Fresh

Agrifood Open Educational Resources for Human Capital Managers

"FRESH"

agriFood open educational RESources for Human capital managers

Training Profile | By BIC Ljubljana and NEC, Cerknica
January 2020

Index

1. Introduction

This document defines the **training profile** for non-formal HRM training course in the agri-food sector that was prepared following the "European Standard of Professional Competence for human resource managers for small companies in the agri-food sector" document.

During the formulation of this training profile of **Strategic Human Resources Management for small businesses in the agri-food sector course, the partners incorporated a European perspective to the course**, thus matching training practices to organisational needs. The developed training profile and course are the result of the collaboration of experts in the agri-food sector, innovative training methods, and the labour market needs.

This document was designed for *teachers, trainers or students*, with the aim to help them understand the **training profile** by comprehending the **general information about the course, learning path, the structure of the modules and its learning units, learning goals and learning objectives of the learning units**.

In order to ensure clarity of this document, corresponding **Units of Learning outcomes of the course** are presented in the *"European Standard of Professional Competence for human resource managers for small companies in the agri-food sector"* document. The **assessment procedure and assessment criteria of the learning units** are presented in the *"Evaluation guide"*. All three documents, along with this Training profile, are meant to be used together and complement each other.

ECVET, EQAVET and EQF standards were used in this course for non-formal lifelong learning. We believe that the use of these standards will enhance HR managers' employability and mobility throughout the EU, by improving the transfer, recognition and accumulation of learning outcomes.

2. Training Profile

2.1 | Title of the Course and Participants Profile

Title of the course: *Strategic Human Resource Management for small businesses in the agri-food sector.*

The participants in the training course are expected to enhance relevant knowledge, skills and competences on human resource management (HRM) for handling staff challenges in the agri-food sector. A human resource manager for small companies in the agri-food sector is responsible for managing human resources in accordance with the Strategy and needs of the organisation, in order to meet legal requirements and staff management policies, and foster talent management, employee commitment, including corporate Social responsibility practices and prevention of occupational risks. As a result of the training, he or she will be able to provide advice and counsel to management on staffing policy and related problems. Building capacity on strategic HRM in firms can embed competitive advantage through attraction, development and retention of talent in firms.
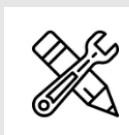
- The assessment should be designed consistently and, on the level, EQF 4 at which the student is studying.
- The assessment should include reasonable and relevant distracters to minimise the potential for guessing.

2.2 | EQF Level

The course is designed within the European Qualification Framework (EQF) level 4, and it has the learning outcomes as the main principle.

In order to ensure clarity of this document, corresponding Units of Learning outcomes of the course are presented in another document, named "European Standard of Professional Competence for human resources managers for small companies in the agri-food sector".

Learning outcomes are described as the knowledge, skills and competencies on the European Qualification Framework (EQF) level 4 and are described as:

Units of Learning Outcomes	
KNOWLEDGE – Knows and understands…	**SKILLS – Can…**
Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.

COMPETENCIES – Is able to…

 Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.

2.3 | Assessment, Validation and Recognition

The FRESH partnership prepared common EQF and corresponding course for Strategic Human Resource Management for small businesses in the agri-food sector. The systematisation of the learning outcomes in EQF is compatible with the European principles of assessment of non-formal learning and quality assurance framework for VET.

The **detailed assessment procedure and assessment criteria of the learning units** are presented in the *"Evaluation guide"* document.

The course is completed if the student passes the online assessment.

Assessment procedure:

The assessment is done after each module, containing more learning units. The assessment is based on the multiple-choice questions that test knowledge, understanding and use of the skills, without practically testing the skills and abilities - competencies. There are three types of multiple-choice questions, first correspond to factual and theoretical knowledge, second to exercises that were part of lectures and third are based on the scenarios from the assessment study cases.

Upon completion of the course, the student will be able to print the diploma and Europass Certificate Supplement.

Validation and recognition:
The diploma and Europass Certificate Supplement are mutably recognised by FRESH project partners.

Sectoral representatives:

- ASSOCIATION NATIONALE DES INDUSTRIES ALIMENTAIRES - French national association which represents the Food and Drink industry sector.
- FEDERACION EMPRESARIAL DE AGROALIMENTACION DE LA COMUNIDAD VALENCIANA (FEDACOVA) - Federation of Food Industries of the Region of Valencia, Spain.
- SYNDESMOS ELLINIKON VIOMICHANION TROFIMON SOMATEIO - Federation representing the interests of the Hellenic Food and Drink Industries, Athene, Greece.

Other partners – VET and training centres:

- Biotehniški izobraževalni center Ljubljana - Biotechnical Educational Centre Ljubljana is a public education institution, Ljubljana, Slovenia.
- EDITC LTD – Educational and training centre, Nicosia, Cyprus.
- Fundación Equipo Humano – foundation working on social and labour integration of people, Valencia, Spain.
- NEC NOTRANJSKI EKOLOŠKI CENTER, CERKNICA - Competence centre for entrepreneurship, sustainable development, project management, rural development and creative industries, Cerknica, Slovenia.

The training is performed in a non-formal framework, where participating partners and other collaborators are recognising the training and award the Diploma and the Europass Certificate Supplement for the users completing the training. Partners issue the diploma and certificate in the name of chambers or networks they represent. Partners are considering including other sectoral representatives as well (industry relevant partners) in the near future.

2.4 | The Estimated Duration of the Course

The online course **is expected to be 30 hours long**. That can vary in time participants need to go through the e-course, its materials and assignments. Student can study at his/her own pace. The total workload with the self-study, assignments and reading is estimated to 60 hours.

2.5 | The European Credit System for Vocational Education and Training

The European *Credit System* for Vocational Education and Training (ECVET) differ from country to country. Partners agreed that student accumulates **2 ECVET** with the completion of this course.

ECVET credit points can be appointed for:

- 25-30 hours - 1 ECVET (Slovenia, Spain)
- 29 hours - 1 ECVET (France)
- 30 hours - 1 ECVET (Greece, Cyprus)

2.6 | Transferability - Note for Training Centres

This training course can be used as a **blended learning course**. When training is provided in the class with the support of the e-platform and developed materials, the duration of the course can be adjusted to the training centre needs. The course contains the materials and templates for different tasks and skill development (e.g. business plan, SWOT, Canvas, Recruitment exercise, Performance assessment, etc.). The templates can be used in-class or as a homework assignment. Student can build the portfolio with the assignments/products, that could be a part of the final assessment.

The total workload of the course will depend on the quality and depth of the assignments. If the process will lead to the validation of the non-formal learning experiences through the recognition of the acquired competences, please refer to EQF (*"European Standard of Professional Competence for human resources*

managers for small companies in the agri-food sector" document), Evaluation guide and use Europass Certificate Supplement at the end of the training.

2.7 | Additional Information

EQAVET guidelines

EQAVET guidelines are followed for documenting, developing, monitoring, evaluating and improving this non-formal training curriculum. Partners of the project will assess the relevance of the common EQF and Strategic Human Resources Management for small businesses in the agri-food sector course in the year 2023. The assessment will include the students' analysis of the use of acquired competencies in practice and the relevance of the EQF with the partners - sectoral representatives and their members. If you have recommendations you want to share with us, please write to one of the following training partners.

Fundación Equipo Humano, NEC and EDITC have shown their interest in commercially up-taking the outputs to re-use the materials, adjust it to the specificities of HR in other industrial sectors and multiply the impacts beyond the agri-food cluster. For any farther information, you can contact one of these partners.

Supplementary qualification or other qualifications on the national level:

Based on the **National context, HRM and validation analysis (IO1)** about the national qualification frameworks, Slovenian system enables supplementary qualifications, for 30-80h training, on different levels in contrast to other partner countries that do not have this type of formal qualification. Supplementary qualification is a qualification that supplements an individual's competence at the level attained in a specific professional field and is tied to the needs of the labour market. BIC Ljubljana and NEC Cerknica can be the assessment body. The awarding body can only be the suggester (employer, group of employers or the national employment office). Upon completion of the project, NEC and BIC will try to find the national suggestion for the recognition and Supplementary qualification award. For further inquiries, please contact the Slovenian partner NEC, Cerknica after mid-2020. There is a possibility to obtain a formal qualification - a professional certificate, for 20 - 50h training in Spain. In order to do this, the training entity Has to request for accreditation first to be able to deliver official training and then propose the programme and make it acceptable. It is unlikely for this project to reach this level of accreditation. Other partner countries do not award the formal qualification for the duration of this course. The student has the possibility to check with other providers of qualifications if the obtained competences contribute to the accumulation of the ECVET in their programme. Assessment, validation and recognition depend on the provider of qualifications.

3. Learning Path

The learning path consists of **four modules**. Each module consists of **learning units**.

The student follows the structure of the course from the first to the fourth module and its learning units.

More detailed learning path of each **learning unit** is presented in the following pages.

1. Staff Management	• Staff Planning in the Organisation • Talent Management • Staf Management Policies
2. Labour Relations	• Legislation • Prevention of occupational risks
3. Corporate Social Responsibility	• Equality and Diversity • Capacity and Good Practices
4. Employee Commitment	• Detection and analysis • Participation and involvement • Leadership • Welfare policies

Module 1 | **Staff Management**

This paragraph is presenting the structure of the **Module 1 - STAFF MANAGEMENT**, its learning units, learning path, learning goals and learning objectives.

Learning Unit	Learning path	Learning goals	Learning objectives
1. **Staff Planning in the Organisation**	1. **The module will start with the concept of business modelling and planning.**	• To introduce students with the business background, the evolution of the business and factors of success. • To develop knowledge, understanding and skills related to business developing and planning in the organisations.	• To familiarize students with the factors of success or failing business. • To present the variables determining the Canvas business model and train students to use it in the case. • To explain the SWOT analyse by presenting the elements and by identifying the most significant Strengths, Weaknesses, Opportunities, Threats on the case. • To explain the Business canvas model and give an example of how to design the Business canvas. • To give the examples on how to elaborate and obtain the necessary information in the process of preparing a business plan. • To explain the business plan template and how to create a simple business plan.
	2. **It will continue with the definition and concept of the organisational culture.**	• To develop knowledge, understanding and skills related to organisational culture.	• To explain the elements and types of organisational culture. • To present principles, guidelines and examples for setting up mission and vision in the organisation. • To explain the principles and guidelines for defining values in the organisation.

			• To give them examples of the techniques for defining common values in the organisation and how to communicate them.
	3. Identification of Suitable Flow Chart and Organisation Structures.	• To develop knowledge, understanding and skills related to Suitable Flow Charts and Organisation Structures.	• To explain the definitions and elements of different types of flow charts. • To present different type, the use and application of organisational structures. • To give them examples of the steps for structuring an organisation.
	4. Understanding the background and framework of staff planning, we will continue with Creating a job profile and description.	• To develop knowledge, understanding and skills related to Creating a job profile and description in the organisation.	• To explain the components, role, specification and steps of creating the job description in a selection process. • To explain the components of the job profile. • To give the examples on approaches to collect information for identification of the job profile. • To give the examples on how to prepare a specification of the job description.
	5. And finish with Staff Planning and Managing Strategic HRM Cycle.	• To introduce students on how to perform Staff Planning.	• To familiarize students with the staff planning in a broader context and as the first step in a SMEs business. • To give the examples and calculation of long term, mid-term and short term-staff planning strategies. • To give the examples about the application of staff planning phases and steps. • To give examples of different templates for staff planning. • To familiarize students with the approaches, models, techniques and solutions at the level of managing people at work, taking into

			• account their abilities, competencies and knowledge, as well as age-related issues. • To explain different types of work shifts (hours per day, type of contracts, timetables, etc.) and rotation formulas.
		• To develop knowledge, understanding and skills related to the strategic human resource cycle.	• To explain the specifics of the workforce in the agro-food sector. • To explain the concept, definition elements and formation of a human resources strategy. • To explain concept, definition, elements and implementation of the strategic HRM cycle.
2. **Talent Management**	1. **The section will start with the implementation of Talent Management in the Organisation.**	• To develop knowledge, understanding and skills related to Talent Management in the Organisation.	• To familiarize students with career and continuous professional development. • To explain the concept and definition of talent and talent management. • To explain the phases and implement procedures to carry out talent management. • To explain competencies assessment and needs analysis. • To familiarize students with the strategies and methods to attract talent. • To explain the talent promotion plan. • To familiarize students with the strategies and methods to develop talents and their potentials. • To familiarize students with the strategies and methods to retain and motivate talents.

	2. It will continue with the implementation of the Selection and Recruitment in the Organisation.	• To develop knowledge, understanding and skills related to Selection and Recruitment in the Organisation.	• To explain the concept and definition of selection. • To explain the elements of the selected plan. • To familiarize students with a selection strategy and approaches for the selection of candidates. • To explain the concept, definition and elements of and recruitment process. • To familiarize students with how to use the different approaches and sources for recruitment of candidates. • To familiarize students with the strategies and methods of recruitment interviews based on the competencies, skills and abilities. • To explain the contents of an interview of "Critical incidents".
3. Staff	**1. The section will start with the implementation of the Performance Assessment in the Organisation.**	• To develop knowledge, understanding and skills related to Performance Assessment in the Organisation.	• To explain the concept and definition of performance assessment. • To explain the strategies and methods for skills analysis. • To explain the criteria for, design, and implementation of performance assessment in terms of competencies, responsibilities and other conditions. • To explain the concept, definition and elements of the performance appraisal system and pay packages. • To familiarize students with strategies and methods of performance assessment interviews and conducting personnel interviews and annual appraisals. • To familiarize students with trends in the performance

			assessment and guiding employees towards the accomplishment of objectives.
	2. **It will continue with the implementation of Knowledge Management and Training in the Organisation**	• To develop knowledge, understanding and skills related to Knowledge Management and Training in the Organisation.	• To explain the concept, definition, elements and approaches of knowledge management and its implementation. • To explain the concept and definition of a learning organisation and its implementation. • To explain the concept and definition of lifelong learning. • To give examples of how to develop, implement and evaluate a training programme.

Module 2 | **Labour Relations**

This paragraph is presenting the structure of the **Module 2 - LABOUR RELATIONS**, its learning units, learning path, learning goals and learning objectives.

Learning Unit	Learning path	Learning goals	Learning objectives
1. **Legislation**	1. **The module will start with the European Labour Legislation**	• To introduce students to the European Labour Legislation. • To develop knowledge, understanding and skills related to labour laws and regulations in the EU from HRM perspective.	• To familiarize students with the labour relations in the EU. • To give the examples on how to identify and find the laws and regulations in the EU (contracts, work schedules, collective dismissals, social security, health protection and security and other conditions). • To present how to implement employment procedures according to information and terms of European labour legislation. • To explain the European Strategy of Employment. • To explain the minimum requirements for labour affairs incorporated at EU level. • To present the list of directives from the EC that cover labour issues.
	2. **It will continue with the application of the National Labour Legislation in Everyday Employment Matters**	• To develop knowledge, understanding and skills related to labour laws and regulations on the national level.	• To familiarize students with the national labour legislation. • To present the collective agreements. • To explain social security. • To give information on how to register someone in social security. • To present different types of employment/work contracts.

			• To explain how to conduct employment procedures, including contracts, labour acts and government relation procedures, before, during and after the employment.
2. **Prevention of occupational risks**	1. **The section will continue with the Prevention of Occupational Risks from an HR Perspective**	• To develop knowledge, understanding and skills related to the Prevention of Occupational Risks from an HR Perspective.	• To familiarize students with Risk prevention at work. • To explain the components of Occupational risk prevention (ORP). • To explain the obligations of the employer and the company in ORP and its legislation. • To familiarize students with types of infractions, sanctions and costs. • To familiarize students with specifics in the agro-food sector. • To explain the benefits of a sound risk prevention strategy.

Module 3 | Corporate Social Responsibility

This paragraph is presenting the structure of the **Module 3 - CORPORATE SOCIAL RESPONSIBILITY**, its learning units, learning path, learning goals and learning objectives.

Learning Unit	Learning path	Learning goals	Learning objectives
1. **Equality and Diversity**	1. **The module will start with Corporate Social Responsibility, Equality, Diversity and Related European Legislation**	• To develop knowledge, understanding and skills related to Corporate Social Responsibility, Equality, Diversity and Related European Legislation.	• To explain the concept, definition, elements and tools of corporate social responsibility (CSR). • To explain the concept and definition of Equality and Diversity. • To familiarize students with the CSR policies in the EU and EU Directive about equality. • To familiarize students with the Global Compact UN for CSR in SMEs and Millennium Development Goals (MDGs). • To explain the sustainable business modelling. • To give the examples on how to assess the level of CSR with a self-assessment tool for CSR and develop CRS roadmap.
	2. **It will continue with the Corporate Social Responsibility, Equality and Diversity and Related National legislation and Benefits**	• To develop knowledge, understanding and skills related to Corporate Social Responsibility, Equality and Diversity and Related National legislation and Benefits.	• To familiarize students with the national legislation covering Corporate Social Responsibility, Equality and Diversity. • To familiarize students with the legislation on bonuses and subsidies for the hiring of different groups in the respective country. • To give the examples on how to find and use relevant legal and other agreements or acts for specific target groups. • To give the examples on how to find and follow legislation and

			subsidies in the field of SCR and hiring different target groups.
			• To explain the administratively conduct employment procedures for the target groups.
2. **Capacity and Good Practices**	1. **The section will continue with Implementation of the Equality plan in the Organisation Based on the Best Practices**	• To develop knowledge, understanding and skills related to Equality plan in the Organisation.	• To explain the phases and steps to implement an equality plan (diagnosis, the definition of an equality plan, development and launch of the equality plan, steps to follow, recommendations).
			• To present the concept and definition of harassment and bullying in the workplace, privacy, personality, sexual harassment and other general, equal opportunity philosophy concepts and objectives.
			• To give the examples on how to design and methods of implementing the equality plan.
			• To give the examples on best practise and success stories of implementing equality plan and target groups into the organisation and human resource practices in general.

Module 4 | Employee Commitment

This paragraph is presenting the structure of the **Module 4 - EMPLOYEE COMMITMENT**, its learning units, learning path, learning goals and learning objectives.

Learning Unit	Learning path	Learning goals	Learning objectives
1. Detection and analysis	1. The module will start with Practising Good Internal Communication and Climate in the Organisation	• To develop knowledge, understanding and skills related to Good Internal Communication and Climate in the Organisation.	• To explain the concept, definition, elements, benefits and importance of internal communication. • To familiarize students with long-term and short-term communication strategies and related tools. • To familiarize students with procedures to promote good internal communication. • To explain concept, definition, elements, phases and methods of climate in the organisation. • To explain how to plan and implement a working climate study. • To give the examples on how to format good climate and continuous communication improvement. • To present elements of a positive working environment, personal values and professional ethics.
2. Participation and involvement	1. It will continue with the implementation of the strategies for participation and involvement in the organisation	• To develop knowledge, understanding and skills related to participation and involvement in the organisation.	• To explain the concept, definition and types of participation. • To explain the concept and definition of involvement. • To give the examples of strategies and methods for participation and involvement. • To present staff participation processes.

			• To explain policies to obtain commitment.
3. Leadership	**1. The section will continue with Recognition and Development of Leadership Styles in the Organisation**	• To develop knowledge, understanding and skills related to Leadership in the Organisation.	• To explain the concept and definition of Leadership. • To give the examples on leadership styles and its applications reflecting organisation types. • To present how to self-evaluate the leadership style.
4. Welfare policies	**1. The section will start with Understanding Communication as a Welfare Enabler in an Organisation**	• To introduce students to communication as a Welfare Enabler. • To develop knowledge, understanding and skills related to communication.	• To explain the concept, definition and policies to obtain welfare. • To explain the types of communication in a company: external communication, internal communication, formal and informal communication, descendent communication, ascendant communication, horizontal communication, one-way and two-way communication, informal networks and formal networks. • To explain the types of messages. • To give the examples on communication styles, strategies and ways of persuasion and negotiations with workers • To give examples of assertiveness techniques. • To explain the communication plan and its design.
	2. It will continue with the Initiating and Managing Team Work in Small Organisations	• To develop knowledge, understanding and skills related to team and group work.	• To explain the concept, definition, advantages and disadvantages of teamwork. • To explain the concept, definition, advantages and disadvantages of group work. • To explain the decision tree for teamwork or group work. • To present the name, describe, choose and set different roles in

			the team.
			• To give the examples of strategies and tools for teamwork.
	3. **And finish with Practising Solving Conflicts in the Organisation**	• To develop knowledge, understanding and skills related to solving problems in the organisation.	• To explain the concept, definition and types of conflict.
			• To explain the concept, definition and types of motivation.
			• To explain the personal values and personnel motivation systems.
			• To familiarize students with steps for identification of the conflicts.
			• To familiarize students with alternative methods and techniques for solving conflicts.
			• To give examples of professional ethics standards.
			• To give the examples on elements of a relationship strategy.