

## AGROMACVET GUIDELINES FOR TRAINERS CONTENT

CONTENT .....	1
TITLE of the work-package: .....	2
<b>Title of the topic</b> Total – all modules included.....	2
Knowledge Groups modules.....	2
Objectives .....	2
Levels: .....	2
Target Groups – by professions .....	4
Knowledge - Competency .....	4
Pedagogical guidelines: .....	5
Requirements (regarding the teacher – trainer).....	5
Expected outcomes .....	5
Skills needed (relating to the trainee) .....	5
Curriculum.....	6
Modules and content .....	6
<i>The teacher determines the teaching-time and particulars of each notion inside the time of the module. The particulars and time is to fit the necessary knowledge level the target group</i> .....	6
Toolbox: .....	7
Practical training:.....	7
Interim Evaluation (by themes and/or submodules/modules):.....	7
EXAMINATION - accreditation the trainee .....	8
Terms the Evaluation: .....	8
Accreditation the trainee .....	8
Weighting the exam-parts (EXAMPLE) .....	8
LEVELS: .....	9
CREDIT CALCULATION: .....	9
REFERENCES .....	9
GLOSSARY .....	10

### TITLE of the work-package:

The modules of the <Name of cluster> cluster are variable. Several actor groups needs several variation of modules, and the knowledge level is also different.

**Title of the topic** Total – all modules included

### Knowledge Groups modules

List the modules of the cluster

### Objectives

The topic gives an overview to the trainers of the structure – content – knowledge levels of the work-package.

The modules of the <Name of cluster> cluster are variable. Several actor groups needs several variation of modules, and the knowledge level is also different.

In the following list we try to collect and systematize the knowledge groups – modules, submodules - for this cluster.

It is obvious, that the undertaker needs different information and/or on other level, than the skilled worker.

The function of the GRAM and the exam directives have got to define the variety and the requisite level of the knowledge-set for the branches and skills.

The learning needs theory and practice (training), in almost all modules.

### Levels:

#### ISCED levels of Education:

[From: International Standard Classification of Education I S C E D 1997 (UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION)]

<b>ISCED LEVEL 1 –</b>	<b>PRIMARY EDUCATION OR FIRST STAGE OF BASIC EDUCATION</b>	
<b>ISCED LEVEL 2 – (2a, 2b, 2c)</b>	<b>LOWER SECONDARY OR SECOND STAGE OF BASIC</b>	entry is after some 6 years of primary education ; the end of this level is after some 9 years of schooling since the beginning of primary;

	<b>EDUCATION</b>	the end of this level often coincides with the end of compulsory education in countries where this exists; and often, at the beginning of this level, several teachers start to conduct classes in their field of specialization.
<b>ISCED LEVEL 3 – (3a, 3b, 3c)</b>	<b>(UPPER) SECONDARY EDUCATION</b>  (This level includes also special needs education programmes and adult education.)	More specialization may be observed at this level than at ISCED level 2 and often teachers need to be more qualified or specialized than for ISCED level 2.  The entrance age to this level is typically 15 or 16 years.  the typical entrance qualifications (some nine years of full-time education since the beginning of level 1; and the minimum entrance requirements (usually the completion of level 2).
<b>ISCED LEVEL 4 –</b>	<b>POST-SECONDARY NON-TERTIARY EDUCATION</b>  (This level includes adult education. For example, technical courses given during an individual's professional life on specific subjects as computer software could be included in this level.)	Typical examples are programmes designed to prepare students for studies at level 5 who, although having completed ISCED level 3, did not follow a curriculum which would allow entry to level 5, i.e. pre-degree foundation courses or short vocational programmes.  Second cycle programmes can be included as well.  The students are typically older than those in upper secondary programmes.  It has a typical full-time equivalent duration of between 6 months and 2 years.
<b>ISCED LEVEL 5 and ISCED LEVEL 6-</b>	<b>Tertiary education</b>	

**Knowledge in the context of EQF, is described as theoretical and/or factual.**

*The learning outcomes must be relevant to the knowledge levels*

We are dealing with target groups (students, adults) needing knowledge level 2, 3 (occasionally 4)

### **Descriptors defining levels in the European Qualifications Framework (EQF)**

[From: The European Qualifications Framework for Lifelong Learning (EQF) European Communities, 2008]

L1	<b>basic general knowledge</b>
L2	<b>basic factual knowledge of a field of work or study</b>

L3	knowledge of facts, principles, processes and general concepts, in a field of work or study
L4	factual and theoretical knowledge in broad contexts within a field of work or study
L5	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge

### Target Groups – by professions

	Name of the target Group	Form the learninggg*		Theory	Practice	Self learning	Total
			hours				
<b>TG1</b>	Individual farmer, manager						
<b>TG2</b>	Skilled worker (ISCED 2, partly 3)						
<b>TG3</b>	Technician (ISCED 3 mainly)						
<b>TG4</b>	Other (please define)						

- dl: distance learning
- sch: school

### Knowledge - Competency

#### Knowledge Groups

Module	TG1	TG2	TG3	TG4
	Theory -hours			

(a) total theory (hour)				
(b) days theory (7 hour/day) [=a/7]				
(c) total practice (hour)				
(d) Self learning (hours)				
(e) Hours total [=a+c+d]				
(f) Total credit (mostly 30 hours/1 credit)				

### Pedagogical guidelines:

#### TG1, TG4,:

e-learning with interactive consultations

#### TG2, TG3

Learning day-along in normal school system (5 days week)

### Requirements (regarding the teacher – trainer)

The common knowledge of the basic and common handling the knowledge sphere is required and basic term the successful education.

For a number of topics the practical skill is indispensable.

### Expected outcomes

The trainers can highlight the mean questions of the topic, can find practical examples and will be able to answer the specific questions of the trainees. The trainer gives a survey to the target groups of the topic on the knowledge level what the function and activity of given target group needs.

### Skills needed (relating to the trainee)

## Curriculum

### Modules and content

*The teacher determines the teaching-time and particulars of each notion inside the time of the module. Th particulars and time is to fit the necessary knowledge level the target group*

Target Group	TG1	TG2	TG3	TG4
Module with Content	Knowledge level (general)			
<b>Module 1</b>	<b>L..</b>	<b>L..</b>	<b>L..</b>	<b>L..</b>
<b>theory total (hours)</b>				
chapters of the curriculum of the module				
M1-c1				
M1-c2				
M1..ci				
M1-cn				
<b>M1 - Total hours - theory</b>				
<b>M1 – Total hours - Practice</b>				
<b>M1 –Total – hours – Self learning</b>				
<b>M1 – hours -Total</b>				
<b>Module i</b>				
<b>Mi-c1</b>				
<b>..</b>				
<b>Mi - Total hours - theory</b>				
<b>Mi – Total hours - Practice</b>				
<b>Mi –Total – hours – Self learning</b>				
<b>Mi – hours -Total</b>				
<b>Module - n</b>				
Mn-c1				
Mn-c2				
Mn-cn				
<b>Mn - Total hours - theory</b>				
<b>Mn – Total hours - Practice</b>				

<b>Mn –Total – hours – Self learning</b>				
<b>Mn – hours -Total</b>				
<b>Mn total hours</b>				
<b>M1..Mn - Total hours - theory</b>				
<b>M1..Mn – Total hours - Practice</b>				
<b>M1..Mn –Total – hours – Self learning</b>				
<b>M1..Mn – hours –Total (Sum total hours the modules)</b>				
<i>Training</i>				
<i>Schoolbooks, manuals</i>				

**Toolbox:**

- To the theory
- To the self learning
- To the practice

**Practical training:**

**Terms:**

**Task:**

**Place:**

**Equipments:**

**Duration (hours/days):**

**Solutions:**

**Supervision:**

**Confirmation the performance:**

**Interim Evaluation** (by themes and/or submodules/modules):

- The teacher must draw 5-10 different questions based on the curriculum, taking in consideration the country-regional specialities of functional foods.
- Participation on the course

- Participation on the practice
- Good responses to the control questions

### EXAMINATION - accreditation the trainee

According the EU and the National regulations.

#### Terms the Evaluation:

- Participation on the course
- Participation on the practice (placement)
- Good responses to the interim control questions  
(The teacher must draw 5-10 different questions based on the curriculum, taking in consideration the country-regional specialities of functional foods. )
- Preparation of the professional paper, test product – if prescribed.

### Accreditation the trainee

According the EU and the National regulations.

All examination questions are based on the published learning outcomes and the recommended study materials contain the information required to answer these questions correctly.

#### Parts of the examination:

##### *Theory*

writing (examination paper with multiple-choice questions and/or a question paper requiring short written answers) (Time: ...minutes)

verbal (preparation: ...minutes, test... minutes)

##### *Practice* (minutes)

Others (as professional paper, test-product..., usually counted to Practice)

### Weighting the exam-parts (EXAMPLE)

		Knowledge Levels (EQF)		
		Level 2	Level 3	Level 4
<b>Theory</b>		<b>30%</b>	<b>50%</b>	<b>70%</b>
	writing	10%	25%	35%
	verbal	20%	25%	35%
<b>Practice</b>		<b>70%</b>	<b>50%</b>	<b>30%</b>
	exercise	40%	20%	10%
	Professional paper		15%	10%
	test-product	30%	15%	10%
<b>Total %</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>



## LEVELS:

**Knowledge in the context of EQF, knowledge is described as theoretical and/or factual.** We are dealing with students (target groups) needing knowledge level 2, 3 (occasionally 4)

L2	<b>basic factual knowledge of a field of work or study</b>
L3	<b>knowledge of facts, principles, processes and general concepts, in a field of work or study</b>
L4	<b>factual and theoretical knowledge in broad contexts within a field of work or study</b>

## CREDIT CALCULATION:

- a) **Education** the VET professionals in the third school phase (age 15-18) need more school time.
  - i) 2 full school years minimum
  - ii) Ratio of theory/practice: 40/60% in the school year, 30/70 in the full year (out of the school phase farm practice.)
- b) **Credits**
  - i) calculable only for the day-over school system:
    - (1) in general: 30 hours/credit, calculated: Theory+Practice+Self learning (hours), where hours are:
      - (a) at more theoretical tasks:
        - Theory 100% (1\*hours)
        - practice 50% (0,5\*hours)
        - self learning 80% (0,8\*hurs)
      - (b) at more practice oriented tasks (maintenance, laboratory practice, ICT and others)
        - Theory 100%
        - practice 100%
        - no self learning
    - ii) The results of the former school phases (level 1 and 2) are no calculable, these are basic claims for level 3.
    - iii) But the credits achieved in level 3 are count-in for the next step (level 4 –post secondary school and first Uni level)

## REFERENCES

### Further information:

## GLOSSARY

If possible use *Interactive page!* (CTRL+Click to the link)

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