funds will be spent when starting and/or running a business. What are the requirements for forecasting cash flow. How to prepare and make sense of basic cash flow statements and forecast possible high and low cash flow rates (basic sensitivity analysis). How to monitor cash flow. (E.g. by keeping day to day records and making sense of bank statements.)

	How to choose the most useful timescales for financial forecasts. (E.g. every month, three months or a year.) How to control sources and uses of cash. (E.g. by moving cash between accounts, buying and selling stock, keeping the numbers of creditors and bad debtors to a minimum, managing payment to creditors, paying tax, buying and selling assets, and short-term sales and pricing policies.) How the timing of cash receipts and spending affects cash flow. How not meeting agreed targets can affect cash flow. (E.g., not meeting agreed delivery times, not following laws or regulations, terms of payment, penalties for non-completion or breach of contract and damages for non-acceptance of goods.) Who can provide financial advice on a business. (E.g. accountants, lawyers, advice centres, banks and other financial providers). Advisers may be tied to a particular company.
TASK 4.4.5 - Get customers to pay on time	
Skills	Accurately work out the amount of debts owing to your business. Confirm aims and targets for controlling credit. Set terms and conditions for controlling credit that are in line with your credit control targets and the law. Develop a system and process, including paperwork, for keeping debts to a minimum and encourage customers to pay early. Identify different ways to collect debts and assess their costs and benefits. Choose the most cost efficient way to collect debts in line with your credit control terms and conditions. Keep in regular contact with debtors to identify any problems they may have in paying. Use suitable debt collection options for clients. Assess credit risks in advance for all new accounts, and at regular intervals for current accounts. Regularly monitor the costs and benefits of your systems and processes to control credit. Regularly measure the effects of debts on business effectiveness. Monitor the credit control systems and identify problems with controlling credit. Change credit control targets to meet any new business needs. Explain the details of how you control credit, including any changes that are made to it, to relevant people.
Knowledge	How to work out the effect of debts on your business in terms of costs and cash flow. How to work out the costs of debt-collecting options (e.g., loss of client business, administrative expenses and professional fees); and the benefits of good credit control (e.g., improved cash flow and interest receipts from faster payments, reduced bad debts, write-offs and lower long term administration costs). What targets to set for controlling credit. (E.g., collecting payments, improving cash flow, reducing the number of bad debts and for debt write-offs). How the laws affect your credit control. What types of documents and methods are suitable for use in credit control. What credit control systems will keep bad debts to a minimum, including: keeping track of the differing lengths of time debts are left owing (aged debtor analysis); offering discounts to clients for paying quickly (settlement accounts); working out if clients are likely to pay their debts (individual client risk analysis); credit references and ratings; and assigning general and individual credit limits. What options there are for collecting debts. (E.g. speaking to the debtor by phone, sending written reminders, legal action, using debt-collecting agencies or a factoring agency to advance funds against debts). How to decide the costs and benefits of meeting credit control targets and business targets: costs (e.g., losing customers, administration costs, legal fees and agency commissions); and benefits (e.g., reducing bad debts, getting higher interest payments, healthy cash flow, keeping recovery costs down and keeping customer loyalty). What the legal and ethical limits are on credit control. How to keep in contact with debtors and creditors and how often to communicate. How to assess risk in relation to volume of business expected from the customer. (E.g., through their credit references, credit rating, bank and trade references, accounts and financial statements and other known creditors.) What problems there could be from putting credit control systems into practice. (E.g., the overall proportion of customers who are in debt to business, customers who go bankrupt or go into liquidation, unusually large orders, breakdown in customer service, failure by business to keep delivery promises, changes in staff or making promises.) How to get accurate feedback from clients about credit control.

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	Who needs to be informed about credit control systems. (E.g. staff and clients). Where to find help about credit control. (E.g. business associates, business advice centres, business advisors, mentors, counsellors, specialist consultants, non-executive directors, accountants, banks, tax authorities, credit agencies and debt factors.)
TASK 4.4.6 - Invest capital in your business	
Skills	Set clear targets for making investments. Identify and use sources of advice to help you make investments. Compare different ways of making investments and work out the costs and benefits of each investment accurately. Assess the return your business is likely to get for different investments. Identify and calculate the cost funding for the investments. Work out the effect of taxation, grants and allowances accurately. Assess how the investment will affect revenue, expenses and cash flow over an appropriate period. Include any potential problems that might arise during the period of investment Monitor how the investment affects your business.
Knowledge	What capital investment targets might be achieved. (E.g. return on capital, improved profitability, improved productivity, product or service development.) How much investment costs. (E.g. capital costs, interest rates on loans and their effect on your business during the repayment periods, running costs and depreciation.) What problems there may be depending on whether or not you invest capital in your business. What the benefits of investments are. (E.g. providing revenue, increased profits, increased productivity, market position and profile.) What uncertainties there may be in different investments. (E.g. fall in sales or increased costs, and the effects of changes in costs or revenues on your profit margins). What sources of funding are possible. (E.g. improving cash flow, getting an overdraft, own savings, loans from friends and family, bank loans, government grant or other outside investment.) How to assess return on capital for different investments. (E.g. by forecasting the possible high and low performance of the investment.) Where to get reliable information to help you to identify investment targets and costs. (E.g. business associates, banks, financial advisers, business advisers, and business advice centres.)
TASK 4.4.7 - Get finance for your business	
Skills	Decide how much extra money your business needs in line with business's plans. Identify the types of financial help available from different providers and the costs and benefits of each. Assess any risks to your business or to you in getting finance, including tax and capital allowances in your assessment. Assess any developments in the financial market that may influence your decision. Gather information about the cost of borrowing and use it to assess the costs and benefits offered by each provider. Decide the targets and limits of financial borrowing that you can accept. Present the financial needs of your business to potential providers in terms they can understand. Assess the costs and benefits of getting and servicing the finance on your business. Identify the most appropriate types of finance and financial providers to meet the financial needs of your business. Make sure your plans for finance can be met within the agreed timescale. Confirm the terms and conditions of the finance in writing, making sure that you fully understand what they are. Check that the contracts for the finance are drawn up in line with legal requirements.
Knowledge	How to identify different needs of your business for finance. (E.g. to set up a business, to keep trading (liquidity), profitability, receiving the most interest, keeping interest costs and borrowing charges down, making investments, paying for insurance and making sure you have enough assets to meet the terms of finance.) How to identify different types of financial help. (E.g., secured loans, overdrafts, sale or lease back of assets, employee share ownership plans, insurance policies, use of pension funds, loan guarantee schemes, external funding for equity capital or debt financing and venture capital from business 'angels'.) How to work out: the costs of different kinds of finance (e.g., interest charges,

	administration charges, fees, commission, equity and capital gain, insurance, penalties for early termination, penalties for failure to meet interest and principal repayments, security requirements and risk); and the benefits of different kinds of finance (e.g., availability of funds, cash flow, investment and the effect on business).
	What are the likely risks to a business or owner manager and how these should be assessed. (E.g. risks that your business cannot repay the loan and other debts, possible loss of control or even ownership of your business.)
	How to assess the financial state of your business. (E.g. in terms of profit, cash flow, current assets and liabilities.)
	What the main indicators of the financial market are. (E.g. movement in interest rates, inflation figures and move to medium term and long term loans.)
	Who can provide financial advice on a business. (E.g. accountants, lawyers, advice centres, banks and other finance providers.)
	What sources of free and paid for information are available. (E.g. tax authorities, trade and professional journals, customers, suppliers, your own staff and competitors.)
	How to identify different financial providers or funders (E.g. through directories, business advice services, through websites, trade journals, trade associations, venture capital associations, press, brokers, banks and accountants.)
	How to choose the appropriate finance providers.
	How to work out the cost of borrowing in terms of:
	interest cover (operating profit against interest costs); and how the costs vary with any changes in the interest rates.
	How financial needs should be presented to providers and what they want from your business.
	What are the targets and limits for agreeing terms with providers and how flexible these should be. (E.g. about the amount of finance, schedule of capital and interest repayments, discounts available, additional benefits, interest rates, keeping security to a minimum, interest rate capping, facility fees and charges.)
	What security you might need to provide the differences between secured and unsecured loans and the effect of making a personal guarantee.
	How to agree terms and conditions.
	What paperwork should be used for recording financial agreements.
	Why it is important to seek expert legal and financial advice before signing contracts.

TASK 4.4.8 - *Monitor borrowing for your business*	
Skills	Identify and agree the aims of your relationship with each finance provider.
	Make the best use of the skills and experience of your finance provider.
	Keep in regular contact with finance providers and make sure that you understand what they want you to do.
	Agree the costs and benefits of the finance you are borrowing with your finance provider.
	Regularly monitor the costs and benefits of the finance provided.
	Assess other financial options to make sure the original ones are still the most appropriate.
	Set up systems to forecast and monitor the effect of the finance on your business plans.
	Regularly check that your business can meet the costs, borrowing charges and repayment schedule of the finance provider.
	Assess how effectively the finance meets the needs of your business and identify any potential problems.
	Meet the requirements of finance providers by taking suitable action and asking for help when you need it.
Knowledge	How to keep in contact with finance providers and how often.
	The different kinds of information that finance providers need. This could include: an up to date business plan (e.g. including cash flow forecasts, variances against profit forecasts, information about debtors, creditors, stocks and borrowing position); what the finances are needed for (e.g. fixed capital and working capital, business expansion); the value of your business (asset worthiness) and the limit funding by the owner; information about business progress (e.g. daily, weekly or monthly); and reporting where actual figures do not match those that were forecast (variances).
	What paperwork should be used for recording financial agreements.
	What are the requirements of finance providers and how they can be met.
	How to assess that the sources of finance being used are still the most appropriate for your business needs compared to other finance providers. (E.g. high street banks, venture capital companies, private investors, credit agencies, local and national government agencies.)

	How finance should be monitored. This would include: the costs of different kinds of finance (e.g. interest charges, administration charges, fees, commission, equity and capital gain, insurance, penalties for early termination, penalties for failure to meet interest and principal repayments, security requirements and risk); and the benefits of different kinds of finance (e.g. availability of funds, cash flow, investment and their effect on your business). What choices are available to you in managing the extra finance. (E.g. faster or lower repayment schedules, changing to different types of finance or to another funder.)
TASK 4.4.9 - Carry out the banking for your business	
Skills	Decide what banking facilities are important for your business, i.e.: how you will pay money in how you will make payments, including whether you need a debit or credit card how and when you want to be able to access account information whether you need banking advice. Research the different banks, types of banking, accounts, and financial products available to your business, the services they offer and all the associated costs. Choose a bank and an account(s) that meets the needs of your business. Decide who is responsible for dealing with account administration. Decide who will have access and be signatories to the account. Provide a bank with the documents and information required to open an account. Record the amount of income received and in what format (i.e. cash, cheques or credit and debit card receipts) If you need to retain cash for a float decide how much income you will bank and how much cash you will retain. Fill in the banks forms for paying in receipts, cash and cheques and get appropriate receipts from the bank. Regularly check bank statements for errors or irregularities. If you take regular cash deposits to the bank identify how to improve your personal security. Review your bank accounts and how you are operating them.
Knowledge	What banking facilities are important for your business. The different banks and different types of banking that are available to you. (i.e. online, telephone, or branch banking). The different types of accounts your business will need (i.e. a cheque account, savings account or loan account). What the benefits and disadvantages are of the different accounts. The legal requirements required to open and operate a business account. Who is responsible for administration of the account and who will have access to it. The process by which you deposit money in the bank. How to reconcile bank statements with your records to check for errors. How to increase security (e.g., keeping PIN numbers, cheque books and bank cards secure).
TASK 4.4.10 - Prepare wages	
Skills	Seek professional advice on paying wages, employment legislation and pensions. Decide who will undertake the paying of staff (i.e. will you do it personally, or hire somebody to do it for you). Work out how much you need to pay each member of staff and how often, ensuring you practice equal pay for equal work and comply with the applicable rules. Work out any variations to pay and statutory or contractual payments, including deductions for absence or statutory sick and maternity pay. Work out any additional payments you need to pay to members of staff (i.e. overtime or bonus payments) Work out income tax and National Insurance contributions for each member of staff. Make sure you comply with all government legislation and legal obligations. Contact the public administration and specialists when you need more information. Identify any other deductions you need to make from staff's salaries or wages Find out if your staff are owed any tax credits. Set up a system to record all payroll information. Make sure you pay wages or salary to your staff as agreed. Pay National Insurance, and tax to the competent public authorities.
Knowledge	The basic wage or salary of each member of staff. How to work out National Insurance and income tax. What deductions or additional payments you need to make for each member of staff (e.g., pension contributions, loans for training or a uniform, contributions to charities under the payroll deduction scheme, or a payment for sickness or maternity pay).

	When and how to pay income tax and National Insurance. How to find out about and deal with any tax credits your staff are owed. How and when to contact the public administration and specialists for advice. How to keep records that will be useful to you in the future. The agreed time and method of paying wages to staff and the disadvantages and advantages of each (e.g., monthly or weekly, in cash, by cheque or straight into their bank account).
TASK 4.4.11 - Carry out VAT registration and returns	
Skills	Check whether you need to be VAT registered, or whether registering voluntarily would benefit your business, and therefore need to complete a VAT return. Choose the scheme for accounting for VAT that best suites your business. Ensure your invoices include the right rate and amount of VAT and your VAT number. Identify what information you will need to fill in a VAT return. Set up appropriate recording systems for information so that it is available when you need it. Make sure that submissions are made in accordance with current legislation. Identify the products or services you have bought and sold and the VAT that applies to them. Complete and submit your VAT returns correctly, using data from appropriate recording systems. Make sure that guidance is sought from the VAT Office when required in a professional manner. Obtain independent, specialist help and advice when you need to. Allow enough time to fill in your VAT return and send it in within the statutory time limit.
Knowledge	Whether you need to register for VAT, whether voluntary registration would help your business and how to do it. The different schemes you can use for accounting for VAT. When your VAT return is due and how long it is likely to take you to fill in. The information you need to fill in a VAT return (e.g., accounts including details of invoices and sales). How to record accounting information (e.g., computerised ledgers, manual control account and cash book, VAT receipts and invoices). How specialist software can help you keep your accounts. Where to find out the current rules and regulations about VAT and filling in a VAT return. The types of VAT that apply to the products or services you have bought and sold (e.g., standard supplies, exempt supplies, zero-rated supplies, imports and exports). How to follow guidance about filling in your VAT return and how to get more information. How to find a recognised and reliable specialist when required.

ACTIVITY 4.5 - Running the business legislation aspects

Competences / Learning Outcomes units parts (ULO parts)	Run the legislation aspects of your business, choosing a suitable legal format, keeping up to date with current legislation affecting your business, developing procedures to control risks to health and safety, conducting assessment of risks in the workplace, assessing the environmental impact of your business
ECVET Credits (ULO parts)	**4**
ECTS Credits (ULO parts)	**0**

TASK 4.5.1 - Choose a legal format that suits your business	
Skills	Research the legal format options for your business. Look at how relevant options will affect your customers, suppliers, any other stakeholders and the future activities of your business. Compare the advantages and disadvantages of each legal format. Find out about legal agreements and seek advice about what they mean for you and your business aims. Consider the views of your backers when you choose a trading option. Use up-to-date and credible advice and information to help you decide what you have to do. Make sure that the way you set up your business meets all that is legally required.
Knowledge	What are the different types of legal status that a business can have. (E.g. sole trader, partnership, limited company or not for profit community interest companies and industrial and providence societies.) What effect different options will have on your business in terms of customers and suppliers. Which type of trading status is best for meeting the commercial and other needs of your business. What is the effect of different options on your tax position. What liabilities you and your business will have including insurances, planning permission, local regulations and byelaws, health and safety regulations, fire regulations, trading standards rules, copyright and patent rules. What financial risks are involved. Which aspects of national and local law and regulations apply to your sort of business. Which aspects of national and local law and regulations apply to all businesses, including your own. What information on law and regulations is available and from which organisation. Why it is important to use proper technical and professional advice to find out about laws and regulations. What role the professional adviser has. How to use free and paid for sources of advice.
TASK 4.5.2 - Keep up to date with current legislation affecting your business	
Skills	Find out about current laws and regulations that affect your business. Decide what tasks need to be done, when and by whom, to comply with laws and regulations. Identify the people and organisations where you can get advice and support on laws and regulations. Decide what terms and conditions that conform to trading standards you will offer your customers and suppliers. Decide if you need to protect any part of your business by using copyright or patenting. Look at how your business will affect the environment and think about any changes you need to make to lessen the effect. Decide how you will meet health and safety laws and regulations related to your business.
Knowledge	What the requirements are for your business in order to trade legally. (E.g. licences, planning permission, health and safety, employment law, trading standards, consumer protection, contracts and record-keeping.) How the law can protect you and your business. What the thresholds are for some laws and regulations. (E.g. the amount of turnover before you must register for VAT.) Who has the power to inspect your business activities to enforce laws and regulations. What can happen if you fail to operate your business within the law and other regulations. What system to use to make sure that forms are completed or tasks done so that you

	continue to meet the legal requirements of your business. Why it is important to agree terms and conditions with your customers, suppliers and backers. (E.g. dealing with late payments and poor performance of suppliers.) Why it is important to take professional advice about contracts and agreements. Why and when you might apply to patent or copyright your trading name or products. How to apply for a patent or copyright. What health and safety regulations apply to your business. What environmental laws apply to your business. What information on laws and regulations is available and from which organisation. Why it is important to use proper advice to find out about law and regulations and how to use free and paid for sources of advice. What role the professional adviser has.
TASK 4.5.3 - Develop procedures to control risks to health and safety	
Skills	Set realistic objectives to ensure a healthy and safe workplace for all people in the workplace Develop health and safety procedures which meet legal requirements and are appropriate to the type of work carried out, and the workplace Identify individuals to whom people must report accidents, report health and safety risks, and obtain first aid State clear measures to check the effectiveness of the workplace health and safety procedures Specify the arrangements for recording health and safety data to meet legal requirements Develop plans for health and safety training which are relevant to the needs of the workplace, the people in the workplace and meet legal requirements Communicate health and safety procedures to all people in the workplace in a professional and considerate manner Identify any changes to legal regulations or Guidance affecting current working practices Identify changes in the workplace affecting current workplace health and safety procedures Provide responsible persons with opportunities to give feedback about the implementation of health and safety procedures Identify and obtain further information and advice from reliable and recognised sources of expertise Record accurately the details of any review carried out, and the plans to improve current health and safety procedures Alert all people in the workplace, promptly, to the revised health and safety procedures Set effective measures in place for monitoring the revised health and safety procedures
Knowledge	Employers' and employees' legal duties for health and safety in the workplace as required by the Health and Safety at Work legislation. Your responsibilities for health and safety as defined by any specific legislation covering your job role. How to prepare and write effective policies and procedures. The different types of working practices present in the workplace What would constitute a breach of legal health and safety requirements. What hazards exist in your workplace. What the particular health and safety risks are which may be present in your own job role and precautions to be taken. The importance of remaining alert to the presence of hazards in the whole workplace. The importance of dealing with or promptly reporting risks. What are the appropriate measures for checking different types of health and safety procedures. The work areas and people for whom you are responsible and covered by the health and safety procedures. The commonly used working practices. The information that may be required about health and safety within the workplace. The specific organisational health and safety procedures covering your job role Changes in the workplace in respect of: working practices plant, machinery or materials, and personnel. Information and advice in respect of: systems for assessing and recording degree of risk specific legal requirements specific equipment and process risks The work areas and people for whom you are responsible. Job roles of the people for whom you are responsible. What information may be available on health and safety in the workplace.

	Appropriate channels of communication within the workplace.
	Ways of conducting an effective health and safety review
	How to check the impact of any changes that occur in the workplace on the health and safety policy.
	What changes are needed to improve health and safety in the workplace.
	What records need to be kept about health and safety data (e.g., complaints, incidents, accidents, illnesses, fire evacuation drills, test certificates, training records and the results of monitoring).
TASK 4.5.4 - *Conduct an assessment of risks in the workplace*	
Skills	Define clearly why and where the risk assessment will be carried out
	Confirm that all the information available to you on statutory health and safety regulations is up-to-date and from recognised and reliable information sources
	Recognise your own limitations and seek expert advice and guidance on risk assessment when appropriate
	Select a method of identifying hazards appropriate to the workplace being assessed
	Make sure your investigation fully identifies those areas in the workplace where hazards with a potential for serious harm to health and safety are most likely to occur
	Identify hazards which could result in serious harm to people at work or other persons
	Record those hazards in a way which meets legal, good practice and workplace requirements.
	Research different suppliers of equipment, tools and materials
	Report the results of the process to the responsible person in an agreed format and timescale
	Review all legal requirements that are appropriate to your workplace and working practices to ensure effective control measures are in place
	Confirm that industry standards and all other reasonable precautions are in place
	Identify hazards that could be eliminated
	For hazards that cannot be eliminated, you start your risk assessment with those hazards that are most likely to cause serious harm to people at work or other people
	Assess the level of risk and consider how the risks can be controlled to minimise harm
	List unacceptable risks in priority order including all breaches of relevant health and safety legislation and workplace procedures
	Prepare a risk assessment report containing recommendations for minimising risks
	Present the results of the risk assessment to responsible persons in the agreed format and timescale
	Compare the latest risk assessment to current workplace and working practices
	Identify, accurately, any significant differences between previous and new working practices
	Investigate the action taken as a result of your recommendations specified in the latest risk assessment
	Identify, accurately, new hazards arising from changes in the workplace or working practices
	Make changes to your risk assessment in line with the review
	Inform, promptly, everyone affected by the changes
Knowledge	Methods of identifying hazards including direct observation, examining records, or interviews, the work areas and people for whom you are carrying out the assessment
	The work areas and people for whom you are carrying out the assessment
	Work activities of the people in the workplace where you are carrying out the risk assessment
	Resources required for a risk assessment to take place
	Information sources for risk assessments
	Where to find expert advice and guidance
	Your own limitations, job responsibilities and capabilities
	The work areas and people for whom you are carrying out the assessment
	Work activities of the people in the workplace where you are carrying out the risk assessment
	Resources required for a risk assessment to take place
	Effective communication methods
	The responsibilities for risk assessments as required by the management of Health and Safety at work regulations
	Your legal duties for health and safety in the workplace as required by the Health and Safety at Work legislation
	Your duties for health and safety as defined by any specific legislation covering your job role
	Effective procedures for carrying out a risk assessment

	The purpose, legal implications and importance of carrying out risk assessments
	What to do with the results of the risk assessment
	Hazards that are most likely to cause harm to health and safety
	The particular health and safety risks which may be present in your own job role and the precautions to be taken
	The importance of remaining alert to the presence of hazards in the whole work place
	The importance of dealing with or promptly reporting risks
TASK 4.5.5 - Assess the environmental impact of your business	
Skills	Find out about current key environmental laws and regulations.
	Identify regulations and requirements that are specific to your industry sector.
	Decide which laws and regulations apply to your business, its products or services.
	Decide what tasks need to be done, when and by whom, to comply with the laws and regulations.
	Identify the people and organisations where you can get advice and support on environmental practice.
	Look at other ways in which in which your business could affect the environment and think about any changes you could make to lessen the effect.
	Decide what additional measures you can take to make your business environmentally friendly
	Investigate the cost-benefits of introducing these measures
	Decide who should be involved in implementing environmentally friendly practices and what their role should be.
	Identify how adopting any of these measures might enhance the reputation of your business.
	Carry out regular reviews of environmental practices of your business and identify further steps to improve their effectiveness
Knowledge	What laws and regulations you must comply with to reduce the harm your business may cause to the environment (such as those covering emissions to air, noise, waste, raw materials, packaging, energy use, and water use).
	How to meet the requirements of environmental laws and regulations.
	Who has the power to assess your businesses to enforce environmental laws and regulations.
	What can happen if you fail to comply with environmental law and other regulations.
	Why it is a good idea to improve your business's environmental performance, even if you are not required to do so by law.
	How to assess your business's environmental impact and identify what could be improved.
	What simple changes you can make to improve environmental performance, such as saving energy, recycling, reducing travel and using less water.
	How good environmental practices can help benefit your business's reputation.
	How to communicate your environmental commitment to shareholders, investors, customers, employees and the general public.
	How involving employees in environmental discussions can improve their motivation
	What financial incentives there may be to make changes to improve your business's environmental performance.
	How being able to show your business has sound environmental policies and procedures helps in getting competitive insurance premiums.
	What information on environmental law is available and from which organisations.
	Why it is important to use proper advice to find out about law and regulations.
	What role the professional adviser has.
	How to use free and paid for sources of advice.

Activity Area 5 - Entrepreneurial development of yourself and management of people

Competences / Learning Outcomes units (ULO)	Develop yourself your personal entrepreneurship, and manage people needed by the enterprise
ECVET Credits (ULO)	**5**
ECTS Credits (ULO)	**0**

ACTIVITY 5.1 - Entrepreneurial developing of yourself

Competences / Learning Outcomes units parts (ULO parts)	Explore your motivation at the time to start your own business or review the reasons for continuing to run it. It is important to make sure that your business is supporting your chosen lifestyle, checking you enjoy with what you are doing; comparing what you give with what you get out of your business; looking at your own role in your business; and balancing your own needs with those of your business.
ECVET Credits (ULO parts)	**2**
ECTS Credits (ULO parts)	**0**

TASK 5.1.1 - *Explore your own business motives*	
Skills	Analyse what you want personally from your business. Think about the benefits you get and what you are prepared to risk personally for your business. Think about your role in your business, what parts you enjoy and what parts you are good at. Think about your position and decide what is most important, and least important, to you. Think about what you are putting into your business and what you hope to get out of it. Make sure that you use all relevant information, including the views of other people, to make judgements about yourself. Think about where you would like your business to be in the future. Decide how you can balance your own needs with your business needs.
Knowledge	What you can put into your business. (E.g. time, money, commitment, enthusiasm, and creativity.) What you hope to get from running your business. (E.g. financial rewards, personal achievement, independence, business success.) How much money you need to live per week, month or year including the effect of gaining or losing any benefits or working tax credit that you may be entitled to. What gross income your business needs to make to give you the money you need to live on. The benefits and disadvantages of running your own business. What you need to put into your business to make it work and how this affects your lifestyle. How to analyse your aims in the short term (one year), medium term (two to three years) and long term (four years or more). The difference between your own personal needs and the needs and aims of your business. How to identify risks and how much risk you feel comfortable taking. What technical skills and experience you have in making the product or providing the service. What operational skills you have which will make your business work. (E.g. getting supplies of raw materials, maintaining equipment, monitoring quality, providing administrative support.) What managerial skills you have in areas. (E.g. marketing research, developing a business strategy, new ideas and creativity.)
TASK 5.1.2 - *Check your ability to run your business*	
Skills	Analyse what you should be doing in your business. Check how your performance affects the success of your business. Take into account the views that other people may have about your business. Regularly set and review targets for your performance.

	Check whether you are reaching your targets. Make sure that you use all relevant information to make judgements about yourself. Change what you do to improve your own and your business's performance. Set yourself new targets when previous targets are met. Monitor your performance to see if it is affecting the success of your business. Decide what your strengths and weaknesses are and decide if you need to develop your skills, knowledge or abilities.
Knowledge	What you need to be able to do in the short, medium and long term to run your business successfully. (E.g. paperwork, sales, marketing, finance, production, purchasing, business law, getting supplies, maintaining equipment, monitoring quality, getting publicity, writing promotional materials, strategic thinking, communication, dealing with stakeholders, leadership, negotiation, decision-making, problem-solving and delegation.) Your ability to deal with opportunities and threats. (E.g., any changes in the market, new technologies, threats from competitors or meeting new laws and regulations.) What ways you could improve your contribution to business success (e.g., delegating work to others, recruiting more staff, training yourself and others). How to judge your own performance. What information there is about your own skills and abilities. Why it is important to ask others for feedback. (E.g. family, funders, stakeholders, customers.) How you can confirm the changes you have made in your personal performance. (E.g. qualifications, evidence of attendance at training and development sessions, and awards for excellence). What information is available on the overall needs of your business. What changes you are planning to your business that may need new skills or general management support (e.g., growth, size reduction or tackling operation problems). Where to find help in assessing your performance. (E.g. from business associates, business advice centres, business advisers, mentors, counsellors, specialist consultants, non-executive directors, accountants and other professionals.)
TASK 5.1.3 - Improve your business skills	
Skills	Decide what skills you need to develop and what might stop you doing this. Set clear targets to develop your skills. Link your own skills targets to your business targets. Think how developing your own skills will affect the success of your business. Find out about opportunities for developing your skills and identify the costs and benefits involved. Decide how you will develop your skills before you approach contacts for advice and support. Make sure that the cost of any development is agreed in advance, along with the methods you will use to judge the effectiveness of the development. Make any changes that will help improve what you do and what your business does. Set yourself new targets when previous targets are met.
Knowledge	What you need to be able to do in the short, medium and long term to run your business successfully. (E.g. paperwork, sales, marketing, finance, production, purchasing, business law, getting supplies, maintaining equipment, monitoring quality, getting publicity, writing promotional materials, strategic thinking, communication, dealing with stakeholders, leadership, negotiation, decision-making, problem-solving and delegation.) How to decide which skills and knowledge you need to develop and who might be able to help you decide. Who might be able to help you develop your skills and knowledge. What might make it difficult for to develop your skills and knowledge. What different ways there are to develop your skills and knowledge and where to find out about them. (E.g. books, the internet, business advice, business mentoring, other businesses and contacts, workshops, conferences, training programmes and courses.) How to work out the benefits and costs of developing your skills and knowledge. (E.g., the fees, loss of time, extra wages for substitute staff.) How to make sure that developing your skills and knowledge will help your business. What things affect your own ability to identify your needs and to plan your self-development programme. What the self-development plan involves, and how regularly it should be updated. What kinds of free and paid-for help are available to businesses. (E.g. from business associates, non-executive directors, business advice centres, business advisers, counsellors or mentors, accountants, lawyers, banks, financial advisers, trade

	associations and specialist consultants.) What subjects professional advice can help with. (E.g. long-term business planning, day-to-day business activities, finance, marketing and sales, staffing, information technology and the law.) Where you can get professional advice and what sources of funding there are to help you pay for it, if you need to. How to work out costs and benefits, and compare fees. What questions you may need to ask to get the advice you require. What the advice service can and cannot do when providing help. Why it is important to keep a record of the information and advice you get.
TASK 5.1.4 - *Seek advice and help for your business*	
Skills	Identify your business requirements and the issues or problems you need to resolve. Identify the kind of help you need in order to take your business forward in the way that you would like. Work out where you can get information, advice and help to support your business. Identify the range of people and organisations that is available and select those that are likely to meet your business needs. Work out how to get the help you need and choose the most effective means. Work out the cost and benefits of getting different forms of help and advice. Decide when and how to make contact with those that you think may be able to help. Identify your needs and targets clearly before seek advice or support. Check that the help offered is suitable to your business needs, is well-founded and can be relied upon. Listen carefully to any advice that is offered and discuss any points that you don't understand. Decide if there is any further support that you need and could get. Keep records of the advice and support you have received and make a note of how well it matched your business needs.
Knowledge	What your business needs are and what kind of help you might need.,(E.g. business planning or development, funding, location and premises, staff, ICT or marketing). What sources of advice and help are relevant to your business., (E.g. friends, relations, specialist advisers, business support organisations and government agencies at local, regional or national level). The best means of making contact to get the kind of help that you need. (E.g. telephone, email, internet, meetings or visits). What questions you may need to ask to get the advice you require. What help and support contacts can offer to your business. How to make best use of contacts and avoid overloading them. How important it is to get the right kind of advice and help. How to check that the advice and help you are considering is valid, sufficient, reliable, user-friendly and practical. How to work out costs and benefits of support and advice. Whether or not there is funding available for any advice and support you need to pay for. What support services can and cannot do when providing help. Why it is beneficial to keep a record of the information and advice you get and the extent to which it met your business needs.
TASK 5.1.5 - *Manage time in your business*	
Skills	Think about what you do on a typical work day. Where appropriate, find out what any colleagues or staff do on typical days. Decide which parts of your job you are good at and which you are not. Decide if you generally do the work you plan to do. Identify things that get in the way of achieving what you expected. Identify things that make you feel good about your work. Identify if the things you do are cost-effective. Decide how you can use your strengths and weaknesses to your own advantage. Identify how you could improve your effectiveness and efficiency. Prioritise the improvements you have identified. Decide if there are any things that you do that could be done by other people. Plan how you will change the way that you carry out your work. Monitor your work to check improvements in your effectiveness and efficiency.
Knowledge	Why it is important to be effective and efficient. How to find out exactly what you do. (E.g. use a work log or diary and keep a note of

	how you spend each hour.)
	How to compare what you want to do with what you actually do. (E.g. use a work log to write down what you plan to do, then compare this with what you did, review your time a few days each month and note your goals and progress.)
	What gives you a sense of achievement. (E.g. meeting a deadline, finishing a piece of work, closing a sale, getting praise from a customer.)
	Your personal strengths and weaknesses in managing time.
	What gets in the way of your work. (E.g. interruptions, stress, worry and tiredness.)
	How to plan work. (E.g. by setting short- and long-term targets, breaking down the targets into smaller activities, ordering the activities in terms of importance and urgency and estimating the time involved.)
	How you can save time. (E.g. making efficient use of meetings and communications, minimising interruptions, delegating tasks to others.)
	What information can be used for making decisions about managing time. (E.g. what you know and understand and what other people suggest.)
	What things can be used to show improvements. (E.g. things that can be measured like time taken, things that are difficult to measure like customer satisfaction or better working relationships.)
TASK 5.1.6 - Delegate work to others in your business	
Skills	Decide which tasks and responsibilities need to be delegated.
	Choose people that have the right skills and time to do the work.
	Where appropriate, agree work with outside people.
	Decide and explain the targets and limits of the work.
	Make sure people understand what you want them to do.
	Encourage progress by giving any advice, support and training.
	Suggest ways to solve any problems that arise.
	Monitor delegated work to check that agreed targets are met.
Knowledge	How to set targets for what needs to be done.
	How to plan work. (E.g. by setting short- and long-term targets, breaking down the targets into smaller activities, ordering the activities in terms of importance and urgency and estimating the time involved.)
	How to set limits for the way something needs to be done. (E.g. about timescales and deadlines, costs, use of materials, tools and equipment, quality, health and safety and customer service.)
	How to agree contracts with outside people. (E.g. temporary staff, subcontractors or specialists.)
	How to decide if someone is capable of carrying out a task.
	How to decide if someone can be relied on to perform the task satisfactorily and responsibly.
	How to delegate authority.
	How to communicate what you expect and check that you are understood.
	How to motivate people and gain their commitment.
	How to encourage others to be creative.
	How to offer advice and support. (E.g. by providing information, giving hands-on help or encouragement.)
	How to train someone to carry out a task in the way that you expect.
	How to solve problems with the work that you delegate.
	How to monitor other people's work. (E.g. use a work log to write down what you plan to do, then compare this with what you did, review your time a few days each month and note your goals and progress.)
	How to assess whether someone is performing well.
	What things can be used to show improvements. (E.g. things that can be measured like time taken, things that are difficult to measure like customer satisfaction or better working relationships.)
TASK 5.1.7 - Balance your business & personal life	
Skills	Identify your business values and your life values and the reasons you are working
	Identify the things that are stopping you achieving the work life balance you would like and plan how to overcome them
	Review your business and private activities as a whole and plan how you can best achieve the things that are most important
	Set and stick to boundaries that will help you achieve the balance you require between your work and your private life
	Decide if there are any tasks that can be done by others and consider innovative ways to pay for them

	Manage your time and effectiveness so that you achieve what you want to achieve Manage your energy levels so that you can concentrate fully on your current task Manage the expectations of the people in your business and personal life Put plans in place to deal with unexpected and unavoidable demands on your time Get the support and advice you need when you need it
Knowledge	The values that are important to you in both your work and your private life (for example picking the children up from school, being available for customers to call during traditional working hours, attending all of your French classes, visiting an elderly relative whilst they are awake and alert, not working when your partner is home, having a peaceful and relaxing bath) The reasons you are working (for example to keep your brain ticking over, because you really enjoy it, because you need the money) Ways to manage your time and effectiveness (for example writing down ideas when you think of them, allocating time for mundane tasks as well as more enjoyable ones, being assertive when others try and pressurise you to do things, grouping similar, smaller activities such as paying bills or making appointments, allowing enough time to complete tasks, arranging to "pay back" any extra time you give to one part of your life as soon as possible) Ways to make sure you have the energy to fully focus on what you are doing (for example allocating time to eat and drink healthily, identifying who drains your energy and managing when you see or speak to them, making sure you have time to do something you find relaxing) Ways to handle the long-term barriers that are stopping you achieving your ideal work life balance (for example recognising if they are temporary and will solve themselves in the future, putting plans in place to minimise their impact) The advantages of jointly planning your work and private life (for example they are not competing for your time and focus, you can work productively rather than constantly "juggle", you can avoid feelings of guilt because you know you have allocated time for the important things, it is easier to make informed decisions when something unexpected occurs) The times of day that are suitable for the different activities you need to carry out (for example the time of day you have the most concentration for challenging tasks, the activities that must be carried out at a specific time) How you can adapt one part of your life to fit around the other depending on your priorities (for example arranging childcare at times when your meetings are most likely to occur, targeting work you can do from the office rather than work that involves travel, saving on marketing time by focusing on associate work) Boundaries that can help you achieve the balance between your work and personal life (for example setting and sticking to working hours, setting time aside for holidays, not checking for messages or responding to clients when you are not working, not having a work mobile always switched on, going for a walk or changing clothes before you start or finish work) Ways to manage people's expectations (for example discussing and planning priorities and compromises with family members, telling family, friends, neighbours or clients the times you are available to them, explaining what activities you can and cannot carry out and when they will be done) What unexpected things might happen and how you might deal with them (for example when your child is ill and cannot go to school, when you have an unexpected piece of work that simply must be done)

ACTIVITY 5.2 - Entrepreneurial management of people

Competences / Learning Outcomes units parts (ULO parts)	Manage the people needed by your business, reviewing the skills your business needs, planning what people your business needs, recruiting people for your business, sub-contracting work for your business, making sure people in your business can do their work, developing people's skills for your business, dealing with workplace problems or disputes, changing job roles and handling redundancy, setting up employment terms and pension schemes, and, in case of a social enterprise, improving relationships with stakeholders and working with a board
ECVET Credits (ULO parts)	3
ECTS Credits (ULO parts)	0

TASK 5.2.1 - Review the skills your business needs	
Skills	Review the activities of your business and identify what skills are needed to make the products or provide the service, manage your business, run your business on a day-to-day basis Review how often each type of skill and ability is needed. Assess what skills people already involved in your business have and decide if there is any shortfall. Decide on the best way to get the skills your business needs. Work out how much it will cost your business to train existing staff or get new staff with those skills. Look at whether your business's needs for skills and abilities is likely to change in the future.
Knowledge	How to decide what skills are needed to run all parts of your business. (E.g. managing your business, marketing and sales, customer service, administration and technical support.) Whose contribution should be reviewed. (E.g. management, staff, subcontractors, non-executive directors or advisers.) How to work out which activities should be done by other people. How to assess the number of staff needed. The different ways you can employ people. (E.g. full time, part time, permanent, temporary or using professionals). How to assess the costs and benefits of different staffing options for your business: costs (such as fees, additional wages, redundancy or incentive packages); and benefits (such as added value of people, new business opportunities or increase in motivation and satisfaction). What options there are for training staff. (E.g. taking time to train someone yourself, sending staff on courses or bringing a trainer into your business.) What the costs may be for training staff. (E.g. fees or covering the job while the training is going on.)
TASK 5.2.2 - Plan what people your business needs	
Skills	Compare the advantages and disadvantages of employing people. Decide which ways of employing people best suit your business. Decide what effect employing people will have on your business aims. Work out clearly what people you need. Plan how you will advertise for staff and how you will decide who to employ. Work out what you will pay staff and match this with your business aims. Work out, in detail, what you will expect your staff to do and how this will help you provide your products or services to your customers. Decide how you will train anyone you employ. Decide how to put together training plans for the people you are going to employ. Work out how you will meet all the legal requirements for employing staff.
Knowledge	What skills your business needs. How you can employ people. (E.g. full and part time, permanent and temporary or using professionals.) How often and for how long you will need to employ people. What working conditions you will have to provide. How much it will cost to employ people and what effect it will have on your business outgoings. How to draw up and use job and people specifications and training plans. How staff can be recruited. (E.g. skills, experience and location.)

	How much it costs to recruit new staff.
	What terms and conditions you should use to employ people. (E.g. nature of contracts, pay scales, discipline and grievance system.)
	How to meet the laws and regulations for recruiting and employing staff.
	What laws and regulations you need to think about. (E.g. employment law, contract law, health and safety law or equal opportunities law.)
	What options there are for training staff. (E.g. taking time to train someone yourself, sending staff on courses or getting someone in.)
	How to identify staff training needs and draw up training plans.
TASK 5.2.3 - Recruit people for your business	
Skills	Identify the main tasks that the new recruit will need to carry out.
	Identify the skills, knowledge, abilities and experience the new recruit must have and how to judge these.
	Decide the stages you will have in the recruitment process and the timings of these.
	Decide who will help you in the recruitment process and what they will do.
	Make sure the recruitment process you will follow is legal and fair to all.
	Decide what terms and conditions of employment you will offer the new recruit.
	Make sure everyone who needs to knows you are recruiting staff.
	Advertise for staff in ways that will give you the widest choice of suitable applicants.
	Make sure the advertisement, and any information you give to applicants, is clear and accurate.
	Make sure the applicants fully understand what the job involves.
	Carry out all interviews in the same way and don't ask questions you are not legally allowed to ask.
	Make sure you feel confident that the applicant you choose will be able to do the job.
	Consistently and accurately record how the skills, abilities, knowledge and experience of each applicant match those you are looking for.
	Make sure you keep any personal information about applicants confidential.
	Make sure you choose a particular applicant because of their skills, abilities, knowledge and experience and not for other reasons.
	Make sure you ask for and check references.
	Decide how you will judge whether or not the recruitment process has been successful.
Knowledge	How to identify which skills, knowledge, abilities and experience are needed to carry out the main tasks of the job and those that are not essential but that you would like them to have.
	How to judge applicants' knowledge, skills, abilities and experience against those needed for the job.
	Which people should be involved in the recruitment process.
	How to find out about laws which apply to recruiting staff. (E.g. employment law, contract law, health and safety law and equal opportunities law.)
	What terms and conditions of employment you should offer recruits. (E.g. the rights and responsibilities you and they will have under their contract of employment, pay scales or discipline and grievance procedures.)
	What information you may need to prepare to explain the job to applicants.
	What records to keep.
	What information you need to keep confidential.
	How to check references.
	How to judge whether the process you followed to choose a recruit has been successful and whether you would change it next time you recruit.
	The costs and advantages of the different ways of advertising vacancies. (E.g. placing an advert in the 'situations vacant' section of local and national newspapers and magazines, hiring a consultancy firm or employment agency, advertising the position to current staff and through links with schools, colleges and universities.)
	How to choose an appropriate way of advertising the job.
	How to negotiate terms with a chosen provider of advertising.
	How to present information about the job and make sure your advertisements are accurate.
	What the terms and conditions of the job are and how to present these.
	How to decide who should be interviewed.
	How to judge the skills, abilities, knowledge and experience of the applicants you interview.
	How to interview applicants.
	What you are legally allowed to ask applicants and what you are not allowed to ask.
	How to test applicants, and the benefits and disadvantages of this.
TASK 5.2.4 - Sub-contract work for your business	

Skills	Make sure that current and future services or supplies will meet your requirements.
	Make sure that both you and the sub-contractor understand what will be delivered by them and on what terms. .
	Make sure there are appropriate ways to communicate between your business and the sub-contractor.
	Confirm with the sub-contractor how you will check that their performance meets requirements.
	Identify, record and identify the reasons for any failures to meet requirements.
	Arrange for payment to be made in line with contract performance and record the reasons for any payment that differs from the terms of the original contract.
	Resolve any failures, record how they have been resolved and inform contractors.
	Seek legal advice where necessary.
	Make sure that requests to vary the terms of the contract are reasonable, justified by the facts and recorded.
	Agree any alterations with the contractor and inform them of the implications.
	Keep relevant people informed about requirements, the details of the contract between your business and the contractor, any failures to meet requirements and any changes to arrangements with contractors.
Knowledge	What the agreed terms and conditions for each contract are.
	What the standards of performance in service or supply for each contract are.
	How to assess whether contract performance meets the requirements of your business.
	How to identify causes of failure to meet required performance and make sure they are not repeated.
	How to resolve failure to meet requirements. (E.g. obtaining redress, varying the contract, initiating discussions between customers and sub-contractors and getting alternative sub-contractors.)
	How to get advice about seeking redress for unsatisfactory performance, including taking legal action.
	What systems there are for recording variations in performance and agreed corrective actions.
	What the legal requirements are for contracted services, including: contract law; Health and Safety at Work regulation; and environmental protection rules.
	How to communicate with sub-contractors and other relevant people.

TASK 5.2.5 - *Make sure people in your business can do their work*

Skills	Plan how people will undertake their work, identifying any priorities or critical activities and making best use of the available resources.
	Set targets for people that explain what they do and how they need to perform.
	Explain the targets to the people involved and how their work will be assessed.
	Allocate work to individual people on a fair basis taking account of their skills, knowledge, understanding, experience, workloads and the opportunity for development.
	Brief people on the work they have been allocated and the standard or level of expected performance.
	Encourage people to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.
	Check the quality of work on a regular and fair basis against the standard or level of expected performance.
	Give clear and prompt feedback on performance and say how they can improve.
	Recognise and reward success.
	Promptly identify any poor performance and bring it directly to the attention of the person concerned.
	Give people the opportunity to discuss any actual or potential problems affecting their performance.
	Discuss these issues at a time and place appropriate to the type, seriousness and complexity of the problem.
	Use information collected on the performance of individuals in any formal appraisal process.
	Decide whether people would benefit from training.
	Where necessary refer people to relevant support services.
	Maintain respect for the individual and the need for confidentiality.
	Keep records of personal details and performance strictly confidential.
Knowledge	How to plan the work required of people effectively, taking due account of health and safety issues in the planning, allocation and checking of work.
	Why it is important to set targets for the standard or level of expected performance.
	What type of performance targets can be set. (E.g. skills, competence, productivity, quality and customer response.)

	How to explain performance targets. (E.g. face-to-face or in writing). How to regularly and fairly assess the progress and quality of work. (E.g. observing, discussing and getting feedback from others, including customers and other relevant people.) Why it is important to brief people on the work they have been allocated and the standard or level of expected performance and how to do so. How to provide constructive feedback to individuals that will help them improve what they do. How to enable and encourage people to ask questions, seek clarification, make suggestions and talk frankly about their problems. How to make sure that people understand that any criticisms you make are about their work and not about them personally. Why it is important to identify unacceptable or poor performance and how to discuss the cause and agree ways of improving performance with them. What type of problems and unforeseen events may occur and how to support people in dealing with them. How to agree and follow up a course of action with the individual concerned. How to log information on the ongoing performance of people and use this information for performance appraisal purposes. What records to keep and who should see them in order to maintain confidentiality. Information and advice What support services there are that you can refer people to. How to maintain respect for the individual. What the boundaries are beyond which you should not get involved in the individual's problem. How to motivate individuals by recognising and rewarding success. (E.g. praise, recognition in front of colleagues, rewards, benefits, pay rises.) What the specific legislation, regulations, guidelines, codes of practice are that are related to carrying out the work. What the requirements are for developing or maintaining knowledge, understanding, skills and abilities relevant to the industry.
TASK 5.2.6 - Develop people's skills for your business	
Skills	Carry out a regular review of people development needs in line with business aims and priorities. Gather information about people development needs and use it to make fair and appropriate decisions. Agree the development needs of all people in your business, through appraisal or discussion. Analyse the skills needed and the order in which they need to be learned. Agree learning goals and an action plan with each person. Choose a method of training, mentoring or coaching which meets each person's individual learning needs. Identify the resources needed to develop people's skills. Train, coach or mentor people when appropriate, altering approach in the light of feedback or progress. Where people cannot be trained in your business, identify appropriate alternative training opportunities to suit individual needs. Give people opportunities to practice their skills, apply their knowledge and get experience in a structured way. Recognise and reward success. Identify anything that prevents learning, and review this with the people concerned. Regularly check that people are making progress towards learning goals and give positive feedback where possible. Seek guidance from specialists when necessary. Keep accurate, confidential and up to date records of development needs and plans. Check that the outcomes of training and development are benefiting your business.
Knowledge	What technical skills and experience people need to make the product or provide the service. How to get the information you need about development needs of individuals. (E.g. appraisal and performance review reports, business plans and feedback from people). How to decide which skills people need to develop. How to set and agree targets for development with people. How to write an action plan and agree learning goals. What training you can provide in your business. (E.g. on the job training, short courses, mentoring or coaching).

	What training may need to be provided by other means. (E.g. training provided in your business by an expert or a short course run elsewhere).
	What resources are needed for people development. (E.g. time, training programmes, fees and substitute staff.)
	What kinds of development opportunities are available. (E.g. learning on the job, books, websites, fixed courses, tailored programmes to meet business needs, mentoring or coaching.)
	Where to find information about training courses and events. (E.g. from business advice centres, trade associations and colleges.)
	What government support might be available for small businesses. (E.g. training grants, free course provision or fee remission.)
	How to check individual staff understanding and progress.
	How to check that the staff development you provide is helping your business to improve.
	How to identify learning opportunities and match them to individual needs and objectives.
	What types of learning are best supported either through training, mentoring or coaching.
	How to identify the opportunities available to people to apply their learning.
	How to put learners at their ease.
	What the different learning styles are and how they affect learning.
	How to select appropriate resources and materials and structure learning activities.
	How to encourage people to recognise their own achievements.
	How to recognise things that are likely to prevent learning from taking place and how to overcome them.
	How to analyse and use developments in learning, including new ways of delivery such as technology-based learning.
	How to motivate individuals by recognising and rewarding success. (E.g. praise, recognition in front of colleagues, rewards, benefits, pay rises.)
	How to make sure that everyone acts in line with health, safety and environmental protection legislation and best practice.
**TASK 5.2.7 - Deal with workplace problems or disputes**
Skills	Put in place clear written procedures for dealing with issues like discipline and grievance and make sure they are brought to the attention of all staff.
	Make sure your discipline and grievance procedures are consistent with the standards set out in the statutory discipline procedures.
	Make sure that staff are clear about the differences in approach to: taking disciplinary action; and responding to a grievance of a member of staff.
	Make sure that disciplinary action is designed to encourage better performance and improve conduct, using dismissal only as a last resort.
	Follow the discipline and grievance procedures for resolving disputes required by law.
	Provide information and advice to others on organisational policies and systems in relation to discipline and grievance procedures in your business.
	Make sure that your staff are fully informed about nature and sequence of these procedures.
	Advise others on who should be involved and clarify the role of any employee representative or accompanying colleague where appropriate.
	Implement discipline and grievance procedures fairly and consistently.
	Implement discipline and grievance procedures in an impartial and timely way.
	Make sure that the procedures are in line with your business's values and policies.
	Maintain respect for the individual and the need for confidentiality when implementing discipline and grievance procedures.
	Make sure your records of proceedings and outcomes are accurate, complete and available only to authorised people.
	Get appropriate and reliable advice on dismissal from relevant people or organisations, where appropriate.
	Make sure that the way you dismiss any individual is fair, impartial and takes place at an appropriate time.
	Give clear reasons for dismissal to the individual concerned at a level and pace appropriate to them.
	Provide accurate and non-confidential information regarding the dismissal to other staff in a way which maintains confidence and morale.
	Have clear procedures for dealing with disputes involving trade unions if they are recognised by your company.
	Ensure there is an appropriate appeals procedure in place

Knowledge	How to write clear and effective discipline and grievance procedures.
	What the situations are in which discipline and grievance procedures should be implemented.
	How to undertake a clear and impartial investigation
	How to apply discipline and grievance procedures effectively.
	Why it is important to give positive feedback as soon as conduct or behaviour improves.
	How the process of your business's discipline and grievance procedures can work towards a positive resolution of any problem.
	How to be fair and impartial and respond in a timely way when implementing discipline and grievance procedures.
	What your role and responsibilities are within the discipline and grievance procedures.
	How to ensure that all reasonable steps have been taken to improve the conduct or behaviour of the individual concerned before deciding on dismissal.
	What your role and responsibilities are regarding the dismissal of staff.
	What the situations are in which advice and support of others might be required.
	Who should be contacted for advice and support and in what context.
	How important it is to give clear written reasons to the individual being dismissed and how they can appeal against that dismissal.
	What the best way is of telling an individual concerned the reasons for dismissal taking into account the context and situation.
	How important it is to inform other staff about discipline and grievance procedures, at appropriate times and using appropriate methods (e.g., within written terms and conditions, during induction and other relevant communication process).
	What kind of communication and negotiation skills are needed to ensure that problems or disputes can be quickly resolved in the interests of those affected.
	How important it is to maintain respect for the individual when dealing with discipline and grievance procedures.
	How important it is to explain the dismissal and the reasons for it to other staff, without causing any disrespect to the individual(s) concerned or breaking confidentiality.
	How important it is to maintain confidentiality when dealing with discipline and grievance procedures.
	What it means to keep good records of discipline and grievance matters.
	What the best methods are of keeping records in this context.
	What the current legal requirements are that are relevant to discipline and grievance procedures
	What the current legal requirements are in employment law covering dismissal of staff.
	Where to get specialist advice on the legal aspects of discipline, grievance and dismissal procedures.
TASK 5.2.8 - Change job roles and handle redundancy	
Skills	Carry out a review of staff roles and responsibilities and decide what changes you need to make.
	Provide clear and accurate information on any proposed redeployment or redundancy to relevant people at the appropriate time.
	Give opportunities for relevant people to comment on proposed redeployment or redundancy and to contribute to any plans for its implementation.
	Make sure your case for the proposed redeployment or redundancy is clear and supported by sound evidence.
	Make sure your plans for redeployment or redundancy are: comprehensive, accurate and consistent with your business's values and objectives; take account of the personal qualities, situation and preferences of those involved; are consistent with current employment law; and provide equal opportunities for all those suitably qualified to benefit.
	Get and provide sufficient resources to meet the costs of redeployment or redundancy.
	Make sure that you consult with the individuals affected or their representatives and explain and discuss the reasons for the change.
	Make sure that all redeployment options are considered before taking the decision to let staff go.
	Make sure that you get appropriate advice and support when redeploying staff or making them redundant.
	Make sure that employees or their representatives are informed about the: reasons for the proposed job changes and/or redundancies; numbers and descriptions of employees affected; proposed method of selecting those who may be made redundant; and how redundancy payments, other than the legal minimum, will be calculated.
	Make sure that any procedures followed or actions taken are in line with employment legislation covering redeployment and redundancy.

	Make sure that you get specific legal advice on the current laws concerning merger/take-over/acquisition where that is relevant.
	Provide information and advice on voluntary and compulsory redundancy procedures and make sure that any provision for help in finding alternative employment is communicated to staff affected.
	Carry out exit administration according to agreed processes, schedules and budgets.
	Make sure that staff are dealt with courteously and tactfully, and that confidentiality is maintained at all times.
	Maintain complete and accurate records of the redeployment or redundancy process.
Knowledge	What is involved in carrying out a review of staff roles and responsibilities.
	How to plan for redeployment or redundancy and make sure that these plans are consistent with the values and objectives of your business.
	How important it is to take account of the personal qualities, competences, situation and preferences of those involved and understand the constraints which affect the extent to which these factors can influence your final plans.
	How to estimate and get the resources needed to support redeployment and redundancy.
	What the types of situations are in which redeployment or redundancy may be appropriate.
	What the factors are that influence decisions on whether redeployment is a feasible option in terms of the medium or long term interests of your business.
	How to ensure that your decisions and actions are fair and impartial and take equal opportunities into account.
	What your redeployment or redundancy policy and procedures are and how to apply them.
	How to work within the available resources and budgets for redeployment or redundancy.
	How to locate, access and make use of sources of internal and external advice and information (e.g., outplacement and counselling, job seeking, entitlements and benefits).
	How to work within a definite timetable for regular reports and acceptable format for providing relevant information.
	How to construct and present a case for redeployment or redundancy in a way which will positively influence decision making.
	How to communicate the reasons for redeployment or redundancy clearly and simply to the people concerned.
	How to listen and respond appropriately to questions and concerns raised by people affected by the redeployment or redundancy or those acting on their behalf.
	How important it is and by what means to consult on redeployment or redundancy plans.
	How to keep full and accurate records of redeployment or redundancy decisions and outcomes.
	How to maintain confidentiality when planning and implementing redeployment or redundancy.
	How to ensure that policies, plans, decisions and actions in relation to redeployment or redundancy are in line with current employment law, especially where merger/take-over/acquisitions are concerned..
	How to apply the data protection law and its implications for redundancy procedures.
	Where to get specialist advice (e.g., from public competent authorities, trade associations, HR consultants or lawyers).
TASK 5.2.9 - Set up employment terms and pension schemes	
Skills	Find out whether you have to establish a stakeholder pension scheme or whether you are exempt.
	Get up-to-date advice about different stakeholder pension schemes from a financial adviser.
	If you have an existing pension scheme see what improvements you could make so you do not have to start a new stakeholder pension scheme.
	Consult with your staff about the choice of stakeholder pension scheme.
	Choose a registered stakeholder pension scheme.
	Provide staff with information about stakeholder pensions contributions.
	Where staff need financial advice, refer them to a suitably qualified financial adviser. Do not to provide financial advice yourself.
	Allow the scheme provider access to your staff to discuss details of the scheme.
	Decide if your business will contribute to the scheme and work out what your business can afford in terms of contribution.

	Set up a payroll deduction facility for staff who wish to contribute to the stakeholder scheme.
	Explain in writing to staff how the payroll deduction system will work.
	Send your staff contributions and any contributions your business may wish to make to your scheme provider on an agreed monthly date.
	Offer access to the stakeholder pension scheme to new staff within three months of them starting work.
	Offer staff the opportunity to vary the amount they pay into the scheme through their wages every six months.
	Maintain records of staff deductions from payroll and payments to the scheme.
	Keep records of any correspondence or meetings when consulting with staff about the choice of scheme.
Knowledge	Where to get information about suitable stakeholder pension schemes.
	How to check the information is accurate and up-to-date.
	How to deal with financial advisers.
	What stakeholder pension scheme laws and regulations apply to your business.
	How to keep up with new pension legislation that may affect your business.
	How to choose a scheme provider.
	How to negotiate and agree with the scheme provider what needs to be done.
	What are the current limits on charges and penalties your scheme provider can charge you.
	Why consultation with staff is important.
	What consultation needs to have taken place with staff in choosing a suitable scheme.
	How to respond to staff requests for further information.
	How to facilitate meetings between the scheme provider and staff.
	What records need to be kept of the consultation process.
	The benefits of contributing to the stakeholder scheme. (E.g. increased staff moral and be able to attract better staff.)
	How to calculate what staff contribution your business can afford, if applicable.
	How to set up a payroll deduction facility.
	How to clearly communicate to staff the way their contributions will be deducted and handled, and when they will have the opportunity to revise their payments.
	How to respond to requests for payroll deductions.
	When contributions will be sent to the scheme provider.
	How records of payments and contributions will be kept.
	How to add new staff to the scheme.
	How to manage requests from staff to change their contributions.
TASK 5.2.10 - Improve relationships with stakeholders in a social enterprise	
Skills	Identify the differences between different types of stakeholders, including stakeholders who may have more than one role within the social enterprise.
	Identify what the social enterprise can offer to each type of stakeholder.
	Identify people and organisations that may be interested in becoming stakeholders.
	Tell potential stakeholders about the social enterprise and agree with them what their involvement will be.
	Encourage stakeholders to be actively involved with the social enterprise and develop processes that encourage their involvement, where necessary.
	Tell stakeholders what their rights and responsibilities are.
	Negotiate contracts and agreements with stakeholders.
	Manage the differences in the rights and responsibilities of directors and other stakeholders in the enterprise.
	Deal with any possible conflicts of interest with and between stakeholders.
	Make sure the spread of stakeholders represents the interests of the social enterprise in: the local community; networks; partnerships; and joint or collaborative projects.
Knowledge	The types of stakeholder the social enterprise needs.
	What roles can be successfully carried out by the same stakeholder, and what roles should be carried out by different stakeholders.
	What rights and responsibilities potential stakeholders may want, or expect to have, in a social enterprise.
	The types of formal relationships that can be offered to different types of stakeholder, including those based on contracts, trade and membership.
	How to communicate effectively with different types of stakeholder.
	The types of activity that encourage stakeholders to become more involved in social enterprise.
	How to focus marketing and sales to encourage customers to become stakeholders.
	Why it is important to involve staff as stakeholders and how to use employee

	supervision and development to encourage and support employees and volunteers as stakeholders.
	How to design democratic processes so that they improve the way stakeholders take part in the social enterprise and settle conflicts of interest between stakeholders.
	The buying methods and policies of stakeholder customers.
	The existing networks and partnerships that are relevant to the social enterprise.
	The membership rules that social enterprises can use, and the links between membership, ownership and control.
	Which local, community, voluntary or charity organisations are involved in the same, or similar, products or services as the social enterprise.
	The legal rights of employees, customers and suppliers when negotiating contracts.
	How the rights and responsibilities of ownership and control can be decided and changed.
**TASK 5.2.11 - *Work with a board in a social enterprise***
Skills	Help to choose and elect board members.
	Make sure board members have information about their legal responsibilities, the legal structure of the social enterprise and the codes of conduct they are expected to follow.
	Make sure that board members' training and development needs are identified and met.
	Carry out your work in a way that aims to create a good working relationship with the board.
	Identify the limits of your power as a manager, as set out in the social enterprise's constitution.
	Identify which actions and decisions need the board's formal approval and negotiate and agree rules with the board about: who is responsible; what can be delegated; and who has authority to take particular actions.
	Tell the board about any changes to corporate law that may affect the social enterprise.
	Bring important information about the social enterprise to the board's attention, analysing it and producing proposals, with options when necessary, in ways that the board can easily understand and use.
	Help the board decide which issues it needs to look at and help it to take essential decisions, using the principles, guidelines and rules it has adopted.
	Respond to the board's instructions, requests and enquiries and carry out actions decided by the board.
	Encourage stakeholders to be involved in deciding which direction the social enterprise should take and make sure that stakeholders have information about how to influence and challenge the board's decisions.
	Help the board and key stakeholders to communicate effectively with each other.
	Help the board review its performance and be answerable to stakeholders.
Knowledge	How to use the values and principles of the social enterprise to develop the membership and powers of the board and the board's relationship with stakeholders.
	What the legal duties and responsibilities of a board are and what code of conduct they are expected to follow, especially relating to their actions and possible conflicts of interest, and on what grounds a board member can be dismissed.
	What skills and knowledge board members need and what learning and development opportunities are available for them.
	Whether employees can be board members.
	What must be dealt with at an annual general meeting and how to call an extraordinary general meeting.
	What voting rights each board member holds and the number of votes needed to pass different types of resolution.
	What powers and responsibilities the legal constitution of the social enterprise gives to managers and board members.
	How to help the board develop policies and strategies that will improve the social enterprise's performance.
	How to make sure the board's guidelines are followed in managing and running the social enterprise and when management matters should be brought to the board's attention.
	How to check that the board's decisions are legal, and in line with the enterprise's vision, strategy and policies.
	How to make the board understand why it is important to communicate with stakeholders.
	How to use quality assurance to make sure that managers and board members complete their legal duties with care and attention and what actions to take if the board fails to act with care and attention.
	What the latest developments in corporate law affecting the social enterprise are.

	What the benefits and disadvantages of becoming incorporated are and when to consider it. How to develop the social enterprise's strategy, prepare a strategic plan that reflects the social enterprise's stated purpose and vision and use the strategic plan to help design ways to run the social enterprise. How to report on social performance or social return, and whether commercial objectives have been met and how social and commercial objectives affect each other. How to keep stakeholders informed about the board's decisions, which stakeholders can challenge the board's decisions and how they can do it and when to involve stakeholders in decisions that the board is making. What different ways stakeholders can take part in and direct social enterprises and how to help stakeholders deal with things that prevent them from being involved. How to analyse information to identify patterns and trends and prioritise issues because of how important or urgent they are. How to test whether information is valid and reliable before it is used to make decisions. How to use the social enterprise's values and purpose when making decisions about running the social enterprise. How to delegate decision-making but still be responsible

Activity Area 6 - Business keeping and winning

Competences / Learning Outcomes units (ULO)	Keep and win your business, planning specific strategies and measures, promoting and proposing your business and production, and selling the production, also on international market and by means of Information Technology
ECVET Credits (ULO)	5
ECTS Credits (ULO)	0

ACTIVITY 6.1 - Planning of business keeping and winning strategies and measures

Competences / Learning Outcomes units parts (ULO parts)	Decide who your existing or potential customers are; collecting information on their needs; and making sure that your business targets match your customers needs, and make sure you meet their needs so that they use your products or services; plan how to best market or sell your products or services, develop a customer service policy; or review how successful your business is.
ECVET Credits (ULO parts)	1
ECTS Credits (ULO parts)	0

TASK 6.1.1 - Check what customers need from your business	
Skills	Identify which part of the market, and which kind of customer, needs your business's products or services. Find out what customers like about your business and its products or services. Find out about how customers feel about other similar businesses, products or services. Use reliable information about what your customers need. Get the views of different types of customer. Decide if you need to find out any further information and how you will get it. Decide if your research has shown that there are opportunities to develop new products or services or approach new groups of customers. Review what you have found out and match it with your businesses targets.
Knowledge	How your customers may be divided up (segmented). (E.g. by: age; occupation or social class, which is often linked to income (e.g., professional, working-class or single-parent family); lifestyle or image (e.g., caring, sophisticated or adventurous); buying habits (e.g., always plans carefully, size of order or amount of customer loyalty); local neighbourhood or wider regions (e.g., international, northern, southern or by postcode); or benefits (e.g., benefits provided by a café might be a quick snack, a rest during shopping, somewhere to meet, or a takeaway.) How you can find out what customers want. Where you can get published information and how much it will cost you to get it.

	How to get and use feedback from new and existing customers.
	Why some information is confidential and how you should deal with it.
	How to analyse markets and customer needs.
	Ways of identifying and communicating with customers.
	How you can find out what competitors are doing.
	Why it is important to keep your business focused on the needs of your customers and how customer needs can influence the future of a business.
	How to match customer needs to business targets.
	How you can use customer needs in your business planning.
TASK 6.1.2 - Plan how to let your customers know about your products or services	
Skills	Decide what you hope to achieve through marketing and match this to the targets you have set for your business.
	Prepare forecasts for marketing and work out the cost of marketing activities.
	Decide a reasonable time to reach the marketing targets.
	Find out about possible marketing and promotion methods and opportunities.
	Prepare a detailed budget for marketing and decide what the benefits to your business will be.
	Use your findings to produce your marketing plan and include all the information to show how you have reached your decisions.
	Decide how you will deal with things that do not go according to your plan.
	Decide what things you would look for to see if your marketing plan was successful.
	Decide what information you will use to judge your marketing performance.
	Decide how often you will review marketing performance to see if you need to change any of your targets.
	Think about where things might differ from the plan, and think about how you would deal with this.
Knowledge	Why it is important to set targets for marketing and sales.
	What information you need about the market for your products or services.
	What targets to set for marketing and for your share of the market.
	How to set targets for marketing which will include considering: your position in the market; sales and gross margins; profits and profit margins; cash-flow; products or services; competitor activity; fashion and customer trends; the image of your business; using resources; and changes in technology.
	Why marketing and promotion is important.
	Different ways to promote a product or service. (E.g. publicity in local press, radio and TV, personal recommendation and endorsement.)
	Different types of marketing. (E.g. advertising, sending publicity materials direct to customers, selling to customers face-to-face or public relations.)
	How to produce a plan for marketing.
	What you should include in a marketing plan: What the market is.
	What customers need and want.
	Your forecasts for your business.
	What type of marketing you will use.
	How much the marketing will cost.
	What the products or services are. (E.g. name, size, quality, design and packaging.)
	What the price of products or services should be. (E.g. discounts, credit terms, special offers and alongside competition from other similar products or services.)
	Who will be involved in marketing. (E.g. you, your staff or outside agencies.)
	How and where products or services are to be sold. (E.g. wholesale, in shops, mail order or through the Internet.)
	How you will present the product or service to customers.
	How to judge whether or not you are meeting marketing targets.
	How to include some flexibility in judging success, to take account of what actually happens.
	How to set up your business to make sure that you can get information about marketing easily.
	How to identify the points at which business differs from the plan. (E.g. higher or lower sales figures, more or less demand from customers.)
TASK 6.1.3 - Plan how you will sell your products or services	
Skills	Research the different ways to sell products or services.
	Work out how different selling methods may affect numbers of sales.
	Work out how many sales can be made.
	Work out when, how and where sales can be made.
	Make sure that your targets for sales match the targets you have set for your business.

	Write a sales plan based on your investigation of the market and include the sales methods you will use. Decide a reasonable time to reach the sales targets. Prepare a detailed budget for sales and look at what effect achieving the sales targets will have on your business. Produce a complete sales plan and include all the information to show how you have reached your decisions. Decide what things you would look for to see if your sales plan was successful. Decide what information you will use to judge your sales performance. Decide how often you will review sales performance to see if you need to change any of your targets. Think about where things might differ from the plan, and think about how you would deal with this.
Knowledge	Ways of finding out the information you need and where to get it. What has happened in the past in a sector. The available methods of selling or providing a product or service. Where to go for advice and help. Why setting targets for sales is important. How to set targets for sales which will include: sales volume; profit margins; cash flow; providing customer service; getting repeat business; product or service quality; and whether clients are creditworthy. Why planning sales is important. Ways of developing and presenting a plan. What you should include in a sales plan. What the market is. What customers need and want. The number of sales you aim to achieve and what the profit margin target is. Who will be involved in selling. (E.g. current staff or new staff.) Forecasting sales by product or service and by each salesperson. How and where the product or service will be sold. (E.g. wholesale, in shops, mail order or through the Internet.) What the cost of selling is. How sales will contribute to business success. How to judge whether or not you are meeting sales targets. How to include some flexibility in judging success, to take account of what actually happens. How to set up your business to make sure that you can get information about sales easily. How to identify the points at which business differs from the plan. (E.g. higher or lower sales figures, more or less demand from customers.)
TASK 6.1.4 - Decide how you will treat your business customers	
Skills	Identify the aims and targets for reaching, dealing with and retaining customers. Check what level of service your competitors offer. Identify how you can improve the way you treat your customers and if you can offer them any additional services. Decide how you will treat your customers in all parts of your business. Make sure your plans meet all of the laws and regulations required. Work out who is responsible for different parts of customer service and explain to them what they need to do. Identify any training that people need to help them deal effectively with customers Decide how you will capture feedback from customers to help improve your service to customers. Decide how you will explain to customers what level of service they can expect. Decide how you will deal with complaints from customers. Explain to people involved in customer service what you expect them to do. Decide how and when you will check that your customer service is meeting its aims and targets and benefiting your business.
Knowledge	Why it is important to keep your business focused on the needs of your customers. How to check what your customers need and if your business is meeting their needs. How customer experience is influenced by the way service is delivered. What information you can get from customers, how you can get it and how you can check that it is reliable and up to date. What your customers' rights are and how these rights limit what you can do for customers. How to explain customer care requirements to staff.

	Why it is important to train, monitor and appraise staff on customer care. How to take action to correct anything that is going wrong with your customer service. How you can improve your service to customers. (E.g. by changing opening hours, changing your returns policy or changing the way you treat customers.) What extra services you might be able to offer your customers and their costs and benefits. How to find out how your new or improved service will affect your customers. How service improvements affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements. The specific aspects of legislation and regulations that affect the way the products or services you deal with can be delivered to your customers about health and safety, data protection, equal opportunities and disability discrimination. How to check that your policy meets all the laws and regulations that apply Industry, business and professional codes of practice and ethical standards that affect the way the products or services you deal with can be delivered to your customers. Why it is important to communicate clearly with customers. How to communicate in a clear, polite, confident way with customers and why this is important.

ACTIVITY 6.2 - Promoting and proposing your business and production

Competences / Learning Outcomes units parts (ULO parts)	Promote and propose your business and production, advertising your products or services (reviewing different forms of advertising and assessing their costs and benefits, planning and carrying out some advertising, checking the success of your advertising and making changes where appropriate), making presentations about your business (identifying the requirements of your target audience for the presentation, preparing a presentation in an appropriate format to suit the specific audience, communicating proposals, quotations or other relevant information to the intended audience in an effective way), and bidding for work for your business (identifying what the customer wants and what your business can provide, preparing proposals and quotations that meet customer needs, making sure proposals and quotations are competitive and have any necessary conditions and constraints built into them, getting any commitment needed from backers or other relevant parties)
ECVET Credits (ULO parts)	**1**
ECTS Credits (ULO parts)	**0**

TASK 6.2.1 - Advertise your products or services	
Skills	Identify the markets for the products or services provided by your business. Decide whether your target audience is local or regional, national or international, or a mixture. Decide whether or not it is worth investing in advertising. Decide what the key messages are that will attract your customers and what you hope you achieve through advertising your products or services. Assess the costs and benefits of different forms of advertising and negotiate the best deal for your advertising. Decide what medium to use to advertise your products or services. Design an advertisement that is attractive to customers, uses a catchy headline, has clear and concise text, pictures, colour and is well designed. Ensure that your advertisement is placed to maximum advantage. Provide all relevant information about your company in your advertising. Decide what methods you will use to monitor the success of your advertisement and what you will use to judge its success. Make sure that your business and staff are ready to deal with the results of your advertising, such as, availability of stock and resources to meet increase sales. Plan to monitor the success of your advertising, allowing time to produce worthwhile results. Assess the feedback from your monitoring and decide whether or not to continue the

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	advertisement or use different methods of promoting your business in the future.
Knowledge	What and where the markets are for the products or services of your business. What the key ingredients are for a successful advertisement (e.g., customer incentive to buy your products or services, having a stylish and relevant design that gets the attention of potential customers). What the cost benefits are of using different ways of advertising. What the best medium is for your business (e.g., newspapers, magazines, trade or professional magazines, merchandising, radio, television, posters, cinema and on the internet). The benefits of setting up a website for your business and how to make it easy for people to find their way around it, and make contact with or order from you. Where to place your advertisement (e.g., in the press or a magazine choosing early pages, outside covers, special positions or the right hand side of a page; on the internet placing banner and pop-up advertising, and using search engines that directly link to your website). How to match the medium of your advertisement to your audience to make sure that people are interested in what you have to sell. What motivates people to buy (e.g., status, convenience, cost, novelty or curiosity). How to stand out from the crowd by using text, colour and pictures to convey the unique selling point (USP) of your business that gives your audience reasons for trying your products or services. What messages are conveyed about the image of your business through the words that you use (e.g., if it offers value for money, high quality, is exclusive, friendly or cheap). What information you need to include in an advertisement (e.g., name, address, telephone number, email, website, map and business opening times, where it is relevant). How to evaluate the reactions of your audience (e.g., by placing your advertisement in different places or mediums and checking this when customers buy your products or services and by asking them where they saw your advertisement). How to monitor customer responses to different placements (e.g., by using coupons, telephone hotlines, or code numbers relating to the date and place the advertisement appears). What the elements are that are involved in the testing process (e.g., allowing time to produce worthwhile results, schedules and methods for testing and sticking to them, and the need to find out more about your customers). How to ensure that your advertisement is in line with the requirements of the Advertising Standards Authority (i.e. that it is legal, decent, honest and truthful).
TASK 6.2.2 - Make presentations about your business	
Skills	Identify the requirements of your target audience for information. Identify the main purpose of your presentation for your business. Agree with the intended audience how and when to make the presentation. Make the presentation in a manner that helps the intended audience to understand its content and promotes your business, its products or services. Provide the audience with opportunities to ask questions and seek clarification on all aspects of the presentation. Make sure any objections raised are properly recognised and responded to in a friendly, logical and professional way. Make sure you stay within the limits of your personal authority and what your business can deliver. Find ways to encourage your audience to agree with, approve or accept what you are proposing. Make sure that any oral agreements are clearly understood by all the parties and followed up in writing.
Knowledge	The purpose of your presentation. (E.g. selling products or services, seeking a loan or grant or making recommendations to your board of directors or partners.) The key differences when making presentations in different contexts. (E.g. formal or informal, face-to-face or in writing, group or individual, large or small groups). How to identify and clarify the information about your business required by different audiences. (E.g. extracts from business plans or details about the products or services.) How to identify the right format for making a presentation. (E.g. written proposals, power point presentation, informal talk or a mixture of formats.) What is expected by your audience when making presentations in specific cases. (E.g. preparing proposals or quotations in the house style or using other conventions recognised in business.) How to establish rapport with your audience.

	The techniques that can be used to influence people. How to deal with points of clarification about your presentation. How to respond constructively to any objections or criticisms about your presentation and maintain rapport with your audience. The features and benefits of the products or services of your business. What your business can deliver. The terms and conditions that you would be prepared to accept. (E.g. knowing which products or services can be offered, and any discounts for bulk orders or special offers you can agree or knowing how much finance you need and what you can afford to pay for it.) How to identify the limits of your authority to make decisions on behalf of your business without reference to others such as partners and other stakeholders

TASK 6.2.3 - Bid for work for your business	
Skills	Understand the customer's requirements, and resolve any matters that need to be clarified. Identify the conditions or constraints which need to be built into the quotation to protect the interests of your business. Make sure the profit margin and proposed terms of sale stated in the quotation are in line with the objectives of your business. Make sure quotations supplied to customers are competitive, provide the required level of detail and are supplied within the stipulated timescales. Work out discounts or special offers and include them in quotations. Prepare proposals and quotations in your house style and in line with the presentation requirements of the customer. Make sure confidential information is protected and appropriate people are consulted prior to dispatch to the customer. Make sure proposals and quotations are stored securely in a location that allows access to authorised people.
Knowledge	The purpose of; and differences between, proposals and quotations. How to identify and clarify customers' requirements. Why proposals and quotations should be stored securely. Conditions or constraints which can be written into quotations. (E.g. terms of payment.) How conditions or constraints can protect your business. The sales objectives of your business. The business procedure for writing proposals and quotations. Any business discounts and special offers. The people who should be consulted prior to dispatching proposals or quotations.

ACTIVITY 6.3 - Selling the production

Competences / Learning Outcomes units parts (ULO parts)	Sell your products or services identifying the buying needs and interests of customers, promoting the features and benefits of products or services to customers, helping customers to overcome their queries and objections, agreeing terms and conditions and closing sales, and make sure that your customers are satisfied with the service you provide, trying to meet and exceed customer expectations, responding to problems, reviewing what you are doing and how well it is working, thinking about how it could be done better, and improving services by making changes
ECVET Credits (ULO parts)	**1**
ECTS Credits (ULO parts)	**0**

TASK 6.3.1 - Sell your products or services	
Skills	Identify the customer's requirements, needs and interests by tactful questioning. Identify products or services that match the customer's identified needs. Interpret and act on buying signals given by the customer to progress sales. Explain clearly and accurately the features and benefits of products or services that match the customer's requirements. Present information about products or services, and any relevant promotional materials, in a way that generates further interest. Give customers the opportunity to fully discuss and assess the features and values of products or services. Explore potential solutions to the customer's queries or objections and suggest ways to

	overcome them to the customer.
	Note customer's feedback and reaction to the products or services.
	Note the reasons if customer requirements and expectations cannot be met or objections cannot be resolved.
	Confirm the customer's willingness to make a purchase by effective questioning and discussion.
	Reach agreement on the terms of sale that meets both the customer's and business's requirements
	Complete all necessary documentation, including formal quotations where required.
	Monitor the progress of sales and pass information on to the right people.
	Make sales in line with business and legal requirements.
Knowledge	Why personal presentation and face-to-face communication is important.
	How to present information and communicate effectively face-to-face with different customers.
	How to question and listen effectively.
	How to respond effectively to customers' queries.
	How to overcome customers' objections sensitively and constructively.
	How to constructively manage the range of behaviours customers display.
	The importance of highlighting the features, advantages and benefits of products or services to customers.
	How to structure and progress sales.
	The difference between reactive and proactive selling.
	How selling business-to-business differs from selling to end-users.
	How to recognise buying signals given by customers during sales contact.
	The organisations products or services and those of competitors.
	Previous needs and interests expressed by customers in particular types of products or services.
	How to close a sale.
	How to complete sales paperwork and record details of sales.
	Where appropriate, how to get the best from sales staff. (E.g. by target setting, pay, bonuses, training, sales and management techniques.)
	What guidelines on sales agreements are needed.
	The legal and business procedures or constraints on sales.
	What systems will be used for recording and processing sales information and documentation.
	What to do with customers' feedback and reaction to products or services.
TASK 6.3.2 - Deliver a good service to customers	
Skills	Monitor the service customers get from your business.
	Regularly check that customers are satisfied and identify if you can offer any additional service.
	Make changes to improve customer service where necessary.
	Evaluate feedback on the effects of changes and use it to identify opportunities for further improvement.
	Identify and deal with repeated problems before they begin to affect your customers.
	Negotiate and agree solutions with customers to problems they have raised or complaints they have made.
	Make sure solutions to problems and complaints satisfy customers and are acceptable to your business.
	Make sure any problems or complaints are dealt with quickly and effectively, and that they have been resolved to the customer's satisfaction.
	Keep your customers fully informed about what is happening to resolve problems, taking the initiative to update them when things are not going to plan or when you require further information.
	Give clear reasons to your customers when problems have not been resolved to their satisfaction and suggest other ways that they may be resolved.
Knowledge	How and when to check on work activities to make sure staff are dealing with customers correctly.
	How to collect, analyse and present customer feedback.
	What customer service targets have been set, and the implications for your business if those targets are not met.
	How service improvements affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements.
	How to take action to correct anything that is going wrong.
	Any contractual agreements that your customers have with your business.
	What your customers' rights are and how these rights limit what you are able to do for

	your customer. How to communicate in a clear, polite, confident way and why this is important. How to prepare for changes to your service. How staff can help support changes. How and when to let your customers know about the changes you are making. How to judge the effect that changes will have. (E.g. a certain position in the market, customer satisfaction, increased sales or repeat business.) How to measure the impact of change. (E.g. numbers of sales, number of customers or feedback from customers.) How to assess the business case for making changes in the products or services you offer.

ACTIVITY 6.4 - Business keeping and winning on international market

Competences / Learning Outcomes units parts (ULO parts)	Identify the differences about trading abroad than trading locally or in your country and make sure that the effects on your business are positive and exporting your products or services, involves to investigate export markets; consider the costs and benefits of exporting; find out about the paperwork involved, and the terms and conditions of trading abroad; plan the resources that will be needed; decide how to check and control quality; and know where to get information and help.
ECVET Credits (ULO parts)	**1**
ECTS Credits (ULO parts)	**0**

TASK 6.4.1 - Explore foreign markets for your business	
Skills	Research information on foreign markets to choose suitable opportunities for your business. Review your products or services and decide if they need changing for sale abroad or if new products or services need to be created. Identify the costs, benefits and risks of trading abroad and get more information or advice if you need it. Set targets for trading abroad and match these to the targets you have already set for your business. Work out precisely what resources you will need to trade overseas and decide if you have enough or if you will need to seek extra funding. Assess whether overseas trading will produce a suitable return on the investment you are prepared to make. Identify the paperwork that will be needed in this country and abroad and set up the information and administration methods you will use. Decide the terms and conditions for selling your products or services and make sure that you meet your business's needs and obey any local laws and regulations. Assess the risks of dealing with overseas customers and take action to keep risks down. Make sure that all people involved are informed about progress and changes and know and understand what they are expected to do. Regularly monitor the progress of your overseas investments to make sure targets are met, problems don't get out of hand and overseas activity benefits your business. Identify any new opportunities that emerge and review the export plan as necessary.
Knowledge	Where you can find out about the market abroad. (E.g. business associates, embassies, market research, trade journals, marketing specialists, government departments and export agents.) What may affect your business in your chosen overseas market. This could include: financial environment (e.g., foreign exchange rates, changes and restrictions, insurance availability, export and import duties); competitors' activities, including other exporters; laws; credit control (e.g., ways for getting payment from abroad or encouraging early payment); time zones; and cultural and language differences. How to work out the costs, benefits and risks of trading abroad. This could include: costs (e.g., foreign exchange rates, foreign travel, transport and distribution, agents' fees, insurance, credit, export credit guarantees, import duties, packaging, promotion or bad debts); benefits; and risks. How to launch your products or services overseas.

	How to guarantee a suitable return on your investment. (E.g. through matching your prices to the market and by working out your profits in pounds.) How long it will take to get the export plan up and running, and how these timescales can differ in different types of overseas markets. What export paperwork is needed and the costs and benefits of information and administration methods. (E.g. for communication, monitoring and recording export activities, overseas customer contacts and handling paperwork.) What the usual payment and delivery methods are for exports and how to decide the terms and conditions you will offer and that they will meet customer needs. (E.g. price, payment methods, delivery arrangements, after-sales agreements, insurance and credit.) How you will work out whether exporting has been successful for your business and how to spot new opportunities. (E.g. new markets in other countries, new products or services, increasing sales and distribution.) What resources you will need. (E.g. for preparing the product or service, promotion, finance, staff, premises, administration and distribution.) How to assess the risks of different types of customer.
TASK 6.4.2 – Import or export products or services	
Skills	Make sure you are reaching your customers or suppliers in the most efficient and effective way Make sure transport and storage activity meets your requirements Make sure you are clear what import or export paperwork you and your customers or suppliers are responsible for and that you are correctly completing your part Obey any import or export laws and regulations that apply to you in this country or abroad and keep up-to-date with legislation changes Make sure you understand exactly what the payment terms and Conditions are and make sure they meet the needs of your business check that the information and administration methods you are using are right for your business Make sure that all people involved are informed about responsibilities, progress and changes and know and understand what they are expected to do Regularly monitor the risks and the situation in the countries you are trading with and take action to minimise risks and deal with changing circumstances Identify any new opportunities that emerge and review your export plans as necessary Regularly monitor the progress of your overseas activity to make sure targets are met and overseas trading benefits your business
Knowledge	Ways to reach your customers or suppliers (for example trade fairs, advertising, direct mail, press releases, the internet, trade missions) The characteristics of different transport arrangements and which best suit your needs including: characteristics of established channels, for example cost, speed, reliability, frequency, size of loads; administrative requirements, for example documentation, packaging, labelling, staff time; the benefits of using a third party, for example a freight forwarder; the impact on after sales, for example technical support, customer service; the impact on warehousing and storage requirements, for example for products or spare parts What export or import paperwork is needed and what laws you must comply with (for example import licence, export licence, transport documentation, valuation statement, certificate or origin) How to decide the terms and conditions that are acceptable to you and your customers or suppliers and how they will affect your business including: payment terms (for example payment upfront, staged payments, credit); delivery arrangements (for example who pays shipping costs and duties); currency (for example what currency payment will be in, whether the exchange rate is fixed); insurance; after-sales agreements What standard trade terms (In co terms) laying out buyer and seller responsibilities for transport, insurance, duties and clearance apply to the country you are trading with and the transport method you are using. The effect on relationships between payment up front or afterwards and how this may differ in different countries How your use of language, tone of voice and body language can be adapted to minimise misunderstanding through cultural differences Why it is important to find out the protocols and processes for the countries you are dealing with and not to assume they will be the same as in your country How to take account of unfamiliar cultural practices, expectations and business processes when dealing with overseas companies or customers The costs and benefits of effective information and administration methods.(for

	example for communication, monitoring and recording export activities, overseas customer contacts, handling paperwork, making sure existing customers are still looked after) How to make the most of unplanned opportunities as well as planned ones What to monitor in order to be able to pre-empt situations including: political unrest (for example war, changes in government); changes in industry (for example opening up previously closed industries, privatising public utilities) How to guarantee a suitable return on your investment (for example through matching your prices to the market and by working out your profits in Euro) How you will work out whether exporting has been successful for your business and how to spot new opportunities (for example new markets in other countries, new products or services, increasing sales and distribution)

ACTIVITY 6.5 - Business keeping and winning by means of Information Technology

Competences / Learning Outcomes units parts (ULO parts)	Keep and win your business by means of Information Technology, both developing a website for your business, (developing a specification of what you want the website to do, deciding how the website will look and feel, overseeing the technical development of the website), and selling your products or services on the Internet (deciding what opportunities there are for your business by using the Internet, planning how to use the Internet, setting up and evaluating the success of e-trading, keeping up to date with technological advances, market conditions and regulations with regards to e-trading)
ECVET Credits (ULO parts)	**1**
ECTS Credits (ULO parts)	**0**

TASK 6.5.1 - Develop a website for your business	
Skills	Make sure that the relevant people support the idea of a website. Choose a web-hosting service and website developer and agree terms and conditions for the services they will provide, including a maintenance agreement. Agree a website specification with the website developer, including: phases of development (i.e. what will happen when) overall design, look and feel; customer access to products and information on the website; functions available to customers on the website, including online help; payment methods for online trading, where if necessary; security measures (i.e. protection against viruses, prevention of unauthorised access, risk of data loss due to software not working properly or other unforeseen events, and payment and data protection); how ideas and messages will be communicated about your business; how information about products or services will be prepared for the website; and how content will be managed. Test out the website design with customers and assess feedback, Agree changes to website content, design and functions with the website developer. Decide how the website will be described and agree which words will be used by search engines. Approve the final design of the website before it goes live and arrange a way of updating information. Decide how to manage and monitor any technological development you will need to set-up and maintain the website. Research and take advice about current and new technology. Assess impact on other parts of your business.
Knowledge	Who the audience of the website are and how they will use it. How to choose a website developer and Internet service provider (ISP) or other web-hosting service. How to negotiate and agree what to do and how it should be done. Who will own the intellectual property of the website. How to set measurable targets for the design. The appropriate timescales for developing a website, and what problems can alter these. What terms and conditions you need to agree with the web-hosting service. What monitoring arrangements are suitable for website development. How to register the domain name and the site with other free and paid-for sites.

	Who will maintain and update the website. How to test the site before it goes live in terms of ease of use, appeal, giving customers what they want and download time. What a technical specification involves for the computers that customers are likely to use to access the website; and the website. What technological options and developments you will need to. What functions will be available. What accessibility items you will need to consider in design. What targets should be set for designing the website in terms of; design style; download speed; audience figures; finding information (navigation); ease of use (browsing); added value (such as promotional copy, functions and features); and technological developments. Which parts of a website are seen and used by customers, how they find their way around (navigate), what stays the same (the frame), what changes (text or content, images and animation or assets) and whether to use sound. What e-trading design packages are available. How to judge the design and creative direction of the website. What messages and information need to be communicated through the website. How to write a website description and identify key words (Meta tags) that will be found by a search engine so that your site is displayed when a customer is trying to find it. How the design and content of the website will link with other methods of marketing and trading. How the website impacts on other parts of your business. Where to get technical advice and support.
TASK 6.5.2 - Sell your products or services on the Internet	
Skills	Research e-business opportunities and market trends for your products or services. Take advice about planning e-business and e-trading from suitable sources and decide how you will use the Internet to reach or service your target market. Research and assess the terms and conditions of different kinds of e-trading. Assess the issues, costs and benefits of e-trading and decide if it is worthwhile for your business. Assess the skills of your staff and decide what training is needed. Assess what information and administration systems would be suitable for e-trading. Decide what resources and technical help you will need and arrange for them to be available at appropriate times. Develop your plans including targets and forecasts in line with the overall aims of your business. Monitor progress in achieving aims and targets. j.Set up information and administration and documentation systems for e-trading. Decide how you will monitor customer service including any complaints, comments or suggestions. Identify any problems with the website and e-trading activities and take prompt action to solve them. Review resources when events differ from those set out in your plans. Assess the effectiveness of e-trading against your plans and the overall aims of your business. Identify and investigate any new opportunities that emerge, and make any changes that are needed to the website or e-trading activities. Provide information on the progress of e-trading to relevant people.
Knowledge	What the costs and benefits are of different marketing and sales methods for e-trading. How to link different methods of sales and marketing so that customers know how to reach you using the Internet. How to communicate information about products or services and provide customer service online to all potential customers. What the risks of not e-trading are. What trading options exist on the Internet. What terms and conditions apply to e-trading within your country, the EU and worldwide. How you will get payment from customers buying through the Internet. How to analyse the extra costs and benefits of e-trading compared to current business needs. How e-trading affects your long-term plans and goals. How ethical, cultural, physical abilities and style differences in markets affect e-trading. What problems there could be with e-trading. (E.g. not enough resources, changes in market conditions, technology, competitor activity, laws or regulations.)

	How to judge the success of e-business and e-trading. How security (such as client data) and protection from viruses will be maintained, and any problems dealt with. What timescales are required for putting e-business plans into practice. What aims and targets should be set in terms of quality, timescales, customer service, sales volume, profit margins and repeat business. What plans for e-business might include. What arrangements are suitable for monitoring the progress of your plans. What areas of your plans are open to change. How to plan ways of dealing with any areas that are open to change (contingency planning). What extra resources will be needed for e-trading, how you will get them and how much they will cost. What effect e-trading will have on your business's existing ICT system. What technical skills will be needed for e-trading What information and administration systems would be suitable for e-trading and will these processes be linked directly to existing ICT systems. How to develop distribution methods that will cover the planned geographical area and handle out-of-area orders. How and when to review resources. How to set up payment methods and accounts for customers or make changes to existing methods. How to identify new opportunities and what they are likely to involve. Where to find information about e-business opportunities and market trends. Who can provide advice about planning and running e-businesses. Who to involve in decision-making.

<u>Section A</u> *Activities, tasks, skills, knowledge, competences / units of learning outcomes and ECVET-ECTS credits common to all participating countries*

A2: ENTREPRENEURIAL SPECIFIC COMPETENCES FOR BUILDING SECTOR

Activity Area 7 - Definition of objectives and resources of the building enterprise services production

Competences / Learning Outcomes units (ULO)	Define the objectives and resources of the building enterprise services production
ECVET Credits (ULO)	15
ECTS Credits (ULO)	5

ACTIVITY 7.1 - Management of the entrepreneur in construction professional activity

Competences / Learning Outcomes units parts (ULO parts)	Manage the professional activity of entrepreneur in construction
ECVET Credits (ULO parts)	5
ECTS Credits (ULO parts)	5

TASK 7.1.1 - Manage legal and organisational procedures and fulfilments for the start-up and practice of the specific professional activity of entrepreneur in construction, considering fundamentals of construction management	
Skills	Know and understand the characteristics of the building sector and its main production processes considering the system in which is carried out the professional activity of entrepreneur in construction. Know and understand the characteristics of the different professional roles operating within the building sector (reference activities, levels of responsibility, etc.), as well as the coordination and subordination relations existing among them. Know the organisational and management aspects of the building site Negotiate the conditions of the building enterprise services production, starting from the applicable contractual system and economic incentives available to the customer. Draw up the different contracts for building enterprise services production, in compliance with general and specific applicable civil and fiscal law Start and manage the public registration procedures needed to exercise the activity of entrepreneur in construction.
Knowledge	Laws and standards for professional qualifications, such as Entrepreneur in Construction, and their long-lasting retention, with reference to national/regional regulations and to the overall panorama in European countries. National Sectoral Collective Labour Agreements. EU principles on recognition of the professional qualifications. EU policies and orientations on the professional qualification of entrepreneur in construction. Civil and criminal liability related to the activity of entrepreneur in construction Public registration procedures needed to exercise the activity of entrepreneur in construction The professional figures within the building sector : roles, activities and responsibilities Applicable rules on public procurement procedures and accountancy of public works Technological and market evolution trends in the building sector Fundamentals of the organisation of the construction enterprise Functions and stucture of sector specific ERP software

ACTIVITY 7.2 - Estimation of the quotation for commissioned orders of building interventions

Competences / Learning Outcomes units parts (ULO parts)	Estimate the quotation for commissioned orders of building interventions
ECVET Credits (ULO parts)	5
ECTS Credits (ULO parts)	0

TASK 7.2.1 - Read and verify the project and contractual documentation of the commissioned order of building intervention and define unit costs and bill of quantities for it	
Skills	Identify in the graphic designs the technical elements of the work and the technical solutions and workings to achieve them Prepare a bill of quantities defining the direct and indirect costs of the work and calculating the total cost Check with the Administration that the arrangements for funding the work are economically compatible, to define the Contribution Margin (MC) to be applied Find out the type of construction work covered by the contract, its location and the type of permits to be issued by the Local Authority and / or the Public Administration for its realization Study the documents and graphic designs relating to the contract and check their completeness Evaluate the possible changes of the technical solutions provided in order to improve the work and / or reduce costs
Knowledge	Type and characteristics of documents and graphic designs relating to the contract Methods and techniques to realize a bill of quantities Methods and techniques to determine the price of primary resources (workforce, materials, semi-finished products, equipment) and to analyze the unit prices of construction works, including security costs

ACTIVITY 7.3 - Definition of the executive plan for the realisation of building interventions

Competences / Learning Outcomes units parts (ULO parts)	Define the executive plan for the realisation of building interventions
ECVET Credits (ULO parts)	**5**
ECTS Credits (ULO parts)	**0**

TASK 7.3.1 - Identify, on the basis of the information contained in the technical documentation the best executive procedures to carry out the project; Identify, on the basis of the characteristics of the work area, the most appropriate manner to install the building site; Define the plan of interim deadlines in order to monitor the progress of the work; Identify alternative solutions to facilitate the implementation of the project	
Skills	Define work program, resources (men, materials and tools) available and security planning Draw up the operational safety plan for the building site and have it validated by the coordinator for the execution of the work, by incorporating any comments Draw a diagram of the contractual work (GANTT, PERT), corresponding to the defined work program and set deadlines for periodic testing of the program Enhance the work program with costs related to different work phases Coordinate with the company purchasing department the purchase of materials, equipment and services Check with the Technical Management the availability of machinery and equipment for the work Identify the processes and the technical elements of the job that require a special care during their execution and write instructions
Knowledge	Characteristics and figures for building work The concept of "execution to perfection" and its applications in construction Organization methods and management of a building site The building site lay-out Elements of budgeting Elements of job accounting Principles of economic and financial management of a building site

Activity Area 8 - Production of goods and services providing by the building enterprise

Competences / Learning Outcomes units (ULO)	Participate to the realisation of building interventions, supervising, monitoring and accounting them
ECVET Credits (ULO)	**15**
ECTS Credits (ULO)	**0**

ACTIVITY 8.1 - Participation to the building interventions realisation process and its supervision

Competences / Learning Outcomes units parts (ULO parts)	Participate to the realisation of building interventions and supervise it
ECVET Credits (ULO parts)	**5**
ECTS Credits (ULO parts)	**0**

TASK 8.1.1 - Ensure the application of the daily / weekly planning in order to achieve the installation of the building site, the construction of the building and the closing of the contract in the best way and in time	
Skills	Define, on the basis of the project and characteristics of the site, the relief and tracking of the building Identify the critical phases and introduce measures to facilitate their overcoming Manage any incidents and accidents that may occur on the area of the site by applying the appropriate procedures in order to limit damage to persons / things Determine the deviations from the work program and establish consequent actions Manage the project changes requested by the technical department Coordinate the implementation of the bureaucratic obligations
Knowledge	Principles of building science Introduction to physical and static Technical standards on technical building design Principles and methods for tracking a building: phases and tools The building site installation Methods for the construction of reinforced concrete structures and metal carpentry Methods for the construction of buildings: foundation, roofing, plant, waterproofing and insulation

ACTIVITY 8.2 - Monitoring of the advancing of building interventions realisation process

Competences / Learning Outcomes units parts (ULO parts)	Monitor the advancing of building interventions realisation process
ECVET Credits (ULO parts)	**5**
ECTS Credits (ULO parts)	**0**

TASK 8.2.1 - Check the way of execution of the assigned tasks in order to verify the quality of work Check the work progress in order to verify the compliance with programs	
Skills	Check the employees work to carry out the assigned tasks
	Evaluate the quality of work carried out in order to verify its compliance with the executive project and with: quantity / quality of used materials, finishing, aesthetic, etc.. and define, in case of non-compliance with the project, corrective measures to be implemented
	Register and store all the information relating to the progress of the work
	Define, in case of non-compliance of the work with the daily / weekly planning, corrective measures to be implemented

Knowledge	Techniques and tools to control building structures
	Modalities for the preparation of required technical documents
	Characteristics and utilisation modalities of tools (GANTT, PERT, CPM) for planning a work and for monitoring the compliance with the planned phases

ACTIVITY 8.3 - Accounting of the building interventions

Competences / Learning Outcomes units parts (ULO parts)	Account the building interventions
ECVET Credits (ULO parts)	**5**
ECTS Credits (ULO parts)	**0**

TASK 8.3.1 - Prepare the accounting and payment of work, Plan cost centres and track costs, Manage financial instruments, Manage the staff costs, Check the differences between business plan and final costs	
Skills	Check periodically and evaluate the quantities of materials in the building site and the work carried out
	Fill each month reports on the situation of the work, by applying to the amount of work performed during the month prices arising from the contract
	Identify the causes of cost deviations and the corrective actions to be proposed to the Technical Department
Knowledge	Documents to be prepared for the accounting and payment of the works
	Techniques and methods for planning cost centres
	Techniques, methods and tools for the detection of costs: daily reports, DDT, SAL
	Procedures for accounting subcontracting
	Financial instruments for payments and receipts: bank instruments, insurance policies and bank guarantees
	Standards and tools for managing the company's workforce: labour contracts and labour costs
	Principles of management accounting (cost accounting and tax)
	Techniques, methods and tools to check differences between estimated and final costs

Activity Area 9 - Management of production factors in building enterprise

Competences / Learning Outcomes units (ULO)	Manage the factors of the production in the building enterprise
ECVET Credits (ULO)	**15**
ECTS Credits (ULO)	**0**

ACTIVITY 9.1 - Planning of the building site activities

Competences / Learning Outcomes units parts (ULO parts)	Plan the building site activities
ECVET Credits (ULO parts)	**2**
ECTS Credits (ULO parts)	**0**

TASK 9.1.1 - Define the work-plan to be implemented on the basis of technical project documents	
Skills	Identify, on the basis of technical project documents, activities to be carried out to finish the work in time, the time limit for each activity and the professional resources to be involved Periodically check the work progress
Knowledge	How to manage the work time in the building site How to use tools to make work plans and to test and monitor the work progress (GANTT, PERT, CPM)

ACTIVITY 9.2 - Coordination of building workforce and professional resources involved in building activities

Competences / Learning Outcomes units parts (ULO parts)	Supervise and coordinate the activities of workforce in the building site, and of professional resources involved in building activities
ECVET Credits (ULO parts)	**2**
ECTS Credits (ULO parts)	**0**

TASK 9.2.1 - Manage the professional resources of the enterprise and coordinate their work with other internal and external professional resources involved in the work	
Skills	Identify the specialized resources needed to carry out the project within the available budget Assign tasks appropriate to the skills, abilities and experience of workers Provide the staff with precise indications regarding methods, techniques and tools to be used to carry out the assigned tasks Interacting with the workers in order to allow the exchange of information and indications between the technical director and the workers
Knowledge	Work and human resource management in the building enterprise Teamwork, team role, individual and collective behaviour, group dynamics Managing stressful situations

ACTIVITY 9.3 - Management of the provisions of building materials, machinery and equipments

Competences / Learning Outcomes units parts (ULO parts)	Manage the provisions of materials, machinery and equipments which are necessary to realise the building interventions
ECVET Credits (ULO parts)	**2**
ECTS Credits (ULO parts)	**0**

TASK 9.3.1 - Manage materials, machines and equipment needed to carry out construction work	
Skills	Identify quality and quantity of materials, machines and equipment needed to carry out the planned activities Check the quality of available materials and their compliance with the orders Create a scheduled maintenance of equipment and machines
Knowledge	Inventory and stock management Types, characteristics and methods of use of building materials, of machines and construction equipment

ACTIVITY 9.4 - Promotion of health and safety in building

Competences / Learning Outcomes units parts (ULO parts)	Know the documentation related to the Work Prevention Risks which may be needed in a workplace or in a construction site. Learn to plan the task from a preventive point of view in function of the workplace and his environment. Understand the necessity of having a good Health and Safety Plan and the different methods to apply for its monitoring. Become conscious about the importance of being involved in the application of the work prevention risks.
ECVET Credits (ULO parts)	3
ECTS Credits (ULO parts)	0

TASK 9.4.1 - Apply regulations	
Skills	Apply effectively the risk prevention in the work or workplace
Knowledge	Necessary knowledge to effectively manage the risk prevention in the workplace. Right and duties of the workers. Figures involved in the organization of the prevention in the construction Works
TASK 9.4.2 - Evaluate Risk	
Skills	Assess the risk for Health and Safety in the different workplaces. Define the protective measures applied to these risks
Knowledge	Procedures for the development of Health and Safety Study.
TASK 9.4.3 - Plan Health and Safety	
Skills	Put into motion the Health and Safety Plan in the different workplaces.
Knowledge	Health and Safety Plan for each contractor who join in the work. Adaptation of the plan adaptation to the execution of the participant companies.

ACTIVITY 9.5 - Promotion of quality in building

Competences / Learning Outcomes units parts (ULO parts)	Differentiate the advantages and opportunities that implementing a quality system can contribute to a construction company, for example: • Getting the trust of future customers, • Ensure compliance with deadlines, • Increased motivation and satisfaction of employees, • Maintain a high level of technical and qualification staff, • Be able to participate in public tenders of the Administration, • External recognition and society in general, • Increased market share and potential customers
ECVET Credits (ULO parts)	2
ECTS Credits (ULO parts)	0

TASK 9.5.1 - Process control of Quality	
Skills	Apply management procedures presents in the quality policy (Process) Monitor the quality of the work production.
Knowledge	Quality Policy

	Audits Certification System documentation Registry formats Management system manual Management procedures
TASK 9.5.2 - *Final control of Quality*	
Skills	Apply management procedures present in the quality policy (final) Ensure transparency in final enforcement proceedings of the works.
Knowledge	Aftersales policy Warranties Demands

ACTIVITY 9.6 - Respect of environment in building

Competences / Learning Outcomes units parts (ULO parts)	Control the production and manage of the construction and demolition waste, with the aim of promote its prevention, reusing, recycling and other forms of valorization, been sure that those destined to operations of removing receive an appropriate treatment, and contribute to a sustainable development of the construction activities.
ECVET Credits (ULO parts)	**2**
ECTS Credits (ULO parts)	**0**

TASK 9.6.1 - *Manage Waste Production and Ownership*	
Skills	Estimate the waste quantity generated. Adopt measures for the waste prevention. Manage the operations of reusing, valorization or removal. Estimate the cost. Manage identification registration of the managed waste quantities, and certification which prove that the manage has been done.
Knowledge	Inventory of dangerous waste that will be generated and its manage in the selective removal. Documentation which certifies the management made with all the waste. Facilities provided for the storage and removal of waste. "Plan of the management of the construction waste". Preservation of segregation, security and integrity of waste and delivery to a manager. Types of waste. Procedures of the admission of waste.

ACTIVITY 9.7 - Application of EE and RES in building

Competences / Learning Outcomes units parts (ULO parts)	Apply Energy Efficiency and Renewable Energy Sources in building interventions
ECVET Credits (ULO parts)	**2**
ECTS Credits (ULO parts)	**0**

TASK 9.7.1 - *Support the application of Energy Efficiency and Renewable Energy Sources within the building interventions*	
Skills	Check different solutions about energy efficiency building and renewable energy sources applied in construction Identify the most appropriate and cost-effective technical, economic and financial solutions to be implemented in a building work Managing the construction process for the implementation of the identified solutions
Knowledge	Energy efficiency and renewable energy sources approaches and systems to be used for building work European regulation frameworks in the field of active and passive energy efficiency and energy production from renewable sources in buildings Techniques and tools for the analysis and evaluation of energy solutions and technologies for energy savings in buildings

Section B: *Activities, tasks, skills, knowledge, competences / units of learning outcomes and ECVET-ECTS credits specific of each participating country*

ITALIAN ADDENDUM

Activity Area ITI - Definition of objectives and resources of the building enterprise services production

Competences / Learning Outcomes units (ULO)	Operate in the Italian building sector and system
ECVET Credits (ULO)	**10**
ECTS Credits (ULO)	

ACTIVITY ITI.1 - Contextualisation in Italy of the offered building enterprise services

Competences / Learning Outcomes units parts (ULO parts)	Operate in the Italian building sector and system
ECVET Credits (ULO parts)	**10**
ECTS Credits (ULO parts)	

TASK ITI.1.1 - *Analysis of the different aspects of the Italian national context : geographical, socio-cultural-economical, legislative features*	
Skills	Know and understand the characteristics and features of the geographical, socio-cultural-economical, legislative context of the country
Knowledge	Elements of Italian geography (main morphological, topographical and geological aspects of the country) Elements of the socio-cultural-economical main aspects of Italy Principles of Italian legislation
TASK ITI.1.2 - *Analysis of the different aspects of Italian national context with specific regard to building sector and system*	
Skills	Know and understand the characteristics and features of the Italian building sector and system and the possible contexts within which to put in practice the activity of entrepreneur in construction
Knowledge	Specific characteristics and features of the Italian building sector and system (e.g. features of national building market; Italian building policies; main economic and social sectoral institutions; traditional building typologies; sectoral national collective agreements among social partners; legal procedures and fulfillments within public procurement for building services, etc.)

Activity Area ITII - Production of goods and services providing by the building enterprise

Competences / Learning Outcomes units (ULO)	Communicate in Italian (min. level A2 CEFR -Common European Framework of Reference for Languages)
ECVET Credits (ULO)	**10**
ECTS Credits (ULO)	

ACTIVITY ITII.1 - Communication in Italian

Competences / Learning Outcomes units parts (ULO parts)	Communicate in Italian (min. level A2 CEFR -Common European Framework of Reference for Languages)
ECVET Credits (ULO parts)	10
ECTS Credits (ULO parts)	

TASK ITII.1.1 - Communication in Italian within professional activities in building sector	
Skills	Use skills in Italian corresponding to level A2 CEFR (Common European Framework of Reference for Languages) whilst exercising professional activity
Knowledge	Knowledge of Italian corresponding to level A2 CEFR (Common European Framework of Reference for Languages)

Activity Area ITIII – Management of production factors in building enterprise

Competences / Learning Outcomes units (ULO)	Promote health and safety in building enterprise activities in Italy; Manage waste production and ownership within building enterprise activities in Italy; Apply EE and RES in building enterprise activities in Italy
ECVET Credits (ULO)	10
ECTS Credits (ULO)	

ACTIVITY ITIII.1 - Promotion of health and safety in building enterprise activities in Italy

Competences / Learning Outcomes units parts (ULO parts)	Promote health and safety in building enterprise activities in Italy
ECVET Credits (ULO parts)	4
ECTS Credits (ULO parts)	

TASK ITIII.1.1 - Apply regulations (Italian Legislative Decree 81 in date 9th April 2008 and following modifications and integrations), Regional rules	
Skills	Apply effectively the risk prevention in the work or workplace, in compliance with Legislative Decree 81 2008 and following modifications and integrations
Knowledge	In compliance with Legislative Decree 81 2008 and following modifications and integrations: necessary knowledge to effectively manage the risk prevention in the workplace; right and duties of the workers; figures involved in the organization of the prevention in the construction Works

ACTIVITY ITIII.2 - Respect of environment in building enterprise activities in Italy

Competences / Learning Outcomes units parts (ULO parts)	Manage waste production and ownership within building enterprise activities in Italy
ECVET Credits (ULO parts)	3
ECTS Credits (ULO parts)	

TASK ITIII.2.1 - Manage Waste Production and Ownership, in compliance with Italian Legislation (in particular, Legislative Decree 152 in date 6th April 2006 and following modifications and integrations), Regional rules	
Skills	In compliance with Italian Legislation, in particular, Legislative Decree 152 2006 and following modifications and integrations: estimate the waste quantity generated, adopt measures for the waste prevention, manage the operations of reusing, valorization or removal, estimate the cost, manage identification registration of the managed waste quantities, and certification which prove that the manage has been done.
Knowledge	In compliance with Italian Legislation, in particular, LD 152 2006 and following modifications and integrations: inventory of dangerous waste that will be generated and its manage in the selective removal, documentation which certifies management made with all waste; facilities provided for storage and removal of waste, management plan of construction waste, preservation of segregation, security and integrity of waste and delivery to a manager, knowledge of the state and regional regulations, types of waste, procedures of the admission of waste.

ACTIVITY ITIII.3 - Application of EE and RES in building enterprise activities in Italy

Competences / Learning Outcomes units parts (ULO parts)	Apply EE and RES in building enterprise activities in Italy
ECVET Credits (ULO parts)	**3**
ECTS Credits (ULO parts)	

TASK ITIII.3.1 - Support the application of Energy Efficiency and Renewable Energy Sources within the building interventions, in particular applying the Italian national and regional regulation frameworks in the field of active and passive energy efficiency and energy production from renewable sources in buildings	
Skills	Apply the Italian national and regional regulation frameworks in the field of active and passive energy efficiency and energy production from renewable sources in buildings, within the building production process
Knowledge	Italian national and regional regulation frameworks in the field of active and passive energy efficiency and energy production from renewable sources in buildings

SPANISH ADDENDUM
Activity Area ESI – Producer Services

Competences / Learning Outcomes units (ULO)	Find out more about producer services, understanding and managing the Health and Safety and the relating issues of the environment.
ECVET Credits (ULO)	**23**
ECTS Credits (ULO)	

ACTIVITY ESI.1 – Health and Safety

Competences / Learning Outcomes units parts (ULO parts)	Know the documentation related to the Work Prevention Risks which may be needed in a workplace or in a construction site. Learn to plan the task from a preventive point of view in function of the workplace and his environment. Understand the necessity of having a good Health and Safety Plan and the different methods to apply for its monitoring. Become conscious about the importance of being involved in the application of the work prevention risks.
ECVET Credits (ULO parts)	**15**
ECTS Credits (ULO parts)	

TASK ESI.1.1 - Regulations	
Skills	Apply effectively the risk prevention in the work or workplace.
Knowledge	Necessary knowledge to effectively manage the risk prevention in the workplace. Right and duties of the workers. Figures involved in the organization of the prevention in the construction Works (Regulating law of subcontracting in the construction sector).
TASK ESI.1.2 - Health and Safety Study	
Skills	Risk assessment for Health and Safety in the different workplaces. Protective measures applied to these risks.
Knowledge	Procedures for the development of Health and Safety Study.
TASK ESI.1.3 - Health and Safety Plan	
Skills	Put into motion the Health and Safety Plan in the different workplaces.
Knowledge	Health and Safety Plan for each contractor who join in the work. Adaptation of the plan adaptation to the execution of the participant companies. Minutes of approval of Health and safety plan signed by the coordinator in Health and safety before of the put into motion.

ACTIVITY ESI.2 – Environment

Competences / Learning Outcomes units parts (ULO parts)	Control the production and manage of the construction and demolition waste, with the aim of promote its prevention, reusing, recycling and other forms of valorization, been sure that those destined to operations of removing receive an appropriate treatment, and contribute to a sustainable development of the construction activities.
ECVET Credits (ULO parts)	**8**
ECTS Credits (ULO parts)	

TASK ESI.2.1 - Waste Production	
Skills	Estimation of the waste quantity generated. Measures for the waste prevention. Operations of reusing, valorization or removal. Cost estimation.
Knowledge	"Study of the management of the construction waste", inventory of dangerous waste

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	that will be generated and its manage in the selective removal.
	Documentation which certifies the management made with all the waste.
	Facilities provided for the storage and removal of waste.
TASK ESI.2.2 – Waste ownership	
Skills	Same skills than Waste production
Knowledge	"Plan of the management of the construction waste", with the same requirements detailed in the "Study".
	It must be approved by the Facultative Direction and accepted by the property.
	Preservation of segregation, security and integrity of waste and delivery to a manager.
TASK ESI.2.3 – Waste Management	
Skills	Identification registry of the managed waste quantities, identification of the producer, the holder and the place where proceed.
	Information about the register of the environment territorial services; to extend to the holder or manager who deliver the waste, a certificate which prove that the manage has been done.
Knowledge	Knowledge of the state and regional regulations.
	Types of waste.
	Procedures of the admission of waste.

Activity Area ESII – Energy Efficiency

Competences / Learning Outcomes units (ULO)	Find more about the building regulations about energy efficiency.
ECVET Credits (ULO)	**7**
ECTS Credits (ULO)	

ACTIVITY ESII.1 – Building regulations

Competences / Learning Outcomes units parts (ULO parts)	Compliance with the basic requirements of safety and habitability established by Law 38/1999 5 November, de Ordenación de la Edificación (LOE).
ECVET Credits (ULO parts)	**7**
ECTS Credits (ULO parts)	

TASK ESII.1.1 – Technical Building Code	
Skills	Application of the regulations.
	Application of the Basic Documents:
	DB Estructural Security
	DB Safety in case of Fire
	DB Security of Using and Accessibility
	DB Salubrity
	DB Noise Protection
	DB Energy Saving
Knowledge	Knowledge of the regulations which establish the requirements to be met the buildings in relation with the basic formalities of Safety and ability established in the Law 38/1999
	Knowledge of the basic documents (DB) of Technical Code.

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GERMAN ADDENDUM

Activity Area DEI - Operations in construction

Competences / Learning Outcomes units (ULO)	Manage processes of the preparation and setting up of a construction site and the realisation of buildings
ECVET Credits (ULO)	15
ECTS Credits (ULO)	15

ACTIVITY DEI.1 - Preparation of the construction site

Competences / Learning Outcomes units parts (ULO parts)	Participate in the preparation of a construction site, including the application of IT systems for the specification of details of the construction process
ECVET Credits (ULO parts)	3
ECTS Credits (ULO parts)	3

TASK DEI.1.1 - – Take part in the preparation of a construction site including the use of IT systems	
Skills	Prepare a construction site Use IT systems to specify details of the construction process
Knowledge	Fundamentals of the organisation of construction sites Knowledge of relevant IT systems

ACTIVITY DEI.2 – Setting up a construction site

Competences / Learning Outcomes units parts (ULO parts)	Set up a construction site and take into consideration aspects such as time planning, work safety and organisation
ECVET Credits (ULO parts)	3
ECTS Credits (ULO parts)	3

TASK DEI.2.1 – Setting up a construction site	
Skills	Prepare a timetable Distribute tasks among the workforce Organise the construction site Organise the supply and storage of materials Take adequate safety measures
Knowledge	Principles of work organisation Efficient use of resources Requirements of work safety Storage of materials

ACTIVITY DEI.3 - Management of a running construction site

Competences / Learning Outcomes units parts (ULO parts)	Take over and manage a construction site that is already up and running
ECVET Credits (ULO parts)	3
ECTS Credits (ULO parts)	3

TASK DEI.3.1 – Identify the status of the construction site	

Skills	Identify the technical status of the construction site
	Identify the economic status of the construction site
	Identify the status of the construction site against the backdrop of the time schedule
Knowledge	Principles of building technology
TASK DEI.3.2 – Safeguard the continuation of ongoing operations	
Skills	Make sure that current activities at the construction site are continued
	Safeguard the documentation of the ongoing operations
Knowledge	Principles of building technology
	Methods of documentation

ACTIVITY DEI.4 – Coordination and monitoring of the workflow

Competences / Learning Outcomes units parts (ULO parts)	Coordinate, check and monitor the workflow and the realisation of the building activities
ECVET Credits (ULO parts)	**3**
ECTS Credits (ULO parts)	**3**

TASK DEI.4.1 – Monitoring of the time schedule	
Skills	Check the progress of the building activities against the backdrop of the time schedule
Knowledge	
TASK DEI.4.2 – Coordination of the supply of materials	
Skills	Monitor the quality and quantity of materials
	Organise adequate supply
Knowledge	Types of materials
	Procurement

ACTIVITY DEI.5 – Closing a construction site

Competences / Learning Outcomes units parts (ULO parts)	Close a construction site and record all the information necessary for the accounting of the construction project
ECVET Credits (ULO parts)	**3**
ECTS Credits (ULO parts)	**3**

TASK DEI.5.1 – Record all necessary information	
Skills	Record and document all information that is relevant for preparing the invoice
Knowledge	
TASK DEI.5.2 – Organise the removal of the equipment	
Skills	Prepare equipment for removal from the construction site
	Organise and supervise the transport
Knowledge	Material management
	Logistics

Activity Area DEII – Human resource management

Competences / Learning Outcomes units (ULO)	Carry out functions in HR planning and recruitment, HR management and HR development
ECVET Credits (ULO)	**15**
ECTS Credits (ULO)	**15**

ACTIVITY DEII.1 – Human resource planning and recruitment

Competences / Learning Outcomes units parts (ULO parts)	Participate in identifying the skill needs of the enterprise and safeguard effective recruitment measures
ECVET Credits (ULO parts)	**4**
ECTS Credits (ULO parts)	**4**

TASK DEII.1.1 – Identify qualitative and quantitative skill needs	
Skills	Determine the number of workers required Determine the type of skills required Prepare job descriptions and advertisements
Knowledge	Fundamentals of human resource planning
TASK DEII.1.2 – Prepare and carry out job interviews	
Skills	Review written applications Shortlist candidates for interviews Develop interview schedules Carry out interviews
Knowledge	Fundamentals of competence diagnostics
TASK DEII.1.3 – Select and hire staff members	
Skills	Take part in decisions about the selection of candidates Carry out the formalities related to the employment of selected candidates (especially preparation of the work contract)
Knowledge	Fundamentals of human resource management Legislation on employment contracts

ACTIVITY DEII.2 – Staff and team management

Competences / Learning Outcomes units parts (ULO parts)	Implement measures of human resource management and direct workers and teams
ECVET Credits (ULO parts)	**4**
ECTS Credits (ULO parts)	**4**

TASK DEII.2.1 – Carry out appraisals of workers	
Skills	Review the performance of workers Give feedback Make recommendations concerning future employment and promotion
Knowledge	Fundamentals of competence diagnostics Methods of human resource planning Methods of guidance and coaching
TASK DEII.2.2 – Manage teams	
Skills	Organise teams Distribute tasks among the workforce Direct and supervise individual workers Respond to and solve conflicts
Knowledge	Work organisation Conflict management
TASK DEII.2.3 – Motivate workers	
Skills	Motivate workers so as to fulfil the demands of the enterprise
Knowledge	Methods of guidance and coaching
TASK DEII.2.4 – Promote intercultural competences	
Skills	Promote the workers' ability to work with colleagues with diverse cultural backgrounds
Knowledge	Fundamentals of diversity management

ACTIVITY DEII.3 – Qualification and human resource development

Competences / Learning Outcomes units parts (ULO parts)	Participate in the definition of objectives for training and human resource development measures
ECVET Credits (ULO parts)	**4**
ECTS Credits (ULO parts)	**4**

TASK DEII.3.1 – Evaluate and support the professional development of workers	
Skills	Evaluate the professional development of workers Provide guidance and coaching Pay attention to the requirements of the occupational profile Take personal and social circumstances into account
Knowledge	Methods of vocational pedagogy Guidance and coaching
TASK DEII.3.2 – Develop concepts for qualification and training on the job	
Skills	Prepare personal training or qualification plans for newly hired workers Provide support in the event of difficulties in learning
Knowledge	Methods of vocational pedagogy
TASK DEII.3.3 – Organise training schemes and internships	
Skills	Plan, organise and implement training schemes for workers Familiarise new employees with the workplace
Knowledge	Methods of vocational pedagogy
TASK DEII.3.4 – Cooperate with competent institutions and training providers	
Skills	Cooperate with training providers Cooperate with competent institutions (e.g. Chambers of Industry and Commerce) Prepare workers for examinations that lead to vocational qualifications and certificates
Knowledge	Organisation of the system of initial and contnuing vocational education and training Rules and procedures of Chamber examinations

ACTIVITY DEII.4 – Labour legislation

Competences / Learning Outcomes units parts (ULO parts)	Take the legislation concerning labour and social security into account in personnel decisions and measures
ECVET Credits (ULO parts)	**3**
ECTS Credits (ULO parts)	**3**

TASK DEII.4.1 – Apply the regulations on social partnership	
Skills	Apply the legislation concerning corporate governance and works councils Apply the regulations included in the relevant collective agreements
Knowledge	Knowledge of the Industrial Relations Act (Betriebsverfassungsgesetz), the Crafts and Trades Regulation Code (Handwerksordnung), the Vocational Training Act (Berufsbildungsgesetz) etc. Knowledge of the relevant collective agreements
TASK DEII.4.2 – Apply regulations on work safety	
Skills	Apply legislation on work safety Apply legislation on health protection Apply legislation concerning the protection of young workers
Knowledge	Knowledge of the health and safety regulations Knowledge of the Working Hours Act (Arbeitszeitgesetz) Knowledge of the Act on the Protection of Young Workers (Jugendarbeitsschutzgesetz)
TASK DEII.4.3 – Apply regulations concerning social security	
Skills	Apply regulations on health insurance, pension schemes etc.
Knowledge	Fundamental principles of the Social Security Code (Sozialgesetzbuch)

TASK DEII.4.4 – Apply regulations concerning employment of external workers	
Skills	Apply relevant regulations in the employment of workers from other companies, especially temporary agency workers
Knowledge	Temporary Workers Directive and corresponding national legislation (Arbeitnehmerüberlassungsgesetz)
TASK DEII.4.5 – Participate in the termination of work contracts	
Skills	Participate in the termination of contracts and dismissal of workers Prepare work testimonials
Knowledge	Knowledge of relevant legislation on employment contracts Knowledge of minimum standards for work testimonials or certificates

BELGIAN ADDENDUM

Activity Area BEI - Analysis and management of the technical implementation of a worksite

Competences / Learning Outcomes units (ULO)	Manage the technical implementation of a worksite according to the regulations in Belgium. Technical management of the different step of a project (preparation, execution and closure)
ECVET Credits (ULO)	
ECTS Credits (ULO)	

ACTIVITY BEI.1 - Respect of environment in building enterprise activities in Belgium

Competences / Learning Outcomes units parts (ULO parts)	Manage the respect of environment in building company activities in Belgium
ECVET Credits (ULO parts)	
ECTS Credits (ULO parts)	

TASK BEI.1.1 - Organisation	
Skills	Organise the waste storage
Knowledge	Decree of the Walloon Government of the 27th May 2004 setting the operating conditions linked to the temporary storage on construction worksite or disposal of waste
TASK BEI.1.2- Evacuation	
Skills	Organise the disposal of waste
TASK BEI.1.3- Labelling	
Skills	Ensure traceability of hazardous products
TASK BEI.1. 4 - Take into consideration the regional recommendations regarding the efficient use of energy and water	
Skills	Take into consideration these recommendations to organise the worksite
Skills	Inform the customer for an efficient use of the installation (ex : heating)
Knowledge	Decree of the Walloon Government of the 27th May 2004 setting the operating conditions linked to the temporary storage on construction worksite or disposal of waste

ACTIVITY BEI.2 - Promotion of health and safety in building company activities in Belgium

Competences / Learning Outcomes units parts (ULO parts)	Estimate the quotation for commissioned orders of building interventions
ECVET Credits (ULO parts)	
ECTS Credits (ULO parts)	

TASK BEI.2.1 - Establish a health and safety plan	
Skills	Establish a coordination file security- worksite (project) Enforce the prescriptions of the health and safety plan
Knowledge	Royal Decree of the 25th January 2001 made applicable in the Belgian law the security prescriptions of the European guideline of the 24th June 1992 regarding the temporary worksite These rules set , since the 1st May 2001, three categories of obligations on construction worksites : - Obligation to coordinate the security when the work is realised by different

	entrepreneurs (contractors). - Obligation to notify most of the worksite to the Direction-control of the wellbeing at work. Obligation to respect specific conditions when the work is done by one contractor?
Skills	Respect the VCA and BESACC rules
Knowledge	Law on the wellbeing from the 4th August 1996 requiring the subcontractors to obtain a VCA certificate to guarantee the security, health and wellbeing of all the concerned people.
Skills	Enforce the wearing of the PPE
Knowledge	PPE : Personal Protective Equipment: device to wear or to handle to protect somebody from the risks likely to threaten his health or his security) R.4311-12 of the Work Law
Skills	Respect to code for the worker's wellbeing
Knowledge	The code for the wellbeing includes the implementing measures promulgated since 1993.
Skills	Enforce the « RGIE » (General regulation of the electrical installation) for the construction worksite
Knowledge	The regulatory framework regarding the electrical installations is included in the RGIE. This RGIE was introduced by the Royal Decree of the 10th March 1981

ACTIVITY BEI.3 – EPB the Energy Performance of Buildings

Competences / Learning Outcomes units parts (ULO parts)	Prepare , carry out the work in accordance with the standards and Recommend EPB in Belgium context
ECVET Credits (ULO parts)	
ECTS Credits (ULO parts)	

TASK BEI.3.1 - Plan, foresee and realise a construction work considering the Belgian and Walloon regulations regarding EPB	
Skills	-Consider the regulations in effect (U,K…) to choose the materials with a certified value λ, - Consider the application techniques and the technical hub, - Verify the quality of the construction work's realisation
Knowledge	Walloon Decree form April 2007, regularly reviewed. Technical vocabulary (heat conductivity, thermal transmittance, heat loss…) Regulations in effect Technical information notes (NIT) of the CSTC
Skills	Use PEB calculation software
Knowledge	Calculation methods of the insulation value U, ES, and EW… (to define : insulation levels, air tightness, technical hubs and other information linked to the special techniques)
Skills	Fill the EPB documents
Knowledge	Resort to the Walloon portal to find the documents (forms, tools, files, regulations…)
Skills	Considering the construction hubs
Knowledge	Regulations

ACTIVITY BEI.4 – *Answer for a public contract and realize it*

Competences / Learning Outcomes units parts (ULO parts)	analyze, respond to calls for public tenders and realize the work in respect of regulations in effect
ECVET Credits (ULO parts)	
ECTS Credits (ULO parts)	

TASK BEI.4.1 - Market study : evaluate the feasibility of a project in terms of planning and management (financial , human and technical)	
Skills	Find public contract opportunities Obtaining an authorization for the enterprise (mandatory if the price is higher than a determined threshold)
Knowledge	Internet sites, Bulletin of Adjudications. Law of the 20th March 1991 organizing the agreement of the construction entrepreneurs

TASK BEI.4.2 - Prepare an offer	
Skills	Structuration and deposit of the offer (respect the periods and threshold)
	Approval and work planning
Knowledge	Regulations in effect : Law from the 15 June 2006 regarding the public contraction
	Royal Decree form the 14 January 2013 (general rules of implementation)
	Allocation procedures, legal clauses, Royal Decree June 2013

TASK BEI.4.2 - Execute a public contract	
Skills	Do the work and manage incidents;
	Foresee or estimate the late payments
	Define the entrepreneurs and subcontractors' responsibilities
	Manage the end of the works: provisional acceptance, final acceptance, release of securities
	Quality follow-up and 10-year guarantee
Knowledge	Royal Decree form the 14 January 2013 (general rules of implementation)

GREEK ADDENDUM

Activity Area ELI – Basic and transversal issues of entrepreneurial functions in the building enterprise services production

Competences / Learning Outcomes units (ULO)	Operate in the Greek building sector and system
ECVET Credits (ULO)	
ECTS Credits (ULO)	

ACTIVITY ELI.1 - Contextualisation in Greece of the basic and transversal issues of entrepreneurial functions in the building enterprise activity

Competences / Learning Outcomes units parts (ULO parts)	Operate in the Greek building sector and system
ECVET Credits (ULO parts)	
ECTS Credits (ULO parts)	

TASK ELI.1.1 - Communication in Greek within professional activities in building sector	
Skills	Use skills in Greek corresponding to level C1 CEFR (Common European Framework of Reference for Languages) whilst exercising professional activity
Knowledge	Knowledge of Italian corresponding to level C1 CEFR (Common European Framework of Reference for Languages)

TASK ELI.1.2 - Communication in English within professional activities in building sector	
Skills	Use skills in English corresponding to level A2 CEFR (Common European Framework of Reference for Languages) whilst exercising professional activity
Knowledge	Knowledge of English corresponding to level A2 CEFR (Common European Framework of Reference for Languages)

TASK ELI.1.3 - Entrepreneurial functions within professional activities in building sector: basic and transversal issues without linguistic character	
Skills	Basic Skills (Reading, Writing, Listening, Speaking, Computer Skills) Mathematical skills and basic skills in science and technology Social Skill Digital Competence (where required) Initiative and enterprise Leadership Perception of team work Effective Communication Analytical and critical thinking Flexibility Establish good relationships Voltage customer service (customer service orientation), Ability to manage crisis decision-making capacity Inventiveness - creativity Initiative and enterprise Ability to influence and guidance (influencing and leading others) Organizational capacity Ability to motivate others Ability to resolve conflicts •bility at negotiations Verbal ability Ability to develop other Ability to learn
Knowledge	Basic Numeracy, Basic knowledge of Physical Chemistry, Computer Usage (where required) Terminology Basic knowledge of Quality Management Systems Basic principles of effective communication Principles of teamwork Principles of Human Resource Management Basic knowledge of Mechanical - Electrical Engineering. Basic Principles of Management and Business Organization Basic Principles of Negotiation. Basic knowledge of use of computer networks. Knowledge of finance for non-specialists - basic costing principles Legal framework Principles of training Knowledge of production processes Knowledge of characteristics of Raw Materials Technical Knowledge Production industry (especially safety regulations) Basic Principles and Production Planning Knowledge of operation Measuring Instruments Fundamentals of Mechanical - Architectural Design. Knowledge of employee evaluation systems Knowledge sharing corporate objectives throughout the project production Knowledge of business culture Knowledge of new technologies in the workplace Knowledge of Changes Management

Activity Area ELII – Specific professional issues of functions in the building enterprise services production

ACTIVITY ELII.1 - MAIN BUSINESS FUNCTIONS (MBF) 1

Competences / Learning Outcomes units parts (ULO parts)	Communicates with other departments of the company / organization and coordinate the necessary actions in order to meet the production requirements with the available personnel and the available equipment
ECVET Credits (ULO parts)	
ECTS Credits (ULO parts)	

TASK ELII.1.1 - Communicates with the Production and Planning Sections, in order to be informed for productive purposes, the deliverable quantities or delivery work and the time of completion.	
Skills	P.A. 1.1. Receives the Production Schedule or timetable for the completion of the obtained project. P.A. 1.2. Checks for the availability of Raw Materials, Packaging Materials etc. for the completion of the production. P.A. 1.3.Propose solutions to production problems or equipment malfunctions
Knowledge	

TASK ELII.1.2 - Arranges staff (the shift of the worksite, workplace) in working positions and ensures good functioning, organization and productivity during the work.	
Skills	PA 1.2.1: Selects appropriate handlers for each machine / job. PA 1.2.2: Defines responsibilities and competences in order to complete separate parts of work, or the production process PA 1.2.3: Inspect the individual settings of the used machinery or apparatus used during the production PA 1.2.4: Arrange for replacement of a job, in case of illness, incapacitation, or other emergency
Knowledge	

TASK ELII.1.3 - Verify that there is available suitable equipment so staff can produce the goods	
Skills	PA 1.3.1: In cooperation with operators, labourers, crews' machines, assess the status of engine to be used. PA 1.3.2: Ensures the availability of the appropriate tools for any repairs PA 1.3.3: Checks the existence of the auxiliary agents for the completion of production (truck, trolley, etc.) PA 1.3.4: Calls for cooperation the maintenance department or support of external collaborators help, to carry out maintenance works of repair
Knowledge	

TASK ELII.1.4 - Keeps or supervises the keeping of appropriate records for monitoring of the production	
Skills	PA 1.4.1: Reserves (standardized or not) print - calendars, which lists the details of each production day. PA 1.4.2: Supervise workers who keep appropriate records PA 1.4.3: Maintain a record of the required forms for as long as necessary, based on contract or internal standards (eg ISO).
Knowledge	

ACTIVITY ELII.2 – MAIN BUSINESS FUNCTIONS (MBF) 2

Competences / Learning Outcomes units parts (ULO parts)	Apply appropriate procedures and coordinate the actions that the result of the production process is within the desired specifications
ECVET Credits (ULO parts)	
ECTS Credits (ULO parts)	

TASK ELII. 2.1 - Ensures compliance with the manufacturing processes, as defined by the company or a maintained standard (ISO, HACCP, etc.).	
Skills	PA 2.1.1: Guides the working groups - teams that do not deviate from established production processes. PA 2.1.2: Controls the orderliness of job positions. PA 2.1.3: Supervise the cleanliness of sites and if a special cleaning is necessary, coordinates the actions to realization.
Knowledge	

TASK ELII. 2.2 - Coordinate the actions of the staff that affect the quality of the products.	
Skills	PA 2.2.1: Understand the specifications of the products. PA 2.2.2: Informed and check engine tweaks that contribute to the quality of the products. PA 2.2.3: In case of deviation from the specifications of the product, communicate with other competent departments (eg Quality Control) and take the necessary actions. PA 2.2.4: Propose improvements in the production process.
Knowledge	

TASK ELII. 2.3 - Contacts with the other production departments and informed for any changes at the technical specifications or requirements.	
Skills	PA 2.3.1: He advises workers if some stage of a process is not understood. PA 2.3.2: Ensures the awareness of the personnel for changes of the products or the production process. PA 2.3.3: Studies technical brochures of specifications
Knowledge	

ACTIVITY ELII.3 – MAIN BUSINESS FUNCTIONS (MBF) 3

Competences / Learning Outcomes units parts (ULO parts)	Guides responsibly and effectively staff and collaborates with management and employees for the development and adoption of policies / practices of administration and human resource development through guidance and education
ECVET Credits (ULO parts)	
ECTS Credits (ULO parts)	

TASK ELII. 3.1 - Collaborates with management and employees in order to develop and implement corporate policies, management practices and human resource development.	
Skills	PA 3.1.1: Learn and apply the basic principles of human resources management. PA 3.1.2: On a daily basis takes into account the company's decisions about the management of the workers PA 3.1.3: Takes account and transfers the viewpoints and problems of the workers to Management PA 3.1.4: Recognizes the importance of corporate culture and trying to strengthen
Knowledge	

TASK ELII.3.2 - Actively involved in managing and implementing changes in order to facilitate the transition to the new conditions and better performance of the organization.	
Skills	PA 3.2.1: Learns for any changes and acts as an intermediary between company and

	employees. PA 3.2.2: Participates in the changes process by proposing and evaluating alternative approaches. PA 3.2.3: Inform for future needs in knowledge, skills and abilities you will need to have his subordinates that the organization is efficient
Knowledge	

TASK ELII. 3.3 - Collaborates with all levels of workers and their organizations in order to accomplish their daily activities in smooth working environment by building and maintaining good interpersonal relationships.	
Skills	PA 3.3.1: Contact effectively and establish and maintain good interpersonal relationships with superiors, subordinates and tie to achieve company goals. PA 3.3.2: Estimates the historical content between Unionists and company and work on the agreed PA 3.3.3: Commands the workers with respect, equality and without discrimination. PA 3.3.4: Collaborates with HR and unions to develop good relations between unionists and the company, and to resolve any complaints. PA 3.3.5: Implement labour legislation.
Knowledge	

TASK ELII.3.4 - Contributes to the design of training programs, suggests ways to remedy the educational needs, assisting in the performance of education and strives workers are fully trained directly.	
Skills	PA 3.4.1: Works with subordinates to identify individual learning needs and care in collaboration with the Human Resources Department to obtain as soon as possible the skills and abilities they need, thus increasing their performance. PA 3.4.2: Participates and contributes to assess the effectiveness of education noting improvement or not, knowledge, skills and abilities of workers after the training. PA 3.4.3: Train or arrange to train workers to other experienced workers, and also arrange for fast socialization of young people in the company, and team building PA 3.4.4: Enhances the transfer of new behaviours taught to employees.
Knowledge	

TASK ELII.3.5 - Participate in the recruitment process and selection of staff, in order to select candidates who will be able to achieve company goals.	
Skills	PA 3.5.1: Informed of developments in technology and the potential workplace changes, to identify staffing needs based on the strategic planning of the company PA 3.5.2: Working with the Department of Human Resources and assists in identifying talent management, prepare job descriptions and requirements for those positions and helps to inform all internal candidates for a job PA 3.5.3: Participates in interviewing candidates and evaluate them through practical personnel selection (tests, interviews, etc.) PA 3.5.4: Contribute to efforts to retain employees in the company with an efficient administration and through continuous personnel development.
Knowledge	

TASK ELII.3.6 - Collaborates with management to develop evaluation systems for fair payment, evaluates and recommends fees in order to assess and influence the employee's contribution to the effective execution of the work.	
Skills	PA E 3.6.1: Collaborates with the company to design and develop evaluation criteria and remuneration systems that are relevant to the subject of work and in accordance with company goals. PA 3.6.2: Collaborates with employees to confirm that the system of compensation and benefit satisfies them and encourages them PA 3.6.3: Gives honest and constructive feedback to employees and decide on future plans or possible corrective actions PA 3.6.4: Seeks and accepts constructive information in order to improve personal /

	individual performance. PA 3.6.5: Recommends remuneration and rewards of his subordinates (material and moral) applying consistently, fairly and transparently pay system
Knowledge	

TASK ELII.3.7 - Ensures the health and safety of its staff in accordance with legislation, policies and practices of the company, in order to safeguard the health of workers and to avoid the consequences of unsafe and unhealthy conditions for the company	
Skills	PA 3.7.1: Understands the long-term problems of unsafe or unhealthy conditions PA 3.7.2: Understands the long-term problems of unsafe or unhealthy conditions PA 3.7.3: Ensures compliance with documentary and oral instructions in section, in accordance with existing standards (eg internal regulations, ISO, etc.) PA 3.7.4: Encourages employees to report unsafe conditions and work with them. PA 3.7.5: Apply the relevant legislation (Health & Safety and Environment)
Knowledge	

CYPRIOT ADDENDUM

Activity Area CY - Definition of objectives and resources of the building enterprise development sector

Competences / Learning Outcomes units (ULO)	Operate in the Cyprus building development sector
ECVET Credits (ULO)	**5**
ECTS Credits (ULO)	

ACTIVITY CYI.1 - Contextualisation in Cyprus of the building enterprise in building development

Competences / Learning Outcomes units parts (ULO parts)	Operate in the Cyprus building development sector
ECVET Credits (ULO parts)	**5**
ECTS Credits (ULO parts)	

TASK CYI.1.1 - Analysis of the different aspects of the Cyprus national context : socio-cultural-economical, legislative features	
Skills	Know and understand the characteristics and features of the socio-cultural-economical, legislative context of the country
Knowledge	Elements of the socio-cultural-economical main aspects of Cyprus Principles of Cyprus legislation
TASK CYI.1.2 - Analysis of the different aspects of Cyprus national context with specific regard to building development sector	
Skills	Know and understand the characteristics and features of the Cyprus building development sector and the possible contexts within which to put in practice the activity of entrepreneur in building development
Knowledge	Specific characteristics and features of the Cyprus building development sector (e.g. features of national building market; Cyprus building development policies; main economic and social sectoral institutions; traditional building typologies; sectoral national collective agreements among social partners; legal procedures and fulfillments within public procurement for building services, etc.)

ACTIVITY CYI.2 - Communication in Greek and English

Competences / Learning Outcomes units parts (ULO parts)	Communicate in Greek and English (min. level A2 CEFR -Common European Framework of Reference for Languages)
ECVET Credits (ULO parts)	**2**
ECTS Credits (ULO parts)	

TASK CYI.2.1 - Communication in Greek and English within professional activities in building development sector	
Skills	Use skills in Greek and English corresponding to level A2 CEFR (Common European Framework of Reference for Languages) whilst exercising professional activity
Knowledge	Knowledge of Greek and English corresponding to level A2 CEFR (Common European Framework of Reference for Languages)

ACTIVITY CYII.1 – MANAGEMENT KEY BUSINESS FUNCTIONS
Identification of new building development project

Competences / Learning Outcomes units parts (ULO parts)	Operate
ECVET Credits (ULO parts)	**4**
ECTS Credits (ULO parts)	

TASK CYII.1.1 – Identification of Target Market Group.	
Skills	Market research regarding recent sales patterns of Real Estate through Government Statistics, Company records, Real Estate Professional Associations, etc. Study of proposed Real Estate mix type, say purely residential (Villas vs Apartments, or mix with Commercial Real Estate (i.e. Shops and/or Offices). Size of units, Proposed sales prices etc.
Knowledge	

TASK CYII. 1.2 – Identification of suitable property/land for future development.	
Skills	Company stock Real Estate Agency data Private individual owners. Purchasing of land
Knowledge	

TASK CYII. 1.3 – Financial aspects	
Skills	Company Contribution Country Financial Institution. Study the possibility of other participating Partners/Investors depending on the size of the Project. Drawing up of initial Business with Budget costs and required expenditures.
Knowledge	

TASK CYII. 1.4 – Drawing up of a Marketing business plan.	
Skills	Promotion through our existing structure. Other local estate agencies. Overseas contributors. Commencement of Marketing/Advertising activities. Creation of 3-D animations and videos to assist the promotion efforts.
Knowledge	

ACTIVITY CYIII.1 – MANAGEMENT SPECIFIC BUSINESS FUNCTIONS Organization and coordination of all the necessary actions in order to meet the production requirements

Competences / Learning Outcomes units parts (ULO parts)	Operate
ECVET Credits (ULO parts)	**4**
ECTS Credits (ULO parts)	

TASK CYIII.1.1 – Pre-selection criteria of Architectural, Electromechanical, Civil Engineering Professionals and other Employees	
Skills	Assessing and evaluating professionals Procurement evaluation Assessing other qualities of the professionals Signing the agreement with above collaborators. Employee the selected site engineer and foreman/men, either from existing personnel or from new recruits.
Knowledge	

TASK CYIII.1.2 - Contact with the relevant Government Planning and District Office Department for current regulation regarding the specific areas and uses of the proposed development.	
Skills	Issue of Planning Permit and Application for Building Permits An application is lodged with the Registry Office for the issue of the separate title deeds. Settle all necessary taxes dues rates, obtain tax releases and clearances, arrange for settlement of accounts with our clients and transfer the deeds to the rightful owners.
Knowledge	

TASK CYIII.1.3 - Budget Costing to create the first price list, using the accumulated experience from previous projects.	
Skills	**Identify, w**ith assistance of the Surveyors/Civil Engineers/Architects, the necessary building and other materials Suppliers. Unit costing
Knowledge	

TASK CYIII.1.4 - Selection Quantity Surveyors for detailed costing and itemization of works. Preparation of Construction plan.	
Skills	Structural calculations and designs by selected Civil/Structural Engineers. With the assistance of the Quantity Surveyors/Civil Engineers/Architects we commence the Selection procedure for the necessary Sub-Contracting disciplines. With assistance of the Surveyors/Civil Engineers/Architects we identify the necessary building and other materials Suppliers. Signing the agreement with above collaborators. Employee the selected site engineer and foreman/men, either from existing personnel or from new recruits
Knowledge	
TASK CYIII.1.5 - After Sales and delivery service is in kept place well after the warrantee period expires.	
Skills	Undertake the management and maintenance of any and all of our new properties and establish long-term relationships with our clients, be it Cypriots or foreigners.
Knowledge	

<u>Activity Area CYIV - Management application of regulated issues</u>

Competences / Learning Outcomes units (ULO)	Promote health and safety in building development sector; Manage waste production and ownership within building enterprise activities; Apply EE and RES in building development activities in Cyprus.
ECVET Credits (ULO)	
ECTS Credits (ULO)	

ACTIVITY CYIV.1 - Promotion of health and safety in building development

Competences / Learning Outcomes units parts (ULO parts)	Promote health and safety in building development sector
ECVET Credits (ULO parts)	**4**
ECTS Credits (ULO parts)	
TASK CYIV.1.1 - Apply regulations (Italian Legislative Decree 81 in date 9th April 2008 and following modifications and integrations), Regional rules	
Skills	Implementing the Buildings and Works of Engineering Construction (Safety, Health and Welfare) Regulations of 1973 (P.I. 161/1973) and following modifications until 2011.
Knowledge	To apply and compliance with Laws and following modifications and integrations in the Law of Health and safety at work place, in particular the building and works of engineering construction and its following modifications.

ACTIVITY CYIV.2 - Respect of environment in building development sector

Competences / Learning Outcomes units parts (ULO parts)	Manage waste production and ownership within building development sector
ECVET Credits (ULO parts)	**3**
ECTS Credits (ULO parts)	
TASK CYIV.2.1 - Manage Waste Production and Ownership, in compliance with Cyprus Legislation	
Skills	Implementing of the Waste Law N.185 (I)/2011, the Packaging and Packaging Waste Law 2002-2006, the management of waste from extractive industries law N.82(I)/2009 and the relevant Regulations and Decrees issued under the above mentioned laws. The above legislation is harmonized with the relevant European policy and legislation adjusted to the Cypriot national data.
Knowledge	To apply the environmentally rational management of waste produced in Cyprus. This can be achieved through the implementation of the Waste Law N.185 (I)/2011, the Packaging and Packaging Waste Law 2002-2006, the management of waste from extractive industries law N.82(I)/2009 and the relevant Regulations and Decrees issued under the above mentioned laws. The above legislation has been harmonized with the relevant European policy and legislation adjusted to the Cypriot national data.

ACTIVITY CYIV.3 - Application of EE and RES in building development sector

Competences / Learning Outcomes units parts (ULO parts)	Apply EE and RES in building development sector
ECVET Credits (ULO parts)	**3**
ECTS Credits (ULO parts)	
TASK CYIV.3.1 - Support the application of Energy Efficiency and Renewable Energy Sources within the building interventions, in particular applying recommended and promoting measures	
Skills	Implementing measures in the field of active and passive energy efficiency and energy production from renewable sources in buildings, within the building production process
Knowledge	Applying measures in the field of active and passive energy efficiency and energy production from renewable sources in buildings

ECVET-ECTS Credits Final General Recapitulation Table

Section A – ECVET-ECTS credits common to all participating countries	**105**
Section B – ECVET-ECTS credits specific for each participating country	**30**
Total	**135**

Quality standards for the issuing of an ECVET quality label to the qualification

The design of the new European sectoral qualification "Entrepreneur in Constructions", proceeded defining the focused entrepreneurial professional field in terms of activities and tasks, knowledge, skills and competences, learning outcomes units and units parts, and related ECVET or ECTS credit, it includes also specific ECVET quality standards to apply the new qualification across participating countries at national/regional level, allowing the issuing of an ECVET quality label to the qualification, to be issued following quality standards and procedures defined in this activity phase and then included within MoU ECVET "Entrepreneur in Constructions", to be formalised during subsequent work package 5.

Following the example of ECTS and Diploma Supplement Labels awarded by the Commission (DG Education and Culture) to Higher Education Institutions that apply the ECTS and/or the Europass Diploma Supplement correctly in all respects (http://eacea.ec.europa.eu/llp/support_measures_and_network/ects_dsl_en.php), the partners of CertEnt and the other signatories of the MoU ECVET agree that the quality standards for the issuing of an ECVET quality label to the new European sectoral qualification "Entrepreneur in Constructions" should be the same do be demonstrated within the applications for the ECTS/DS labels submitted to the EU by Higher Education Institutions, which have to provide evidence that excellence is achieved in the following two main areas:

- Information Package / Course Catalogue published on the applicant's website in English;
- Student files for both incoming and outgoing students.

More in particular, the partners of CertEnt and the other signatories of the MoU ECVET agree that the VET and HE providers which will apply the MoU ECVET "Entrepreneur in Constructions" by means of apposite VET and HE programmes with flexible devices for validation, transfer and recognition of learning outcomes (awarding to involved entrepreneurs ECVET and ECTS credits related to verified learning outcomes, also utilising Europass Certificate Supplement and ECTS Diploma Supplement), to allow the becoming of qualification by interested entrepreneurs in Constructions, will issue an "ECVET quality label" to the qualification giving evidence that:

- it is ensured public information relating to the Europass Certificate Supplement and ECTS Diploma Supplement on the VET/HE provider website, in English and in the home language;
- it is ensured public information on examples of actual Europass Certificate Supplement and / or ECTS Diploma Supplement issued to graduates from the VET/HE provider.

ALLEGATO 2

Appendix 2: Mechanisms for the implementation of the MoU

1. Rules and procedures to monitor and enforce the MoU

1.1 Joint governance committee

1.1.1 The *Joint governance committee* is established to facilitate the implementation of this MoU, to oversee administrative processes, and to monitor the performance of all Parties who have agreed to be bound by the terms and conditions of this MoU to ensure, insofar as it may, that any issues or disagreements arising hereunder are resolved promptly and in a manner consistent with the intent of this MoU.

1.1.2 The *Joint governance committee* will also monitor the processes to implement this MoU in an effective and non discriminatory manner, and continue information exchange by whatever means are considered most appropriate, including regular communication and sharing of information.

1.1.3 The *Joint governance committee* should meet at least annually or as often as required in order to effectively perform its duties and assist in the resolution of eventual disputes.

1.1.4 Each organisation undersigning this MoU is represented in the *Joint governance committee* by a minimum of one (1) and a maximum of two (2) Officers/Members/Representatives. The organisations represented in the *Joint governance committee* are the initial contracting Parties of this MoU and all the authorities and organisations which undersign it afterwards.

1.1.5 The organisations interested to participate at this MoU must undersign it and send a copy of the undersigned MoU to the *Joint governance committee*, which will deliberate unanimously, during its subsequent meeting, on the new adhesions to this MoU.

1.1.6 The organisations interested to the adhesion at this MoU have also the possibility to undersign it without participation to the *Joint governance committee*. At this aim, the organisation must specify this will in the framework of the sending of the undersigned MoU to the *Joint governance committee*.

1.1.7 The *Joint governance committee* is based, till its different decision, c/o the management co-ordinator of the CertEnt project, *Centro Edile per la Sicurezza e la Formazione* of Perugia *(Via P. Tuzi 11, 06011 Perugia – Italy)*

1.2 Meetings

1.2.1 At *Joint governance committee* meetings a representative of the host organisation shall serve as Chair.

1.2.2 Meeting locations and dates shall be proposed by the hosting organisation, subject to agreement by the others.

1.2.3 The host organisation is responsible for location hotel and meeting room arrangements, catering, dinner reservations, Agenda, Minutes and, shall provide translation services when needed.

1.2.4 Face-to-face meetings require two-month notice.

1.2.5 Minutes must be prepared and distributed within two months.

1.3 Finances

1.3.1 There are no fees.

1.3.2 Each organisation is responsible for its own funding.

2. Mechanisms for dialogue and administrative co-operation

The *Joint governance committee* will put in place mechanisms and procedures which will include:

2.1 To review periodically the concerned professional figure;

2.2 To establish the rules and procedures necessary for the application, evaluation and monitoring of the provisions in this MoU. Member of the *Joint governance committee* will keep in regular contact and hold meetings at least annually to review the implementation and effectiveness of the agreement.

2.3 Acting as an information source for the concerned professionals within the participating Countries.

2.5 A means for dispute resolution for the implementation of this MoU.

2.6 Additional tasks as determined by the *Joint governance committee*.

3. Regulations relating to nationality

3.1 Beneficiaries of the provisions of this MoU will be nationals of the Countries represented by the Parties.

4. Revision of agreement

The agreement is ongoing subject to periodic review by the *Joint governance committee*.

5. Notice of termination

If any Party wishes to withdraw from this MoU, it will inform the *Joint governance committee* of this decision by giving 6 months notice in writing.

	EU Lifelong Learning Programme 2007-13 Subprogramme Leonardo da Vinci Call for proposal 2012 EAC/27/11 Priority 1 "Implementing ECVET for transparency and recognition of learning outcomes and qualifications" Action "Multilateral Projects for Development of Innovation" Project Code 526412-LLP-1-2012-1-IT-LEONARDO-LMP	
Executive Agency, Education, Audiovisual and Culture		Lifelong Learning Programme

CertEnt

Applying ECVET and ECTS to Certify Learning Outcomes and Qualification of the Entrepreneur in Construction sector

Memorandum of Understanding - MoU ECVET for the new European sectoral qualification "Entrepreneur in Constructions"

MoU Adhesion Signature

Place: Madrid

Date: 20/02/2014

Name of the organisation:

Address of the organisation:

Country:

Telephone number:

Fax number:

E-mail:

Legal representative:

Stamp:

Signature:

_____

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