



CURRICULUM FOR THE TRAINING OF TRAINERS IN COMPANIES



HANSE-PARLAMENT

Network for Small and Medium Enterprises



AUKŠTAITIJOS
PROFESINIO
RENGIMO CENTRAS
Aukštaitija Vocational Training Centre



Istituto Tecnico Agrario
EMILIO SERENI ROMA
AGRARIA, AGROALIMENTARE E AGROINDUSTRIA

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Vocational and occupational education knowledge¹

1. Objectives

The trainers in enterprises should have vocational and work pedagogical knowledge, so that he has the necessary competence for proper training of apprentices (trainees) to plan, carry out and control the vocational training independently. The competencies relate to the following fields of action:

Examine training requirements and plan training

The trainers in enterprises must be able to examine and assess training prerequisites on the basis of company, occupation-related and legal provisions and to plan training, also taking into account extra-company training periods. This is linked to the qualifications required to carry out the following tasks.

- To present and justify the advantages and benefits of in-company vocational training.
- Planning, preparing and making decisions on the basis of legal, collective bargaining agreements and company framework conditions.
- Present structures of the vocational education and training system and its interfaces.
- Select training occupations for the company and justify selection.
- Examine the company's suitability for training in the target occupations to be trained, in particular taking into account training within the network, inter-company and extra-company training.
- Examine and evaluate the possibilities of using preparatory measures for vocational training.
- Coordinate internal distribution of responsibilities for training within the company, taking into account the functions and qualifications of those involved in training.

Preparing training and hiring trainees

The trainers in enterprises must have the necessary knowledge and skills to perform preparatory training tasks, define selection criteria for recruitment and carry out recruitment procedures, including taking into account company work and business processes as well as legal aspects. This is linked to the qualifications required to carry out the following tasks.

- Drawing up an in-company training plan on the basis of training regulations, which is oriented in particular towards work and business processes typical of the occupation.
- To present and justify opportunities for participation and co-determination of company interest groups in vocational education and training.
- Determining the need for cooperation and coordinating its content and organisation with cooperation partners, in particular the vocational school.
- Apply criteria and procedures for the selection of trainees also taking into account their diversity.

¹ The curriculum below is based on:

a) Ordinance on the examination of master craftsmen in parts III and IV in craft and craft-like trades (General Master Examination Regulations - AMVO)

b) Curriculum framework for the preparation for the master craftsman's examination for electrical engineering trades, Central Office for Further Training in the Craft Trades Sector (Zentralstelle für die Weiterbildung im Handwerk, ZWH).

- Prepare and conclude the vocational training contract and arrange for its registration with the competent authority.
- Check if parts of the vocational training can be carried out abroad.

Perform training

The trainers in enterprises must be able to plan and control learning processes in an action-oriented manner and to promote independent learning. In doing so, work and business processes typical for the profession as well as the trainees' job opportunities and learning requirements must be taken into account. This is linked to the qualifications required to carry out the following tasks.

- Creating learning conditions and motivating learning culture, giving and receiving feedback.
- Organise, design and evaluate probationary periods.
- Develop and design learning and work assignments based on the company's training plan and the work and business processes typical of the occupation.
- Selecting training methods and media appropriate to the target group and using them in specific situations.
- Support apprentices in the event of learning difficulties through individual training arrangements and training guidance, use training support aids and examine possibilities for extending the training period.
- Examine and propose additional training opportunities for trainees, in particular additional qualifications; examine possibilities of shortening the duration of training and early admission to the final examination or apprenticeship examination.
- Promoting the social and personal development of trainees; identifying problems and conflicts in good time and working towards solutions.
- Develop learning and working in a team.
- Determine and evaluate the performance of trainees, evaluate performance assessments of third parties and examination results, conduct appraisal interviews, draw conclusions for further course of training.
- Promoting intercultural competences in the company.

Finish training

The trainers in enterprises must possess the ability to lead the training to a successful conclusion and to point out opportunities for further learning and qualification paths. This is linked to the qualifications required to carry out the following tasks.

- Prepare trainees for the final examination or apprenticeship examination taking into account the examination dates and lead the training to a successful conclusion.
- Ensure that the trainees register for examinations with the competent body and draw their attention to any special features relevant for implementation.
- Create written certificates based on performance appraisals.
- Inform and advise trainees on company development paths and vocational training opportunities.



Recommended hours: Vocational and occupational education knowledge

Hours Recommendation Part B2: Vocational and occupational education knowledge	
Module 1: Action field “Review of training requirements and training planning”	25 hours
Module 2: Action field “Training preparation and assisting in recruiting prospective trainees”	23 hours
Module 3: Action field “Conducting training”	52 hours
Module 4: Action field “Completion of training”	15 hours
Total Profession and working-educational knowledge	115 hours

2. Curriculum framework

Module 1: Action field “Review of training requirements and training planning”	
Time recommendation: 25 hours	
Presenting and motivating the benefits and use of in-company training	2 hours
<p>Learning objectives: Presenting and substantiating the advantages and benefits of in-company vocational training</p> <p>Competencies:</p> <ol style="list-style-type: none"> Emphasise the aims and tasks of vocational training, in particular the importance of professional competence for the sector and the company. Describe the advantages and benefits of training for young people, business and society. Justify the benefits of training also taking into account the costs for the own company <p>Course contents:</p> <ol style="list-style-type: none"> Advantages and benefits of in-company training <ol style="list-style-type: none"> Objectives and tasks of vocational training Importance of training for young people, the economy and society Benefits and costs of training for the company 	
Participating in planning and decision-making with regards to specific training needs, to legal and operational conditions, and to the collective agreement	3 hours
<p>Learning objectives: Planning, preparing and making decisions on the basis of legal, collective bargaining agreements and company framework conditions.</p> <p>Competencies:</p> <ol style="list-style-type: none"> Determine training needs on the basis of the company's development and operating environment. Emphasize the importance of training in personnel development. Draw on the legal and collective bargaining framework for training decisions. <p>Course contents:</p> <ol style="list-style-type: none"> Occupational training needs and framework conditions of training <ol style="list-style-type: none"> Personnel planning and training requirements Legal framework conditions of training - in particular the Vocational Training Act, Handicrafts regulations, youth employment protection law 	
Presenting the vocational training system structures and its liaising areas	2 hours
<p>Learning objectives: Present structures of the vocational education and training system and its interfaces.</p> <p>Competencies:</p> <ol style="list-style-type: none"> Describe the integration of the vocational training system into the structure of the education system. Demands on the education system for vocational education and training. Describe the dual system of vocational training in terms of structure, responsibilities, tasks and control. <p>Course contents:</p> <ol style="list-style-type: none"> Structures and interfaces of the vocation training system <ol style="list-style-type: none"> Classification of the vocational training system in the national education system Essential requirements for the education system: in particular equal opportunities, permeability, transparency and equivalence The dual system of vocational training: structure, responsibilities, areas of responsibility, supervision 	

Selecting training professions for a company and specifying their purpose	2 hours
<p>Learning objectives: Select training occupations for the company and justify selection.</p> <p>Competencies:</p> <ul style="list-style-type: none"> a) Describe the emergence of state-approved training occupations. b) Observe and represent the structure and binding nature of training regulations. c) Describe the functions and objectives of training regulations. d) Determine training occupations for the company on the basis of training regulations and make use of opportunities for flexibility. <p>Course contents:</p> <ul style="list-style-type: none"> 4. Selection of training occupations 4.1 Formation and list of state-approved training occupations 4.2 Structure, functions, objectives of training regulations 4.3 Training opportunities in the company 	
Examining qualification of a company with regards to training in a desired vocational training field and whether and to what extent training contents shall be conveyed outside the company, in particular by a combination of interplant and external vocational training	8 hours
<p>Learning objectives: Examine the company's suitability for providing training in the target occupations to be trained, in particular taking into account training within the network, inter-company and inter-company vocational training. External vocational training.</p> <p>Competencies:</p> <ul style="list-style-type: none"> a) Clarify personal and professional suitability for hiring and training and present possibilities for removing obstacles to training. b) Examine the training facility's suitability for carrying out the training and, if necessary, present any necessary measures for establishing the suitability. c) Identify the need for training outside the training centre and identify appropriate opportunities. d) Describe how chambers and guilds can support enterprises with training. e) Explain the tasks of the competent authority to monitor suitability, review the consequences of violations and know the reasons for withdrawing training entitlement. <p>Course contents:</p> <ul style="list-style-type: none"> 5. Suitability for training 5.1 Personal and professional aptitude in accordance with BBiG and HwO, obstacles to training 5.2 Selection criteria of the training centre 5.3 External and joint training 5.4 Tasks of the craft organisations (chamber, guild) to support training 5.5 Administrative offences and withdrawal of training entitlement 	
Assessing chances for applying preparatory measures in vocational training	2 hours
<p>Learning objectives: Examine and evaluate the possibilities of using preparatory measures for vocational training.</p> <p>Competencies:</p> <ul style="list-style-type: none"> a) Present target group-specific vocational preparation measures for training planning and justify selection. b) Evaluate the importance of vocational preparation measures for recruiting junior staff and indicate funding opportunities. c) Clarify the possibilities of implementing job preparation measures in the company. <p>Course contents:</p> <ul style="list-style-type: none"> 6. Vocational preparation measures 	

6.1 Target groups, prerequisites and legal foundations for preparatory measures for the profession 6.2 Importance of vocational preparation measures and funding opportunities 6.3 Structuring the content of vocational preparation measures (qualification modules)	
In a company – co-ordinating tasks of personnel involved in the training, in due consideration of their functions and qualifications	6 hours
<p>Learning objectives: Coordinate internal distribution of responsibilities for training within the company, taking into account the functions and qualifications of those involved in training.</p> <p>Competencies: a) Determine the tasks and responsibilities of those involved in training. b) To illustrate the function and tasks of the trainer in the field of conflicting expectations. c) Clarify tasks of participating specialists and coordinate their involvement in the training.</p> <p>Course contents: 7. Tasks and responsibilities of those involved in training 7.1 Delimitation: trainers, instructors, training officers 7.2 Role and tasks of the instructor 7.3 Role, tasks and prerequisites of the participating training officers</p>	
Total Module 1: Action field “Review of training requirements and training planning”	25 hours

Module 2: Action field “Training preparation and assisting in recruiting prospective trainees” Time recommendation: 23 hours	
Drawing up an operational training plan based on training regulations, in due consideration of job-specific work and business processes	5 hours
<p>Learning objectives: An in-company training plan based on training regulations which is geared in particular to work and business processes typical of the profession.</p> <p>Competencies: a) Justify the importance, objective and content of an in-company training plan for regular training. b) Highlight the contents of the training regulations relevant for training planning. c) Establish a link between the objective and temporal structure of the training framework plan and the company's work and business processes. d) Drawing up an in-company training plan taking into account specific company requirements and individual learning prerequisites; take into account the time and organisational framework conditions of the different places of learning. e) Monitor the implementation of training plans and adjust them if necessary.</p> <p>Course contents: 1. In-company training plan 1.1 Legal basis, planning requirements and limits of training planning 1.2 Training regulations as a basis for the in-company training plan 1.3 Importance of typical occupational work and business processes and individual learning prerequisites for achieving the training objectives 1.4 Criteria for drawing up and adapting an in-company training plan</p>	
Taking into account prospective participation and co-participation in vocational training of involved occupational interest groups	2 hours
<p>Learning objectives: To present and justify opportunities for participation and co-determination of company interest groups in vocational education and training.</p> <p>Competencies:</p>	

<p>a) Describe the possibilities of representing interests in vocational education and training within the company.</p> <p>b) Present opportunities for participation by the youth and trainee representatives in the area of vocational education and training.</p> <p>Course contents:</p> <p>2. Rights of co-determination in vocational education and training</p> <p>2.1 Co-determination rights of employee representatives</p> <p>2.2 Possibilities of participation by the youth and trainee representatives</p>	
<p>Determining co-operation needs and co-ordinating with project partners, in particular with the involved vocational school, organisation and contents of the training</p>	<p>4 hours</p>
<p>Learning objectives:</p> <p>Determining the need for cooperation and coordinating its content and organisation with cooperation partners, in particular the vocational school.</p> <p>Competencies:</p> <p>a) Describe the benefits of cooperation networks, in particular vocational schools, inter-company educational institutions, consultants in chambers and guilds as well as employment agencies.</p> <p>b) Clarify possibilities of cooperation with the cooperation partners involved in the training.</p> <p>Course contents:</p> <p>3. Cooperation partners in training</p> <p>3.1 Network of key cooperation partners in training</p> <p>3.2 Possibilities of learning location cooperation</p>	
<p>Applying criteria and procedures for selection of trainees, taking into consideration their diversity</p>	<p>4 hours</p>
<p>Learning objectives:</p> <p>Apply criteria and procedures for the selection of trainees also taking into account their diversity.</p> <p>Competencies:</p> <p>a) Present and evaluate opportunities for recruiting prospective trainees.</p> <p>b) Requirements of the training occupation and suitability requirements as selection criteria.</p> <p>c) Apply appropriate procedures for selecting candidates, taking into account different groups of applicants and observing legal rules.</p> <p>d) Show training applicants the career prospects associated with training.</p> <p>Course contents:</p> <p>4. Planning and carrying out recruitment procedures</p> <p>4.1 Opportunities for recruiting prospective trainees</p> <p>4.2 Criteria for the selection of applicants</p> <p>4.3 Procedure for the selection of candidates</p> <p>4.4 Career path and career opportunities</p>	
<p>Preparing a vocational training contract and its registration with the competent body</p>	<p>6 hours</p>
<p>Learning objectives:</p> <p>Prepare and conclude the vocational training contract and arrange for its registration with the competent authority.</p> <p>Competencies:</p> <p>a) Describe the essential content of an apprenticeship contract; conclude a training contract.</p> <p>b) Represent the rights and obligations of the trainee under the contract.</p> <p>c) Explain the prerequisites for entering the training contract in the apprentice role; submit an application for entry in the training directory.</p> <p>d) Apply to vocational school.</p> <p>e) Describe the possibilities and limits of termination, in particular termination of an apprenticeship.</p>	

Course contents: 5 Conclusion of the training contract 5.1 Legal basis and contents of the training contract 5.2 Rights and duties of the trainee and the apprentice 5.3 Entry in the apprentice role 5.4 Registration with the vocational school 5.5 Legal options for termination and termination of training contracts	
Examining chances of organising the vocational training program partly abroad	2 hours
Learning objectives: Check if parts of the vocational training can be carried out abroad.	
Competencies: a) Weighing up the advantages and possible risks of training periods abroad for trainees and the company. b) Draw on legal bases for decision-making on the implementation of training elements abroad. c) Observe forms of vocational training in other European countries when planning your stay abroad. d) Provide advice and support for the implementation of stays abroad. e) Documentation of stays abroad.	
Course contents: 6. Parts of training abroad 6.1 Advantages, possible risks and legal basis for parts of training abroad 6.2 Vocational training in other European countries 6.3 Advice and support for the realisation of training elements abroad 6.4 Documentation of stays abroad	
Total Module 2: Action field “Training preparation and assisting in recruiting prospective trainees”	23 hours

Module 3: Action field “Conducting trainings” Time recommendation: 52 hours	
Creating learning-conductive conditions and a motivating learning culture, giving and receiving feedback	8 hours
Learning objectives: Creating learning conditions and motivating learning culture, giving and receiving feedback.	
Competencies: a) Consider the trainees' individual prerequisites for designing learning processes. b) Support the development of a self-directed learning culture and reflect on the role of the trainer as a learning guide. c) Promote learning by observing basic didactic principles. d) Support learning processes by agreeing on goals, strengthening motivation and ensuring transfer. e) Encourage learning through the transfer of learning and working techniques as well as through appropriate framework conditions. f) Determine learning outcomes and show the trainee his or her competence development through appropriate feedback and receive feedback.	
Course contents: 1. Learning requirements, promotion of learning and learning culture 1.1 Learning, learning competence, learning culture of self-directed learning 1.2 The trainer as learning guide 1.3 Didactic principles for promoting learning	

<p>1.4 Phases and ways of promoting the learning process, agreeing on learning goals, increasing motivation, Ensure learning success</p> <p>1.5 Learning and working techniques, framework conditions</p> <p>1.6 Feedback possibilities</p>	
Organising, designing and evaluating the probation period	4 hours
<p>Learning objectives: Organise, design and evaluate probationary periods.</p> <p>Competencies:</p> <ul style="list-style-type: none"> a) Determine the content and organisational structure of the probationary period and observe the legal basis. b) Select learning tasks to determine the trainee's suitability and inclination for the probationary period. c) Planning the introduction of the trainee into the company. d) Evaluating the trainee's development during the probationary period and feedback with the trainee, evaluating the execution and outcome of the probationary period. <p>Course contents:</p> <p>2. Organisation of the probationary period</p> <p>2.1 Introduction of the apprentice to the company</p> <p>2.2 Significance, design and evaluation of the probationary period</p>	
Developing and defining operational learning and work-related tasks, based on the in-company training plan and the typical occupational and business processes	5 hours
<p>Learning objectives: From the in-company training curriculum and the job-specific work and employment conditions of the company. Develop and design business processes for corporate learning and work tasks.</p> <p>Competencies:</p> <ul style="list-style-type: none"> a) Emphasize the importance of learning in order and business processes. b) Analysing the training plan as well as work and business processes and use this information to design suitable learning and work tasks. c) Integrate trainees into work tasks, taking into account individual requirements. <p>Course contents:</p> <p>3. Training in typical job and business processes</p> <p>3.1 Methodological concept of order- and business-oriented training</p> <p>3.2 Selection of suitable tasks and involvement of the trainees</p> <p>3.3 Design of learning and work assignments</p>	
Selecting proper training methods and media for target groups, and applying them accordingly, if necessary	8 hours
<p>Learning objectives: Selecting training methods and media appropriate to the target group and using them in specific situations.</p> <p>Competencies:</p> <ul style="list-style-type: none"> a) Describe essential training methods and their possible applications. b) Describe criteria for selecting methods; justify method selection. c) Plan and evaluate the training discussion and work instruction. d) Methodical design of training content according to target group planning, implementation and evaluation. e) Describe the function of educational media and resources and select them according to the method. f) Evaluate the use of e-learning for training. 	

<p>Course contents:</p> <p>4. Training methods and media</p> <p>4.1 Overview of training methods and method selection criteria</p> <p>4.2 Planning and realisation of teaching talks and work instructions</p> <p>4.3 Presentation of a training situation</p> <p>4.4 Functions and Selection of Training Media</p> <p>4.5 E-learning in training</p>	
<p>Assisting trainees with individual training and guidance in case of learning difficulties by applying training aids, if necessary, or by checking the possibility of extending the training period</p>	<p>4 hours</p>
<p>Learning objectives:</p> <p>To support apprentices in the event of learning difficulties through individual training and learning guidance, to use training support aids, and Consider possibilities to extend the training period.</p> <p>Competencies:</p> <p>a) Identify typical learning difficulties in training and identify possible causes, check learning prerequisites.</p> <p>b) Provide individual assistance in case of learning difficulties and initiate support measures.</p> <p>c) Identifying the need for assistance during training (abH) and organising measures.</p> <p>d) Check the possibility of extending the training period.</p> <p>Course contents:</p> <p>5. Learning difficulties and learning aids</p> <p>5.1 Forms of manifestation and causes of learning difficulties and related learning aids and support measures</p> <p>5.2 Assistance during training (abH)</p> <p>5.3 Extension of the training period</p>	
<p>Providing trainees with additional training opportunities, in particular in the form of additional qualifications, and by checking the possibility of shortening the training period or chances for an early approval of the final examination</p>	<p>4 hours</p>
<p>Learning objectives:</p> <p>Examine and propose additional training opportunities for trainees, in particular additional qualifications; examine possibilities of shortening the duration of training and early admission to the final examination or apprenticeship examination.</p> <p>Competencies:</p> <p>a) Recognise special requirements and talents of apprentices and make them available through suitable offers such as: additional qualifications.</p> <p>b) Clarify options for shortening the duration of training and for early admission to the final examination/apprenticeship examination for these trainees as well as the remaining training period.</p> <p>Course contents:</p> <p>6. Promotion of high-performing trainees</p> <p>6.1 Funding opportunities for high-performing trainees</p> <p>6.2 Shortening the duration of training and early admission to the final examination/apprenticeship examination</p>	
<p>Promoting social and personal development of trainees, identifying problems and conflicts in good time, solution-oriented approach</p>	<p>8 hours</p>
<p>Learning objectives:</p> <p>Promoting the social and personal development of trainees; identifying problems and conflicts in good time and working towards solutions.</p> <p>Competencies:</p>	

- a) Describe the development tasks of young people in training, take into account the developmental behaviour of trainees and significant environmental influences when designing training.
- b) Describe the importance of the company for the socialization of trainees.
- c) Designing communication processes during the training, promoting communication skills of the trainees.
- d) Identify conspicuous behaviour and typical conflict situations in training in good time, analyse them and apply strategies for constructive conflict management.
- e) Identifying and avoiding intercultural causes of conflicts.
- f) Reflect on the frequent causes of imminent drop-outs and take measures to avoid them.
- g) Take advantage of dispute resolution opportunities during training.

Course contents:

7. Development of young people and dealing with conflicts
 - 7.1 Development tasks in adolescence and development typical trainee behaviour and environmental influences
 - 7.2 Socialization of the trainee in the company
 - 7.3 Communication in training
 - 7.4 Behavioural disorders and conflict situations in training
 - 7.5 Conflict prevention and strategies for constructive conflict management
 - 7.6 Avoiding intercultural conflicts
 - 7.7 Abandonment of training: Causes and solutions for prevention
 - 7.8 Arbitration procedure for apprenticeship disputes

Measuring and evaluating performance and test results of third parties, conducting assessment discussions and drawing conclusions with regard to the further training process

8 hours

Learning objectives:

Determine and evaluate the performance of trainees, evaluate performance assessments of third parties and examination results, conduct appraisal interviews, draw conclusions for further course of training.

Competencies:

- a) Select appropriate forms of performance review to determine and evaluate achievements in training, taking into account fundamental requirements for training performance reviews.
- b) Perform success checks and draw conclusions for further training.
- c) Evaluate the behaviour of trainees regularly on the basis of suitable criteria and lead to appraisal interviews.
- d) Evaluate the results of external performance reviews.
- e) Use evidence of formal qualifications for monitoring, promotion and comparison with the training plan.

Course contents:

8. Determining training success
 - 8.1 Forms and functions of performance reviews in training
 - 8.2 Essential requirements for performance reviews
 - 8.3 Execution of internal performance reviews
 - 8.4 Assessment sheet and appraisal interview
 - 8.5 Evaluation of external performance reviews
 - 8.6 Evidence of formal qualifications/report booklet

Learning and working in a team as well as intercultural skills in the company promote.

3 hours

Learning objectives:

Learning and working in a team, developing and promoting intercultural competences in the company.

Competencies:

- a) Form teams based on selected criteria.
- b) Promoting teamwork.

- c) Facing up to other cultures openly and taking up cultural differences positively (intercultural learning).
- d) Specific support for trainees with a migration background.

Course contents:

- 9. Learning and working in a team
 - 9.1 Criteria for the formation of teams
 - 9.2 Teamwork
- 10. Intercultural competences
 - 10.1 Fundamental cultural differences and intercultural competences
 - 10.2 Specific support for trainees with a migration background

Total Module B3: Action field “Conducting training”

52 hours

Module B4: Action field “Completion of training”

Time recommendation: 15 hours

Preparing trainees for their final or journeyman's examination by taking into account the examination dates, and leading the training to successful completion

6 hours

Learning objectives:

Prepare trainees for the final examination or apprenticeship examination taking into account the examination dates and lead the training to a successful conclusion.

Competencies:

- a) The main requirements of the intermediate and final examinations/apprenticeship examinations are laid down in the training regulations and the particularities of an examination situation are explained.
- b) Describe the meaning and sequence of the extended final examination/apprenticeship examination.
- c) Demonstrate appropriate aids for exam preparation and to avoid examination failures as well as justify the provision of necessary examination equipment.

Course contents:

- 1. Preparation for the final examination/apprenticeship examination
 - 1.1 Examination requirements and examination procedure
 - 1.2 Stretched final examination/apprenticeship examination
 - 1.3 Specific aids and techniques for exam preparation
 - 1.4 Avoidance/reduction of examination anxiety

Ensuring that the trainees register with the competent commission and making sure that the commission will be aware of any specifics that might be relevant with regard to the examination

3 hours

Learning objectives:

Ensure that the trainees register for examinations with the competent body and draw their attention to any special features relevant for implementation.

Competencies:

- a) Observe legal requirements for the registration of trainees for examinations and exemption; carry out registration.
- b) Observe legal conditions for early admission to the examination.
- c) Communicate the examination-relevant particularities of the trainees to the competent body.
- d) If the examination is not passed, take into account legal requirements for a repeat examination or supplementary examination and extension of the training period.

Course contents:

- 2. Registration for the exam
 - 2.1 Registration, exemption and admission to the examination
 - 2.2 Examination-relevant particularities of trainees
 - 2.3 Repeat examination, supplementary examination and extension of the training relationship

Contributing in the issuing of a written certificate, on the basis of performance assessments	3 hours
<p>Learning objectives: Create written certificates based on performance appraisals.</p> <p>Competencies:</p> <ul style="list-style-type: none"> a) Observe legal and company regulations and emphasize the significance of certificates for the trainee in terms of employment law. b) Differentiate between different types of certificates. c) Draw up certificates, in particular taking into account previous performance assessments, and take legal consequences into account. <p>Course contents:</p> <ul style="list-style-type: none"> 3. Issuing certificates 3.1 Significance, types and contents of certificates 3.2 Formulation of certificates 3.3 Legal consequences of certificates 	
Informing and advising trainees about inter-company development and career opportunities, and about occupational further training options	3 hours
<p>Learning objectives: Inform and advise trainees on company development paths and vocational training opportunities.</p> <p>Competencies:</p> <ul style="list-style-type: none"> a) The importance of continuing vocational education and training. b) Describe career and company advancement and further training opportunities, especially for the master craftsman's examination. c) Identify funding opportunities for continuing vocational education and training as well as possibilities for the promotion of gifted students. <p>Course contents:</p> <ul style="list-style-type: none"> 4. Advancement and training opportunities 4.1 Vocational further education and training opportunities, master craftsman's examination 4.2 Financial support for vocational training measures 	
Total Module B4: Action field "Completion of training"	15 hours

4. Recommended literature

- Action field training (Handlungsfeld Ausbildung) – a preparation workbook for instructor aptitude tests
Publisher: Feldhaus-Verlag, ISBN 978-3-88264-564-4
- Check test for instructor aptitude (Ausbildereignung)
Publisher: Feldhaus-Verlag, ISBN 978-3-88264-563-7
- Crafts reader (Handwerker-Fibel), vol. 4, Occupational and vocational pedagogy (Berufs- und Arbeitspädagogik)
Publisher: Holzmann Medien, ISBN 978-3-7783-1157-8
- Sackmann - Das Lehrbuch für die Meisterprüfung: Accounting - Betriebs und Wirtschaft - Recht und Steuern, Verlagsanstalt Handwerk, ISBN 978-3878649076
- Handyman's Primer, Volumes 1 to 3, Holzmann Medien, ISBN 978-3-7783-1153-0
- Field of action: training (workbook to prepare for the instructor suitability test), Feldhaus-Verlag, ISBN 978-3-88264-564-4
- Examination check instructor qualification, Feldhaus-Verlag, ISBN 978-3-88264-563-7
- Handyman's Primer, volume 4 Berufs- und Arbeitspädagogik, Holzmann Medien, ISBN 978-3-7783-1157-8



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1. The Aim of the Evaluation

The overall objective of the study is to evaluate the effectiveness of the training „Training of Trainers in Companies“ provided under the "Promoting and Upgrading Green Skills in Agriculture (ProGreen)" project. The conclusions of the evaluation research will contribute to improve the quality, and especially the effectiveness of training, show the limitations of the training model and indicate the direction for further activities.

A training management cycle can be divided into three major steps: *planning, implementation and evaluation*. The evaluation is the final step of the training management cycle. Evaluation of training is one of the main components of a training program. The results of the training evaluation are reflected in the next phase of training planning to improve future training programs. It does not only provide the trainer with useful information in order to further improve the training course, but also creates an impression of completeness.

What is an Evaluation?

Several definitions of evaluation have been offered, and the following are some of those most commonly used: An evaluation is the systematic and objective assessment of an ongoing or completed project, program or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability. (*Source: Glossary of Key Terms in Evaluation and Results Based Management*).

A **program evaluation** is the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming. (*Source: Patton, M.Q. (1997). Utilization-focused Evaluation: The New Century Text (3rd ed.). Thousand Oaks, CA: Sage.*)

There are many **different types of evaluations** depending on the object being evaluated and the purpose of the evaluation.

Perhaps the most important basic distinction in evaluation types is that between *formative* and *summative* evaluation. **Formative evaluations** strengthen or improve the object being evaluated - they help form it by examining the delivery of the program or technology, the quality of its implementation, and the assessment of the organizational context, personnel, procedures, inputs, and so on. **Summative evaluations**, in contrast, examine the effects or outcomes of some object - they summarize it by describing what happens subsequent to delivery of the program or technology; assessing whether the object can be said to have caused the outcome; determining the overall impact of the causal factor beyond only the immediate target outcomes; and estimating the relative costs associated with the object.

Formative evaluation includes several evaluation types:

- *needs assessment* determines who needs the program, how great the need is, and what might work to meet the need
- *evaluability assessment* determines whether an evaluation is feasible and how stakeholders can help shape its usefulness
- *structured conceptualization* helps stakeholders define the program or technology, the target population, and the possible outcomes
- *implementation evaluation* monitors the fidelity of the program or technology delivery
- *process evaluation* investigates the process of delivering the program or technology, including alternative delivery procedures

Summative evaluation can also be subdivided:

- *outcome evaluations investigate whether the program or technology caused demonstrable effects on specifically defined target outcomes*
- *impact evaluation is broader and assesses the overall or net effects -- intended or unintended -- of the program or technology as a whole*
- *cost-effectiveness and cost-benefit analysis address questions of efficiency by standardizing outcomes in terms of their dollar costs and values secondary analysis reexamines existing data to address new questions or use methods not previously employed*
- *meta-analysis integrates the outcome estimates from multiple studies to arrive at an overall or summary judgement on an evaluation question (Source: Patton, M.Q. (1997). Utilization-focused Evaluation: The New Century Text (3rd ed.). Thousand Oaks, CA: Sage.)*

2. Five Steps of Training Evaluation

The processes of training evaluation can be divided into five steps: identify purposes of evaluation; select evaluation methods; design evaluation tools, collect data; and analyze and report results.

Step 1: Identify Purposes of Evaluation

Before developing evaluation systems, the purposes of evaluation must be determined. These will affect the types of data and the data collection methods. The most common reason for evaluating training programs may be to determine the effectiveness of training programs in order to improve future programs. Evaluation can help us learn from experience of past training programs. For example, we may want to know which parts of the training were successful and which not, or whether the approach to the training should be changed. We can use these lessons learned to improve plans for future training programs:

The following 8 purposes of evaluating training programs are:

1. To determine whether the objectives of the training were achieved.
2. To see how the knowledge and skills learned in the training are put into practice.
3. To assess the results and impacts of the training programs.
4. To assess the effectiveness of the training programs.
5. To assess whether the training programs were properly implemented.
6. To identify the strengths and weaknesses of the training programs.
7. To assess whether the training programs were suitable in terms of the training contents, timing, participants and other aspects.
8. To find problems of the training programs and solutions for improvement.

Step 2: Select Evaluation Method

One of the most commonly used methods for evaluating training programs is the four levels of evaluation by D. L. Kirkpatrick. According to his concept, capacity development is realized by the four sequential steps:

1. **Reaction** - evaluation on this level measures how participants react to the training program. It is important to get a positive reaction. Although a positive reaction may not ensure learning, if participants do not react favorably, they probably will not be motivated to learn.
2. **Learning** - evaluation on this level measures the extent to which participants change attitudes, improve knowledge, and/or increase skills as a result of attending the training program. One or more of these changes must take place if a change in behavior is to happen.
3. **Behavior** - evaluation on this level measures the extent to which change in participants' behavior has occurred because of attending the training program. In order for change to take place, four conditions are necessary:
 - The person must have a desire to change.
 - The person must know what to do and how to do it.
 - The person must work in the right climate.
 - The person must be rewarded for changing.
4. **Results** - evaluation on this level measures the final results that occurred because the participants attended the training program. Examples of the final results include increased production, improved quality and decreased costs. It is important to recognize that these results are the reason for having some training programs. (Source: *Kirkpatrick (2006) Evaluating Training Programs*)

Step 3: Design Evaluation Tools

Various evaluation tools can be selected depending on the purposes and methods of evaluation:

- Questionnaires
- Surveys
- Tests
- Interviews
- Focus group discussions
- Observations
- Performance records

For the Train the Trainer in SMEs training evaluation the written questionnaire and the interview are used.

The questionnaire is probably the most common form of evaluating training programs to evaluate the reactions of training participants. Questionnaires can be developed through five steps:

Step 3.1: Determine what you want to find out

The following are some common types of information we may want to ask participants.

Contents: Was the content appropriate?

Materials: Were the materials useful?

Teaching method: Was the teaching method appropriate?

Trainer/Facilitator: Was the trainer/facilitator effective?

Motivation to learn: Were you motivated to learn the contents?

Program relevance: Was the program relevant to your needs?

Level of understanding: Did you understand the contents? Time: Was the time and length of program appropriate?

Length: Was the program length appropriate?

Facilities: Were the training facilities appropriate?

Overall evaluation: What is your overall rating of the program?

Planned improvements: How will you apply what you have learned?

Questions are developed later, but it might be useful to develop this information in outline form so that related questions can be grouped together.

Step 3.2: Select the types of questions

Questions that might be asked in a questionnaire can be classified into **two major categories**: open-ended and close-ended.

Open-ended questions have an unlimited answer. The question is followed by a blank space for response. Open-ended questions give participants the opportunity to express their own thoughts. They produce varieties of answers and more difficult to analyze. The following are some examples of open-ended questions: Which part of the contents of the training program interests you more than others? How do you think we can improve the contents of the training program?

Close-ended questions ask respondents to select one or multiple responses from the list.

Below are several types of close-ended questions.

Two-option response: Respondents are asked to choose one out of two options, such as yes-no, true-false, disagree-agree.

Rating scale: Respondents are asked to choose the most appropriate answer to reflect their opinion from the complete range of possible answers. The range can be presented in numbers (e.g., 1 to 5), or in words (e.g., strongly agree to strongly disagree).

Checklist: It is a list of items. Respondents are asked to check those that apply to the situation

Multiple choice questions: Respondents are requested to choose appropriate answers from multiple choices.

Open-ended short-answer questions: Respondents are requested to explain their answers in short sentences.

Step 3.3: Design the questionnaire

The third step in questionnaire design is to develop the questions based on the types of questions planned and the types of information needed.

Step 3.4: Pretest the questionnaire

The fourth step in questionnaire design is to test the questions. It is ideal if the prepared questions can be tested on a sample group of participants. If this is not feasible, they can be tested on a group of people at approximately the same job level as the participants.

Step 3.5: Finalize the questionnaire

Based on the result of pretest in Step 4, the questionnaire forms will be finalized.

The most common data-collection method for the impact survey might be the follow-up questionnaire.

Interviews can be used especially when qualitative information is needed about the impact of the training program.

Interviews have the following advantages and disadvantages that should be considered when selecting them as the data collection method.

Advantages of interviews:

- Good for uncovering feelings and hidden causes.
- Non-verbal signals can indicate key issues.
- Spontaneity – follow the unexpected issues.

Disadvantages of interviews:

- Time-consuming.
- An unrepresentative sample can skew the results.
- Can be difficult to quantify.
- Very dependent on the skills of the interviewer.

Interviews have three types from which a suitable one was selected for each survey.

1. **Structured interview:** the questions was set in advance.
2. **Semi-structured interview:** the general content was predetermined but additional exploration was allowed. This form of interview is particularly useful in situations where there are key issues to be investigated, but there is less certainty about the range of respondents' reactions to them.
3. **Unstructured interview:** free-flowing conversation rather than a specific set of questions.

Step 4: Collect Data

To improve the effectiveness of questionnaire data collection were recommended following:

- *Keep responses anonymous* -If there is no specific reason why you would like to identify each participant's questionnaire, it is recommended to keep responses anonymous. It allows the participants to feel open and comfortable to give comments that can help improve future programs
- *Distribute questionnaire forms in advance* - For lengthy evaluations for training programs that span several days, or if you want the participants to evaluate each individual session, it is helpful to distribute questionnaire forms early in the program. This will allow the participants to familiarize themselves with the questions, and to answer specific questions as they are covered in the program. Please note, however, that the participants should wait until the end of the program to reach a final conclusion on general issues. For this reason, questionnaire forms for general questions could be distributed at the end of the program. Explain the purpose of the questionnaire and how the information will be used
- *Explain the purpose of the questionnaire and how the information will be used.* This will help improve the response rate and encourage them to make comments that can be useful to improve future programs.
- *Allow enough time for completing the questionnaire* - If we ask the participants to fill in the questionnaire forms at the end of the program, they may be in a hurry to leave and may provide incomplete information. It is recommended to set aside enough time to fill in the questionnaire forms as a scheduled session before the end of the program.

Step 5: Analyze and Report Results

Before summarizing and analyzing the questionnaire, the data need to be entered into a computer. Many statistical software programs are available for such data. There are many ways to analyze data, but the analysis should be as simple as possible and limited to what is necessary to draw the required conclusions from the data. After knowing what kind of information will be relevant and useful to the primary users, the last step in evaluation process is to develop an evaluation report.

Use figures to present statistical and complex data fairly quickly and easily. *Pie charts* and *bar charts* are among commonly used figures. Bar charts work better when many categories are compared, and relative magnitude is to be shown.

Evaluation report outline

After knowing what kind of information will be relevant and useful to the primary users, you can develop an evaluation report outline.

Summary

- Purpose of evaluation
- Evaluation audiences
- Major findings and recommendations

Program Description

- Program background
- Program goals/objectives
- Program participants Program activities

Evaluation Design and Methods

- Purpose of the evaluation
- Evaluation designs
- Data collection methods

Findings and Results

- Description of how the findings is organized (e.g., by evaluation questions, themes/issues)
- Results of analyses of quantitative and/or qualitative data collected

Recommendations

- Recommendations for action based on these conclusions

Appendices

- Questionnaires pre/post tests
- Program expenditure summary

(Source: Manual on Training Evaluation. Project on Improvement of Local Administration in Cambodia)

3. Data Sources

The conclusions of the evaluation research will contribute to improve the quality, and especially the effectiveness of training, show the limitations of the training model and indicate the direction for further activities.

In the training courses will take part each at least with 10-15 participants.

The further education program is aimed at potential trainers in agricultural businesses who are interested in taking on important tasks in dual vocational training on the farm as a recognized trainer. The training program for trainers in agricultural enterprises aims to provide skilled workers with sufficient qualifications to ensure high-quality dual vocational training. It addresses the specific needs of countries that have previously had school-based training and draws on international experience. The main objectives are the qualification of trainers, the improvement of training quality, the acquisition of companies as training partners and the promotion of added value for companies. The transferability of the program allows it to be adapted and implemented in different regions and countries.

The scope of this evaluation includes the following aspects (among others):

- Assessment of the framework conditions conducive to learning (organization, equipment),
- Teaching and learning concept
- Curriculum
- Didactics and methodology
- Learning atmosphere
- Fulfilment of the practical project work to make adjustments as needed and to optimize the training

Surveys and interviews must be carried out once - at the end of phase three. According to the methodology two questionnaires will be prepared:

- **One written surveys of participants**

Participants will be asked to fill out questionnaires after the first KAIN phase of the training and after the third phase of the training in which they will be able to assess the quality of the training in its various aspects.

- **One written surveys of all teachers using an identical questionnaire**

All trainers will be asked to fill out questionnaires after the first KAIN phase of the training and after the third phase of the training in which they will be able to assess the quality of the training in its various aspects.



Annex

Training of Trainers in Companies

Annex I Questionnaire for Participants

Course:

Location:

Date:

Your desired participation in this survey serves to assess all aspects of the qualification measure in order to evaluate what is good and what needs to be improved.

Of course, all information will be treated confidentially in compliance with data protection laws and will only be evaluated anonymously.

⇒ Please tick the applicable box.

Personal Data

Gender	<input type="checkbox"/> Female (Mrs)	<input type="checkbox"/> Male (Mr)	<input type="checkbox"/> Other (Mx)
Age	<input type="checkbox"/> < 35 years	<input type="checkbox"/> 35 - 49 years	<input type="checkbox"/> ≥ 50 years

Scale: 1 = absolutely disagree / 2 = rather disagree / 3 = neither disagree or agree / 4 = tend to agree / 5 = fully agree

	1	2	3	4	5
The organisation of the seminar (invitation, information, ...) was good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitation (location, room, technical equipment etc.) was suitable for training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course material is comprehensible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training material reflects the state of knowledge well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The "red thread" was obvious; the sequence of lessons made sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt the theory-practice ratio to be good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The topics and issues were relevant and responded to the goals of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers explained topics of the lessons, additional questions, experiences, and topical issues arisen during the course well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The methodology and didactics of the lecturers were appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was enough time planned for each topic, each presentation and each discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got valuable knowledge from lessons and examples presented by lecturers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got valuable insights from the presentations of other participants and the reflection on the results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that I can utilize the knowledge gained from lessons in my future career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was a pleasant group atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was enough time for social contacts to other participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The support by the lecturer in the project work phase was good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The result reports were sufficiently valued by the lecturer and the other participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Comments (free text)

What was good? What has pleased you?
What was not good? What made you upset?
Was the proportion of theory and practice suitable or should something be increased / decreased?
Was anything missing that you might need in your future profession / occupation / job?
Would you recommend the course to someone you know? If not, why not?
Other comments

Thank you for your participation and cooperation.



Training of Trainers in Companies

Annex II Questionnaire for Lecturers

Course:

Location:

Date:

Subjects / Topics that you have taught:

.....
.....
.....
.....

Your participation in this survey will help us to evaluate all aspects of the qualification programme in order to assess what is good and what needs to be improved.

All information will of course be treated confidentially in accordance with data protection regulations and only analysed in anonymised form

⇒ Please tick the applicable box and write a comment if possible.

(1) The organisation of the seminar (invitation, information, ...) was ...

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(2) The facilitation (location, room, technical equipment etc.) was ...

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(3) How well did the curricular contents fit the needs and learning objectives of the participants?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(4) How do you assess the qualification preconditions of the participants?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(5) How do you rate the motivation and willingness to learn of the participants?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(6) How do you assess the cooperation of the participants?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(7) How do the contents of the training match to the requirements of the qualification?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(8) How well did the schedules match the training content and the time for the practical reports?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(9) How well were the participants prepared for the presentation of their practical reports?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(10) How do you assess the communication about the reports and the internal cooperation by the other course participants?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

Thank you for your participation and cooperation.



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