



CAR Master project

PR5: Accreditation of methodology

Task 1: European accreditation

Task 2: National accreditations - desk research for national accreditations

Task 3: Final report accreditation - recommendation for other countries to involve



Attribution-ShareAlike 4.0 International
(CC BY-SA 4.0)





Table of content

1. Introduction.....	4
2. VET accreditation/certification system - European level –.....	5
3. VET Accreditation / Certification system – Germany -.....	9
3.1. VET certification/certification Germany	9
3.2. Role /Tasks of Accreditation bodies	10
3.3. Role / Tasks of VET provider in the accreditation process.....	10
3.4. Accreditation vs. Certification at national level	11
3.5. Assessment / Validation / Recognition / Period of validity	12
3.6. Quality assurance in VET accreditation / Certification	12
3.7. CAR Master training accreditation/certification.....	13
4. VET Accreditation / Certification system – Austria	14
4.1. VET certification/certification Austria	14
4.2. Role /Tasks of Accreditation bodies	14
4.3. Role / Tasks of VET provider in the accreditation process.....	14
4.4. Accreditation vs. Certification at national level	14
4.5. Assessment / Validation / Recognition / Period of validity	14
4.6. Quality assurance in VET accreditation / Certification	15
4.7. CAR Master training accreditation/certification.....	15
5. VET accreditation / certification system – Poland	16
5.1. VET certification/certification Poland	16
5.2. Role /Tasks of Accreditation bodies	17
5.3. Role / Tasks of VET provider in the accreditation process.....	17
5.4. Accreditation vs. Certification at national level	17
5.5. Assessment / Validation / Recognition / Period of validity	18
5.6. Quality assurance in VET accreditation / Certification	19
5.7. CAR Master training accreditation/certification.....	21
6. VET Accreditation / Certification system – Česká republika	22
6.1. VET certification/certification Česká republika	22
6.2. Role /Tasks of Accreditation bodies	24
6.3. Role / Tasks of VET provider in the accreditation process.....	25
6.4. Accreditation vs. Certification at national level	25
6.5. Assessment / Validation / Recognition / Period of validity	25
6.6. Quality assurance in VET accreditation / Certification	25
6.7. CAR Master training accreditation/certification.....	27
7. VET accreditation / certification system – SLOVAK REPUBLIC.....	28
7.1. VET certification/certification Slovak REPUBLIC	28
7.2. Role /Tasks of Accreditation bodies	29
7.3. Role / Tasks of VET provider in the accreditation process.....	29
7.4. Accreditation vs. Certification at national level	30
7.5. Assessment / Validation / Recognition / Period of validity	30
7.6. Quality assurance in VET accreditation / Certification	30
7.7. CAR Master training accreditation/certification.....	31



8. VET accreditation / certification system –	Spain32
8.1. VET certification/certification Spain	32
8.2. Role /Tasks of Accreditation bodies	33
8.3. Role / Tasks of VET provider in the accreditation process.....	35
8.4. Accreditation vs. Certification at national level-Spain.....	36
8.5. Assessment / Validation / Recognition / Period of validity.....	36
8.6. Quality assurance in VET accreditation / Certification	37
8.7.CAR Master training accreditation/certification.....	37
Conclusions - Recommendation for other countries.....	38
References.....	40



1. Introduction

The Copenhagen process has created the policy context for voluntary and sustainable cooperation between Member States to promote common trust, transparency and recognition of competences and qualifications. These are preconditions for increasing students' and workers' mobility within the EU, aiding the free movement of persons established by the Treaty of Rome.

Frequently, accreditation and certification are used synonymously and what is called accreditation in one country might be called certification in another. They are both about external verification of quality but they have a slightly different focus.

Certification is about compliance with the standards, rules and criteria as defined by a methodological framework for quality assurance, such as the ISO9000ff standards.

Accreditation normally will encompass certification: in Italy, for example, a provider certified according to ISO-9000ff will be accredited by the regional authorities for education and training. In other cases, accreditation will require more than compliance with the principles of quality assurance frameworks.

Since it means recognition by a public body, the accreditation process may also consider public concerns such as the adequacy of a training programme for the regional labour market or its relevance to certain policy objectives.

Whatever the concrete profile of accreditation, in whatever context, there is a common quality assurance challenge for all external assessment procedures.

There are quite different meanings of accreditation in the VET systems of the EU Member States but there is at least one core element in relation to quality and accreditation which is generally accepted. Whatever the concrete profile of accreditation, in whatever context, there is a common quality assurance challenge for all **external assessment procedures**. Source: https://www.cedefop.europa.eu/files/4089_en.pdf

The aim of this analysis is on the one hand to find out which form of national or transnational (European) accreditation / certification / recognition would be possible for the CAR Master Training. Which quality standards must the CAR Master Training formally meet, which competent bodies at National and European level could pronounce the accreditation and what would be the process flow.

The training requirements for car masters are similar in different industries and also in different EU countries. We want to contribute with our CAR master training to a uniform qualitative assessment of these requirements. Therefore, in partner countries we will accredit a blended learning educational program according to the unified format of contents and methods. - a total of 6 national accreditations.



2. VET accreditation/certification system - European level –

The COVID-19 crisis has emphasised the need for increased agility of VET in response to rapid changes, acceleration of digitalisation of VET, modern and innovation learning approaches and more investments in skills and competences of teachers and learners.

Flexibility and opportunities to progress within education and training sectors and between them are key elements of future-fit VET systems. Furthermore, ensuring that VET programmes are personalised and learner centred, is essential for ensuring a strong engagement of the learners and attractiveness of VET pathways leading to increased employability.

The advance of technology, changes to the nature of work and new ways of learning (supported by the emergence of platforms and online learning) have repositioned the central learner's role as they "build their own learning pathways"; there has been an unprecedented surge in demand for online WBL, including for short, tailored courses.

Modularisation – breaking vocational qualifications into smaller parts of learning outcomes – is the way to flexibly update the content and to customise it to the needs of individuals. Validation of learning outcomes acquired in non-formal and informal learning will facilitate up- and reskilling, leading not only to full qualifications, but to micro-credentials or partial qualifications. Microcredentials are evidence of practical, flexible, on-demand, and short learning experiences.

The development of a European labour market relies heavily on having a skilled, adaptable and mobile workforce able to use its qualifications and competences as a kind of 'common currency' throughout Europe. In this respect, the main aims of the Copenhagen process are the development of lifelong learning and the promotion of mutual trust between the key players.

The main objectives of Copenhagen include:

- Single framework for transparency of qualifications and competences;-
- Cooperation in quality assurance in VET;
- Credit transfer system for VET in Europe

Together, these objectives aim at promoting mutual trust in training provision and transparency and recognition of competences and qualifications, thereby establishing a basis for increasing mobility in the European Union. Quality assurance and Mutual trust plays a decisive role in modernising European VET and improving performance and attractiveness, achieving better value for money.

An innovative element supporting excellence and internationalisation of VET is the concept of European Vocational Core Profiles which would define a certain share of a common training content at European level.

As part of Europass platform and complemented, where possible, by vocational digital content, the Profiles have a potential to significantly facilitate mobility of learners and workers, automatic recognition of VET qualifications and the outcomes of learning period abroad and the development of joint vocational education and training curricula, qualifications and micro-credentials

High quality and innovative vocational education and training provide people with skills for work which help them to adapt to and deliver on the twin digital and green transitions, to cope with emergency situations and economic shocks, while also supporting economic growth and social cohesion. Thereby providing them with skills that help them get or create jobs in demand on the labour market.



Improve mutual learning, enhance the transparency and consistency of quality assurance arrangements in the provision of vocational education and training and reinforce mutual trust between EU Member States are main objectives of the COUNCIL RECOMMENDATION on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience.

Here are some important recommendations regarding trust and acceptance of VET:

- Vocational education and training programmes are **based on modules or units of learning outcomes** and validation mechanisms are in place **allowing the transfer, recognition and accumulation** of individuals' learning outcomes with a view to gaining a qualification, a partial qualification, or a micro-credential, as relevant;
- Make best use of the **European transparency tools** such as the European Qualifications Framework, the European Credit Transfer and Accumulation System (ECTS), Europass and the European Skills, Competences, Qualifications and Occupations (ESCO), facilitate automatic mutual recognition of full or partial qualifications,
- Enable learners to use the various features of **Europass** (e.g. recording their experience, skills and qualifications in an online profile that serves for career guidance, obtaining digitally signed credentials, and receiving suggestions and searching for learning and job opportunities, qualifications, validation, recognition,

In the EU Council Recommendations 2021, the topic of micro credentials has been formulated for vocational education and training in Europe in order to take into account the very dynamic changes in the labour market. Due to its current flexibility, it can respond precisely to new and urgent competence needs of the labour market and companies through quickly designed courses or modules.

Micro-credential, definition by European Commission, Brussels, November 2021:

"Micro-credential" means the record of the learning outcomes that a learner has acquired following a small volume of learning.

These learning outcomes have been assessed against transparent and clearly defined **standards**. Courses leading to micro-credentials are designed to provide the learner with specific **knowledge, skills, and competencies that respond to societal, personal, cultural, or labor market needs**. (Transversal skills)

In particular, the numerous digital training offers via Youtube, podcast, Moodle or Mooo's have received a large increase in the pandemic. Whether from home, directly at work or on the go, you can acquire new professional skills.

The focus is on the learning outcome regardless of place and time. The aim is not to replace the formal acquisition of qualifications, but to complement them flexible. That's also the idea of our CarMaster training.

Many micro-learning units in VET can be accessed online across national borders, which makes quality assurance, recognition and trust across national borders all the more important. This is where the EU approach comes in. It is difficult to transfer this approach of the MC's originating from academic education to countries such as Germany and Austria with an excellent system of vocational education. This is why the attempt to adapt ECTS in the form of ECVET has more or less failed.

The European approach sees microcredentials **as a complementary tool** to provide additional opportunities for learning and upskilling, as well as enable people to acquire the knowledge, skills and competences they need in order to thrive in a changing labour market and society, so they can benefit fully from both a socially fair recovery from the coronavirus pandemic and just transitions to the green and digital economy.

But how can learners and employers **trust** these micro credentials? Who monitors or certifies the quality? To date, there is no European certification instrument / authority, because the education systems are in national sovereignty. The EU can only make recommendations or provide common transparency tools such as EQF, EQAVET, Europass or ECTS. Their acceptance and recognition is decided by practice or the labour market.



The EU common quality assurance framework (CQAF) particularly emphasises improving and evaluating the ‘outputs’ and ‘outcomes’ of VET in terms of increasing employability, improving the match between demand and supply, and promoting better access to lifelong learning.

This has resulted in a new area of work: the responsibility for setting up national frameworks for quality assurance that can give VET providers guidance when assuring and improving the quality of their services. In many countries these efforts have been complemented by certification or accreditation procedures, which aim to make sure that appropriate progress is made.

Thus, accreditation is primarily understood as an assessment tool, which is applied not by the VET provider himself but externally by a body officially recognised for this task. They are both about external verification of quality but they have a slightly different focus. Certification is about compliance with the standards, rules and criteria as defined by a methodological framework for quality assurance, such as the ISO-9000ff standards. Accreditation normally will encompass certification: in Italy, for example, a provider certified according to ISO-9000ff will be accredited by the regional authorities for education and training.

Whatever the concrete profile of accreditation, in whatever context, there is a common quality assurance challenge for all external assessment procedures. They never can replace internal monitoring and assessment done by the VET providers themselves, although they often tend to produce replacement effects. External accreditation and internal approaches to quality management should complement each other.

Quality assurance aims to avoid unfavourable developments and so prevent poor quality. Quality control is oriented towards the collection of information to correct unfavourable developments and thus is a necessary precondition to quality assurance. Quality assessment goes beyond and is about the measurement of outputs and outcomes based on predefined objectives for quality.

There are quite different meanings of accreditation in the VET systems of the EU Member States but there is at least one core element in relation to quality and accreditation which is generally accepted. This is the need for external assessment of the quality of training provision.

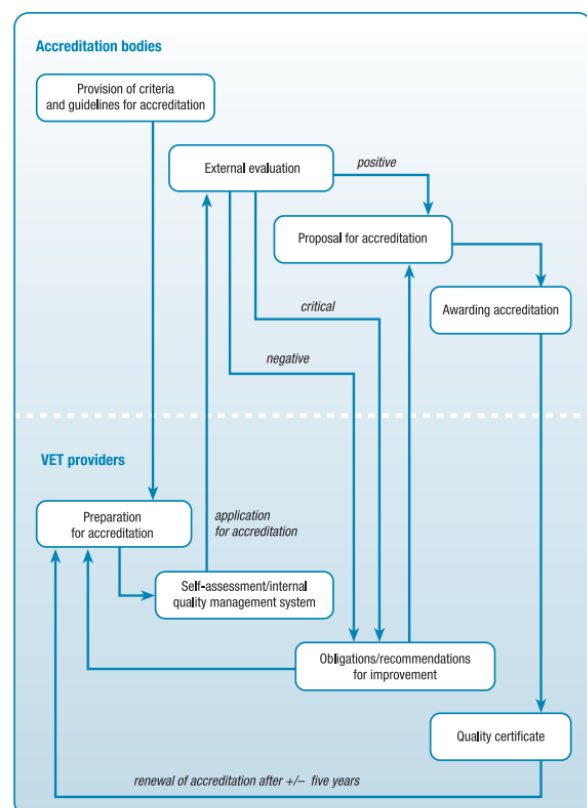
Given this element as a starting point, there must be two different parties involved in this process: the VET provider and an external body which is recognised to perform the external assessment and to award accreditation as a result of (positive) evaluation.

At EU level, there are only recommendations such as the discussion on the European Vocational Core Profiles, the Micro Credentials or Europass 2.0.

There is also no EU certification body at EU level.

However, we should be guided by the European recommendations when developing our CAR Master Curriculum.

Figure 1. The accreditation process



Source: Erwin Savfried



The EU's definition of micro credentials would certainly be a recommendable approach for the planned “European” CAR Master training:

“Micro-credential” means the record of the **learning outcomes that a learner has acquired following a small volume of learning**. These learning outcomes have been assessed against transparent and clearly defined **standards**. Courses leading to micro-credentials are designed to provide the learner with specific **knowledge, skills, and competencies that respond to societal, personal, cultural, or labor market needs**. (Transversal skills)

The proof is contained in a certified document that lists the name of the holder, the achieved learning outcomes, the assessment method, the awarding body and, where applicable, the qualifications framework level and the credits gained.

Micro-credentials are owned by the learner, can be shared, are portable and may be combined into larger credentials or qualifications. They are underpinned by quality assurance following agreed standards.“



3. VET Accreditation / Certification system – Germany -

3.1. VET CERTIFICATION/CERTIFICATION GERMANY

The German education system has always had a strong segmentation into school, vocational and academic areas. In particular, there is traditionally a marked separation between vocational education and training (VET) and studies. The coexistence of these two educational sectors manifests itself, among other things, in divergent educational cultures, forms of organisation and certification systems.

In particular, the certification system is completely different. If the quality of the degree programmes in academic education is ensured by the accreditation of the degree programme or the university, offers in vocational education and training are primarily characterized by course certificates.

In initial vocational training as well as in continuing vocational training DE, it is necessary to pass an examination before the competent authority in order to obtain a formally recognized diploma at level 3, 4, 5 or 6. The object of the final examination shall be to determine whether examinees have acquired the necessary vocational competence. In the final examination examinees shall demonstrate that they have mastered the necessary vocational skills, possess the necessary vocational knowledge and qualifications.

The basis for orderly and uniform vocational training is the state-recognised training occupations and the training regulations issued for this purpose. Basis for orderly and uniform vocational training In particular, the Vocational Training Act authorises the Federal Ministry of Economics and Labour, in agreement with the Federal Ministry of Education and Research. The aim is to provide a basis for orderly and uniform vocational training and for its adaptation to technical, economic and social requirements and their development.

Legally regulated vocational training should not be confused with continuing vocational training, which is offered part-time by educational service providers such as the chamber or other VET provider. On the one hand, vocational learning takes place predominantly in non-formal and informal contexts as life long learning process.

Changes in the world of work not only lead to new contents of vocational learning, they also establish new forms of developing and maintaining job-relevant competences. Experiential knowledge, self-organised learning and informally acquired competences are gaining in importance. However, the German certificate and recognition system has so far taken little account of this change.

Up to now, formal learning and its certification have led almost exclusively to the documentation of professional competences. Such certificates for formal education are known to labour market actors, but have only limited significance in a long career. Learning that takes place below formalised education in open contexts, on the other hand, is only poorly documented and very rarely certified.

The CAR-Master project is primarily aimed at employees who want to upskill or reskill their professional training. For this reason, the following report refer to the accreditation/certification system in vocational education and training in Germany. The aim here is to adapt knowledge and skills to changing requirements .

Continuing education or adult education is the "continuation or resumption of organised learning after completion of a differently extended first phase of education" and serves to deepen, expand or update knowledge, skills (competences) and skills of people who have completed an initial phase of education and have usually been employed or worked in the family.

Upon successful completion of a further education, you can receive a certificate of participation or course certificate. The certificate must contain particulars of the nature, duration and purpose of the VET as well as the vocational skills, knowledge and qualifications acquired by the trainees. If trainees so request, it shall also include particulars of their conduct and performance.



On the one hand, certificates are intended to provide information about a level of achievement achieved and the predicted performance of the individual in occupations with certain requirements, and on the other hand, they confer entitlements in the education and employment systems on the basis of relative performance.

Certificates are the hard currency of the education system and, to some extent, of the employment system. Their reliability determines how qualifications and competences can be exploited and how learning processes take place. They empower their issuers, and they play a key role in determining how professional positions are filled – not only for each individual, but also on the aggregate supply and demand ratio on specialist labour markets.

3.2. ROLE / TASKS OF ACCREDITATION BODIES

For formally regulated qualifications in vocational education and training with examination for recognised vocational qualifications, competent bodies have been defined by law in the Vocational Training Act.

- (1) The competent body shall supervise the provision of
 1. vocational training preparation;
 2. initial training and
 3. retrainingand shall provide support in the form of advice to the persons involved in vocational training.

For state-funded vocational quality measures, the VET provider must be accredited.

The competent bodies responsible for the approval of institutions and measures require accreditation. The accreditation and supervision of the competent bodies is carried out by the German Accreditation Body.

These competent bodies (TCS) decide on the approval of providers and training measures. Approval is required by all institutions that want to offer measures that are funded by the employment agencies or job centers. This also includes measures for continuing vocational training. AZAV certification (Accreditation and Licensing Ordinance on Employment Promotion). With the AZAV certification, you can basically offer your training measures for the unemployed and settle accounts with the Federal Employment Agency and Jobcenter/ARGE.

!!! This form of accreditation is only necessary if it are state-funded HE-VET courses (AZAV certification). !!!

3.3. ROLE / TASKS OF VET PROVIDER IN THE ACCREDITATION PROCESS

Specific requirements of ISO 9001 for VET provider in the accreditation/certification process:

1. Control of documents and records

Educational institutions must document the sequence, interaction, management and execution of the individual management, core and support processes. All records, procedures, work instructions and quality documents are then summarized in a quality management manual.

2. Responsibility of the management

Quality management is a management task. The management of the educational organizations must therefore ensure that employees can recognize and implement the central aspects of modern ISO 9001-based quality management. It must also define the quality policy of the organization, derive measurable quality objectives from it, break them down to the individual areas of the organization, communicate them to the employees and provide the necessary resources. A regular evaluation of the quality management system must also be carried out.

3. Management of resources

Resources are known to drive up costs. The professional control of the use of resources is therefore of crucial importance. Through the resources, however, the management also controls and influences the position of the educational organization in the market. This includes the quality of the course developers, the consulting staff, the



lecturers, the seminar organization, the course materials, the training rooms, marketing, sales and participant support.

materials,

4. Service requirements

Education providers must demonstrate how to meet customer requirements based on ISO 9001. For development, procurement and service provision, process management with the associated quality criteria is therefore necessary. For educational institutions, this means selecting the contents, teaching forms and methods of the teaching and learning processes in such a way that the training objective is achieved to the best possible extent. In addition, the teaching and learning processes as well as the requirements of the teaching staff must be documented.

5. Measurement, analysis and improvement

Educational organizations should continuously improve according to ISO 9001. The basis of any improvement process is the collection and analysis of figures, data and facts. On this basis, appropriate improvement measures must then be taken if necessary. Instruments for this are, for example: participant surveys to measure customer satisfaction, internal audits to compare the QM system with the requirements of ISO 9001, monitoring of processes, shadowing seminars with new speakers, evaluation of registrations for an event, etc.

Once all processes and procedures have been described and the quality management documentation has been created, nothing stands in the way of certification by an accredited certification body.

<https://www.certqua.de/qm-blog/din-en-iso-9001-im-portrait-teil-2/>

3.4. ACCREDITATION VS. CERTIFICATION AT NATIONAL LEVEL

Accreditation, certification and standardisation are terms that are receiving a great deal of attention in the current specialist discourse in vocational education and training. On the one hand, European and international developments in vocational education and training provide impetus for this, and on the other hand, new concepts and instruments for the certification and management of vocational education and training processes are also being developed in the course of the vocational education and training reform in Germany.

However, they set alternative accents and convey a control philosophy that is rather new in Germany and viewed with great skepticism. The possibilities and limits are presented and discussed using various examples (concepts, fields of practice, actors and target groups). It covers the broad spectrum of vocational education and training, from vocational training preparation to in-company and school-based vocational training to continuing vocational training, from the academic training of educational staff to European vocational training policy. (BIBB documentary).

Accreditation is in Germany typical in academic education, but rather the exception in vocational training. As already explained, accreditation in vocational education and training is required if you want to offer state-financed continuing vocational training courses.

There is also the possibility of accreditation within the framework of ERASMUS+ Mobility in vocational education and training. (Curiously, this form of accreditation was still called a certificate in the last ERASMUS+ funding period).

A participant in continuing vocational training usually receives a certificate of participation, a certificate or final examination certificate (formal degree). VET Certificates are associated with the adherence to defined quality standards and are higher in weighting than certificates of participation. The final examination certificate stands for a formally recognized educational qualification/degree at national and European level.



3.5. ASSESSMENT / VALIDATION / RECOGNITION / PERIOD OF VALIDITY

As a rule, the test procedure is preceded by training measures that are carried out either by the respective IHK itself or by a cooperating training provider. The award of certificates requires that the participant has participated in at least 80% of the course and has successfully passed the IHK certificate test procedure.

An IHK certificate course is characterized by current topics and high practical relevance. It corresponds to a workload of at least 50 to 1200 learning hours. There is no maximum number of learning hours.

IHK certification as a form of proof of continuing vocational training enjoys a high reputation among employers. The IHK certificate contains the title of the further education as well as information about the topics dealt with and the competences taught. The IHK test result is not shown in the certificate, but only in exceptional cases certified by the educational institution, if it is recorded at all.

This distinguishes an IHK certificate course significantly from a final examination under public law according to the Vocational Training Act (BBiG). In an IHK certificate course, it is mainly about proving that the graduates have dealt extensively with the respective topic.

3.6. QUALITY ASSURANCE IN VET ACCREDITATION / CERTIFICATION

For the most part, however, there is an unmistakable variety of bearer certificates of varying quality and significance, the validity of which on the labour market depends essentially on the status and image of the issuing institution. Supra-regional providers or networks have advantages here, as do providers who are integrated into an industry or employment environment, as is the case, for example, with educational institutions of the economy or trade unions. In order to improve their market position, training providers often try to increase the acceptance of their certificates by recognising the employment services or by orienting them towards public examinations.

A special position is given to the chambers (IHK/HWK), whose continuing education certificates are distinguished by the prestige of benefit from their regulatory role as competent body for VET in the vocational training act.

<https://de.wikipedia.org/wiki/IHK-Zertifikat> :

The IHK certificate itself corresponds to a nationwide standard, which the respective IHK adapts to its own regional requirements. Numerous IHK certificate courses are developed by IHKs together with DIHK-Bildungs-gGmbH and in close cooperation with experts from industry. As a result, they are up-to-date and close to everyday professional life. After development, the concepts will be available to the chambers of industry and commerce in order to promote continuing vocational training in the respective area of responsibility.

IHK certificates are very popular with employers and employees due to their practical relevance. Interest in this form of proof of continuing vocational training is also growing internationally

An IHK certificate is a certificate that is handed out by a Chamber of Industry and Commerce (IHK) after passing the certificate test. With an IHK certificate, the owner proves that he has continued his professional and practical education in the certified subject area.



3.7. CAR MASTER TRAINING ACCREDITATION/CERTIFICATION

What national approach would you recommend for a Car Master training accreditation/certification in your Country?

Possible National Accreditation bodies for VET / CAR MASTER training

(1) The chamber of crafts and trades shall be the competent body for the purposes of the Vocational Training Act in matters relating to vocational training in the occupations of the crafts and trades.

www.zwh.de

(2) The chamber of industry and commerce shall be the competent body for the purposes of this Act in matters relating to vocational training in industrial and commercial occupations other than those of the crafts and trades

www.dihk.de

If the described quality standards for an IHK certificate are full filled, the IHK-Projektgesellschaft can issue an IHK certificate "Car Master (IHK)" for our CAR Master training and the label "IHK" is recognized on national and international VET level.



4. VET Accreditation / Certification system – Austria

4.1. VET CERTIFICATION/CERTIFICATION AUSTRIA

There are various ways of certifying companies as training companies and the possibility of having certain training offers accredited. For the Car Master course, there is no known national procedure other than Erasmus accreditation.

In the area of continuing vocational education and training, there are still hardly any accreditations for the offers. In adult education, individual specialist CET courses for the job profile of adult educators are accredited by the Academy of Continuing Education (wba). The Federal Ministry of Economy, Family and Youth also accredits CET courses according to the ISO 17024 standard. In the CET market, there are isolated offers of ISO 17024-certified courses in the area of project management and leadership skills.

4.2. ROLE / TASKS OF ACCREDITATION BODIES

Accreditation is the formal recognition by a national accreditation body that a conformity assessment body fulfils the respective qualification and equipment requirements applicable to it and that it is thus seen as competent.

Accreditations are awarded by so-called accreditation bodies, in Austria by Accreditation Austria as part of the Federal Ministry of Labour and Economic Affairs (BMAW). Accreditation is a formal confirmation that a certification body fulfils specified requirements and prerequisites and has the competence to carry out certifications or conformity assessments (of management systems, products or persons).

4.3. ROLE / TASKS OF VET PROVIDER IN THE ACCREDITATION PROCESS

The provider must design an educational concept and submit the required documents. The educational concept must be complete and cover various competences. Then there is a formal examination and an examination of the content. Within the scope of the formal review, the office assesses whether the accreditation application is complete and whether the quality features relevant for the accreditation procedure are presented in a meaningful way. If this is not the case, the institution is requested to submit explanations or additional evidence.

4.4. ACCREDITATION VS. CERTIFICATION AT NATIONAL LEVEL

While accreditation is the confirmation and recognition of professional competence for certain tasks, the certification confirms that certain requirements are met. With some providers, such as the wba, the term certification is understood as the certification of persons. The term accreditation refers more closely to entire educational programmes that can be submitted by educational institutions.

4.5. ASSESSMENT / VALIDATION / RECOGNITION / PERIOD OF VALIDITY

In Austria, external recognition is difficult because there are already existing offers. Austrians have the possibility to do an apprenticeship in a technical company and then complete a course to become a production manager. The apprenticeship differs significantly from your previous school education. You learn most of the time not in a school but in a company. There you will acquire the technical know-how necessary for your profession. You will attend vocational school once or twice a week or for several weeks at a time. A well-trained specialist must also have theoretical background knowledge and a solid general education. For the Car Masters project, there will rather be in-house opportunities for internal training and further education of employees that is not certified.



4.6. QUALITY ASSURANCE IN VET ACCREDITATION / CERTIFICATION

4.7. CAR MASTER TRAINING ACCREDITATION/CERTIFICATION

Since there are already existing training programmes in Austria (apprenticeship), it is necessary to contact the accreditation bodies and find out about the possibilities there. In the first instance, the Car Masters course will be used by companies and provide a first insight into comprehensive apprenticeship training. It will not be possible to supplement or even partially replace this training with the Car Masters Curriculum in Austria, as much more is required from companies for training in the area of Car Masters.

5. VET accreditation / certification system – Poland

5.1. VET CERTIFICATION/CERTIFICATION POLAND

Mandatory requirement in Poland (Article 15 (1) (3) and Article 9 (1) (1) (a)). A concise, general characterization of knowledge, skills and social competencies by specifying the activities that a person with a given qualification will be prepared to undertake. A synthetic characterization of the learning outcomes should relate to the characteristics of the relevant PRK level, in particular, answer questions about the preparation of a person holding the qualification to act independently in more or less predictable conditions, perform an activity of varying levels of complexity, take specific roles in a group, bear responsibility for the quality and consequences of actions (their own or those of the managed team).

A list of sets of learning outcomes required for the qualification, including: sequence number (1, 2, ...), names of sets, approximate reference of each set to the PRK level, and approximate workload required to achieve the learning outcomes in each set. The name of the set should: - refer to the learning outcomes included in the set or correspond to the specificity of the learning outcomes included in the set, - be as short as possible, - not contain abbreviations when possible, be based on a verb noun, e.g. "gathering", "storage", "sewing".

A set of learning outcomes is a discrete part of the learning outcomes required for a given qualification. Individual learning outcomes should be interrelated, complementary and presented in an orderly manner (e.g., from simple to more complex). Individual learning outcomes are described by: skills (i.e., the ability to perform tasks and solve problems) and verification criteria that clarify their scope and define the necessary knowledge and social competencies. Individual learning outcomes should be: - unambiguous - not questionable, allowing validation to be planned and carried out, the results of which will be comparable, and allowing reference to the PRK level, - realistic - attainable by the individuals for whom the qualification is intended, - verifiable during validation, - understandable to those potentially interested in the qualification. When describing individual learning outcomes, it is beneficial to use action verbs (e.g., "distinguishes", "justifies", "assembles").

An application for accreditation for continuing education in a non-school form shall be submitted by the entity providing continuing education in a non-school form - the person representing the entity. The application is submitted separately for each extracurricular form. The template of the application is specified in Appendix No. 2 to the Regulation of the Minister of National Education of August 29, 2019 on accreditation of continuing education in extracurricular forms.

The application shall be submitted to the school superintendent competent for the place of education in a given form. Entities that provide all education free of charge are exempt from the accreditation fees. Applications with the required documentation can be submitted throughout the year.

3 step accreditation procedure in Poland:

1. Submit the application with attachments.
2. The accreditation team will evaluate continuing education in the given extracurricular form.

You will receive the decision of the education superintendent.

Qualification certificates increase the chances of obtaining attractive employment, making their owners more competitive not only in domestic labor markets, but also can apply for employment abroad, according to the scope of the confirmed professional skills and qualifications.



5.2. ROLE /TASKS OF ACCREDITATION BODIES

Implemented in Poland is the Integrated Qualifications System (translated from: Zintegrowany System Kwalifikacji, ZSK), the functioning of which is regulated by the Act of December 22, 2015. (i.e. Dz.U. of 2020, item 226). One of the main tools of the ZSK is the Polish Qualifications Framework (PQF). While one of the main roles of the ZSK is inclusion of new qualifications after the completion of the accreditation process. An accreditation body should be understood as an entity that has been authorized to certify, meeting the requirements set forth in the ZSK Law of December 22, 2015, and, during the transition period, also an entity that meets the basic requirements set forth in the Law on the ZSK. Accreditation bodies may be, for example: universities, schools, district examination commissions, training institutions, professional associations, public administration bodies.

Accreditation bodies may conduct validation themselves (in this situation, the processes of validation, certification/accreditation must be properly separated). In accordance with Article 47(2) of the Act on the ZSK of December 22, 2015, accreditation bodies may transfer the role of validation to validating institutions, such as examination centers, training institutions that have appropriate accreditations, schools. In case of authorizing a validating institution to conduct validation, the responsibility for the properly conducted process rests with the validating institution (Art. 47(3) of the Law on the ZSK).

5.3. ROLE / TASKS OF VET PROVIDER IN THE ACCREDITATION PROCESS

The VET provider can play the roles of advisor or initiator in the accreditation process. He can also be the representative of the institution/entity that is applying for accreditation. He can consult decisions and process solutions in terms of validation, certification, curriculum evaluation or even accreditation needs. He can also act as a contact person between different actors in the process: the VET institution, the public bodies and the Ministry. He can also prepare documentation or provide recommendations to all parties in the accreditation process. Moreover, he can train (if experienced in the aspect) on how to apply for accreditation in the education sector.

5.4. ACCREDITATION VS. CERTIFICATION AT NATIONAL LEVEL

Accreditation confirms that the authorized entity meets certain requirements and ensures the high quality of continuing education provided in a given extracurricular form.

Certification is a written assurance by a third party that a process or qualification conforms to specified requirements.

Accreditation, on the other hand, is a formal recognition of the authority of a specific certification body to issue certificates in accordance with certain standards and to perform activities related to the specifics of that body. Moreover, accreditation is one of the external ways of ensuring the quality of the educational process. Its acquisition is a confirmation that the institution meets the established requirements and accepted quality criteria.

Accreditation is official evidence that organizations operate in accordance with best practices.

In this context, accreditation refers to the official recognition by a specialized body - an accreditation body - that a certification body is authorized to perform certification in specific sectors.

Simplifying, accreditation can be compared to certification of a certification body. Certificates issued by accredited certification bodies - so-called "accredited certificates" - may be perceived in the market as more reliable.



5.5. ASSESSMENT / VALIDATION / RECOGNITION / PERIOD OF VALIDITY

Internal assessment procedures can take the form of experimental learning and assessment, online validation process, written assessment, or any other designed by a company/institution. Internal assessment are more flexible. They can also be written by the R&D staff or HR staff. More companies are also inviting their employees to propose such procedures, supporting open innovation practices.

Some other internal assessment procedures can include:

- Observation in real or simulated conditions - allowing to assess the candidate's possession of all the learning outcomes within the competencies/qualifications.
- Theoretical test.
- Practical examination/on the job exam.

External assessments should be accepted by the Ministry of Education.

Below explained are 2 other opportunities.

The national network of schools and educational institutions accrediting vocational qualifications was established in 2005 on the initiative of the Maria Skłodowska-Curie Upper Silesian Educational Center in Gliwice, in connection with the implementation of the educational project entitled European Common Principles for the Accreditation of Non-formal and Informal Learning in Lifelong Learning, covered by the Leonardo da Vinci - EPANIL program.

The founding group of the network, which took the name "National network of schools and educational institutions accrediting vocational qualifications using the unified APL procedure" (KSAPL for short), was formed by selected educational units with many years of experience in effective vocational education and with a proven track record in vocational education. The network functions as a voluntary agreement of national educational units involved in accrediting skills and qualifications and are interested in acquiring a document that descriptively confirms the extent of their usefulness to potential employers.

Accreditation Teams are established at all member schools to prepare, organize and conduct accreditation proceedings using practical examinations.

Since 2011, KSAPL has included twenty-one schools and educational institutions from the southern region of Poland. Accreditation proceedings are carried out, for example, in the professions of motor vehicle mechanic, motor vehicle electromechanic, and vulcanizer.

The network also accredits interdisciplinary skills and/or specialist qualifications, which could be an opportunity for the CAR Masters project accreditation.

Another example is the Vocational Competence Certificate (VCC), a unified system of education and certification of professional qualifications, which was created to integrate the processes of acquiring knowledge, skills, competencies and professional qualifications with the requirements of companies operating in the international labor market. The VCC system is in line with the European Qualifications Framework (EQF) and the Polish Qualifications Framework (PQF), and takes into account the specifics of the VET market, i.e. non-formal vocational education in Central and Eastern Europe, including above all Poland, which is the largest country in the region. In terms of certification, the VCC standard makes it possible to prepare for a new profession - New Competences, as well as to supplement, increase and update existing professional qualifications to meet the needs of the changing labor market - Select Competences.

VCC's innovation manifests itself in including in the certification process not only theoretical knowledge, but also practical professional skills, an industry-specific foreign language, IT, personal and social competencies.



The premise of the VCC certification system is to provide employers with reliable and comprehensive information about the qualifications of employees/candidates for work. This is possible by maintaining the reliability and objectivity of the examination processes, conducted by independent entities (Examination Partners). Confirmation of successful completion of the examination process is a certificate with a supplement, which records what learning outcomes the examinee has achieved, along with a percentage indication of results in each area.

The VCC Foundation is the owner and operator of the VCC system of education and confirmation of professional qualifications. It was the first institution in Poland to include the market qualification "Assembling carpentry" in the Integrated Qualification System, and was authorized to certify this qualification (administrative decision of the Minister of Infrastructure and Construction dated 23.10.2017). At present, she is authorized to certify 13 market qualifications:

- Assisting in food preparation
- Basic skills certification - basic level
- Assembling Construction Carpentry
- Planning and conducting communication activities in situations of image crisis
- Planning, creating and distributing marketing content (content marketing)
- Programming and operating 3d printing process
- Designing computer graphics
- Conducting judicial and extrajudicial mediation in civil cases
- Conducting court and out-of-court mediations in business cases
- Conducting office maintenance
- Preparing food in accordance with market trends and healthy eating principles
- Serving mixed drinks and alcoholic beverages
- Creating websites

Accreditation is granted by the superintendent of education by administrative decision, competent for the place of continuing education in a given extracurricular form for a period of 5 years.

The superintendent of education, by administrative decision, may revoke accreditation if he finds that an establishment or center has failed to meet the conditions required for accreditation.

5.6. QUALITY ASSURANCE IN VET ACCREDITATION / CERTIFICATION

The following quality standards for a VET accreditation apply for Poland:

The full name of the qualification to be visible in the ZRK and to be placed on the document confirming its acquisition. The qualification name (as much as possible) should:

- unambiguously identify the qualification,
- be different from the names of other qualifications,
- be different from the name of the profession, job or job title, qualification,
- be as short as possible,
- not contain abbreviations,
- be based on a verb noun, e.g. "assembling", "storage", "sewing".

Indicate whether the qualification is: a full qualification or a partial qualification.

Proposed level of the Polish Qualification Framework.



Brief characteristics of the qualification and the approximate cost of obtaining a document confirming the receipt of the qualification. Selected information about the qualification aimed at people interested in obtaining the qualification and at employers, which will allow them to quickly assess whether the qualification is the one they are looking for. A brief characterization can answer the question, "What activities or tasks is a person with a given qualification able to undertake?".

Approximate workload required to obtain the qualification [hours]. The average number of hours it takes to achieve the learning outcomes required for a qualification and to validate them (1 hour = 60 minutes). As a first step, it is useful to determine the approximate workload for each set of learning outcomes. the approximate workload for a qualification corresponds to the sum of the workload required to achieve the sets of learning outcomes identified in it.

Information on groups of people who may be particularly interested in obtaining a particular qualification, e.g., masters in the automotive sector.

Indication of whether the qualification may be useful for students of trade schools or technical schools training in specific professions.

Indication of the vocational education professions to which the qualification is related.

Required Prior Qualifications. Full and sub-qualifications that an applicant for a qualification must have in order to proceed to the process of verifying the achievement of the learning outcomes required for the qualification.

Demand for qualification. Demonstrate that the qualification meets current and anticipated social and economic needs (regional, national, European). It is possible to refer to the opinions of economic organizations, labor market trends, technology development forecasts, as well as the development strategy of the country or region.

Explain how the qualification differs from selected qualifications of a similar nature. The point of reference should be qualifications functioning in the ZSK. In addition, an indication of qualifications entered in the ZRK that contain at least one same set of effects.

Indication of "additional professional skills" in the field of selected vocational training professions containing common or similar sets of educational outcomes.

Discuss the prospects for employment and further learning, most relevant to the personal and professional development of those interested in obtaining the qualification. It is possible to identify examples of jobs for which a person with a given qualification will be able to apply.

Identify the requirements that form the basis for validation at various institutions.

Synthetic characterization of learning outcome as well as distinguished sets of learning outcomes. Required are also individual learning outcomes in sets.
(explained in the following field)

In the case of a qualification granted for a fixed period, indicate after what time it is necessary to renew the validity of the qualification and specify the conditions that must be met for the validity of the document to be extended.

Name of the qualification document E.g. diploma, certificate.

Eligibility related to qualifications.



5.7. CAR MASTER TRAINING ACCREDITATION/CERTIFICATION

You can obtain accreditation in Poland if:

- ✓ you have provided education in a form or forms outside of education for a period of at least 3 years before applying for accreditation,
- ✓ you have developed and apply an education quality assurance system and systematically improve it,
- ✓ you provide a base equipped with teaching resources - in the scope of the extracurricular form in question,
- ✓ you provide qualified staff - in the scope of a given extracurricular form,
- ✓ you provide a curriculum in the scope of a given extracurricular form, as specified in the Regulation of the Minister of National Education of March 19, 2019 on continuing education in extracurricular forms,
- ✓ you provide conditions for the implementation of practical vocational training - when applying for accreditation for continuing education in the following extracurricular forms: qualifying vocational course, vocational skills course,
- ✓ you provide safe and hygienic conditions for the realization of education in a given extracurricular form
- ✓ you provide participants in the given extracurricular form with teaching materials.

In Poland, Sectoral Qualification Frameworks have been drafted for automotive industries. They can be a point of reference for quality compliance.

In Poland, the analysis of competencies in the automotive sector included the following steps:

1. Description of qualifications/competencies/occupations.
2. Standardization of nomenclature and preparation for further analysis.
3. Development of a catalog of competencies and identification of impact contexts.
4. Defining the main areas of activity in the sector.
5. Identify key processes for each business area.
6. Identification of core competencies.

The CAR Master training can be proposed to the education superintendent applicable to the region of the Polish Partner who can support in the introduction of the training to automotive technical/VET institutions. Institutions interested will take the role of the entity applying for accreditation.

However, in view of the fact that in Poland educational activities involving the provision of other courses that enable adults to obtain and supplement their knowledge, skills and professional qualifications do not have to be accredited, the Car Master training can be offered as an OER available online and for free for any individual interested in upskilling for the masters profession, institution seeking training material for requalification or training of staff, and public authorities that can take advantage of the Car Master training in shaping life long learning opportunities.

Taking into account the changes in the automotive industry taking place in the area of manufacturing companies and the service sector, it is necessary to indicate the needs for the development of the sector's competence. Of great importance for the changes taking place in the automotive sector are phenomena related to the dynamics of development of modern technologies in the area of Industry 4.0. The development of the sector has forced a sudden increase in the needs for competence of employees in the area of modern production technologies, as well as the development of innovative solutions in the service industry. At the same time, the lack of skilled workers in the automotive industry forces the introduction of new solutions for supporting entrepreneurs in the area of accelerating cooperation processes on the business-education level. The current professions (qualifications) in the formal (and non-formal) education system provide the foundation for responding to the current needs of the automotive industry, however, in order to fully respond to the needs of competence development of current and future employees, it becomes necessary to learn, including as an aspect of life. Here, CAR Masters training can play an important role in meeting the sector's competence development needs.



6. VET Accreditation / Certification system – Česká republika

6.1. VET CERTIFICATION/CERTIFICATION ČESKÁ REPUBLIKA

1. **Autorization NSK - Work activities:**

- Ensuring the transfer of company strategy, goals and objectives to the assigned team.
- Collaborating on the development of the organisation's operational and financial plans.
- Setting goals and assigning sub-tasks to individual team members.
- Determining methods and workflows for completing assigned work tasks.
- Establishing forms of cooperation within the team and ensuring necessary cooperation with team members from other departments.
- Establishing standards of work performance and norms of work conduct.
- Ensuring logical and temporal continuity of task performance.
- Controlling the results and performance of individual team members.
- Ensuring the conditions for improving the professional qualifications of subordinate staff.
- Management of interpersonal relations within the team.
- Regular participation in operational meetings of superiors and transferring the information and tasks obtained to the assigned work team.
- Gathering suggestions and ideas for improving existing work practices and submitting ideas for innovations.
- Suggesting personnel changes in the composition of the team.
- Facilitating collaboration with other departments in the organization.
- Presenting team results to superiors.
- Overseeing compliance with the principles of business ethics (content of the organisation's code of ethics) in all activities of the work team led by him/her.
- Supervising compliance with the principles of occupational health and safety and fire protection.
- Motivating and evaluating subordinate staff within the organisation's assigned unit.

We have to fulfill the competence framework specified here:

<https://nsp.cz/jednotka-prace/vedouci-tymu>

Retraining : Not defined, it is up to our proposal



Autorization NSK:

- Instructions for conducting the test
- The authorised person shall inform which documents the candidate must submit in order to pass the test in accordance with the applicable legislation.
- Before the actual verification begins, the candidate shall be familiarised with the workplace and the requirements of occupational health and safety (OHS) and fire protection (FP), of which a written record shall be made by the authorised person and signed by the candidate.
- The authorised person, or the authorised representative of the authorised person, shall be entitled to terminate the test prematurely if he/she assesses that there is an imminent danger or threat of imminent danger to health, life and property or the environment as a result of the applicant's activities. The AOs shall record the reasons for early termination in the Record of the Examination. The candidate may terminate the examination at any time during the examination at his/her own request.
- Medical fitness to perform the work activities of this professional qualification is required and is demonstrated by a medical certificate (link to the profession in the NSP - <https://nsp.cz/jednotka-prace/vedouci-tymu#zdravotni-zpusobilost>) and is assessed by a medical practitioner.
- Verification of technical competence must be relevant to the specific field of activity of the team leader.
- The candidate must inform the authorised person of his/her professional profile at the same time as applying for the examination, so that the authorised person has time to prepare. The candidate shall prepare a production/work plan in advance to present criterion (d) of the competence 'Orientation in the technological and organisational processes of the area entrusted'.
- The competent person must have prepared a set of at least 10 case studies through which he/she will practically verify these competences:
- Management of the lowest hierarchical unit
- Orientation in employment law and personnel management
- In order to demonstrate criterion (b) of the competency 'Orientation in labour legislation and personnel management', it is sufficient to prepare payroll documents for one employee and to describe the specifics of the preparation of these documents.
- The case study will be assigned by the authorised person according to the professional profile of the applicant.
- The case study will be assigned on the spot on the day of the examination.
- In the verification of the competence "Operational solution of organisational and operational problems in the entrusted area", the examiner is based on the specific field (specialisation) of the examinee - the analogy of "technology" in the case of services is, for example, a production or workflow, the analogy of the term "logistic problems" is a supply failure.



Examples of private sector activities

The examples of activities are not exhaustive and are in no way binding, nor are they the basis for determining the guaranteed wage. They are classified in a 12-step scale (see general characteristics of the pay scales).

Example text Tariff step

- Development of internal procedures, instructions for carrying out a given task.
- Preparation of a proposal to innovate existing work procedures.
- Preparation of a report on the performance of the work team during the period.
- Determination of work performance standards in the assigned workplace.
- Optimisation of processes in the context of meeting the set KPI's
- Identification of process controls within cost management and its improvement.
- Quality control of outputs from the assigned workplace.
- Preparation of the basis for individual employee evaluation.
- Analyzing and evaluating individual employee performance and providing feedback on results and performance.
- Training and onboarding of subordinate staff to the assigned position.
- Managing attendance and preparing documentation for rewarding subordinates

Retraining: Not defined, it is up to our proposal

1. Autorization NSK

The Team Leader ensures the implementation of the corporate strategy and corporate objectives through the assigned team. Within the team, he/she plans, distributes, directs, controls and evaluates the work of team members, motivates them and reports to superiors on the status of task performance.

2. Rekvalifikace

6.2. ROLE /TASKS OF ACCREDITATION BODIES

In the Czech Republic there is possible to have an accreditations of the new training curriculas by the accreditation body Ministry of education, youth and sports.

1. Act No. 179/2006 Coll., on the verification and recognition of the results of further education and on amendments to certain acts (hereinafter referred to as "Act No. 179/2006 Coll.") has been in force since 1 August 2007. This legislation introduces a uniform, transparent and objective method of verifying and recognising an individual's skills and knowledge, regardless of how they were acquired - whether by study or by work experience. This possibility did not exist under existing legislation until now, despite the fact that it is a key element of further education.

Verification and recognition is carried out through so-called authorised persons (in case of CAR Master curriculum it should be partner orgabization EuroProfis). An authorised person is a person who has the authority to verify, in the manner defined in the relevant assessment standard, the attainment of a candidate's professional competence - i.e. the authority to examine and issue certificates of recognition of professional qualifications. Any natural person, natural entrepreneur or legal entity that complies with the conditions laid down by law may become an authorised person.



2. There are the obligatory application forms for accreditation according to Decree No.176/2009 Coll., which establishes the details of the application for accreditation of an educational programme, the organisation of education in a retraining facility and the method of its termination.

6.3. ROLE / TASKS OF VET PROVIDER IN THE ACCREDITATION PROCESS

VET provider (authorization person) should to prepare the application for the Accreditation body further to the obligatory forms for both options of accreditations.

6.4. ACCREDITATION VS. CERTIFICATION AT NATIONAL LEVEL

Autorization NSK – obligatory rules for training (competence framework due to NSQ), obligatory exam further to the rules (f.e. 10 case studies etc.)

Retraining – more flexible, our own curriculum and competence framework needed to be approved by accreditation authority

6.5. ASSESSMENT / VALIDATION / RECOGNITION / PERIOD OF VALIDITY

1. Autorization NSK – strict and obligatory assessment procedures described bellow
2. Retraining – not defined, must be described in application further to our curriculum and approved by accreditation body

Period of validity: Usually 2- 3 years

6.6. QUALITY ASSURANCE IN VET ACCREDITATION / CERTIFICATION

1. **Autorization NSK** - Qualification standard:
 - Orientation in the technological and organisational processes of the assigned area
 - Operational resolution of organisational and operational problems in the assigned area
 - Management of the lowest hierarchical unit
 - Orientation in labour legislation, financial and personnel management
 - Ensuring communication between subordinate employees and company managementFor e.g. Format/Design of Course...

Detailed info: https://www.narodnikvalifikace.cz/kvalifikace-756-Vedouci_tymu/revize-3185/hodnotici-standard

Number of examiners

The examination shall take place before an examination board consisting **of 2 members** who are an authorised natural person authorised for the relevant professional qualification or an authorised representative of an authorised natural or legal person authorised for the relevant professional qualification.

Professional competence requirements for the authorised person or the authorised representative of an authorised person.



The authorised person or authorised representative of an authorised person must meet the following requirement/at least one of the following variations of the requirements:

- Higher vocational education in economics or engineering and at least 5 years of professional experience in a management position in personnel or production or at least 5 years of professional experience in the provision of training services to managers.
- A university degree in human resources or andragogy and at least 5 years' professional experience in a management position in human resources or production or at least 5 years' professional experience in providing educational services to managers.
- A university degree in economics, law or technical studies and at least 5 years' professional experience in a management position in personnel or production or at least 5 years' professional experience in providing educational services to managers.
- A university degree in human resources or andragogy and at least 5 years' professional experience in a management position in human resources or production or at least 5 years' professional experience in providing educational services to managers.

Necessary material and technical prerequisites for conducting the test

- Testing room with equipment for normal administrative activities
- Small office supplies and consumables (papers, pencils, calculator)
- Special room for the preparation of the candidate
- PC with standard office software (word processor, spreadsheet, internet, e-mail)
- Flip-chart or suitable school whiteboard or interactive screen
- A set of at least 10 case studies to verify the candidate's competences
- Figurant
- Labour Code and Civil Code as amended
- Relevant technological standards (e.g. production documentation)

The authorised person, or the authorised representative of the authorised person, must ensure that the workplace is arranged and equipped so that the working conditions for carrying out the test from the point of view of occupational health and safety meet the safety requirements and hygiene limits for the working environment and workplace.

The application for authorisation shall be accompanied by a list of the material and technical equipment demonstrating compliance with the requirements set out in the assessment standard for the test. The applicant shall demonstrate the provision of suitable premises for the test by appropriate evidence (e.g. extract from the Land Registry, lease agreement, agreement) allowing their use for the duration of the authorisation.

Preparation time for the exam

Candidates are entitled to a total preparation time of 10 minutes. The preparation time for the examination does not include the time for familiarisation of the candidate with the workplace and the requirements of the OHS and PPE.

Time for taking the test

The total duration of the actual examination for one candidate (excluding preparation time and breaks) shall be between 4,5 and 6,0 hours (an hour is defined as 60 minutes). The test cannot be spread over several days.

Info: https://www.narodnikvalifikace.cz/kvalifikace-756-Vedouci_tymu/revize-3185/hodnotici-standard/cast-8



2. Retraining

Obligatory forms: <https://www.msmt.cz/vzdelavani/dalsi-vzdelavani/zadost-o-akreditaci-a-pokyny-k-vyplneni>

- Recommended duration 120 – 250 hours for training
- Eligibility requirements: medical fitness
- Qualifications and experience of lecturers should correspond to the subjects taught within the accredited programme.
- The qualifications and experience of the supervisor should be relevant to the focus of the accredited programme.
- Supplementary information to the Certificate of Retraining and Certificate of Participation in an Accredited Training Programme

On the model of the Certificate of Retraining and Certificate of Participation in an Accredited Training Programme, it is necessary to indicate the hourly allotments for each subject with the division of hours for theoretical and practical training.

In case you will implement the theoretical part of the training in a combined form, it is necessary to indicate for each subject concerned the division of the hourly allocation between the full-time and distance learning part of the training.

6.7.CAR MASTER TRAINING ACCREDITATION/CERTIFICATION

We would recommend to use **option 2 “Retraining”** accreditation for more flexibility and our own curriculum and competence framework. It is more flexible and could be tailor made for the needs of manufacturing companies.

Option 1 – NSK: it is more difficult for application and also for realization the exam, but only 4 companies in CR are accredited for that option. We do not assume that the private companies require that option.

Option 2 – more flexibility, it is up to us how we plan the training and exam – not so appreciated in CZE educational system, but maybe more tailor made for labour market.



7. VET accreditation / certification system – SLOVAK REPUBLIC

7.1. VET CERTIFICATION/CERTIFICATION SLOVAK REPUBLIC

Information on the procedure may be found in the law or in the Decree no. 97 of March 15, 2010 Decree establishing the details of the documentation of the accredited educational program of further education, the content of the application for the accreditation of the educational program of further education and the project of the educational program of further education, the certificate of completion of the accredited educational program of further education, the requirements of the certificate of partial qualification and the certificate of full qualification.

The condition for issuing a confirmation of the accreditation of the educational program of the educational institution is a) submission of proof of the professional competence and teaching competence of the professional guarantor, b) submission of proof of the professional competence and teaching competence of the lecturers, c) submission of proof of the material, technical and provision of premises for the implementation of the educational program, d) submission of an educational program corresponding to the scope and difficulty of the educational program according to § 8 par. 3, e) recommendation of the accreditation commission according to § 8 par. 3.

Based on the recommendation of the accreditation commission, the ministry will issue a confirmation of the accreditation of the educational program within 120 days from the date of delivery of the application for accreditation, if the conditions in the law are met.

§ 14 Final exam of the accredited educational program and certificate of completion of the accredited educational program (2) The goal of the final exam is to verify **the knowledge and skills of the participant in further education within the scope of the approved educational program** and to verify **the ability to perform professional activities related to the educational program**.

Objectives of accreditation?

A school or university that was issued a certificate of accreditation of the educational program according to § 12 par. 6, may apply to the Ministry for authorization in this accredited educational program.

In the case of a module, one module must correspond to at least 10 teaching hours in the range of 45 min.

A certificate of completion can also be issued after successful completion of one specific module, while the full name of the educational program and the name of the module or modules will be indicated on the certificate.

§ 14 Final exam of the accredited educational program and certificate of completion of the accredited educational program

A participant in further education can take the final exam if he has completed at least 75% of the lessons.

The final exam, which leads to a partial or full qualification, is held before the examination board. The examination board has at least three members, who are appointed by the statutory body of the educational institution or by a person authorized in writing by the statutory body. The final exam is public.

Based on the successful completion of the final exam, the educational institution will issue a certificate valid throughout the territory of the Slovak Republic to the graduates of the accredited educational program.



7.2. ROLE /TASKS OF ACCREDITATION BODIES

- The **Ministry of Education**, Science, Research and Sports of the Slovak Republic (Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky) - Section of secondary schools and lifelong learning, Department of teaching staff and professional staff and further education (Sekcia stredných škôl a celoživotného vzdelávania, Odbor pedagogických zamestnancov a odborných zamestnancov a ďalšieho vzdelávania)
- **Accreditation Commission for Further Education** (Akreditačná komisia pre ďalšie vzdelávanie)

The Ministry of Education, Science, Research and Sports of the Slovak Republic is responsible for managing and administering the primary, secondary and higher education in Slovakia. The Ministry of Education also is responsible for accreditation of study programmes. Details on life-long learning and Accreditations in the field of lifelong learning are at the webpage (only in Slovak - Akreditácie v oblasti celoživotného vzdelávania)

<https://www.minedu.sk/akreditacie-v-oblasti-celozivotneho-vzdelavania/>

Accreditation is a state verification of the educational institution's ability to carry out an accredited educational program based on the fulfilment of the conditions established by Act no. 568/2009 Coll. on lifelong learning and on the amendment of some laws. The Ministry of Education, Science, Research and Sports of the Slovak Republic decides on the granting of accreditation based on the opinion of the Accreditation Commission for Further Education.

The Lifelong Learning Act regulates, among other things, the activities of educational institutions, the process and conditions of accreditation, the issuance of accreditation documents, the obligations of the educational institution, the issuance of certificates of completion of an accredited educational program and the activities of the Accreditation Commission for Further Education.

7.3. ROLE / TASKS OF VET PROVIDER IN THE ACCREDITATION PROCESS

Based on Act no. 568/2009 Coll. on lifelong learning, the Information System of Further Education was established for the purpose of accreditation of continuing education programs. Accessible at the webpage of the Information system of further education (only in Slovak - Informačný systém ďalšieho vzdelávania - ISDV

<http://isdv.iedu.sk/Default.aspx> or login form at <http://isdv.iedu.sk/Login.aspx?action=register>

Roles and Tasks of VET provider in the accreditation process are described in the User manual for submitting applications for accreditation, Version for educational institutions (in Slovak: Používateľský manuál pre podávanie žiadostí o akreditáciu, Verzia pre vzdelávacie inštitúcie, version as of 23 March 2017)

User manual for submitting applications for accreditation, Version for educational institutions, Basic steps

- if it is a program that is supposed to lead to obtaining a qualification, check whether the given qualification is in the List of qualifications section <http://isdv.iedu.sk/Qualifications.aspx> (In the list we found qualification codes, e.g. Quality controller in engineering production -- code 7543012; or Master in mining industry -- code 3121001.)
- apply for accreditation in accordance with the procedure for the given qualification if it is listed
- if the qualification is not on the list, contact the office with the proposed name of the qualification
- request information before applying for accreditation (the specific contact is given)

The application is submitted by e-mail indicating the subject of the report: Accreditation - name of the applicant, address of the applicant, name and scope of the educational program (names and scopes of modules, if it contains modules), for whom it is specifically intended (not just a general target group), profile of the graduate and the competence framework.

Note, an amendment to the Act on Lifelong Education is also being prepared.



7.4. ACCREDITATION VS. CERTIFICATION AT NATIONAL LEVEL

What's the difference in your National VET System?

- accreditation takes place at the level of approving the course designed by the given educational institution, the capacity of the institution to implement the course is verified (e.g. min. 1 trainer must be verified by industry representatives)
- certification takes place at the level of participants, graduates, and trainers, instructors

7.5. ASSESSMENT / VALIDATION / RECOGNITION / PERIOD OF VALIDITY

External Validation, as applicable by the law and the Ministry of Education.

Internal, according to individual company procedures. Companies commonly use non-accredited courses.

Educational institutions usually demonstrate their professional or teaching experience in a given field in a different way than by accrediting courses, and companies usually accept this.

Period of validity of accreditation may be found in the Act no. 568/2009 Coll. on lifelong learning, § 15 Authorization (11) Authorization for professional organizations and status organizations is issued for five years.

Also, § 12 Accreditation of the educational program, point (3) The application for accreditation of the educational program is submitted to the Ministry. Further point (6) ...The confirmation of the accreditation of the educational program of other educational institutions (not a school or a university) is issued for **five** years. The confirmation of the accreditation of the educational program is non-transferable and does not transfer to the legal successor of the educational institution.

Act no. 568/2009 Coll. on lifelong learning (26 pages in Slovak language only):
it regulates

- a) lifelong education, in which further education is linked to the level of education achieved in school education,
- b) accreditation of educational programs of further education,
- c) rules and procedures for verification and recognition of the results of further education aimed at the acquisition of partial qualification and full qualification,
- d) national system of qualifications,
- e) information system of further education,
- f) system of monitoring and forecasting educational needs of further education,
- g) control of compliance with the conditions of accreditation and compliance with the conditions of granting authorization and conducting an examination to verify professional competence (hereinafter referred to as "authorization").

(2) This Act does not apply to the acquisition, assessment and verification of professional qualifications for the purpose of performing professions according to special regulations,

- 1) does not apply to preparation for the performance of professional activities according to special regulations,
 - 2) to education carried out according to a special regulation,
 - 3) and education carried out at universities.
- 4) This law does not affect the jurisdiction of other legal entities and natural persons according to special regulations.

7.6. QUALITY ASSURANCE IN VET ACCREDITATION / CERTIFICATION

The Accreditation Commission for Further Education only requires that the program be structured logically.



7.7. CAR MASTER TRAINING ACCREDITATION/CERTIFICATION

The **Ministry of Education, Science, Research and Sports of the Slovak Republic** (Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky), Accreditations in the field of lifelong learning are at the webpage (only in Slovak - Akreditácie v oblasti celoživotného vzdelávania) <https://www.minedu.sk/akreditacie-v-oblasti-celozivotneho-vzdelavania/>

Commercial certification, non-formal certification (accreditation) = acceptance by the industry

Also, may be considered, but not recommended, formally through the Ministry § 15 Authorization (2) Professional organization or associations with issued confirmation of the accreditation of the educational program according to § 12 par. 4, may apply to the Ministry for authorization in an accredited educational program.

8. VET accreditation / certification system – Spain

8.1. VET CERTIFICATION/CERTIFICATION SPAIN

[Accreditation procedure guide](#), version June 2022



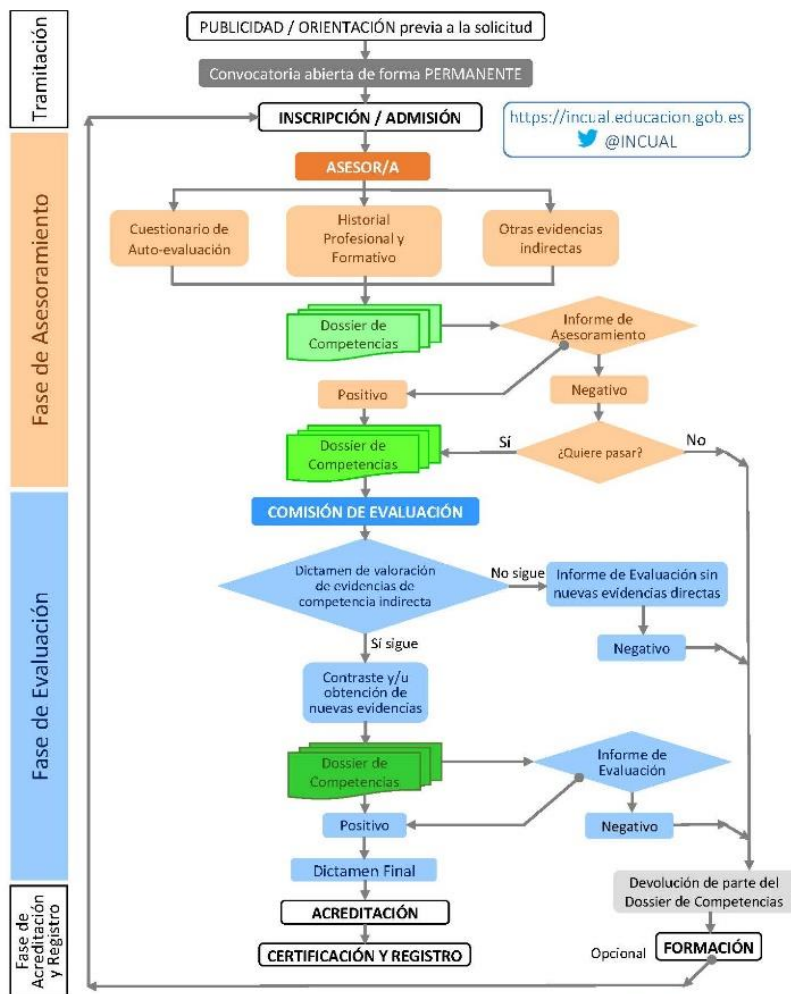
MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL



UNIÓN EUROPEA Fondo Social Europeo

SECRETARÍA GENERAL DE FORMACIÓN PROFESIONAL INSTITUTO NACIONAL DE LAS CUALIFICACIONES

3. DIAGRAMA DE FLUJO DEL PROCEDIMIENTO (General)



Página 8 de 16

<http://incual.educacion.gob.es>
<https://twitter.com/INCUAL>

INCUAL, National Institute of Qualifications, created by Royal Decree 375/1999, is the technical body that supports the General Council of Vocational Training to define, prepare and keep updated the National Catalog of Professional Qualifications ([Organic Law 5/2002, of June 19](#)).

INCUAL belongs to the Ministry of Education.



8.2. ROLE /TASKS OF ACCREDITATION BODIES

At the beginning of 2020, the Ministry of Education and Vocational Training MEFP assumed the responsibilities related to vocational training for employment through the General Secretariat for Vocational Training. This was intended to promote vocational training and to create a system that would bring together both vocational training in the education system and vocational training for employment.

By the end of 2020, the organic laws on education explicitly include non-formal education in the framework of a culture of lifelong learning (Article 5 bis of Organic Law 2/2006 on Education, as added by the Organic Law 3/2020).

In order to develop lifelong learning policies, the Ministry of Education and Vocational Training promoted in 2014 the Strategic Lifelong Learning Plan. The main objective of this plan has been to strengthen lifelong education and training for Spanish citizens, as well as to contribute to the achievement of the objectives established in the Strategic Framework for European Cooperation in the field of Education and Training. In order to achieve these goals, the following was considered necessary:

- ✓ to modernise the education and training systems;
- ✓ to use a methodology that responds to adults' capabilities, needs and interests;
- ✓ to allow greater flexibility and adapt formal and non-formal and classroom-based and distance provision, and establish links between both;
- ✓ the accreditation of learning and the recognition of the skills acquired. For that reason the Ministry of Education and Vocational Training created **INCUAL, the national Catalogue of Professional Qualifications** created by Royal Decree 375/1999, is the technical body that supports the General Council of Vocational Training to define, prepare and keep updated the National Catalogue of Professional Qualifications (Organic Law 5/2002, of June 19). INCUAL belongs to the Ministry of Education, was established in 2002. It organises the professional qualifications that can be acquired, both through training processes (formal and non-formal) and through work experience.

In accordance with the Recommendation of the European Council on the establishment of a European Qualifications Framework, the MEFP prepared the **Spanish Qualifications Framework** (MECU) and the **Spanish Qualifications Framework for Higher Education** (MECES).

The Ministry of Education and Vocational Training has three bodies responsible for the management of lifelong learning:

1. Sub-directorate General for Educational Institutions, Inspection and Programme, in charge of:

- ✓ the planning and management of the educational provision for adults, excluding university education, in collaboration with the General Secretariat for Vocational Training in the teaching of this educational stage;
- ✓ the planning of the distance studies provision, excluding university and vocational training courses, and the coordination with the Centre for Innovation and Development in Distance Education (CIDEAD) for its development;
- ✓ the promotion of programmes aimed at non-university students in order to broaden their training and facilitate their interaction with students from other autonomous communities.



2. Sub-directorate General for Guidance and Lifelong Learning, in charge of:

- ✓ the organisation, development, evaluation, management and innovation of vocational training for the unemployed and vocational training for employed individuals, including national and regional calls for applications, when these respond to training linked to certificates of professional experience, including dual vocational training in the educational sphere;
- ✓ the establishment and updating of vocational training diplomas, specialisation courses and certificates of professional experience;
- ✓ the participation and collaboration in international vocational training and lifelong learning programmes, in collaboration, where appropriate, with the Ministry of Universities through the Spanish Service for the Internationalisation of Education [SEPIE](#);
- ✓ the organisation of the procedures for the assessment and accreditation of basic and professional skills acquired through work experience and non-formal and informal training, the preparation of the instruments to support them, and the registration of accredited professionals, as well as their development for the areas specified in the applicable regulations;
- ✓ the elaboration and coordination of the actions and regulations for the adoption and development of the Spanish Qualifications Framework ([MECU](#)).

3. Sub-directorate General for Academic Organisation, in charge of the academic organisation of adult education not included in the categories of university education and vocational training.

8.3. ROLE / TASKS OF VET PROVIDER IN THE ACCREDITATION PROCESS



MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL

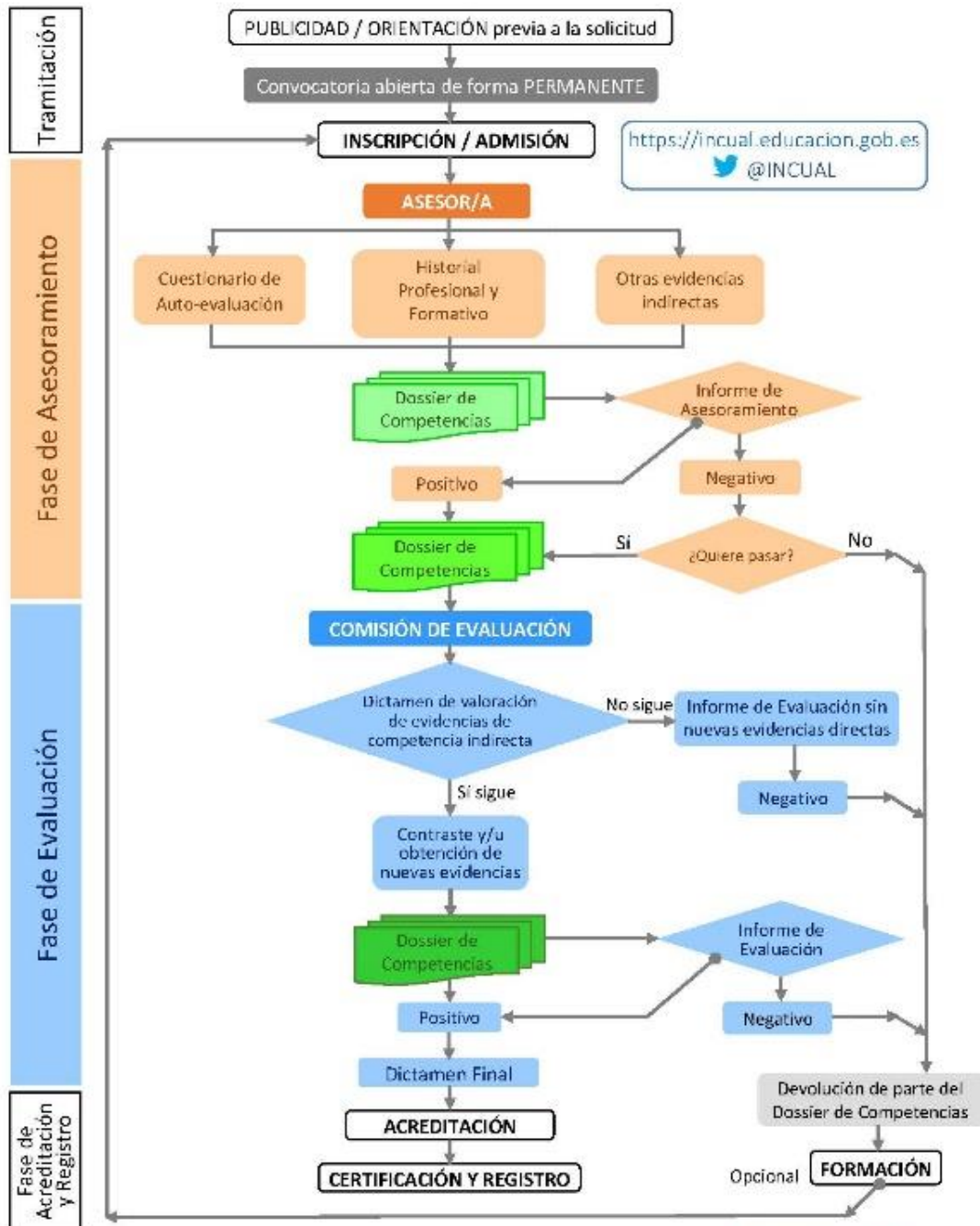


UNIÓN EUROPEA Fondo Social Europeo El FSE invierte en tu futuro

SECRETARÍA GENERAL DE FORMACIÓN PROFESIONAL

INSTITUTO NACIONAL DE LAS CUALIFICACIONES

3. DIAGRAMA DE FLUJO DEL PROCEDIMIENTO (General)





8.4. ACCREDITATION VS. CERTIFICATION NATIONAL LEVEL-SPAIN

AT

Professional Certification is the **official accreditation instrument of professional qualifications** in the National Catalogue of Professional Qualifications; in Spain there are 26 professional families, each one with its competences. Each certificate accredits the set of professional **competences**.

Each certificate corresponds to a professional profile structured into **units of competence**. The certificate includes the training associated with this profile. The certificate has official status and validity throughout the national territory and are issued by the Public employment service [SEPE](#).

8.5. ASSESSMENT / VALIDATION / RECOGNITION / PERIOD OF VALIDITY

External recognition is difficult because it takes long time.

Internal recognition depends on internal company procedures, not all have these procedures.

With the update of the regulation, in March 2021, there is a permanent call for accreditations, referred to all units of professional competences included in the National Catalogue of Professional Qualifications.

[List of the professional qualifications](#), by professional family and level, and the units of competence included in each one.

8.6. QUALITY ASSURANCE IN VET ACCREDITATION / CERTIFICATION

[Procedure guide for applicants](#), version June 2022



MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL

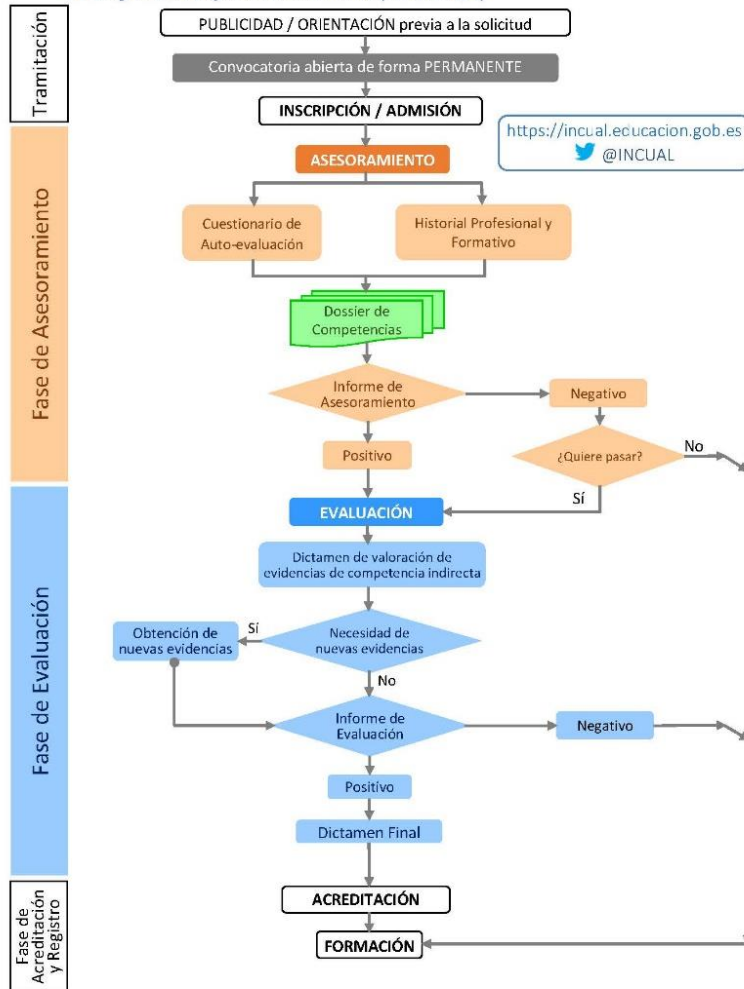


UNIÓN EUROPEA Fondo Social Europeo El FSE invierte en tu futuro.

SECRETARÍA GENERAL DE FORMACIÓN PROFESIONAL INSTITUTO NACIONAL DE LAS CUALIFICACIONES

3. FASES DEL PROCEDIMIENTO

3.1 Diagrama de flujo del Procedimiento (candidata/o)



Página 9 de 26

<http://incual.educacion.gob.es>
<https://twitter.com/INCUAL>

8.7. CAR MASTER TRAINING ACCREDITATION/CERTIFICATION

We should contact the General Secretariat for Vocational Training to inform about CAR MASTER curriculum and try to ask if is possible to include it in professional family “Mechanical production” so would be part of the future procedure accreditations. The problem is that takes too much time and technical difficulties.



Conclusions - Recommendation for other countries

The aim of this analysis was to find out which form of national or European recognition would be most suitable for the CAR Master Training. Therefore the accreditations summary report tried to answer the questions: which quality standards must the CAR Master Training formally meet, which competent bodies at National and European level could pronounce the accreditation and what would be the process flow. Frequently, accreditation and certification are used synonymously and what is called accreditation in one country might be called certification in another. They are both about external verification of quality but they have a slightly different focus. Certification is about compliance with the standards, rules and criteria as defined by a methodological framework for quality assurance, and accreditation will require more than compliance with the principles of quality assurance frameworks.

Summarizing, the EU can only make [recommendations](#) or provide common transparency tools such as EQF, EQAVET, Europass or ECTS. Their acceptance and recognition is decided by practice or the labour market. Furthermore the EU common quality assurance framework (EQAVET) particularly emphasises improving and evaluating the 'outputs' and 'outcomes' of VET in terms of increasing employability, improving the match between demand and supply, and promoting better access to lifelong learning. There must be two different parties involved in this process: the VET provider and an external body which is recognised to perform the external assessment and to award accreditation as a result of (positive) evaluation. There is also no EU certification body at EU level and only recommendations such as the discussion on the European Vocational Core Profiles, the Micro Credentials or Europass 2.0 can be followed.

The CAR-Master project is primarily aimed at employees who want to upskill or reskill their professional training and already completed an initial phase of education. For this reason, the report refers to the accreditation/certification system in vocational education and training in Germany. The aim here is to adapt knowledge and skills to changing requirements and upon successful completion of a further education training, [you can receive a certificate of participation or course certificate](#). The certificate must contain particulars of the nature, duration and purpose of the VET as well as the vocational skills, knowledge and qualifications acquired by the trainees. If trainees so request, it shall also include particulars of their conduct and performance. For formally regulated qualifications in vocational education and training with examination for recognized vocational qualifications, [competent bodies have been defined by law in the Vocational Training Act](#).

An IHK certificate is a certificate that is handed out by a Chamber of Industry and Commerce (IHK) after passing the certificate test. With an [IHK certificate](#), the owner proves that he has continued his professional and practical education in the certified subject area. The award of certificates requires that the participant has participated in at least 80% of the course and has successfully passed the IHK certificate test procedure. An IHK certificate course is characterized by current topics and high practical relevance. It corresponds to a workload of at least 50 to 1200 learning hours.

In Austria, in the area of continuing vocational education and training, there are still hardly any accreditations for the offers. Only one Academy or the Federal Ministry may accredit the courses. Therefore, there will rather be in-house opportunities for internal training and further education of employees that is not certified for the Car Masters project. The Car Master training in Poland do not have to be accredited and can be offered as an OER available online and for free for any individual interested in upskilling for the masters profession, institution seeking training material for requalification or training of staff.

In Spain on the other hand is national accreditation very hard to get: We should contact the General Secretariat for Vocational Training to inform about CAR MASTER curriculum and try to ask if is possible to include it in professional



family "Mechanical production" so it would be part of the future procedure accreditations. The problem is that takes too much time and technical difficulties.

"Retraining" accreditation in Czech Republic is possible for more flexibility and our own curriculum and competence framework. It is more flexible and could be tailor made for the needs of manufacturing companies. On the model of the Certificate of Retraining and Certificate of Participation in an Accredited Training Programme, it is necessary to indicate the hourly allotments for each subject with the division of hours for theoretical and practical training.

Slovakian courses can reach the Commercial certification and non-formal certification (accreditation), that are accepted by the industry. The other way goes through the national Ministry and is very complicated and takes a lot of time.

Every European country has another national rules concerning accreditation on the national level. The European Union only gives recommendations that definitely must be followed in the European project like CAR Master. After comparing und discussing the differences and common expectations on certification of CAR Master training consortium decided on minimum of requirements to get the certificate after completing the modules of the training. Furthermore the competent body to issue the certificate will be a person/company offering the training in the future. Polish, Slovakian and Spanish partners need to choose the educational company that can issue the certification and make a F2F trainings.

Consortium provide a template of a certificate, containing the number of hours, date, signature of the authorized person, Name and Surname of the participants and the range of F2F and online modules. The back side of the certificate contain the content and learning outcomes of the training (names of units). Requirement to reach certificate for the online modules is to pass the final test of 20 questions and reach at least 80 % of right answers. Supplementary consortium gives recommendations and defines criteria for certification. Furthermore the report will be published online and contains national rules for the accreditation for future use. Every project partner may decide on his own, if the accreditation for CAR Master training will be gained at the national level.

In the CAR Master project, learning takes place at several "learning venues", on the one hand virtually with the help of the CAR Master platform. The courses are freely available online (open source) in the various partner languages. Each individual training session ends with an individual "CAR-Master-Training-assessment". If the learners have successfully completed all modules, they are entitled to receive a certificate for the CAR-Master Training. This online certificate is based on the quality standards and evaluation criteria jointly agreed by the consortium and is implemented in the learning platform / content. The digital certificate contains the LOGO's of the partners, which vouch for validity with their name.

Issue date: AUTOMATIC

CAR Master training

CERTIFICATE OF PARTICIPATION

This is to certify that

REGISTERED NAME

has successfully completed the tailor-made training for foremen in production through the CAR Master learning experience platform (scope of training 20 hours).

Co-funded by the European Union

EuroProfis Innovation & Consulting

bit Schulungszentrum

FENEBAL

IHK

DANMAR

ZAP

1430 MASTER project of 2021-1-CZ01-KA220-VET-000033332, supported by ERASMUS+ KA2

Co-funded by the European Union

CAR Master training

The CAR Master training certificate of participation has been issued based on two criteria: completing the 10 online learning areas and passing the final quiz with at least 70% correct answers, with two possible attempts. By participating in the online training on the platform, you have followed the CAR Master learning programme. The 10 thematic modules corresponding to non-formal vocational education and training represent a set of learning objectives which are presented in the table.

<p>1. Principles of Total Productive Maintenance (TPM)</p> <p>Knowing the maintenance strategies in production.</p> <p>Knowing the most important basics of TPM.</p> <p>Knowing the most important basics of people management under TPM.</p>	<p>2. Production process basis</p> <p>Knowledge of the most important methods and instruments of work and process planning.</p> <p>Knowledge of the most important areas of capacity and materials management.</p> <p>Knowing how production factors from all areas of the company should be used economically and efficiently.</p>	<p>3. Quality control methods</p> <p>Knowing what quality planning means.</p> <p>Knowing what the aims and benefits of quality management represent.</p> <p>Knowing what the possibilities are for safeguarding and improvements.</p> <p>Knowing different quality management tools.</p>	<p>4. Digital competences</p> <p>Knowing the basis of digital security.</p> <p>Knowing the basics of using Microsoft Excel.</p> <p>Knowing the most common online communication tools work.</p> <p>Knowing the basic rules for presentation.</p>	<p>5. Economic and organisational knowledge</p> <p>Knowing the basics of finance and economics and the interrelationships within the company.</p> <p>Knowing the planning staff and enforcing the company's strategy.</p> <p>Knowing the most important European basics concerning labour law.</p>
<p>6. Professional communication</p> <p>Knowing about communication theories and how to deal with them in everyday life.</p> <p>Knowing about conflict management and how conflicts can be resolved professionally.</p> <p>Knowing about presentation techniques and how to apply them in meetings.</p>	<p>7. New technologies</p> <p>Knowing what the basics of robotics look like.</p> <p>Knowing how Supply-Chain-Management works.</p> <p>Knowing what additive manufacturing processes are.</p>	<p>8. Environment and green skills</p> <p>Knowing e-mobility in the automotive sector and the risks.</p> <p>Knowing the basic elements of climate change and the green skills that are important in production.</p> <p>Knowing how to deal with the resources that have been created.</p>	<p>9. Health promotion and risk prevention</p> <p>Knowing what is important in ergonomic workplace design.</p> <p>Knowing the mental health and stress associated with it.</p> <p>Knowing the aspects of occupational safety in production.</p>	<p>10. The leadership role of masters</p> <p>Knowing how to lead their employees successfully.</p> <p>Knowing how to behave as a leader in a team.</p> <p>Knowing to work in a multigenerational mix and the changes in old age.</p> <p>Knowing to work with people of different backgrounds and social orientations.</p>

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Another "learning venue" is face-to-face training based on the CAR Master curricula. This curricula is licensed under the Creative Common License. This license enables reusers to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator. The license allows for commercial use. Every VET-provider or VET-trainer in Europe can therefore use and adapt the CAR Master curricula. In this situation the CAR-master-certificate can then no longer be issued with the consortium logos, as quality assurance is no longer guaranteed. Every VET provider has its own quality standards, which are ultimately expressed in a certificate and then receive recognition and trust in their region or country.



References

https://www.funduszeuropejskie.gov.pl/media/60320/ZALACZNIK_NR_6_PODSTAWOWE_INFORMACJE.pdf

<https://www.zstio2.katowice.pl/images/pliki/dokumenty/KSAPL2019.pdf>

<https://www.ko.rzeszow.pl/dla-dyrektora-i-nauczyciela/dla-dyrektora-i-nauczyciela-komunikaty/akredytacja-kształcenia-ustawicznego-w-formach-pozaszkolnych/>

<https://www.biznes.gov.pl/pl/opisy-procedur/-/proc/79>

<https://www.wsjo.pl/akredytacje/>

Recommendation no. 3/20202 Sector Competence Council Automotive and Electromobility, Poland

Sectoral Qualification Framework for Automotive (SRK Moto), Poland

CEDEFOP “Fundamentals of a common quality assurance framework (CQAF) for VET in Europe”

COUNCIL RECOMMENDATION on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience

CEDEFOP 2021: Comparing Vocational Education and Training Qualifications: towards a European Comparative Methodology’