



AgriFood Open Educational Resources for Human Capital Managers

Erasmus+ Programme

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**“FRESH”**

**agriFood open educational REsources for Human capital managers**

Evaluation Guide | By BIC Ljubljana and NEC, Cerknica  
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## Introduction

This Evaluation guide was prepared to assist the trainer or teacher with assessment principles and methodology of the **Strategic Human Resource Management for small businesses in the agri-food sector** course.

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

The purpose of the assessment is the evaluation of the student's understanding in light of the **learning goals of the course**. The learning path, **learning goals, and learning objectives** of this course are presented in the *Training profile* document.

The learning goals were transferred into **student learning outcomes**, that articulate what a student should know or can do after completing the course. Therefore, the **assessment of the student's learning outcomes** is actually the evaluation of the student's knowledge, skills and competencies (units of learning outcomes) presented in *The European Standard of Professional Competence for human resource managers for small companies in the agri-food sector* document. To have a full understanding of the knowledge, skills and competences the student should achieve, please refer to this document.

This Evaluation guide **consists of four parts**:

- The first part (*2. Assessment principals and methodology*) describes the **assessment principles and methodology** with the assessment exam examples.
- The second part (*3. Methods and criteria for assessment*) describes the **criteria for the assessment** of the course in the broader aspect, giving suggestions for the assessment in the blended learning type of the course as well.
- The third part (*4. Validation and recognition*) describes the **validation and recognition** principles.
- The fourth part (*5. Online Assesment exam asnwers*) presents the **online assessment exam with answers**. This part is only included for the Teachers Guide.

*The Evaluation Guide, Training profile and European Standard of Professional Competence* can be useful for the student as well. The documents can contribute to the understanding of the learning path, the outcomes they need to achieve and contemplation of their own learning, the continuing vocational training and understanding of the lifelong learning approach.

# Assessment Principles and Methodology

Teaching requires assessment and assessment always involves students' work. This chapter will explain the **assessment principles and methodology** used to assess the online or blended learning course.

We encourage students, and teachers in the blended learning course, to have a look at the learning path, learning goals, and learning objectives of this course in the *Training profile* document and the student learning outcomes in *The European Standard of Professional Competence (ESPC)* of this course, where the learning outcomes are described as knowledge, skills and competences that a student should possess upon completing the course.

When students become aware of the learning goals, learning outcomes and the evaluation criteria for performance, **assessment as learning occurs**. This process encourages students to set goals, monitor their progress and reflect on their achievements, thus resulting in the students taking ownership and responsibility for their progress.

The e-platform does not provide any online **pre-assessment** of knowledge, skills or competences. Students can perform a self-evaluation and cross-checking through The Training profile and ESPC. Based on the perception, he or she can decide to take the online exams directly. However, we strongly recommend going through lectures, resources and student's book. Teachers and trainers of the blended learning course are invited to perform the pre-assessment of students before the learning unit to determine the level of knowledge in particular topics. Before the start of the course, the assessment to determine a student's learning style or preferences can be performed.

In the online course, two types of assessments are used:

- **Formative assessment**, with quizzes during the learning units, to give students feedback and make the learning experience more interactive.
- **Summative assessment** as the final online exam at the end of each module, to determine the level of understanding the student has achieved.

In a blended learning course, we encourage teachers to determine a student's knowledge and skills, including learning gaps as they progress through the learning units and modules. The regular feedback about the course matter and the use of resources is a valuable guide for learning.

Since online-based learning and assessment have challenges and opportunities, we tried to **optimise the performance of the course and assessment** to be transferable as much as possible in the light of EU dissemination and sustainability of the FRESH project and not to lose **competence-based design approach**.

The course is oriented towards the learning outcomes, so the **contextual/situation learning** through problem-based, case-based and project-based learning is desirable. Some of these approaches were transferred on the online platform. However, more of these learning approaches are possible in the

blended learning type, of course. The disadvantage is that a lot of student self-engagement is expected. From **the assessment** point of view, **problem-based, case-based principles** are included. The students are expected to know how to use the provided resources and show applicable use through the case studies provided at the online assessments.

The following **principles** were followed in preparing the online assessment as well:

- The assessment should be aligned with the learning goals and learning outcomes.
- The consideration concerning time should be made (realistic time frame in which students could be expected to complete the exams).
- The assessment instructions and question-wording should be understandable.
- Technical limitations of the platform should be considered.
- Where possible, meaningful feedback should be provided.
- Distribution of the knowledge, skills and competence related questions should be balanced.
- The assessment should consist of knowledge and practical competency-based approach.
- 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.

### Assessment Information and process:

<b>Scope of the exam:</b>	Four individual exams, one at the end of each module.
<b>The number of attempts:</b>	The participant can take the exam five times (five attempts allowed). This includes both the assessment of knowledge and the assessment of skills and competences.
<b>Time limitation:</b>	The exam does not have a time limitation.
<b>Grading method:</b>	The highest points of the attempt will count for grading.
<b>Grade:</b>	Grade consists of points (xx points) for each module. The final grade is the sum of the grades of each module.
<b>Online assessment:</b>	The online assessment represents 100% of the student grade. The course is completed if the student succeeds in achieving 60% points or more in each module assessment. Student accumulates 2 ECVET with the completion of this course.
<b>Certificate of Completion:</b>	Upon completion of the course, the student will be able to print the diploma and Europass Certificate Supplement from the platform.
<b>Blended learning course assessment</b>	In the BLC assessment is recommended that the online assessment represents 60% of the grade, and assessment of the project or group work represents 40% of the grade. The student will accumulate 2 ECVET with the completion of the online course and additional 1 ECVET for any 30 hours of workload.

### Form of Assessment:

**The exam** is prepared in the form of quizzes. These quizzes test the knowledge, skills and competences. The skills and competences are assessed as far as automated online assessment allows for.

The online **assessment of knowledge** focuses on the factual and theoretical knowledge, its understanding and application. Therefore, the quizzes contain the true/false and multiple-choice questions, gap fills, drag and drop, matching and ordering exercises. These exercises appear as formative assessment (no points) during the learning units and repeat during the final exam in random order.

The online **assessment of skills and competences** focuses on the understanding of course matter and examples of the resources' templates use. The student has to show the application, analyse and evaluation of course matter in connection to the modules' study case. The study case will appear as the first slide during the assessment. That means that the student has to show the understanding of the knowledge, use of provided templates (skills) and utilisation in the context of the case study. The quizzes are designed as four statements about the case study, and the student has to select one.

**Example:**

*The student chooses the correct answer based on the provided case study about "Analysis of the competition in the business plan". The student has to show the understanding of competitive analysis as part of the business plan. He or she has to review the course resources, where the business plan template is provided, and select the correct answer defining the direct and indirect competitors. He or she has to understand the context of the case study and recognise the correct competition among three wrong answers. The student has to show a solid understanding of who the real competitors are. The food processing organisation is selling unique peanut butter spread that is a big hit in the fitness industry.*

no	Direct competition: other peanut butter producers, other spreads producers Indirect competition: food stores, supermarkets.
yes	<b>Direct competition: other peanut butter producers, other spreads producers.</b> <b>Indirect competition: nuts growers, energy bars producers.</b>
no	Direct competition: fitness stores, specialised nutrition on-line stores Indirect competition: food stores, supermarkets.
no	Direct competition: fitness stores, specialised nutrition on-line stores Indirect competition: nuts growers, energy bars producers.

**Starting and Finish the Online Assessment:**

- The assessment is available at the end of each module and covers all learning units of the module.
- To begin the assessment, the student clicks the "test icon" at the end of the paragraph, just after the last resources of the module.
- A subpage will open where the student can view the number of attempts allowed, the number of attempts taken, the grade for each attempt, and grade reported containing the highest attempt result.

- To start the exam, the “enter” button has to be clicked. Afterwards, the new window opens, and the “Start Quiz” button has to be pressed.
- There is a possibility to move between the questions freely. So, you can skip a question and come back to it later.
- Please have in mind to scroll up or down during some of the questions. The exam screen cannot be extended. The slide bar on the right side will indicate the space of the exam question.
- To complete the test after answering all the questions, press “submit all” to finish and confirm again.
- Be aware that to read some of the options in the exercises (match; sequence; multiple choices) you have a small icon of a magnifier glass so to have the options bigger.
- The feedback will be shown immediately. The exam score is presented as the percentage of correct answers and the achieved points and expected passing score (percentage and points).

### **Limitation of the online assessment and recommendations for the blended learning course:**

The main disadvantage of the online exam is the limited capacity to assess skills and competences. From the multiplication perspective of this course and its assessment, the case study approach was selected to evaluate students’ skills and competences. With this type of assessment, we can evaluate students remembering, understanding, applying, analysing and, in some parts, evaluating of course matters. We cannot test the application on the highest, applicable creation level (e.g. preparation of the business plan, or presentation/roleplay of the job interviews). Therefore, we suggest that teachers or trainers in a blended learning course use the highest level of evaluation on Bloom’s Taxonomy model - “create”. The course is meant to be as practical as possible for the students in continuing VET. In this case, students should generate products based on the provided templates individually or in groups and teachers should evaluate the products as part of the assessment.

# Methods and Criteria for Assessment

## Module 1 | Staff Management

<b>Module:</b> <b>STAFF MANAGEMENT</b>
<b>Learning Unit 1:</b> <b>1.1 Staff Planning in the Organisation</b>
<b>Methods</b>
<p>Online:</p> <ul style="list-style-type: none"> <li>• Online quiz.</li> <li>• Matching exercise.</li> <li>• Single choice questions based on the study case.</li> </ul> <p>Blended learning:</p> <ul style="list-style-type: none"> <li>• Individual or group project work.</li> </ul>
<b>Selected Criteria for assessment</b>
<p>Online:</p> <ul style="list-style-type: none"> <li>• Find the main two mistakes to avoid once starting a business.</li> <li>• Match identified factors of success or failing business.</li> <li>• Study case analysis and evaluation – Examine and define the CANVAS Customer segment and value proposition.</li> <li>• Study case analysis and evaluation – Examine and define the SWOT.</li> <li>• Study case analysis and evaluation – Examine and define the direct and indirect competition.</li> <li>• Study case analysis and evaluation – Examine and define the values, communication and time.</li> <li>• Study case analysis and evaluation – Examine and define the hierarchical structure and the area of special attention needed.</li> <li>• Study case analysis and evaluation – Examine and define the HRM Cycle solutions on the short and long terms.</li> </ul> <p>Blended learning:</p> <ul style="list-style-type: none"> <li>• Prepare SWOT analysis on the case.</li> <li>• Design the Canvas business model on the case.</li> <li>• Create a simple business plan on the case.</li> <li>• Set up mission and vision in the organisation on the case.</li> <li>• Define common values in the organisation on the case.</li> <li>• Propose solutions on forming the organisational culture on the case.</li> <li>• Develop content, text and images about the different organisational structures on the case.</li> <li>• Propose alternative solutions regarding the type of organisation structure on the case.</li> <li>• Prepare identification of the job profile on the case.</li> <li>• Prepare a specification of the job description based on the needs and organisational and HRM strategy.</li> </ul>

- Prepare staff planning based on different situations in an organisation and calculate the long term, mid-term and short-term staff planning and present it in the staff plan.

## Learning Unit 2:

### 1.2 Talent Management

#### Methods

##### Online:

- Online quiz.
- True/false questions.
- Multiple-choice questions.
- Matching exercise.
- Ordering exercise.

##### Blended learning:

- Individual or group project work.

#### Selected Criteria for assessment

##### Online:

- Match identified factors of how to attract talent.
- Match identified factors of how to retain talent.
- Select true or false about Talent management.
- Select true or false about key parts of development talent .
- Select true or false about key parts of Talent Management.
- Select true or false about the effect on absenteeism.
- Select true or false about the aim of Talent management.
- Select the three correct phases that are included in a selection process.
- Match identified interview question with the corresponding skill or competence that it is searched with it.
- Select three the correct options that correspond with the definition of an interview by critical incidents.
- Arrange in order from 1 to 7 the phases of a selection process.

##### Blended learning:

- Prepare competency's assessment and needs analysis in the organisation.
- Propose solutions to attract talent on the case.
- Propose solutions to retain and motivate talents on the case.
- Give an example of competencies assessment on the case.
- Propose solutions in motivation and how to tackle the absenteeism.
- Prepare strategies and methods to develop talent and a talent promotion plan on the case.
- Use the different approaches for the selection of candidates and prepare a selection plan.
- Prepare and execute the interview based on the competencies, skills and abilities they address.

## Learning unit 3:

### 1.3 Staff management policies

#### Methods

**Online:**

- Online quiz.
- Multiple-choice questions.
- Matching exercise.
- Ordering exercise.
- Single choice questions based on the study case.

**Blended learning:**

- Individual or group project work.

**Selected Criteria for assessment**

**Online:**

- Match different models of Performance Assessment with its name.
- Match identified performance management steps with the description.
- Select the four correct characteristics of a Performance Assessment.
- Arrange in order from 1 to 7 the phases of an interview in a Performance Assessment.
- Arrange in order from 1 to 8 the phases of the development of a training program.
- Study case analysis and evaluation – Examine and define the Implementing Performance Assessment in the Organisation.

**Blended learning:**

- Propose skills analysis.
- Define criteria for the assessment of performance in terms of competencies, responsibilities and other conditions and design the performance assessment on the case.
- Give an example of conducting personnel interviews and annual appraisals.
- Propose the most appropriate performance appraisal system and pay packages based on their case.
- Develop a training plan for the case.
- Prepare and evaluate a training programme for the case.
- Use the different approaches for knowledge management process on the case.

## Module 2 | Labour Relations

**Module**

**LABOUR RELATIONS**

**Learning Unit 1:**

**2.1 Legislation**

**Methods**

**Online:**

- Online quiz.
- Drag and drop exercise.
- Multiple-choice questions.
- Matching exercise.

- Ordering exercise.
- Single choice questions based on the study case.

Blended learning:

- Individual or group project work.

### Selected Criteria for assessment

Online:

- Drag and drop different words about labour relation.
- Select the three correct characteristics of European labour law.
- Match different Directives with its content.
- Arrange in order from 1 to 6 the agreements according to the applicable national regulations.
- Study case analysis and evaluation – Examine and define the dismissal of workers coming from the maternity leave.
- Study case analysis and evaluation – Examine and define the working process during the summer holidays.
- Study case analysis and evaluation – Examine and define the frontier worker requirements.
- Study case analysis and evaluation – Examine and define the posted worker requirements.
- Study case analysis and evaluation – Examine and define the duration of holiday leave for workers based on the collective and other regulations – example 1.
- Study case analysis and evaluation – Examine and define the duration of holiday leave for workers based on the collective and other regulations – example 2.
- Study case analysis and evaluation – Examine and define the collective redundancies protocol – example 1.
- Study case analysis and evaluation – Examine and define the collective redundancies protocol – example 2.

Blended learning:

- Elaborate on the employment procedures according to the terms of European labour legislation (contracts, work schedules, collective dismissals, social security, health protection and security and other conditions).
- Present relevant legal and collective agreements acts.
- Administratively conduct employment procedures, including contracts, labour acts and government relation procedures on the case.
- Disciplinary and compensation procedures, termination of employment contract procedure.
- Prepare a practical example of procedures with an employee - employment procedure, relevant applications in proceedings before social security authorities - social security (national context).

## Learning Unit 2:

### 2.2 Prevention of occupational risks

#### Methods

Online:

- Online quiz.
- True/false questions.

- Matching exercise.
- Single choice questions based on the study case.

Blended learning:

- Individual or group project work.

#### Selected Criteria for assessment

Online:

- Select true or false about different labour contracts.
- Select true or false about Labour Risk Prevention.
- Select true or false about Occupational risks.
- Select true or false about the Occupational Risk Prevention management system.
- Select true or false about the Occupational Risk Prevention management system integration.
- Match different infraction to the severity.
- Study case analysis and evaluation – Examine and define the obligation to assume prevention activities.
- Study case analysis and evaluation – Examine and define the use of the list of occupational accidents.
- Study case analysis and evaluation – Examine and define the organisation of the safety and health training for the employee.

Blended learning:

- Elaborate on the Labour Risk Prevention.
- Elaborate on the Occupational Risk Prevention management system.
- Prepare a practical example of safety and health training for the employee.

## Module 3 | Corporate Social Responsibility

**Module**

**CORPORATE SOCIAL RESPONSIBILITY**

**Learning Unit 1:**

**3.1 Equality and Diversity**

#### Methods

Online:

- Online quiz.
- Multiple-choice questions.
- Single choice questions based on the study case.

Blended learning:

- Individual or group project work.

#### Selected Criteria for assessment

Online:

- Select the two correct answers about the definition of a Corporate Social Responsibility.

- Select the four correct answers about the categories of people of social risk or exclusion.
- Study case analysis and evaluation – Examine and define the aspects of corporate sustainability reporting.
- Study case analysis and evaluation – Examine and define the implementation of a more sustainable business model.
- Study case analysis and evaluation – Examine and use the United Nations Sustainable Development Goals (UN SDG).
- Study case analysis and evaluation – Examine and define the core subjects of CSR.

**Blended learning:**

- Assess the level of CSR with a self-assessment tool for CSR on the case (workplace policies, environmental policies, marketplace policies, community policies, company values).
- Develop CRS roadmap for the case.
- Give an example of selecting and using different tools and platforms that smes can use to get closer to the Millennium Development Goals (mdgs).
- Find and show the examples of the use of legislation and subsidies in the field of SCR and hiring different target groups (e.g. Disability, under 30 years of age, over 45 years of age, the risk of social exclusion, gender violence).
- Elaborate on the employment procedures for the target groups (e.g. Disability, under 30 years of age, over 45 years of age, the risk of social exclusion, gender violence).

**Learning Unit 2:**

**3.2 Capacity and Good Practices**

**Methods**

**Online:**

- Online quiz.
- True/false questions.
- Multiple-choice questions.
- Matching exercise.
- Ordering exercise.
- Single choice questions based on the study case.

**Blended learning:**

- Individual or group project work.

**Selected Criteria for assessment**

**Online:**

- Select true or false about the Diversity Charter initiative.
- Select true or false about Diversity Charter aims.
- Select true or false about Diversity Charter principles.
- Select true or false about Diversity Charter initiative participation .
- Select true or false about Diversity Charter tools, information and guidance.
- Select the five correct answers about the delivery of diversity at work.
- Match each of the types of actions in an equality plan with the proposed activities.

- Arrange in order from 1 to 8 the phases of implementation of an Equal Plan.
- Study case analysis and evaluation – Examine and define the Diversity Charter and Equality plan.
- Study case analysis and evaluation – Examine and define the key factors in measuring Diversity Impact of the companies.

Blended learning:

- Design equality plan on the case.
- Propose alternative methods of implementing the equality plan on the case.
- Apply the different approaches to equal opportunity philosophy and objectives on the case.
- Elaborate and the concepts from hr best practices.

## Module 4 | Employee Commitment

<b>Module</b> <b>EMPLOYEE COMMITMENT</b>
<b>Learning Unit 1:</b> <b>4.1 Detection and analysis</b>
<b>Methods</b>
<p>Online:</p> <ul style="list-style-type: none"> <li>• Online quiz.</li> <li>• Multiple-choice questions.</li> <li>• Matching exercise.</li> <li>• Ordering exercise.</li> <li>• Single choice questions based on the study case.</li> </ul> <p>Blended learning:</p> <ul style="list-style-type: none"> <li>• Individual or group project work.</li> </ul>
<b>Selected Criteria for assessment</b>
<p>Online:</p> <ul style="list-style-type: none"> <li>• Select the five correct characteristics and objectives of a Work Climate Survey.</li> <li>• Arrange in order from 1 to 10 the phases of Work Climate Study.</li> <li>• Match different phases in the climate survey analysis.</li> <li>• Study case analysis and evaluation – Examine and define the common objective of the meeting (Detection and analysis).</li> <li>• Study case analysis and evaluation – Examine and define the element of good working climate in the organisation .</li> <li>• Study case analysis and evaluation – Examine and define the absentees.</li> <li>• Study case analysis and evaluation – Examine and define the rotation.</li> </ul> <p>Blended learning:</p> <ul style="list-style-type: none"> <li>• Elaborate on good internal communication.</li> <li>• Select and propose the most appropriate tools to foster short and long-term communication</li> </ul>

strategy.

- Prepare a plan and implementation strategy for a working climate study
- Elaborate and obtain the necessary information about positive working environment examples.

## Learning Unit 2:

### 4.2 Participation and involvement

#### Methods

Online:

- Online quiz.
- Multiple-choice questions.
- Matching exercise.
- Single choice questions based on the study case.

Blended learning:

- Individual or group project work.

#### Selected Criteria for assessment

Online:

- Select the five correct statements about motivation.
- Match transformative leadership features to its descriptions.
- Match items to descriptions about how to boost the motivation of employees.
- Match items to descriptions about how to demotivate of employees.
- Match items to descriptions about how to demotivate of employees.
- Match items to descriptions about how the company can motivate employees.
- Select the five correct statements about options that help motivating employees in a company.
- Study case analysis and evaluation – Examine and define the factors of inherent motivation.
- Study case analysis and evaluation – Examine and define the factors of external motivation.
- Study case analysis and evaluation – Examine and define the needs based on the McClelland Theory.

Blended learning:

- Define criteria for the selection the most appropriate type of participation and tools to foster participation on the expected level.

## Learning Unit 3:

### 4.3 Leadership

#### Methods

Online:

- Online quiz.
- Multiple-choice questions.
- Matching exercise.
- Single choice questions based on the study case.

Blended learning:

- Individual or group project work.

### Selected Criteria for assessment

Online:

- Match different types of leadership.
- Select the four correct answers about the situational leadership.
- Match different features of the transformative leadership.
- Match different type of organisation with the ideal leadership.
- Study case analysis and evaluation – Examine and define the chief and leader characteristics.
- Study case analysis and evaluation – Examine and define the transactional leadership styles.
- Study case analysis and evaluation – Examine and define the transactional leadership types.

Blended learning:

- Self-evaluate the leadership style.
- Give an example of leadership styles reflecting organisation types.

### Learning Unit 4:

#### 4.4 Welfare policies

### Methods

Online:

- Online quiz.
- Multiple-choice questions.
- Matching exercise.
- Ordering exercise.
- Single choice questions based on the study case.

Blended learning:

- Individual or group project work.

### Selected Criteria for assessment

Online:

- Match different types of team roles.
- Match different types of conflicts with its description.
- Arrange in order from 1 to 9 the steps of the conflict resolution process.
- Select the five correct statements of the all module 4 – formal networks, teamwork, types of conflicts, team leader, conflicts.
- Study case analysis and evaluation – Examine and define the types of communication.
- Study case analysis and evaluation – Examine and define the types of collaboration (team/group work).
- Study case analysis and evaluation – Examine and define the different types of conflicts.
- Study case analysis and evaluation – Examine and define the approach to solve the conflict.
- Study case analysis and evaluation – Examine and define the approach to measuring Diversity Impact.

Blended learning:

- Define criteria for welfare and present it on the case.
- Give an example of assertiveness techniques.

- Give an example on different 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.
- Propose the most appropriate communication plan.
- Propose strategies and ways of persuasion of workers on different cases.
- Propose strategies and ways of negotiations with workers in different cases.
- Name, describe, choose and set different roles in the team based on a case.
- Propose alternative methods and techniques for solving conflicts.
- Use the different approaches to design relationship strategy among the staff.
- Elaborate on how to handle conflict in the workplace (steps to tackle the conflicts).

## Validation and Recognition

Validation of learning outcomes achieved is based on an online assessment. The project partners have drawn up a common assessment framework, translated it into the respective languages, and are responsible for the operation of the online assessment of the ***Strategic Human Resource Management for small businesses in the agri-food sector*** course.

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.

The diploma and Europass Certificate Supplement are issued and mutually 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 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)

### 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 a 20 - 50h training in Spain. In order to do this, the training entity Has to request 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.