

Guide and checklist for the implementation of vocational training courses to master’s or technician’s level

Suggestions and recommendations	Check
<p><u>A) Objectives of the training</u></p> <p>a) Providing skills to independently lead a company, to assume managerial tasks in the areas of technology, business administration, human resource management and development, to establish vocational training in companies and to independently make use of the acquired enhanced professional competence by autonomously adapting to new needs in the relevant areas.</p> <p>.....</p> <p>b) The master’s programme consists of four independent parts. Each part finishes with a separate examination and a professional title, reflecting the enhanced skills.</p> <p>Part A1: “Practical knowledge” – completion with the title “Recognised Technician”. Obtaining crucial knowledge, abilities and skills to master and competently accomplish tasks of the respective profession and to identify and manage job-related challenges and solutions, by taking into account new developments.</p> <p>Part A2: “Subject-specific theory” – completion with the title “Technical Specialist”. Acquiring necessary theoretical knowledge in the respective profession by imparting knowledge in the fields of technology, safety, process engineering, materials engineering, mathematics and economic knowledge to be able to analyse and assess challenges and to present, document and propose appropriate solutions for order processing and for the administration and organization of a company.</p> <p>Part B1: Business Administration – completion with the title “Business Administrator”. Obtaining essential business and legal knowledge by situation-oriented introduction of comprehensive entrepreneurial competences - especially with regard to business, commercial and legal issues. Providing knowledge and skills for proper evaluation of companies’ competitiveness; preparing, implementing and evaluating of start-up and take-over activities and development of corporate management strategies.</p> <p>Part B2: Occupational pedagogics – completion with the title “Instructor”. Obtaining necessary professional and work-pedagogical knowledge and the entitlement to conduct vocational training in companies. Transfer of knowledge and skills in the fields “significance” and “legal framework”, training planning, recruitment of trainees, training in the workplace, promotion of learning processes, team building and completion of the training.</p> <p>.....</p> <p>c) The technician training consists of the following parts, which are concluded with a closed examination:</p> <p>Part A: General basics (not included in the master craftsman training)</p> <p>Part B: Subject-specific content (includes parts A1 and A2 of the master craftsman training and goes beyond that)</p> <p>Part C: Business Administration and Management (corresponds to Part B1 of the master craftsman training)</p> <p>Part D: Vocational and work pedagogy ((corresponds to part B2 of the master training)</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><u>B) Participants and target groups</u></p> <p>1. Persons with completed vocational training (journeyman, skilled workers) of all trades</p> <p>.....</p> <p>2. Persons without vocational training, but with long-term professional experience in their profession (at least five years)</p> <p>.....</p>	<p>.....</p> <p>.....</p>

<p>3. Potential start-up candidates</p> <p>.....</p> <p>4. Students and graduates in the relevant disciplines</p> <p>.....</p> <p>5. Temporarily unemployed persons with appropriate educational/vocational background who under a master´s or technician`s programme wish to improve their chances of obtaining work or to enhance their professional career.</p> <p>.....</p> <p>6. All persons who do not want to graduate from a master's or technician`s degree, but only want to pursue specific parts of the master´s or technician`s programme (particularly Part “Business administration” and Part “Occupational pedagogics”) as advanced vocational training</p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p><u>C) Notices and Information for participants</u></p> <p>Emphasizing that these are four independent training courses that</p> <p>a) can be completed separately and with a separate professional title.</p> <p>b) successful completion of all four parts “automatically” leads to a master degree.</p> <p>.....</p> <p>Recommendation to consider the completion of each individual part of the master's programme as an essential cornerstone of advanced education and – if the “master” title is pursued – recommendation to start with the parts B1 “Business Management” and B2 “Occupational pedagogics”.</p> <p>.....</p> <p>Indicating target-group-specific significance, as well as the advantages and benefits from completing each individual training part as well as benefits from gaining the master or technician title, such as:</p> <ul style="list-style-type: none"> • significant importance for the autonomous exercise of the chosen profession • very high success rates of business start-ups with completed training • great career opportunities to assume leadership functions • high attractiveness and personal image gains from the master or technician training • a master´s or technician`s degree is held in high regard by companies and customers, an excellent marketing element to underscore quality assurance by securing due qualification • outstanding significance of practical knowledge and skills in business administration, management and corporate governance • entitlement to conduct vocational training of young people, and thus decisive contribution to attracting qualified junior staff • pivotal importance of acquired occupational and work-pedagogical knowledge for personnel development and promotion, for team development and for increasing motivation in companies <p>.....</p> <p>Information about the significance of the master's or technician`s education, reaching beyond just acquiring professional qualification, such as full entitlement to a university degree in some countries, classification in the Qualifications Framework at “bachelor´s” level.</p> <p>.....</p> <p>Special emphasis on</p> <p>a) cost estimation of the participants´ fees, e.g. not only indication of total cost but also cost per participant hour and;</p> <p>b) in particular, financial support and tax incentives.</p> <p>.....</p> <p>Repeated dissemination of information via various media channels – in writing and particularly active in face-to-face meetings, in form of individual consultations, at meetings, trainings, via consultants, etc.</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

D) Recruiting participants

Early and repeated announcement of courses on advanced education in professional journals, on websites, via newsletters, circulars, etc.

Production of posters, hand-outs with invitations to advanced education training courses or related information on counselling events and information placement/introduction in educational establishments, chambers, universities, etc.

Sending personal invitation letters with indication of date, including a reply sheet by mail and/or by e-mail;
address at least 50 times the number of potential participants than the desired number of participants

Repeated telephone follow-up activities to addressed potential participants

Conducting press conferences/discussions and issuing press releases to achieve publications in the daily press. At least one press release shall be issued within the framework of the master or technician training testing and at least one press conference must be held (see E).

Involvement of propagators (e.g. consultants, teachers, etc.), who approach potential participants in person to submit invitation letters

Use every opportunity for personal contact to pass on information and to advice potential participants about your measures

At least 15 (ideally 25) participants per training

The parts A1 “Practical knowledge” and A2 “Subject-specific theory” in the master training or part B in the training of technicians are each occupation-related. In principle, in parts “Business administration” and “Occupational pedagogics”, participants can be persons from all trades and business segments. Participants from various areas and trades will promote the exchange of experience among themselves.

The advanced training courses can be conducted under a full-time scheme with daytime lessons or under a day-release scheme with evening lessons and at weekends. In order to meet all demands it is advisable to offer both forms of courses, according to the respective demand. Parts “Business administration” and “Occupational pedagogics” are particularly suitable for a day-release scheme.

E) Implementation of advanced training

Assuring timely and binding reservation of training rooms and training workshops and securing an adequate equipment

Timely recruitment of lecturers and organising a complete teaching timetable for each respective complete advanced training block:

- a) At least one full-time lecturer shall be active in each educational block, a competent specialist on the respective advanced training topic or profession.
- b) Secondary qualified instructors who are generally particularly cost-effective.

In addition to professional qualification and experience, pedagogic abilities and teaching experience are of paramount importance.

If necessary, follow-up trainings and/or train-the-trainer seminars shall be conducted. For this purpose, specific concepts, curricula and teaching materials were developed for the “Master BSR” project which are available free of charge.

Timely preparation and provision of documents, materials, etc. for

<p>a) all teachers and staff; b) all participants.</p> <p>Provision in paper form as well as electronically (see internet platform). The following documents and materials have been designed and are available free of charge:</p> <ul style="list-style-type: none"> • Analyses of the education and labour markets in the Baltic Sea Region • Concepts for conducting programmes in Denmark, Germany, Poland, Lithuania and Latvia • A concept for a uniform master's or technician`s programme for the BSR • Curricula and teaching materials for all parts of the master's and of the technician`s programme • Concept and documentation for the evaluation of all parts of the trainings • Examination regulations for all parts of the programmes • Concepts, curricula and teaching materials for a dedicated train-the-trainer seminar <hr/> <p>For each continuing education – establishment and operation of an user-friendly Internet platform, including</p> <ul style="list-style-type: none"> • setting all documents and materials for download • links to textbooks, etc. for self- study • existing e-learning systems for each training course • announcement of appointments, classrooms etc. • complete addresses of all lecturers and contact persons • complete addresses of all participants for communication with one another • interesting information, such as the announcement of further events, current publications, important links, etc. 	
<p><u>F. Evaluation of advance training programmes</u></p> <p>Any advanced occupational educational measure is subject to evaluation in order to identify and implement further developments and improvements in future training programmes. For this purpose, at various times during implementation written and oral interviews with the participants and lecturers shall be conducted, together with an accompanying monitoring analysis.</p> <hr/> <p>The concepts, questionnaires, guides etc. developed are free of charge for all and any future use.</p> <hr/> <p>The advanced programme courses shall be first-class and cost-intensive to give the participants very significant added value. In this respect, it is advisable to follow on a random basis further career paths of individual graduates and to identify their benefits. The obtained results are ideal in terms of information and acquisition of new participants (see C and D).</p>	
<p><u>G) Evaluating and conducting examinations</u></p> <p>The following procedures are required for the advanced programmes:</p> <ul style="list-style-type: none"> • Grouping into level class 5 “Higher Vocational Training” or level class 6 “Bachelor and other comparable trainings and competences” within the Qualifications Framework. • Assessment of obtained competencies and skills with credit points (CPs). • Awarded CPs can be transferred across countries. • The completed advanced courses as well as the title are recognised across the Baltic Sea Region. <hr/> <p>Concepts for conducting examinations, including quality assurance measures, as well as uniform examination rules were designed. The documentation is available free of charge for all and any use.</p>	

<p>In countries with a binding examination system in place, examination is subject to national law and thus leading to a “national degree title”. Further, an additional evaluation is to be carried out in these countries, based on the designed uniform examination regulations. In countries without any examination regulations in place, examinations are based on the designed uniform examination regulations.</p> <p>Examinations or additional evaluations based on the designed uniform examination regulations lead to the title “Master Baltic Sea Region” or “Technician Baltic Sea Region”.</p> <p>.....</p> <p>Competences, knowledge and skills already acquired in other qualification measures that meet the trainings requirements, are recognized for the trainings and can lead to the exemption from examination of certain parts of the exam.</p>	<p>.....</p> <p>.....</p>
<p>H) Implementation report</p> <p>Within four weeks of completion, each implementing partner shall provide a conclusive execution report on the implemented advanced training measures, including</p> <ul style="list-style-type: none"> a) short description of the implemented measures on informing and attracting new participants and copies of the produced information material, press releases, press reports, etc. b) short description of the implemented preparatory measures c) the number of participants in each training part d) covered trades and activity areas e) eventual participant dropouts, specifying their reasons f) very brief characterisation of the engaged teaching staff g) examination results h) own experience and assessment of the implementation i) specific recommendations and information regarding future implementations of training programmes j) own plans regarding future implementations of training programmes by the implementation partner after project completion 	