Administration Personnel?

Learning is not only classroom

Training Curricula

(Intellectual Output 6)

Level: 3

Validation of Formal, Non-Formal and Informal Learning: The case study of Administration Personnel

Coordinator:

MMC Mediterranean Management Centre

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Validation of Formal, Non-Formal and Informal Learning
next

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1. A map of the training materials developed by EUPA_NEXT

Area of work	Theme	Unit	Learning Outcome Number	Learning Outcome Description
WA2: Office Equipment and Technology	3. Office Equipment	3.1 Use of office equipment to carry out tasks and to solve routine problems	39	Demonstrate the ability to use common office equipment such as photocopiers, printers and faxes, according to the organisational procedures in order to perform specific and more advanced tasks; recommend improvements to procedures.
WA2: Office Equipment and Technology	3. Office Equipment	3.1 Use of office equipment to carry out tasks and to solve routine problems	40	Demonstrate the ability to solve problems with office equipment using tools such as checklists and, where necessary, asking help from colleagues.
WA2: Office Equipment and Technolog	3. Office Equipment	3.1 Use of office equipment to carry out tasks and to solve routine problems	41	Demonstrate the ability to explain how to identify repairs needed to the facilities and equipment of an office; describe procedures for dealing with repairs needed; explain the types of problems that arise with the use and supervision of office facilities and equipment, and how to deal with them.
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	4. Business Communication	3.2 Use of appropriate business communication skills for selected audiences and intended outcomes	42	Demonstrate the ability to explain the benefits of effective communication in the workplace and to solve problems through communication as well as to select the most appropriate methods for selected audiences and intended outcomes
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	4. Business Communication	3.2 Use of appropriate social and business communication skills for selected audiences and intended outcomes	43	Demonstrate the ability to accept the behaviour and views of others and express frustration and disagreement in a constructive way

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Area of work	Theme	Unit	Learning Outcome Number	Learning Outcome Description
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	4. Business Communication	3.2 Use of appropriate business communication skills for selected audiences and intended outcomes	44	Demonstrate the ability to make basic conversations or presentations effective oral presentations using agreed principles that include the use of body language and tone of voice; recommend improvements to these principles for presenting information and ideas.
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	5. Telephone Techniques	3.3 Use telephone techniques effectively in accordance with organizational rules and procedures- Effective Telephone Handling	45	Demonstrate the ability to explain and demonstrate effective use of telephone skills according to organisational procedures; monitor the application of these skills and recommend changes in order to improve the experience of customers.
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	6. Code of conduct and equal opportunities	3.4 Explain and apply the code of conduct in a variety of situations	46	Demonstrate the ability to explain the organisation's Codes of Conduct within a social, economic and cultural context.
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	7. Relationships	3.5 Build and improve working relationships	47	Demonstrate the ability to build positive working relationships with customers, suppliers and other stakeholders as well as within the organisation, using the key principles of good working relationships.
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	7. Relationships	3.5 Build and improve working relationships	48	Analyse and evaluate feedback from customers, suppliers and other stakeholders as well as from employees of the organisation.
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	7. Relationships	3.5 Build and improve working relationships	49	Evaluate key principles of good working relationships agreed and applied within the organisation and recommend improvements that will enhance the interaction between the organisation and its external environment
WA4: Written Communication	8. Written Communication	3.6 Use written communication skills to produce non-routine documents based on specific instructions	50	Demonstrate the ability to explain different styles and tones of language, and situations when they may be used in written communication as well as how written communication can be adapted for meeting the needs and characteristics of different audiences;

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Area of work	Theme	Unit	Learning Outcome Number	Learning Outcome Description
WA4: Written Communication	8. Written Communication	3.6 Use written communication skills to produce non-routine documents based on specific instructions	51	Demonstrate the ability to describe the importance of confidentiality when communicating in writing
WA4: Written Communication	8. Written Communication	3.6 Use written communication skills to produce non-routine documents based on specific instructions	52	Demonstrate the ability to identify relevant sources of information that may be used when preparing written and/or electronic documents.
WA4: Written Communication	8. Written Communication	3.6 Use written communication skills to produce non-routine documents based on specific instructions	53	Demonstrate the ability to use effective ways of checking written information for accuracy of content and spelling/grammar
WA4: Written Communication	8. Written Communication	3.6 Use written communication skills to produce non-routine documents based on specific instructions	54	Demonstrate the ability to identify the different types of business documents and select the appropriate one in each situation
WA4: Written Communication	8. Written Communication	3.6 Use written communication skills to produced non-routine documents based on specific instructions	55	Demonstrate the ability to create different types of non-routine documents after given specific instructions
WA4: Written Communication	8. Written Communication	3.6 Use written communication skills to produce non-routine documents based on specific instructions	56	Demonstrate the ability to prepare short reports from notes

Area of work	Theme	Unit	Learning Outcome Number	Learning Outcome Description
WA4: Written Communication	8. Written Communication	3.6 Use written communication skills to produce non-routine documents based on specific instructions	57	Demonstrate the ability to prepare text from recorded audio instructions or shorthand
WA5: Filing System Documentation and Databases	9. Filing	3.7 Use filing skills to design and maintain a filing system given specific instructions	58	Demonstrate File Management skills including the design and maintenance of an efficient filing system given specific instructions (as well as the identification of the equipment or electronic methods required for filing).
WA5: Filing System Documentation and Databases	9. Filing	3.7 Use filing skills to design and maintain a filing system given specific instructions	59	Demonstrate the ability to analyse current organisational File Management practice and recommend improvements within the roles and responsibilities.
WA5: Filing System Documentation and Databases	11. Databases	3.8 Select and apply database tools to collect and organise information in a database	60	Demonstrate the ability to use different methods and different information systems to collect information
WA5: Filing System Documentation and Databases	11. Databases	3.8 Select and apply database tools to collect and organise	61	Demonstrate the ability to store relevant information in different systems, enter information into databases, edit and organise information in a database.
WA6: Bookkeeping, Accounting and Financial Transactions	12. Bookkeeping, Accounting and Financial Transactions	3.9 Perform more complex accounting/ financial transactions	62	Demonstrate the ability to operate customer and supplier accounts manually or using an electronic accounting system that conforms to national norms and procedures
WA6: Bookkeeping, Accounting and Financial Transactions	12. Bookkeeping, Accounting and Financial Transactions	3.9 Perform more complex accounting/ financial transactions	63	Demonstrate the ability to describe the basic concepts of accounting (for example Debit and Credit entries)
WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	3.10 Organise business travel and accommodation arrangements	64	Demonstrate the ability to prepare travel, accommodation requirements in conformity with budgetary procedures.

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Area of work	Theme	Unit	Learning Outcome Number	Learning Outcome Description
WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	3.10 Organise business travel and accommodation arrangements	65	Demonstrate the ability to book travel arrangements and accommodation as agreed with the traveller in conformity with budgetary procedures.
WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	3.10 Organise business travel and accommodation arrangements	66	Demonstrate understanding of the necessity of checking the draft itinerary and schedule with the traveller before final booking.
WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	3.10 Organise business travel and accommodation arrangements	67	Demonstrate the ability to arrange credit and payment facilities for travellers in conformity with budgetary procedures.
WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	3.10 Organise business travel and accommodation arrangements	68	Demonstrate the ability to solve problems that may arise and, where necessary, refer issues to operational/financial managers.
WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	3.10 Organise business travel and accommodation arrangements	69	Provide the traveller with an itinerary and required documents in good time and confirm with the traveller that itinerary and documents meet requirements.
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	3.11 Plan, organise and support meetings and recommend improvements to the procedures	70	Analyse the organisation, documents and materials provided for a meeting and make recommendations for any improvements.
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	3.11 Plan, organise and support meetings and recommend improvements to the procedures	71	Demonstrate the ability to plan, organise and support meetings
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	3.11 Plan, organise and support meetings and recommend improvements to the procedures	72	Demonstrate the ability to complete actions required after a meeting and to carry out action points arising from the meeting.

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Area of work	Theme	Unit	Learning Outcome Number	Learning Outcome Description
WA7: Business Travel, Diary Systems, Meeting organization and event management	15. Diary Systems	3.12 Design (control the type of information needed) and manage diary systems	73	Demonstrate the ability to manage diary systems to meet the needs of the workgroup and its internal and external customers/clients.
WA7: Business Travel, Diary Systems, Meeting organization and event management	15. Diary Systems	3.12 Design (control the type of information needed) and manage diary systems	74	Demonstrate the ability to design a diary system that is appropriate for the company or organisation
WA7: Business Travel, Diary Systems, Meeting organization and event management	15. Diary Systems	3.12 Design (control the type of information needed) and manage diary systems	75	Demonstrate the ability to analyse reports from diary operators and users in order to recommend enhancements and necessary training
WA8: Visitors/ Customer Service	16. Visitors/ Customers	3.13 Serve customers in accordance with organisational principles	76	Demonstrate an understanding of customer care principles as well as the ability to apply these in accordance with organisational principles. Be able to adopt behaviour appropriate to the needs of the customer. Be able to solve customer's problems and complaints by following methods and tools adopted by the organisation.
WA9: ICT Skills	17. Word Processing	3.14 Use word processing software to produce non-routine documents	77	Demonstrate the ability to use Word Processing techniques at an intermediate level to produce non-routine documents.
WA9: ICT Skills	18. Spreadsheets	3.15 Use spreadsheets to produce non-routine sheets	78	Demonstrate the ability to use a spreadsheet safely and securely to enter, edit and organise numerical and other data including more advanced formulas in order to meet the non-routine requirements of the office.
WA9: ICT Skills	19. Presentations	3.16 Use presentation software to produce non- routine presentations	79	Demonstrate the ability to use presentation software tools and techniques at an intermediate level to produce non-routine electronic presentations

Area of work	Theme	Unit	Learning Outcome Number	Learning Outcome Description
WA9: ICT Skills	20. Internet	3.17 Use internet to accomplish tasks using different techniques and tools	80	Demonstrate the ability to select and set up an appropriate connection to access the Internet. Set up, monitor and adjust browser tools and settings to make software easier to use. Locate information efficiently, manage and use references and store information. Work responsibly and take appropriate safety and security precautions.
WA9: ICT Skills	21. Emails	3.18 Use email to accomplish tasks (such as complex emails or instant messaging)	81	Demonstrate the ability to use email and communication software tools, Skype, instant messaging, and to use different options (e.g. attachments, voting buttons, etc.) and link to other office tools (e.g. address book and diary); archive email messages efficiently and securely and carry out troubleshooting of users' problems.
WA9: ICT Skills	22. Synchronisation between electronic devices	3.19 Use electronic database skills to accomplish synchronisation between devices	82	Demonstrate the ability to use synchronization between devices (e.g. mobile device and outlook).
WA9: ICT Skills	23. Using Social Media	3.20 Use social media to promote the organisation and its activities	83	Demonstrate the ability to use social media to promote the organisation and its activities
WA10: Projects	24. Projects	3.21 Use project management skills to accomplish implementation of a low-risk simple project	84	Demonstrate the ability to define, design and implement a simple low-risk project; entering, editing and updating information on project tasks and resources. Select and use appropriate processes and tools to display and report on project status.
WA11: HR Issues	25. Human Resources	3.22 Possess the knowledge and skills to accomplish basic tasks related to hr issues	85	Demonstrate the ability to accomplish basic and administrative tasks related to HR, such as holiday and overtime issues.
WA11: HR Issues	25. Human Resources	3.22 Possess the knowledge and skills to accomplish basic tasks related to hr issues	86	Demonstrate the ability to identify and set up administrative procedures for employee training under supervision.

Area of work	Theme	Unit	Learning Outcome Number	Learning Outcome Description
WA12: Numeric Skills	26. Numeric Skills	3.23 Apply a range of basic numerical skills	87	Demonstrate knowledge of, and the ability to apply, basic mathematical principles and processes in everyday contexts at work to accomplish different business tasks (e.g. calculate the area of the office).
WA13: Foreign Languages	27. Languages	3.24 Deal verbally with key work tasks or routine discussions	88	Demonstrate the necessary foreign language skills (CEFR level B1) to handle work/social requirements and communicate effectively in a wide range of routine situations.
WA13: Foreign Languages	27. Languages	3.25 Produce written materials to deal with routine work tasks	89	Demonstrate the necessary skills to use the foreign language in its written form (CEFR level B1) in routine work and social contexts.
WA14: Office Effectiveness and Efficiency	28. Planning/ Time Management	3.26 Use planning skills to accomplish tasks to agreed deadlines	90	Demonstrate the ability to prioritise all activities to ensure work is completed to agreed deadlines.
WA15: Team Dynamics	30. Team Dynamics	3.27 Use teamwork principles to accomplish group tasks	91	Demonstrate, understand and use the principles of team working to accomplish group tasks.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	3.28 Evaluate own work according to agreed criteria	92	Demonstrate the ability to evaluate own work according to agreed criteria.
WA17: Business Environment	32. Individual Rights and Responsibilities	3.29 Understand, follow and apply individual rights and responsibilities	93	Demonstrate the ability to understand and follow individual rights and responsibilities within organisation's Policy and Code of Conduct and within own job description.
WA17: Business Environment	32. Individual Rights and Responsibilities	3.29 Understand, follow and apply individual rights and responsibilities	94	Demonstrate the ability to apply individual rights and responsibilities within company policy, company code of conduct and within the job description.

Area of work	Theme	Unit	Learning Outcome Number	Learning Outcome Description
WA17: Business Environment	33. Mission, vision, values	3.30 Understand the communication of the organisation's missions, values and vision	95	Demonstrate the ability to promote and achieve the Mission and objectives of the organisation, always reflecting the values of the organisation.
WA17: Business Environment	34. Environmental Sustainability	3.31 Support environmental sustainability	96	Demonstrate the ability to support the concept of "sustainability" through the establishment and maintenance of procedures to minimise waste, recycle materials and correctly dispose of hazardous materials.
WA17: Business Environment	35. Corporate Social Responsibility	3.32 Implement of CSR activities	97	Appreciate the importance of CSR and demonstrate the ability for implementation of organisational CSR activities
WA17: Business Environment	36. Cultural Awareness and Diversity	3.33 Understand cultural and diversity awareness	98	Demonstrate knowledge and understanding of cultural and linguistic diversity. Be able to apply appropriate behaviour to different target groups with cultural and linguistic diversity.
WA17: Business Environment	37. Multi-tasking	3.34 Demonstrate multi-tasking skills	99	Demonstrate the ability to handle and manage more than one tasks at the same time by using appropriate tools and techniques.
WA17: Business Environment	38. Self-Image and Organisation Image	3.35 Present a positive image of self and the organisation through adaptation of behaviour	100	Demonstrate the ability to adapt own behaviour to maintain positive and professional manners when under pressure, e.g. working to time constraints, when dealing with a difficult situation or a client.

2. General introduction to Eupa_Next Training Curriculum

The EUPA_NEXT is the continuation of the previous, very successful EUPA project, which aimed to develop a model for the recognition and validation of the qualifications of the sector of personal assistants based on learning outcomes.

EUPA consists of:

- A qualification framework stating the knowledge, skills and competences for administration personnel. (Levels 2-5)
- An assessment tool for level 2 enabling to assess the knowledge, skills and competences in order to get them certified.
- A curriculum and training materials for level 2, to help the personal assistant complete the certification.

The EUPA_NEXT is broadening this concept by developing the curriculum, training materials and assessment tool for the rest of the levels (3-5).

The EUPA_NEXT training curriculum follows the modular philosophy and is compatible with the Qualification Framework that has been developed previously. It is structured in Work Areas, each covering different topic. Work areas are than defined as sets of units that cover the knowledge, skills and competences for one or more learning outcomes. The Curriculum can be used in combination with the Trainers' guide containing the training materials and methodological tools for individual Units. The curricula have been developed in such a way to ensure that the learning outcomes described in the qualifications frameworks are met in a pedagogic way and that the required knowledge, skills and competences will be acquired.

The training curriculum presents the following:

- Short description and aim for each work area and unit
- The learning outcomes for each unit
- The suggested duration of the unit
- The Contents outline for the unit, divided into sections
- The suggested methodology to be used (e.g. Lecture, Group discussion etc.)
- Methodological tools that were designed for each unit

A separate Curriculum document is developed for each of the EUPA_NEXT levels.

3. Eupa_Next Training Curriculum Level 3

The main purpose of the EQF is to make qualifications across EU countries and educational systems more readable and understandable. The core of the EQF is its eight reference levels defined in terms of learning outcomes, i.e. knowledge, skills and autonomy-responsibility (competence). Learning outcomes express what individuals know, understand and are able to do at the end of a learning process.

	Knowledge	Skills	Responsibility and autonomy (Competence)
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems

THE EUPA_NEXT training curriculum for level 3 is structured in 35 units (training modules), each under different theme and handles one or more learning outcomes. The following diagram presents the structure of this level of the qualification framework, in terms of the Work Areas, Themes and Units covered by this document.

Figure 1: Eupa_Next Qualification Framework Level 3

WA2 — Office equipment and technology
- THEME 3 — Office equipment — Unit 3.1: Use office equipment to carry out tasks and to solve problems

WA3 — Commination and social, telephone handling, code of conduct, equal opportunities and relationships
- THEME 4 — Business Communication — Unit 3.2: Use of appropriate business communication skills for selectedaudiences and intended outcomes
- THEME 5 — Telephone techniques — Unit 3.3: Use telephone techniques effectively in accordance with organizational rules and procedures
- THEME 6 — Code of conduct and equal opportunities — Unit 3.4: Explain and apply the code of conduct in a variety of situations
- THEME 7 — Relationships — Unit 3.5: Build and improve working relationships

WA4 — Written communication
- THEME 8 — Written communication — Unit 3.6: Use written communication skills to produce non-routine documents based on specific instructions

WA5 — Filing system, documentation and databases
- THEME 9 — Filing — Unit 3.7: Use filing skills to design and maintain a filing system given specific instructions
- THEME 11 — Databases — Unit 3.8: Select and apply database tools to collect and organise information in a database

WA6 — Bookkeeping, accounting and financial transactions
- THEME 12 — Bookkeeping, accounting and financial transactions — Unit 3.9: Perform more complex accounting/ financial transacgctions

WA7 — Business travel, diary systems, meeting organization and event management
- THEME 13 — Business travel and accomodation — Unit 3.10: Organise business travel and accomodation arrangements
- THEME 14 — Meetings — Unit 3.11: Plan, organise and support meetings and recommend improvements to the procedures
- THEME 15 — Diary Systems — Unit 3.12: Design (control the type of information needed) and manage diary systems

WA8 — Visitors/ Customer Service
- THEME 16 — Visitors/Customers — Unit 3.13: Serve customers in accordance with organisational principles

WA9 — ICT Skills
- THEME 17 — Word Processing — Unit 3.14: Use word processing software to produce non-Routine documents
- THEME 18 — Spreadsheets — Unit 3.15: Use spreadsheets to produce non-routine sheets
- THEME 19 — Presentations — Unit 3.16: Use presentation software to produce non- routine presentations
- THEME 20 — Internet — Unit 3.17: Use internet to accomplish tasks using different techniques and tools
- THEME 21 — Emails — Unit 3.18: Use email to accomplish tasks (such as complex emails or instant messaging)
- THEME 22 — Synchronisation between electronic devices — Unit 3.19: Use electronic database skills to accomplish synchronisation between devices
- THEME 23 — Using social media — Unit 3.20: Use social media to promote the organisation and its activities

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WA10 Projects	THEME 24 Projects	Unit 3.21: Use Project Management skills to accomplish implementation of a low-risk simple project
WA11 HR Issues	THEME 25 Human Resources	Unit 3.22: Possess the knowledge and skills to accomplish basic tasks related to HR Issues
WA12 Numeric skills	THEME 26 Numeric skills	Unit 3.23: Apply a range of basic numerical skills
WA13 Foreign Languages	THEME 27 Languages	Unit 3.24: Deal verbally with key work tasks or routine discussions
		Unit 3.25: Produce written materials to deal with routine work tasks
WA14 Office effectiveness and effectivity	THEME 28 Planning/Time management	Unit 3.26: Use planning skills to accomplish tasks to agreed deadlines
WA15 Team Dynamics	THEME 30 Team Dynamics	Unit 3.27: Use teamwork principles to accomplish group tasks
WA16 Self-management, supervision, management and leadership	THEME 31 Management of self and others	Unit 3.28: Evaluate own work according to agreed criteria
	THEME 32 Individual Rights and Responsibilities	Unit 3.29: Understand, follow and apply individual rights and responsibilities
	THEME 33 Mission, vision, values	Unit 3.30: Understand the communication of the organisation's missions, values and vision
	THEME 34 Environmental Sustainability	Unit 3.31: Support Environmental Sustainability
WA17 Business Environment	THEME 35 Corporate Social Responsibility	Unit 3.32: Implement of CSR activities
	THEME 36 Cultural awareness and diversity	Unit 3.33: Understand cultural and diversity awareness
	THEME 37 Multi-tasking	Unit 3.34: Demonstrate Multi-tasking Skills
	THEME 38 Self Image and Organisation Image	Unit 3.35: Present a positive image of self and the organisation through adaptation of behaviour

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Figure 2: Eupa_Next Qualification Framework Level 3 continued

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4. Recommendations for participation

There are no prerequisites specified for the applicants for the initial certification of an Administration Personnel in Level 3 of EQF. However, there are certain qualifications, which will enable the holder to get certified more easily. The proposed qualifications are listed in the table below.

EQF Level	English Language	Age	Academic Qualifications (equivalent to NQF for each country)
3	Level A2	18	Completion of secondary school (for Slovakia - secondary education with graduation) or equivalent of EQF Level 2

5. Certification

Any person who wants to get certified as Administration Personnel in EQF Level 3 can go through the assessment of his/her knowledge, skills and competences on the Work Areas described in this document.

The certification will be done according to the Certification Scheme for persons as Administration Personnel in EQF Level 3 and certified persons will be able to perform tasks and demonstrate their knowledge, skills and competence as described in this document and the EUPA_NEXT Qualification framework for Level 3.

The assessment will be done on a Unit basis and once a participant successfully completes the assessment for all units in the respective EQF level, he/she will be able to get certified on the level.

The assessment will be performed using assessment tools for EQF Level 3 developed within the EUPA_NEXT project. For each unit of EQF Level 3, the assessment will consist of oral assessment which will cover the EQF statements under knowledge and written assessment or practical demonstration which will cover practical skills and competences. In cases where the unit contains 5 or more learning outcomes, the assessment will include a project (case study, applied exercise or a small project).

The certification can be granted on the Level or on Units that the candidate will select.

Certification at EQF Level 3 is granted for 3 years. Recertification will be needed afterwards.

All procedures that apply for obtaining, assessing, granting, maintaining and withdrawing Certification of persons are described in the Certification Scheme for the certification of persons as Administration Personnel that has been developed within the project and are in accordance with the requirements of the Standard CYS EN ISO 17024: 2012.

Work Area 2 Office Equipment and Technology

Themes in the work area:

The following themes are included in the work area "Office Equipment and Technology" for level 3.

Theme 3: Office Equipment

Units in the work area:

The following units are included in the work area "Office Equipment and Technology" for level 3.

3.1 Use of office equipment to carry out tasks and to solve routine problems

Short Description of the work area

At level three, the work area deals with one main issues namely:

The ability of learners to use office equipment according to the organizational procedures to perform general as well as specific tasks and to recommend improvements to those procedures, to solve problems with the office equipment by using different tools and procedures and to identify and arrange repairs to the office equipment when needed.

Aim of the work area

This work area at level 3 aims to ensure that learners master the use of all types of equipment that is typically used in the office environment, such as photocopiers, printers, faxes, telephones, computers, projectors, binders etc. After the completion of this work area, the learners will be able to perform specific and regular tasks with the equipment, such as zooming in and out, converting between formats, sorting, stabling, binding the documents.

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Furthermore, learners will learn to monitor the equipment in order to avoid problems and repairs, handle simple troubleshooting by themselves and deal with more complex troubleshooting and repairs by using specific methods.

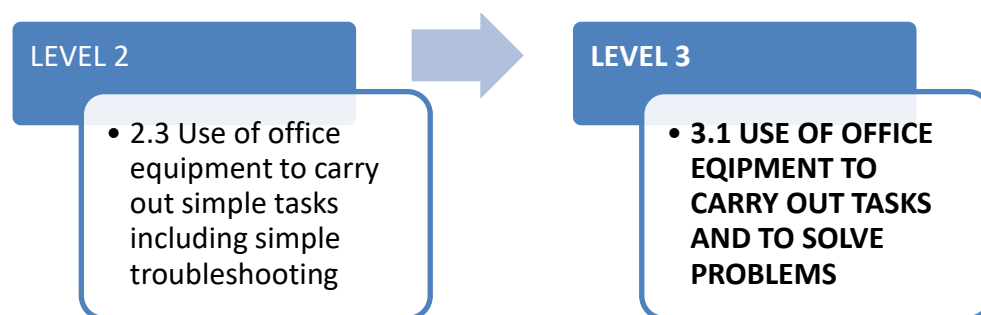# Learning outcomes in the work area

Unit 3.1: Use of office equipment to carry out tasks and to solve routine problems

- LO039 Demonstrate the ability to follow organisational procedures for the use of common office equipment such as photocopiers, printers and faxes, in order to perform specific and regular tasks; recommend improvements to procedures.

- LO040 Demonstrate the ability to solve problems with office equipment using tools such as checklists and, where necessary, asking help from colleagues.

- LO041 Demonstrate the ability to explain how to identify repairs needed to the facilities and equipment of an office; describe procedures for dealing with repairs needed; explain the types of problems that arise with the use and supervision of office facilities and equipment, and how to deal with them

Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.

THEME 3: OFFICE EQUIPMENT

Theme Office Equipment describes different types of equipment that can be found in the office such as faxes, photocopiers, printers, etc., their use for simple day to day to more advanced tasks, their monitoring and troubleshooting, handling repairs and providing recommendations to those organizational procedures that deal with the use office equipment.

LEVEL 2

- 2.3 Use of office equipment to carry out simple tasks including simple troubleshooting

LEVEL 3

- 3.1 USE OF OFFICE EQIPMENT TO CARRY OUT TASKS AND TO SOLVE PROBLEMS

UNIT 3.1: USE OF OFFICE EQUIPMENT TO CARRY OUT TASKS AND TO SOLVE ROUTINE PROBLEMS

1) Short description:

This unit deals with the ability of learners to use office equipment according to the organizational procedures. It will train them to perform general as well as specific and advanced tasks and to recommend improvements to those procedures. After the completion of this unit, learners will also be able to solve problems with the office equipment by using different tools and procedures, to identify and arrange repairs to the office equipment when needed.

2) Suggested duration of the unit (hours):

3 hours

3) Aims and objectives

This unit aims to ensure, that the learners will understand the proper and effective use of different types of office equipment, will be able to perform more advanced tasks on their own, will learn to identify the repairs needed and will be able to arrange those repairs in effective and efficient way.

By the end of the unit, learners will be able to:

- Demonstrate the ability to follow organizational procedures for the use of common office equipment

- Perform specific and regular tasks using the office equipment

- Solve problems with office equipment using tools

- Demonstrate the ability to identify repairs needed and deal with them by various methods

4) Content of the unit:

Section 1: Use of Office Equipment to perform specific regular tasks [1 hour]

- Office equipment
    - Telephone, telephone stations and switch port systems
    - Fax machines
    - Paper binders
    - Projectors
    - Video conferencing
    - Office stations
- Regular and advanced tasks to be learned with different equipment
    - Specific tasks-photocopying
    - Specific task-scanning
    - Specific task-finishing
- Practical training in the use of office equipment

Section 2: Organisational procedures related to office equipment [1 hour]

- Equipment Purchasing
- Equipment placement
- Equipment usage
- Energy saving
- Health and safety

Section 3: Problem solving and troubleshooting [0,5 hours]

- Common equipment problems
- Prevention
- Maintenance agreement
- Troubleshooting of in-house equipment
- Development of checklist for troubleshooting the equipment according to the manual (through the use of a methodological tool)

Section 4: Handling repairs [0,5 hours]

- Handling repairs
- Repair process discussion (via methodological tool)

5) Methodology to be used during the training of unit 3.1

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Introduction to Office Equipment **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion ☒ Video and analysis	☒ Projector ☒ Laptop ☒ Post it notes ☒ White Board	• **EUPA_LO_039_M_001 Equipment training**
Section 2: Organisational procedures related to office equipment **Duration:** 1 hour	☒ Lecture ☒ Group Discussion ☒ Work in Groups ☒ Questions and Answers	☒ Projector ☒ Laptop ☒ Fax ☒ Computer with printer ☒ Photocopier ☒ Paper Cutter ☒ Paper Binder	
Section 3: Problem solving and troubleshooting **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion ☒ Work in Groups	☒ Projector ☒ Laptop	• **EUPA_LO_040_M_001 Troubleshooting guide**
Section 5: Handling repairs **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop ☒ White Board	• **EUPA_LO_041_M_001 Handling repairs**

Work Area 3 Communication and social, telephone handling, code of conduct, equal opportunities and relationships

Themes in the work area:

The following themes are included in the work area „Communication and social, telephone handling, code of conduct, equal opportunities and relationships" for level 3.

Theme 4: Business Communication

Theme 5: Telephone Techniques

Theme 6: Code of Conduct and equal opportunities

Theme 7: Relationships

Units in the work area:

The following units are included in the work area "Communication and social, telephone handling, code of conduct, equal opportunities and relationships" for level 3.

3.2. Use of appropriate social and business communication skills for selected audiences and intended outcomes (Theme 4: Business Communication)

3.3 Use telephone techniques effectively in accordance with organizational rules and procedures (Theme 5: Telephone Techniques)

3.4 Explain and apply the code of conduct in a variety of situations (Theme 6: Code of Conduct and Equal Opportunities)

3.5 Build and improve working relationships (Theme 7: Relationships)

Short Description of the work area

Work Area 3, at level 3 contains the following themes:

Theme 4: Business communication, which enables learners to learn and apply appropriate and effective communication in the business and workplace context.

Theme 5: Telephone techniques, which revolves around effective communication over the phone, as well as techniques on telesales, etc.

Theme 6: Code of conduct and equal opportunities, includes training material on code of conduct and applications in daily practice.

Theme 7: Relationships helps learners understand and build effective and strong business relationships with several stakeholders, external and internal customers, etc.

Aim of the work area

Unit 3.2 enables learners to explain the benefits of effective communication in the workplace and to solve problems through communication as well as to select the most appropriate methods for selected audiences and intended outcomes, to accept the behaviour and views of others and express frustration and disagreement in a constructive way and to make basic conversations or presentations using agreed principles that include the use of body language and tone of voice. Unit 3.3 ensures that learners are able to explain and demonstrate effective use of telephone skills according to organisational procedures; monitor the application of these skills and recommend changes in order to improve the experience of customers. By the end of Unit 3.4 learners will be able to explain and apply the organisation's Codes of Conduct within a social, economic and cultural context. By the end of Unit 3.5 learners will be able to build positive working relationships with customers, suppliers and other stakeholders as well as within the organisation using the key principles of good working relationships, analyse and evaluate feedback from customers, suppliers and other stakeholders as well as from employees of the organization and to Evaluate key principles of good functional relationships agreed and applied within the organisation and recommend improvements that will enhance the interaction between the organisation and its external environment.

Learning outcomes in the work area

Unit 3.2: Use of appropriate social and business communication skills for selected audiences and intended outcomes

- LO042: Demonstrate the ability to explain the benefits of effective communication in the workplace and to solve problems through communication as well as to select the most appropriate methods for selected audiences and intended outcomes

- LO043: Demonstrate the ability tolerate and accept the behaviour and views of others and express frustration in a constructive way

- LO044: Demonstrate the ability to make basic conversations or presentations effective oral presentations using agreed principles that include the use of body language and tone of voice; recommend improvements to these principles for presenting information and ideas.

Unit 3.3: Use telephone techniques effectively in accordance with organizational rules and procedures

- LO045: Demonstrate the ability to explain and demonstrate effective use of telephone skills according to organisational procedures; monitor the application of these skills and recommend changes in order to improve the experience of customers.

Unit 3.4: Explain and apply the code of conduct in a variety of situations

- LO046: Demonstrate the ability to explain and apply the organisation's Codes of Conduct within a social, economic and cultural context.

Unit 3.5: Build and improve working relationships

- LO047: Demonstrate the ability to build positive working relationships with customers, suppliers and other stakeholders as well as within the organisation, using the key principles of good working relationships agreed.

- LO048: Analyse and evaluate feedback from customers, suppliers and other stakeholders as well as from employees of the organisation.

- LO049: Evaluate key principles of good working relationships agreed and applied within the organisation and recommend improvements that will enhance the interaction between the organisation and its external environment

Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.

THEME 4: BUSINESS COMMUNICATION

Theme Business Communication describes the use of business communication and social skills in different levels, starting from simple use of business communication and social skills, progressing to adaptation to situations and audiences including solutions of simple problems and progressing to generation of solutions through business communication to non-routine problems
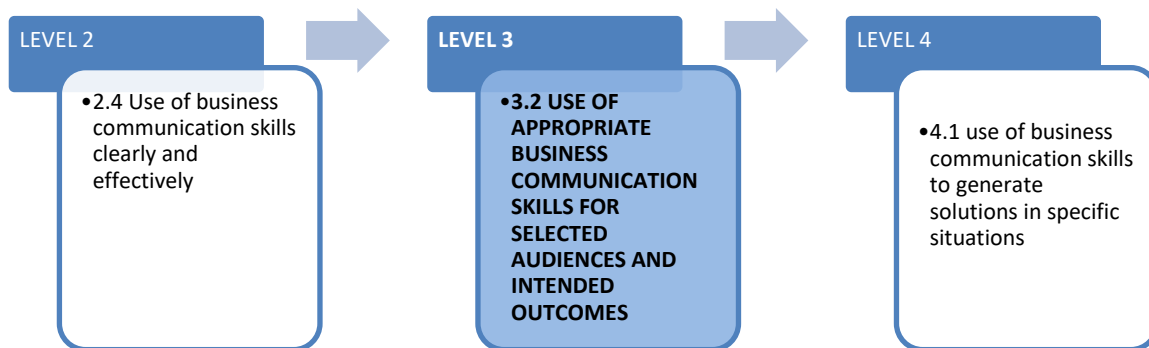
LEVEL 2	LEVEL 3	LEVEL 4
• 2.4 Use of business communication skills clearly and effectively	• 3.2 USE OF APPROPRIATE BUSINESS COMMUNICATION SKILLS FOR SELECTED AUDIENCES AND INTENDED OUTCOMES	• 4.1 use of business communication skills to generate solutions in specific situations

UNIT 3.2: USE OF APPROPRIATE SOCIAL AND BUSINESS COMMUNICATION SKILLS FOR SELECTED AUDIENCES AND INTENDED OUTCOMES

1) Short description:

This unit deals with adaptation of communication to specific audiences and outcomes, solution of problems using communication including expressing frustration in a constructive way and ability to present effectively using communication skills.

This unit deals with the adaptation of communication skills it to specific audiences and for intended outcomes. It will train learners to use more advanced communication techniques such as active listening, maximizing their efficiency during their work. Through this unit, learners will be able to tolerate and accept behaviour of others and express frustration in a constructive way.   After the completion of this unit, learners will also be able to take responsibility for the solutions of problems and to use their verbal and non-verbal communication skills, in order to deliver effective oral presentations.

2) Suggested duration of the unit (hours):

10 hours

3) Aims and objectives

This unit aims to ensure that learners realize and value the benefits of business communication and can adapt their communication to specific situations and audiences taking into consideration factors such as age, culture, religion, gender, emotional state, the general situation etc. Through this unit, learners will be able to use more advanced communication techniques such as active listening and to solve problems through communication. Learners will learn to tolerate and accept the behaviour and views of others and express frustration in a constructive way as well as to use their communication skills for effective oral presentations.

By the end of this unit, learners will:

- Demonstrate the ability to communicate effectively according to their audience's and outcome's needs

- Develop active listening skills

- Solve problems through communication, skills

- Argue on the importance of accepting others opinion and behaviour

- Express frustration constructively

- Prepare effective oral presentations using supportively their tone of voice and body language

4) Content of the unit:

Section 1: Verbal and Non-Verbal Communication [1 hour]

- What constitutes a message
- Verbal communication
    - Definition of verbal communication
        - Words to be used
        - Words to be avoided
        - Video: The power of words
- Non-verbal communication
    - Innate or acquired
    - Key signals of non-verbal communication (eyes, arms, legs)
- Benefits of effective communication in the workplace

Section 2: Adapting Communication to the needs of the audience and to the situation [3 hours]

- Understanding the needs of the other
  - Types of needs
    - Importance of understanding other people's needs
    - Tools and techniques
  - Active Listening
    - Active listening techniques
  - 'Reading the environment'
    - Parameters that must be taken into consideration
    - How should body language be read
    - Inconsistencies between verbal and non-verbal communication
  - Selecting the most appropriate method and technique for the specific situation and the intended audience
    - Case study

Section 3: Resolving communication issues [2 hours]

- Common communication issues
  - Resolving Communication Issues
    - What should the speaker do
    - What should the listener do
  - Expressing frustration at work
    - Self-Assessment
    - Confronting others
    - Sharing frustration with the boss
    - Scenario/role play

Section 4: Accepting others' opinions and behaviour [2 hours]

- Understanding why it is so difficult
  - Cognitive Dissonance
- Understanding assertiveness
  - Assertiveness techniques

Section 5: Effective presentations [2 hours]

- Dimensions for effective presentations
  - Appropriate body language
  - Appropriate words
  - Eye contact
- Plan and deliver a presentation

Intellectual Output 6 Training Curricula level 3

5) Methodology to be used during the training of unit 3.2

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Verbal and Non-Verbal Communication-revision **Duration:** 1 hour	☒ Lecture ☒ Group Discussion ☒ Video and analysis	☒ Projector ☒ Laptop ☒ Video or DVD play	
Section 2: Adapting Communication to the needs of the audience and to the situation **Duration:** 2 hours	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop ☒ Video or DVD play	• **EUPA_LO_042_M_001 Active listening** • **EUPA_LO_042_M_002 Intercultural communication feedback**
Section 3: Resolving communication issues **Duration:** 1 hour	☒ Lecture ☒ Group Discussion ☒ Role Play	☒ Projector ☒ Laptop ☒ Video or DVD play	• **EUPA_LO_043_M_001 Expressing Frustration Creatively**
Section 4: Accepting others' opinions and behaviour **Duration:** 1 hour	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop ☒ Video or DVD play	
Section 4: Accepting others' opinions and behaviour **Duration:**	☒ Lecture ☒ Group Discussion ☒ Role Play	☒ Projector ☒ Laptop ☒ Video or DVD play	• **EUPA_LO_044_M_001 Presentation in class**

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
1 hour	☒ Simulation		

THEME 5: TELEPHONE TECHNIQUES

Theme Telephone Techniques describes the basic principles of telephone communication and the appropriate skills needed by the learners in different levels, starting from simple principles of telephone communication, progressing to more complex telephone skills and methods of monitoring their appliance.
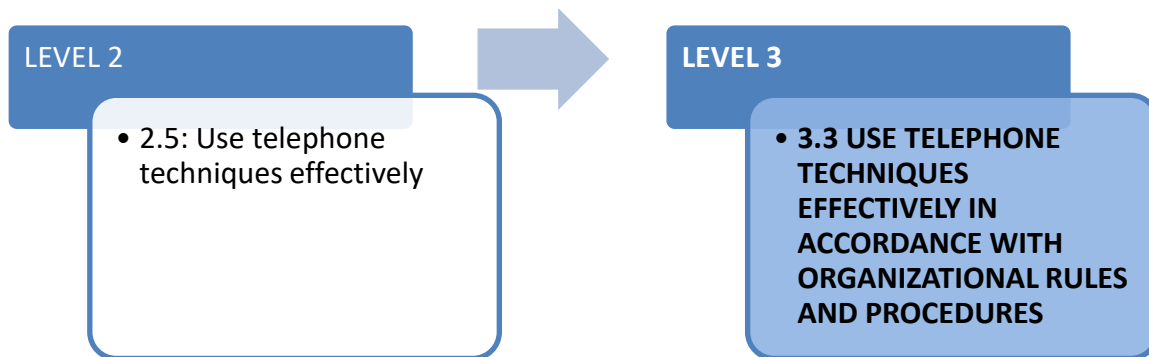
LEVEL 2
- 2.5: Use telephone techniques effectively

LEVEL 3
- 3.3 USE TELEPHONE TECHNIQUES EFFECTIVELY IN ACCORDANCE WITH ORGANIZATIONAL RULES AND PROCEDURES

UNIT 3.3: USE TELEPHONE TECHNIQUES EFFECTIVELY IN ACCORDANCE WITH ORGANIZATIONAL RULES AND PROCEDURES

1) Short description:

This unit deals with one of the most demanding aspects of success in business, the effective use of telephone according to organizational rules. The techniques of active listening are presented and its importance in telesales and money collection through telephone is analysed. Use of telephone in the context of organizational rules, the prioritization and filtering of the calls are also presented.

2) Suggested duration of the unit (hours):

3 hours

3) Aims and objectives

This unit aims to equip the learners with the appropriate tools in order to handle telephone procedures by their organization rules. According to those rules, learners will gain the ability to carry out telephone sales as well as to collect money through telephone. Learners will also be trained to prioritize and filter calls according to their necessity and handle them based on the organizational procedures.

By the end of this unit, learners will:

- understand the techniques associated with professional telephone communication
- apply advanced telephone techniques e.g. active listening, empathy to provide solution through telephone
- enhance their abilities to process incoming calls
- succeed sales and money collection by telephone
- learn how to practice good telephone manners using empathy and active listening
- approach effectively complex telephone tasks
- evaluate the priority of telephone calls

4) Content of the unit:

Section 1: Basic telephone techniques-revision [0,5 hours]

- Different types of communication
- Telephone in business communication
- The structure of a telephone call
  - o Introduction
  - o Main body of the telephone call
  - o Completing a phone call
- Good practices

Section 2: Advanced telephone techniques [0,5 hours]

- Advanced Telephone Techniques
  - o Active listening and empathy in telephone communication
    - ▪ Dealing with different types of situations and different customers
    - ▪ Generating solutions through the phone
    - ▪ Putting a smile in our voices (methodological tool-role play)
  - o Importance of body language in telephone communication
  - o Monitoring the use of telephone techniques

Section 3: Telesales & money collection via telephone [1,5 hours]

- Facts about collection calls
- Differences and similarities between sales and telesales
  - o Telesales as part of business world
    - ▪ Listen techniques (active listening)
    - ▪ Tips and hints for successful telesales

Section 4: Prioritizing of calls and organizational procedures [0,5 hours]

- Prioritizing according to organizational procedures
    - Prioritizing and filtering calls
        - Why prioritization is important
        - Tips of prioritization
- Organisational Procedures
    - Methodological tool – Role play – Group work

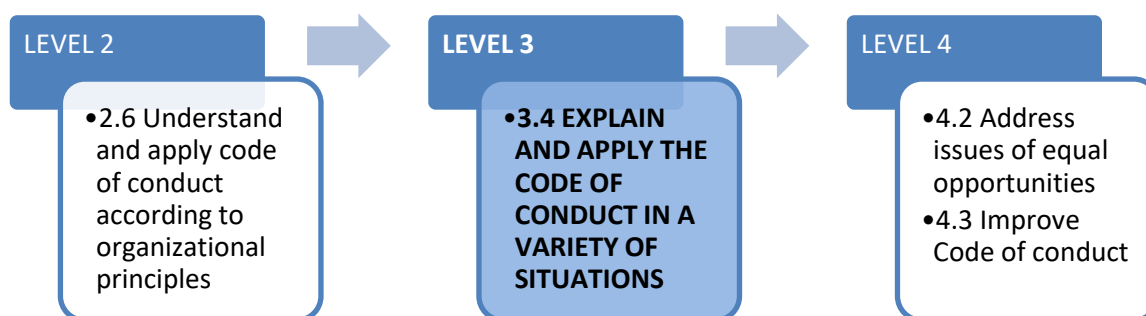## 5) Methodology to be used during the training of unit 3.3

Section Title:	Training Methodology:	Training Equipment:	Methodological tools:
Section 1: Basic telephone techniques- revision **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop ☒ Video or DVD play	
Section 2: Advanced telephone techniques **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion ☒ Role Play ☒ Simulation	☒ Projector ☒ Laptop ☒ Video or DVD play	• **EUPA_LO_045_M_001 Putting a smile in our voices**
Section 3: telesales & money collection via telephone **Duration:** 1,5 hours	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop ☒ Video or DVD play	
Section 4: Prioritizing of calls and organizational procedures	☒ Lecture ☒ Group Discussion ☒ Work in	☒ Projector ☒ Laptop ☒ Video or DVD play	• **EUPA_LO_045_M_002 Organisational procedures**

Section Title:	Training Methodology:	Training Equipment:	Methodological tools:
Duration: 0,5 hours	Groups ☒ Role Play ☒ Simulation		

THEME 6: CODE OF CONDUCT AND EQUAL OPPORTUNITIES

The code of conduct includes some basic codes that apply for all organisations: appearance, dress code and social skills. It can vary slightly depending on country, culture, religion as well as economic, social and political situations.

LEVEL 2	LEVEL 3	LEVEL 4
•2.6 Understand and apply code of conduct according to organizational principles	•**3.4 EXPLAIN AND APPLY THE CODE OF CONDUCT IN A VARIETY OF SITUATIONS**	•4.2 Address issues of equal opportunities •4.3 Improve Code of conduct

UNIT 3.4: EXPLAIN AND APPLY THE CODE OF CONDUCT IN A VARIETY OF SITUATIONS

1) Short description:

This unit deals with the understanding and the ability to explain the organization's codes in social, economic and cultural level.

2) Suggested duration of the unit (hours):

3 hours

3) Aims and objectives

In this unit, the importance of understanding the organization's code of conduct in social, economic and cultural context is presented. Learners are asked to describe similarities and differences between code of conduct and organization culture. Learners will assess the importance of contact code and explain the consequences of non-compliance with it.

By the end of this unit, learners will:

- Explain the code of conduct in multiple contexts
- Describe if and how the code affects organizational culture
- Assess the importance of codes of the organization
- Adopt their own behaviour in accordance the code of contact of their organization

4) Content of the unit:

Section 1: Code of conduct - revision [0,5 hours]

- Definition and description of code of conduct
- Examples of code of conduct
    - Types of dress codes

Section 2: Organisational culture and code of conduct [0,5 hours]

- Code of conduct in business environment
    - Code of conduct and organizational documentation
    - Components of code of conduct
        - Policy
        - Professionalism

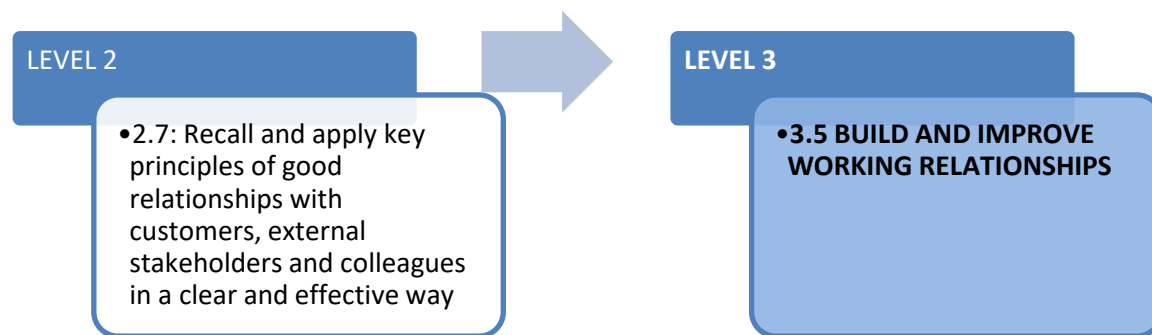### Section 3: Why is code of conduct important [1 hour]

- Assessing and following codes
    - Conforming with regulations
        - Code of conduct vs personal code
        - Consequences of non-compliance with the code of conduct
    - Scenario: Code of conduct vs. diversity (EUPA_LO_046_M_001)

5) Methodology to be used during the training of unit 3.4

Section Title:	Training Methodology:	Training Equipment:	Methodological tools:
Section 1: Code of conduct - revision **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 2: Organisational culture and code of conduct **Duration:** 0,5 hours	☒ Lecture	☒ Projector ☒ Laptop	
Section 3: Why is code of contact important? **Duration:** 1 hour	☒ Lecture ☒ Group Discussion ☒ Case Study	☒ Projector ☒ Laptop	• **EUPA_LO_046_M_001 Methodological tool: Codes of conduct vs. personal, cultural, group identities**

THEME 7: RELATIONSHIPS

Theme 7: Relationships sets the basis for effective relationship building and maintenance of good, constructive relationships not only with customers and other external stakeholders, but also with employees, colleagues and other internal stakeholders

LEVEL 2	LEVEL 3
•2.7: Recall and apply key principles of good relationships with customers, external stakeholders and colleagues in a clear and effective way	•3.5 BUILD AND IMPROVE WORKING RELATIONSHIPS

UNIT 3.5: BUILD AND IMPROVE WORKING RELATIONSHIPS

1) Short description:

In this unit, the demands of modern business' environment relationship are analysed. Techniques and key principals of building and maintain strong working relationships environment are presented. Methods and processes of analyse and evaluate feedback from stakeholders are also presented. Listing criteria in order to assess key principals of good working relationships are demonstrated.

2) Suggested duration of the unit (hours):

5 hours

3) Aims and objectives

In this unit, the primary aim is trainees to learn how to build and maintain positive working relationships with customers, suppliers and other stakeholders. Learners will be taught techniques and methods in order to achieve the construction of strong working relationships. Accordingly, they will also familiarize with the tools of evaluating and analysing feedback from customers, suppliers and other stakeholders, as well as from employees.

Finally, they will be trained to use the results of the feedback to list possible criteria for analyse key principles of good working relationships within the organization and with external stakeholders

By the end of this unit, learners will be able to:

- recognize the key elements of a good relationship at their working environment
- summarize techniques of building and maintaining good relationships with customers and external stakeholders
- analyse and evaluate feedback, in order to improve their collaboration with stakeholders and co-workers
- list criteria deriving from the analysis of the feedback, in order to recognize the key principles of good working relationships
- feel confident to suggest their own improvements in order to enhance the collaboration among their organization and its associates

4) Content of the unit:

Section 1: Key principles of good relationships-revision [0,5 hours]

- Confidentiality in the work place
    - Importance
    - The role of personal assistants
- Positive organisational behaviour at work
- Internal and external stakeholders
    - Important stakeholders

Section 2: Building and maintaining working relationships [2 hours]

- Working relationships
    - Why do we need them - importance
        - Relationships with colleagues – their importance
        - Relationships with customers – their importance
        - Relationships with other stakeholders– their importance
- Techniques for a good working relationship
    - trust
    - mutual respect
    - mindfulness
    - welcoming diversity
    - open communication
    - respect
- Treating people according to their needs

- PR activities
  - PR and relationships

Section 3: Feedback [1 hour]

- Feedback and impact
  - Gather, Analyse and Evaluate feedback from different resources
    - Customers
    - Suppliers
    - Stakeholders
    - Employees
  - Evaluating feedback
  - Utilising feedback to evaluate relationships

Section 4: Key principles of good functional relationships [1,5 hours]

- Evaluating business relationships
  - Criteria for evaluating key principles of relationships
    - Example of key principles for good relationships

5) Methodology to be used during the training of unit 3.5

Section Title:	Training Methodology:	Training Equipment and tools	Methodological tools:
Section 1: Key principles of good relationships-revision **Duration:** 0,5 hours	☒ Lecture	☒ Projector ☒Laptop	
Section 2: Building and maintaining working relationships **Duration:** 2 hours	☒ Lecture ☒ Group Discussion ☒Experiential Workshop	☒ Projector ☒Laptop	• **EUPANEXT_LO_047_M_001** **Sherpa walk**
Section 3: Feedback	☒ Lecture ☒ Simulation	☒ Projector ☒Laptop	• **EUPANEXT_LO_048_M_001** **Analyse and evaluate feedback**

Section Title:	Training Methodology:	Training Equipment and tools	Methodological tools:
Duration: 1 hour			
Section 4: Key principles of good functional relationships **Duration:** 1,5 hours	☒ Lecture ☒ Simulation ☒ Case Study	☒ Projector ☒ Laptop	• **EUPANEXT_LO_049_M_001 Analyse and evaluate key principles for good relationships**

Work Area 4 Written Communication

Themes in the work area:

The following themes are included in the work area "Written communication" for level 3:

Theme 8: Written communication

Units in the work area:

The following units are included in the work area "Written communication" for level 3:

3.5   Use written communication skills to produce non-routine documents based on specific instructions

Short Description of the work area

At level three, this work area deals with one main issue, namely, the ability of learners to produce various types of non-routine documents based on instructions from multiple sources.

Aim of the work area

In this work area at level 3 learners will be trained to use written communication skills in order to produce various types of non-routine documents. Trainees will learn the importance of preparing sufficient documents of various forms. They will enhance their ability of collecting data from appropriate sources and the ability of using grammar and spelling correction tools in order to correct the content of the documents that will produce.

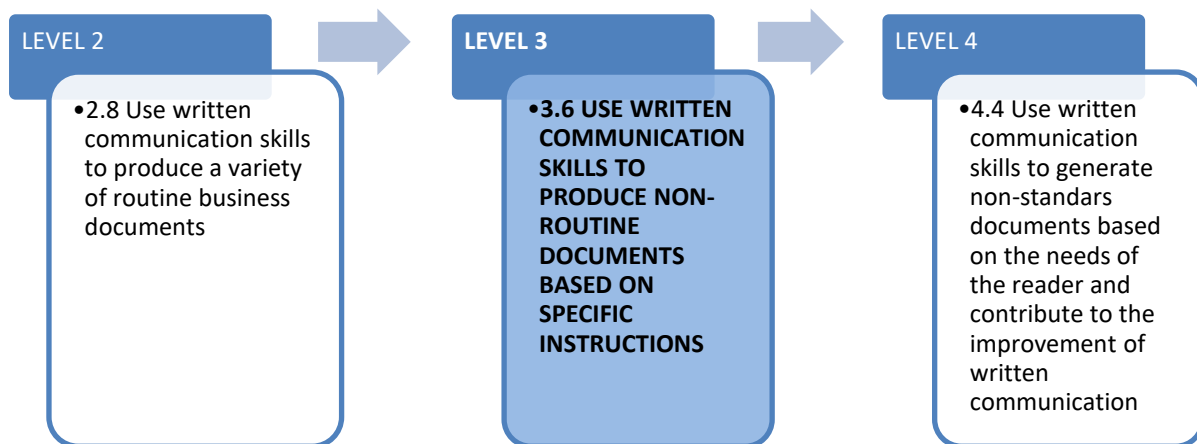## Learning outcomes in the work area

Unit 3.6: Use written communication skills to produce non-routine documents based on specific instructions

- LO050: Demonstrate the ability to explain different styles and tones of language and situations when they may be used in written communication as well as how written communication can be adapted for meeting the needs and characteristics of different audiences;

- LO051: Demonstrate the ability to describe the importance of confidentiality when communicating in writing

- LO052: Demonstrate the ability to identify relevant sources of information that may be used when preparing written and/or electronic documents for communication.

- LO053: Demonstrate the ability to use effective ways of checking written information for accuracy of content and spelling/grammar

- LO054: Demonstrate the ability to identify the different types of business documents and select the appropriate one in each situation.

- LO055: Demonstrate the ability to create different types of non-routine documents after given specific instructions

- LO056: Demonstrate the ability to prepare short reports from notes

- LO057: Demonstrate the ability to prepare text from recorded audio instructions of shorthand

Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.

THEME 8: WRITTEN COMMUNICATION

Theme 8 is concerned with written communication. It includes the techniques and requirements for composing effective and visually appealing documents in the business and work context

LEVEL 2
- 2.8 Use written communication skills to produce a variety of routine business documents

LEVEL 3
- 3.6 USE WRITTEN COMMUNICATION SKILLS TO PRODUCE NON-ROUTINE DOCUMENTS BASED ON SPECIFIC INSTRUCTIONS

LEVEL 4
- 4.4 Use written communication skills to generate non-standars documents based on the needs of the reader and contribute to the improvement of written communication

UNIT 3.6: USE WRITTEN COMMUNICATION SKILLS TO PRODUCE NON-ROUTINE DOCUMENTS BASED ON SPECIFIC INSTRUCTIONS

1) Short description:

In this unit it is demonstrated the importance of writing skills in business communication. The demand of today's business environment for the employees to prepare various kinds of documents for different audiences emerges. Consequently, the essence of the use of different sources of information as well as the capability of selecting the appropriate document on every situation is presented. Corrections in grammar, punctuation and spelling are keys in written communications and methods of avoiding common mistakes are discussed.

2) Suggested duration of the unit (hours):

8 hours

3) Aims and objectives

This unit aims to present to the trainees' ways to prepare non-routine documents following detailed guidelines. Learners will analyse and compare different writing styles and tones, in order to select the appropriate one for every document they create according to the needs of their audience. The will be trained to respect the basic principles of confidentiality. They will be taught the importance of using multiple sources and search techniques in

order to locate necessary information for creating written and electronic documents. Trainees will master the ability of checking their own writings for grammar, spelling and accuracy mistakes. They will also become skilled in selecting the correct business document type, according to the demands of the task that serve and the specific instructions they have taken. Learners will become skilled in handling the content and the features of the document according to the objectives it has. Learners will gain control of creating documents based on short notes, audio instructions and shorthand.

By the end of this unit, trainees will:

- Learn how to use multiple writing styles and tones in written language accordingly to their audience(s)
- Understand and apply the basic principles of confidentiality in writing communication
- Locate relative to their subject sources and search techniques
- Use effectively ways of correcting grammar and spelling mistakes
- Identify different types of formal documents and choose the appropriate for their target
- Be able to create documents, based on various types of precise or abstract instructions

4) Content of the unit:

Section 1: Business writing [4 hours]

- Introduction: Components of written communication
    - The Challenges of our times
    - Style, Diction, Tone
- Informal vs. formal writing style
- Purpose
- Avoiding vagueness
- Focus on the audience
- Clear and simple
- Personality matters
    - 'Write IT so they will READ IT' System

Section 2: Advanced business writing [4 hours]

- Confidentiality in written communication
- Visual aspect
- Using the right font
- Other tips
    - Adding images
    - Layout
    - Charts and diagrams

Intellectual Output 6 Training Curricula level 3

- Tone: KISS

- Be positive!

- Passive/Active voice

- Jargon

- Avoiding Discrimination

- Main types of business documents

- Sources of information

  - Searching for information: Boolean operators

  - Making sure your documents are reliable

- Reviewing documents

- Notes

  - Taking notes effectively

  - Drafting reports from notes

  - Transcribing audio effectively

5) Methodology to be used during the training of unit 3.6

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Business writing **Duration** 4 hours	☒ Lecture ☒ Group Discussion ☒ Work in Groups ☒ Questions and Answers	☒ Projector ☒ Laptop	• **EUPA_LO_050_M_001: The purpose of the text** • **EUPA_LO_050_M_002, Write it so they will read it!**
Section 2: Advanced business writing **Duration** 4 hours	☒ Lecture ☒ Group Discussion ☒ Work in Groups ☒ Role Play ☒ Case Study ☒ Questions		• **EUPA_LO_051_M_001, Recognise what's confidential.** • **EUPA_LO_052_M_001, Find reliable sources.** • **EUPA_LO_053_M_001, Review the document.** • **EUPA_LO_054_M_001_Appropriate documents**

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
	and Answers ☒ Individual written exercise ☒ Simulation		• **EUPA_LO_055_M_001, Analyse and improve a memo.** • **EUPA_LO_056_M_001, Prepare a report from notes.** • **EUPA_LO_057_M_001, Transcribe an audio recording.**

Work Area 5 Filing System Documentation and Databases

Themes in the work area:

The following themes are included in the work area "Filing System Documentation and Databases" for level 3.

Theme 9: Filing

Theme 11: Databases

Units in the work area:"

The following units are included in the work area" Filing System Documentation and Databases" for level 3.

3.7 Use filing skills to design and maintain a filing system given specific instructions (Theme 9: Filing)

3.8 Select and apply database tools to collect and organise information in a database (Theme 11: Databases)

Short Description of the work area

At level three, this work area deals with those main issues:

1. The ability of learners to design and maintain an efficient filing system, physical and electronic
2. The ability of learners to analyse current organizational file management practice and recommend improvements
3. The ability of learners to select and apply various tools and methods to collect information.
4. The ability of learners to enter, organize and store relevant information in different database systems.

Aim of the work area

This work area at level 3 aims to provide learners with knowledge of file management practice, including the methods of design and maintenance of an efficient filing system. It aims to ensure that the learners will be able to define and solve problems that may arise with the inaccurate filing, to analyse the existing filing system through breaking the filing process down to individual tasks, compare it to best practice and recommend improvements accordingly.

In addition, learners will learn to list and use different methods for collecting relevant information, describe and explain key principles of databases and according to those enter, edit and organize information in a database.

Learning outcomes in the work area

Unit 3.7: Use filing skills to design and maintain a filing system given specific instructions

- LO058: Demonstrate File Management skills including the design and maintenance of an efficient filing system given specific instructions (as well as the identification of the equipment or electronic methods required for filing).
- LO059: Demonstrate the ability to analyse current organisational File Management practice and recommend improvements within the roles and responsibilities.

Unit 3.8: Select and apply database tools to collect and organise information in a database

- LO060: Demonstrate the ability to use different methods and different information systems to collect information
- LO061: Demonstrate the ability to store relevant information in different systems, enter information into databases, edit and organise information in a database.

Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.

Theme Filing describes various types of filing systems, both physical and electronic, explains principles and techniques of their use, such as effectiveness, accuracy, safety and confidentiality. It deals with the analysis and maintenance of filing system and potential problem solving within the roles and responsibilities of the learner.
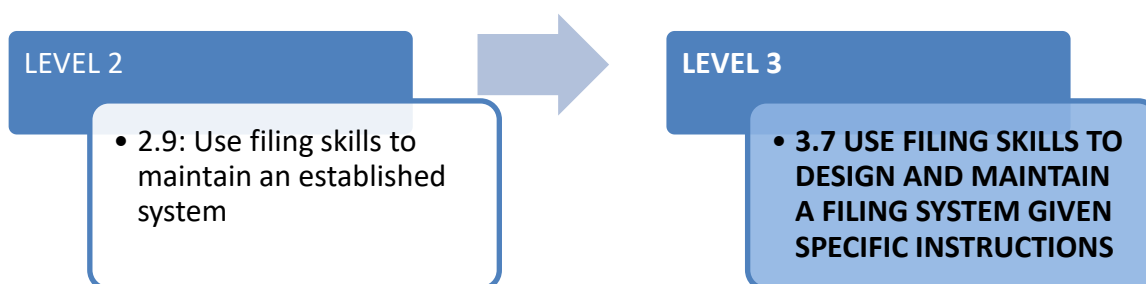
LEVEL 2

- 2.9: Use filing skills to maintain an established system

LEVEL 3

- **3.7 USE FILING SKILLS TO DESIGN AND MAINTAIN A FILING SYSTEM GIVEN SPECIFIC INSTRUCTIONS**

UNIT 3.7: USE FILING SKILLS TO DESIGN AND MAINTAIN A FILING SYSTEM GIVEN SPECIFIC INSTRUCTIONS

1) Short description:

This unit deals with the ability of the learner to design, use and maintain an efficient filing system after given specific instructions. It will train them to identify the equipment and methods required for filing, compare existing file management practice to effective principles of filing and the best practice and thus recommend changes and improvements. After the completion of this unit, learners will also be able to identify and solve problems that may arise due to inaccurate filing.

2) Suggested duration of the unit (hours):

3 hours

3) Aims and objectives

Through this unit learners will be able to understand the principles of efficient filing systems and will be able to explain problems that may arise when the filing system is inaccurate. Learners will learn to design an efficient filing system according to specific instructions, define a set of principles and the set of techniques and equipment to be used. This unit also makes sure that the learners will develop the ability to analyse and evaluate an existing file management system by breaking it down to individual tasks, comparing it to principles and best practices and then recommend improvements.

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By the end of this unit, learners will:

- Demonstrate the ability to design an efficient filing system according to instructions
- Summarize principles of efficient filing systems and their maintenance
- List problems that may arise with inaccurate filing and describe how to solve them
- Be able to explain and assist their co-workers with the use of filing system
- Master different processes involved in file management systems such as creation, modification and deletion of files, entities, ownership of files file structure
- Evaluate current organizational file management practice and recommend improvements

4) Content of the unit:

Section 1: Filing systems introduction and principles [1 hour]

- Purpose of maintaining filing systems (follow up on previous level unit)
- Principles of filing
  - o Simplicity, Sustainability, Adaptability
  - o Economy, Efficiency, Accessibility, Flexibility
  - o Cross reference, Guide (removed and used files)
- Types of filing systems
  - o Electronic and Physical

Section 2: Designing a filing system [0,5 hours]

- What to take into account when creating a filing system
- Physical and electronic equipment required

Section 3: File/records management practice [0,5 hours]

- Records management / Filing procedures
- Filing methods

Section 4: Electronic file structure [0,5 hours]

- Electronic file structure /Indexing
- Sharing electronic files
- Exercise – file system structure design

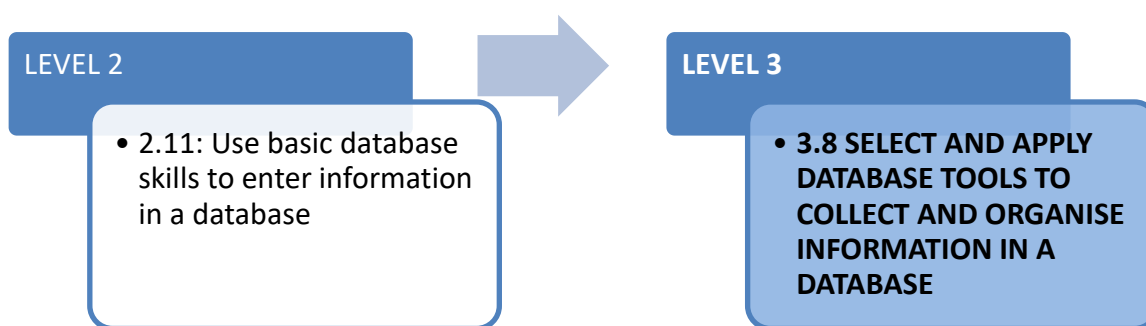### Section 5: Problems related to filing [0,5 hours]

- Possible problems related to filing and how to solve them
- Effects of poor record management
- Exercise – file system and practice analysis
- Best practice evaluation checklist

5) Methodology to be used during the training of unit 3.7

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Filing systems introduction and principles **Duration:** 1 hour	☒ Lecture ☒ Questions and Answers	☒ Projector ☒ Laptop	
Section 2: Designing a filing system **Duration:** 1 hour	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 3: File/records management practice **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion ☒ Work in Groups	☒ Projector ☒ Laptop	
Section 4: Electronic file structure **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion ☒ Work in Groups		• **EUPA_LO_058_M_001 Filing system design**
Section 5: Problems related to filing **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion ☒ Case Study		• **EUPA_LO_059_M_001 Filing system analysis**

THEME 11: DATABASES

In every company and organization, databases represent an important role in achieving smooth functioning. For many of those they also represent important aspect of finding new business opportunities. This theme deals with different types of database systems company can use. It describes the procedures related to databases form simple such as entering manually the data, organization of the databases, checking it for accuracy, correction to more complex tasks, that are the focus of this them on level 3 - that deal with identifying possible information sources to collect relevant information, and then store it, organize, analyse and use for the benefit of the company.

LEVEL 2

- 2.11: Use basic database skills to enter information in a database

LEVEL 3

- **3.8 SELECT AND APPLY DATABASE TOOLS TO COLLECT AND ORGANISE INFORMATION IN A DATABASE**

UNIT 3.8: SELECT AND APPLY DATABASE TOOLS TO COLLECT AND ORGANISE INFORMATION IN A DATABASE

1) Short description:

The aim of this unit is to teach the learners key principles of databases, list different types of database systems, work with the database (enter, edit and organize information).

Moreover, this unit deals with the ability of learners to collect different type of information by using the appropriate method for collection or acquiring those data. It will introduce different types of information systems, from simple to more complex such as CRM systems.

2) Suggested duration of the unit (hours):

3 hours

3) Aims and objectives

Through this unit, learners will understand key principles of databases, demonstrate the ability to use different methods and different types of information systems to store and collect information form database. Learners will

Intellectual Output 6 Training Curricula level 3

develop the ability to analyse given documents for relevant data to be stored into a database and to use a database to organize specific type of information. Legal requirements for collecting and storing confidential data will also be presented.

By the end of this unit, learners will:

- understand key principles of databases
- use different methods and different types of information systems to store and collect information form database
- analyse given documents for relevant data to be stored into a database
- use a database to organize specific type of information
- understand and follow legal requirements for collecting and storing confidential data

4) Content of the unit:

Section 1: Introduction to Databases (follow up on previous unit level) [0,5 hours]

- Purpose and explanation of database systems
- Data vs Information

Section 2: Database and information system types [0,5 hours]

- Types database systems
- Information systems

Section 3: Database structure and principles [0,5 hours]

- Database structure
- Ways of storing data

Section 4: Database design [0,5 hours]

- Principles of database design
- Case study – CRM Database design

Section 5: Collecting and analysing information [1 hour]

- Types of methods to collect information (questionnaires, interviews, document and internet research)
- How to evaluate the information?
- Case study – Collect relevant information for the database

5) Methodology to be used during the training of unit 3.8

Section Title:	Training Methodology:	Training Equipment :	Methodological tools:
Section 1: Introduction to databases **Duration:** 1 hour	☒ Lecture	☒ Projector ☒ Laptop	
Section 2: Database types and principles **Duration:** 1 hour	☒ Lecture ☒ Group Discussion ☒ Case Study ☒ Practical Exercise	☒ Projector ☒ Laptop	• **EUPA_LO_061_M_001 Case study: CRM database design**
Section 3: Collecting and analysing information **Duration:** 1 hour	☒ Lecture ☒ Group Discussion ☒ Case Study ☒ Practical Exercise	☒ Projector ☒ Laptop	• **EUPA_LO_060_M_001 Collect relevant information for the database**

Work Area 6 Bookkeeping, Accounting and Financial Transactions

Themes in the work area:

The following themes are included in the Work Area "Bookkeeping, accounting and financial transactions" for level 3:

Theme 12: Bookkeeping, Accounting and Financial Transactions

Units in the work area:

The following units are included in the Work Area "Bookkeeping, accounting and financial transactions" for level 3:

3.9 Perform more complex/ accounting/ financial transactions

Short Description of the work area

Taking into account the definition of knowledge, skills and competences within the EQF, the administrative staff defined competence as "a demonstrated ability to operate customer and supplier accounts manually or using an electronic accounting system that conforms to national norms and procedures and ability to describe the basic concepts of accounting (for example Debit and Credit entries)". Consequently, the related descriptions will embed and integrate knowledge, skills and attitudes. The learners will acquire comparative advantage in the labour market through the acquisition of expertise in operation an organized computerized accounting or manuscript and detailed

presentation of all necessary accounting work required during the whole year through detailed practical examples. The themes that will be taught in this working area is Bookkeeping, Accounting and Financial Transactions.

Aim of the work area

The purpose of the course is the presentation and interpretation of International Accounting Standards and the accounting legal framework in relation to bookkeeping and invoicing for each case separately. By completing this course, participants will be able to keep correctly the accounting records and understand how to create financial statements according to International Accounting Standards. Specifically, learners will be able to create accounting entries (debit and credit), register accounting changes, update the books of an enterprise, inform the book assets and calculate depreciations. Finally, the aim of the course is to help learners to explore the basic concepts of accounting through the analysis of the accounts and financial statements. Moreover, the learners will be able to understand the basic concepts of General and Analytical Accounting and Compliance Code of Books and Records. The chapter is directly related to General and Analytical accounting and describes the main procedures for bookkeeping, entry accounting records, explanation the role of double compensating records, analysis of profit and loss and balance sheet accounts.

Learning outcomes in the work area

Unit 3.9: PERFORM MORE COMPLEX/ ACCOUNTING/ FINANCIAL TRANSACTIONS

- LO062: Demonstrate the ability to operate customer and supplier accounts manually or using an electronic accounting system that conforms to national norms and procedures.
- LO063: Demonstrate the ability to describe the basic concepts of accounting (for example Debit and Credit entries).

Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.

THEME 12: BOOKKEEPING, ACCOUNTING AND FINANCIAL TRANSACTIONS

Bookkeeping, accounting and financial transactions refers to developing skills of learners for bookkeeping for both small and large enterprises and the ability to operate customer and supplier accounts manually or using an electronic accounting system.

LEVEL 2

- 2.12 Perform routine business transactions

LEVEL 3

- 3.9: PERFORM MORE COMPLEX/ ACCOUNTING/ FINANCIAL TRANSACTIONS

UNIT 3.9: PERFORM MORE COMPLEX/ACCOUNTING /FINANCIAL TRANSACTIONS

1) Short description:

The chapter is directly related to General and Analytical accounting and describes the main procedures for bookkeeping, entry accounting records, explanation the role of double compensating records, analysis of profit and loss and balance sheet accounts.
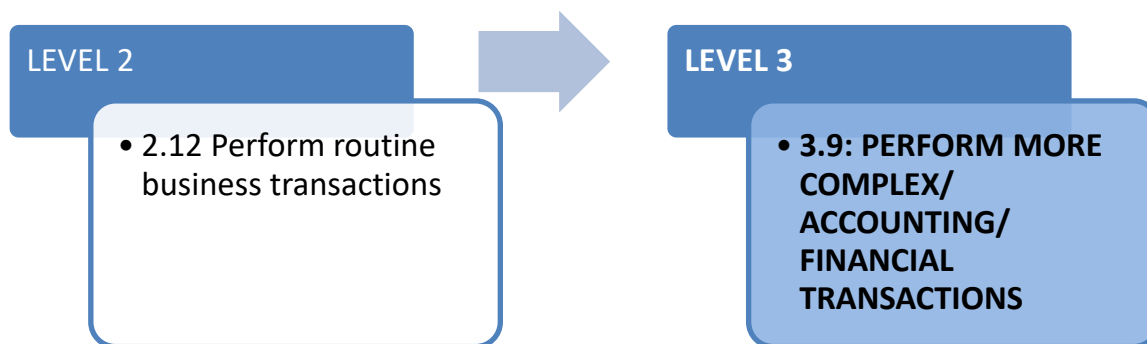
2) Suggested duration of the unit (hours):

7 hours

3) Aims and objectives

The accounting theory deals with all the problems of the scientific basis and the Accounting Practice. The purpose of the course is to deepen the accounting theory subjects through which learners will see the Accounting, beyond the technical and legislative side, as a modern science with multiple features and great utility. Specifically, it will be a view of Accounting with reference to actual examples and in two directions: a) the scientific and theoretical analysis and b) the practical application of Accounting. It will be a presentation of accounting theory issues related to bookkeeping and recording accounting entries. By the end of the unit, learners will:

- Become familiar with issues such as: proper bookkeeping, category knowledge of accounting books, additives financial data books - Update -, computerized bookkeeping, Accounting Plan.
- Be aware of certified and not certified tax items and when you should use each of them.
- To analyse tax data and be aware of when should you use them.
- Be able to update accounting books of a business, be familiar with the process of closing and operating accounting books, general operating account, Income Statement, Balance Sheet, and statement of cash flows.
- To have the ability to analyse the financial results of a company based on the balance sheet or the balance.

4) Content of the unit:

Section 1: Bookkeeping [1 hour]

- Introduction to the Program
  - Group discussion
- Basic concepts of accounting
  - What is accounting?
  - How can Accounting help you?
  - Objectives of Accounting

Section 2: Financial transactions [6 hours]

- Accounts
- Credit and debit
- Reconciling an account
- Accounting journals
- Journal entry
- Suppliers' accounts
- Single entry
  - Classification of accounts -Categories of accounts
  - Revenue Accounts - Costs Accounts
  - Operational accounts and Statement Accounts
- Double entry-bookkeeping
  - The basic principles of double-entry method
  - Types of enterprises that use the double-entry system.

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- o   Examples of accounting Debit and Credit entries (handwritten or computerized)
- Manual vs computerized accounting
  - o   Accruals
  - o   Consistency
  - o   Prudence
  - o   Accounting equation
  - o   Assets
  - o   Liability
  - o   Depreciation
  - o   Income statement (profit and loss statement)
  - o   Accounts
    - ▪   Revenue or Income Account
    - ▪   Expense or Cost Account
  - o   Balance sheet
  - o   Statements
    - ▪   Statement of retained earnings
    - ▪   Cash flow statement

5) Methodology to be used during the training of unit 3.9

Section Title:	Training Methodology:	Training Equipment (suggested)	Training and Methodological tools:
Section 1: Bookkeeping **Duration:** 1 hour	☒ Lecture ☒ Work in Groups ☒ Practical Exercise ☒ Questions and Answers	☒ Projector ☒ Laptop	
Section 2: Financial transactions **Duration:** 7 hours	☒ Lecture ☒ Group Discussion ☒ Work in Groups ☒ Case Study ☒ Practical Exercise ☒ Questions and	☒ Projector ☒ Laptop	• **EUPA_LO_063_M_001 Written exercise** • **EUPA_LO_062_M_001 Manual and electronic entries**

Section Title:	Training Methodology:	Training Equipment (suggested)	Training and Methodological tools:
	Answers		

Work Area 7 Business Travel, Diary Systems, Meeting organization and event management

Themes in the work area:

The following themes are included in the work area "Business Travel, Diary Systems, Meeting organization and event management" for level 3.

Theme 13: Business travel and accommodation

Theme 14: Meetings

Theme 15: Diary Systems

Units in the work area:

The following units are included in the work area "Business Travel, Diary Systems, Meeting organization and event management" for level 3.

3.10 Organise business travel and accommodation arrangements (Theme 13: Business travel and accommodation)

3.11 Plan, organise and support meetings and recommend improvements to the procedures (Theme 14: Meetings)

3.12 Design (control the type of information needed) and manage diary systems. (Theme 15: Diary Systems)

Short Description of the work area

At level three, the work area "Business Travel, Diary Systems, Meeting organization and event management" deals with twelve main issues namely:

1. The ability of learners to prepare travel, accommodation requirements in conformity with budgetary procedures.
2. The ability of learners to book travel arrangements and accommodation as agreed with the traveller in conformity with budgetary procedures.
3. The ability of learners to understand the necessity of checking the draft itinerary and schedule with the traveller before final booking.

4. The ability of learners to arrange credit and payment facilities for travellers in conformity with budgetary procedures.

5. The ability of learners to solve problems that may arise and, where necessary, refer issues to operational/financial managers.

6. The ability of learners to provide the traveller with an itinerary and required documents in good time and confirm with the traveller that itinerary and documents meet requirements.

7. The ability of learners to analyse the organisation, documents and materials provided for a meeting and make recommendations for any improvements.

8. The ability of learners to plan, organise and support meetings.

9. The ability of learners to complete actions required after a meeting and to carry out action points arising from the meeting.

10. The ability of learners to manage diary systems to meet the needs of the workgroup and its internal and external customers/clients.

11. The ability of learners to design a diary system that is appropriate for the company or organization.

12. Ability to analyse reports from diary operators and users in order to recommend enhancements and necessary training.

Aim of the work area

This work area at level 3 aims to ensure that the learners will be able to prepare travel, accommodation requirements in conformity with budgetary procedures, book travel and accommodation as agreed with the traveller and to check the draft itinerary and schedule with the traveller before final booking. Learners will also be able to arrange credit and payment facilities for travellers and take responsibility for solving problems that may arise. Furthermore, learners will be able to provide traveller with an itinerary and required documents in good time and confirm with the traveller that itinerary and documents meet requirements.

Secondly, this work area deals with the ability of learners to plan, organise and support meetings, analyse the organisation, documents and materials provided for a meeting and make recommendations for any improvements, complete the actions required after a meeting.

Additionally, at level three learners will learn to manage diary systems to meet the needs of the workgroup and its internal and external customers/clients, design a diary system that is appropriate for the company and analyse reports from diary operators and users in order to recommend enhancements and necessary training.

Learning outcomes in the work area

Unit 3.10: Organise business travel and accommodation arrangements

- LO064: Demonstrate the ability to prepare travel, accommodation requirements in conformity with budgetary procedures.

- LO065: Demonstrate the ability to book travel arrangements and accommodation as agreed with the traveller in conformity with budgetary procedures.

- LO066: Demonstrate understanding of the necessity of checking the draft itinerary and schedule with the traveller before final booking.

- LO067: Demonstrate the ability to arrange credit and payment facilities for travellers in conformity with budgetary procedures.

- LO068: Demonstrate the ability to solve problems that may arise and, where necessary, refer issues to operational/financial managers.

- LO069: Provide the traveller with an itinerary and required documents in good time and confirm with the traveller that itinerary and documents meet requirements.

Unit 3.11: Plan, organise and support meetings and recommend improvements to the procedures

- LO070: Analyse the organisation, documents and materials provided for a meeting and make recommendations for any improvements.

- LO071: Demonstrate the ability to plan, organise and support meetings.

- LO072: Demonstrate the ability to complete actions required after a meeting and to carry out action points arising from the meeting.
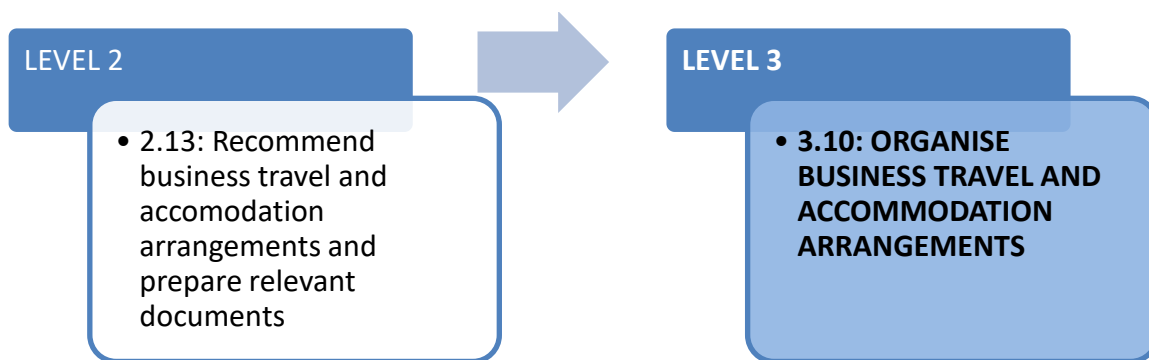
Unit 3.12: Diary Systems

- LO073: Demonstrate the ability to manage diary systems to meet the needs of the workgroup and its internal and external customers/clients.

- LO074: Demonstrate the ability to design a diary system that is appropriate for the company or organisation

- LO075: Demonstrate the ability to analyse reports from diary operators and users in order to recommend enhancements and necessary training.

Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.

THEME 13: BUSINESS TRAVEL AND ACCOMMODATION

Theme Business travel and accommodation deals with preparing and managing all aspects of business trips from planning, booking, to preparing travel documentation and solving unexpected problems that may arise.

LEVEL 2

- 2.13: Recommend business travel and accomodation arrangements and prepare relevant documents

LEVEL 3

- **3.10: ORGANISE BUSINESS TRAVEL AND ACCOMMODATION ARRANGEMENTS**

UNIT 3.10: ORGANISE BUSINESS TRAVEL AND ACCOMMODATION ARRANGEMENTS

1) Short description:

This unit deals with the ability of learners to prepare and book travel and accommodation requirements as agreed with the traveller in conformity with budgetary procedures and the ability of learners to understand the necessity of checking the draft itinerary and schedule with the traveller before final booking. After the completion of this unit, learners will also be able to arrange credit and payment facilities for travellers, provide the traveller with an itinerary and required documents in good time and furthermore they will be able to solve problems in relation to business travels.

2) Suggested duration of the unit (hours):

5,5 hours

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Validation of Formal, Non-Formal and Informal Learning

3) Aims and objectives

In this unit, learners will be taught to prepare travel and accommodation requirements in accordance with the traveller needs and budget. Different types of booking procedures and possibilities will be presented and discussed. Various possibilities of financing business travel will be mentioned and learners will be trained to recommend the best way for financing the trip and to arrange financing with the responsible department. This unit also ensures that the learners understand the necessity of checking the itinerary with the traveller prior to final booking as well as the necessity to check everything shortly prior the travel.

By the end of this unit, learners will:

- List general questions that need to be asked when planning a business trip in order to ensure that all important data has been provided.
- Describe general budgetary procedures that need to be taken into account when planning business travels.
- List different types of accommodation and travel possibilities typically used for routine business travels.
- Keep records on any special requirements (e.g. allergies, wheelchair, etc.) for staff members who have regular business trips.
- Check booking deadlines for special rates according to internal company policy.
- Check if any company cooperation with agencies, hotels has been signed in order to provide best prices.
- Modify the travel and accommodation requirements in conformity with budgetary procedures in case of unforeseen circumstances.
- List different accommodation and travel booking sources (e.g. Websites, agencies, etc.) with their advantages and disadvantages
- Describe the relevant items of the draft itinerary that have to be checked with the clients before final booking and prepare a check list for the draft itinerary to checked with the client
- Outline the budgetary consequences for each item that will come up with the final booking.
- Select different alternatives of booking options for traveller (e.g. free cancellation option)
- Describe different ways of financing business travel (deposit, cash, company credit card, reimbursement, etc.)
- Recommend the best way of financing of the different parts of the business travel items for the traveller in conformity with budgetary procedures.
- Arrange finances with responsible department
- Solve problems in relation to business travel financing in accordance with own responsibilities; for non-routine problems suggest an appropriate solution to the operational /financial managers
- Prepare all documents and the individual itinerary

4) Content of the unit:

Section 1: Preparation of a business trip [0,5 hours]

- Questions to (ask, preferences, requirements, deadlines,)
- Special requirements
- Internal procedures related to business travel (framework contracts for cooperation, budgetary requirements)

Section 2: Travel arrangements [0,5]

- Types of travel and booking sources
- Principles and process for booking travel

Section 3: Accommodation arrangements [2 hours]

- Types of accommodation and booking sources
- Principles and process for booking accommodation
- MT – Select the best arrangements according to the budget
- MT – prepare list of additional questions for traveller
- Additional travel requirements
- MT – book travel and accommodation

Section 4: Financing the business trip [0,5]

- Methods of financing business travel
- Methods of payment
- Reimbursement and possible problems related to financial documentation

Section 5: Possible problems that may arise in relation to business trips [0,5]

- MT – Group discussion on problems and solutions related to business travel
- Problems related to losses of documents/luggage
- Problems related to misses/delayed/cancelled transportation
- Other problems
- Travel Insurance and related issues

Section 6: Checking and finalizing the itinerary [1,5]

- MT – Group discussion - Importance of checking with traveller
- Itinerary explained
- Best practice preparing the itinerary
- MT - Finalization and preparation of itinerary and documentation
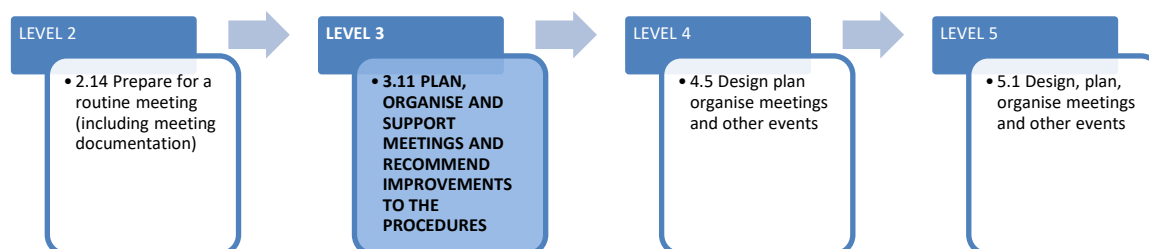- Importance of checking prior travelling – possible problems

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5) Methodology to be used during the training of unit 3.10

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Preparation of a business trip **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 2: Travel arrangements **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 3: Accommodation arrangements **Duration:** 2 hours	☒ Lecture ☒ Group Discussion ☒ Group exercise ☒ Simulation ☒ Exercise using ICT ☒ Case study	☒ Projector ☒ Laptop ☒ Computer with internet connection	• **EUPA_LO_064_M_001 Stick to the budget** • **EUPA_LO_064_M_002 Additional information** • **EUPA_LO_065_M_001 Booking the travel and accommodation selected**
Section 4: Financing the business trip **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	• **EUPA_LO_067_M_001 Money Money Money**
Section 5: Possible problems that may arise in relation to business trips **Duration:** 0,5 hours	☒ Lecture ☒ Group discussion	☒ Projector ☒ Laptop	• **EUPA_LO_068_M_001 Houston, we have a problem**
Section 6: Checking and finalizing itinerary **Duration:** 1,5 hours	☒ Lecture ☒ Group Discussion ☒ Group exercise ☒ Simulation ☒ Case study	☒ Projector ☒ Laptop	• **EUPA_LO_066_M_001 Check before you book** • **EUPA_LO_069_M_001 Bon Voyage**

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THEME 14: MEETINGS

This theme deals with different types of meetings that take place in organizations and the role of administration employees in their planning, organization and preparation, as well as their support during and after the meeting.

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
• 2.14 Prepare for a routine meeting (including meeting documentation)	• 3.11 PLAN, ORGANISE AND SUPPORT MEETINGS AND RECOMMEND IMPROVEMENTS TO THE PROCEDURES	• 4.5 Design plan organise meetings and other events	• 5.1 Design, plan, organise meetings and other events

UNIT 3.11: PLAN, ORGANISE AND SUPPORT MEETINGS AND RECOMMEND IMPROVEMENTS TO THE PROCEDURES

1) Short description:

This unit is focused on the development of the ability of learners to plan, organise and support meetings, analyse the organisation, documents and materials provided for a meeting and make recommendations for any improvements as well as the ability to complete actions required after a meeting and to carry out action points arising from the meeting.

2) Suggested duration of the unit (hours):

4 hours

3) Aims and objectives

In this unit learners will develop their skills in planning, organization and support of meetings, they will be taught how to analyse the organization, documents and materials provided for a meeting, make recommendations if applicable and to take responsibility for completion of any actions required after the meeting such as preparation of post-meeting documentation, monitoring follow up activities and collect and evaluate the feedback.

By the end of this unit, learners will

- Describe the types of meetings in relation to their organization, documents and materials to be used.

- List the main facts, principles and processes that have to be respected for the organisation, documents and materials provided for a meeting
- Describe best practice examples for meeting documents.
- Describe in detail the procedures for planning organization and support of the meetings
- Describe the different types of meetings, their effectiveness for different target groups and their main features
- Explain how to plan, organize and check meetings in order to make sure that they meet the agreed aims and objectives
- Explain how to identify and possible selection criteria for suitable meeting venues for different types of meetings.
- Describe in detail the resources needed for the different types of meetings
- Name the different parts of meeting documentation and the tasks and responsibilities for their production.
- Define all post-meeting documentation that has to be produced after a meeting
- List types of tasks and actions that follow meeting
- Describe how to organize during the meeting. in order to collect/to produce the complete post-meeting documentation (e.g. take photos, write minutes)
- Explain the purpose and possible consequences of collecting and evaluating participant feedback from the meeting.
- Develop and complete follow up actions for different types of meetings within a given timeframe.
- Monitor follow up actions that need to be completed by meeting participants and send necessary reminders.
- Collect the feedback questionnaires and evaluate them in details, report potential improvement areas
- Create final version of meeting minutes in cooperation with the chair of the meeting.

4) Content of the unit:

Section 1: Basics of company meetings – follow up on previous unit level [0,5 hours]

- Definition of meetings
- Meeting purpose
- Types of meetings

Section 2: Preparation of meeting documentation [1 hour]

- Documents commonly used in meetings
- Copyright and corporate identity issues
- Meeting agenda

- Attendance sheets
- Meeting minutes
- Action plans
- Other documents

Section 3: Pre-meeting activities (planning and organization) [1 hour]

- Meeting venue selection and preparation
- Attendance and invitations
- Preparation of detailed checklist
- Budgetary requirements

Section 4: Support during the meeting [0,5 hours]

- Taking notes
- Possible meeting complications

Section 5: Post-meeting activities [1 hour]

- Preparation of complete post-meeting documentation including production of meeting minutes
- Feedback collection and evaluation
- Complete the post meeting documentation and monitor follow up activities

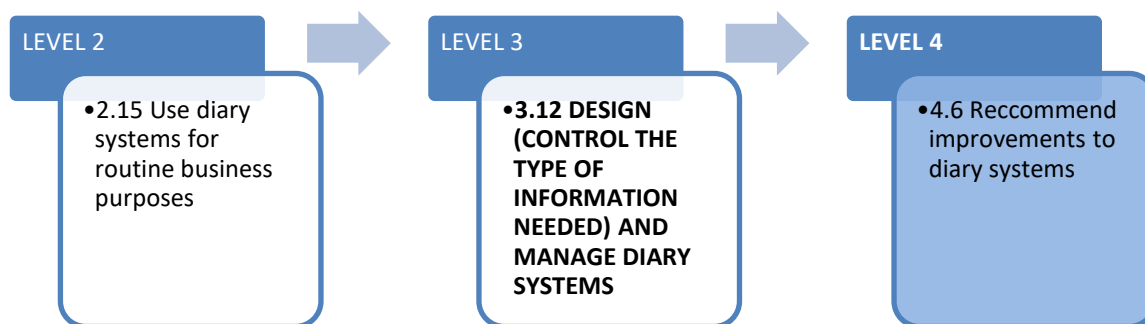## 5) Methodology to be used during the training of unit 3.11

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Basics of company meetings – follow up on previous unit level **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 2: Preparation of meeting documentation **Duration:** 1 hour	☒ Lecture ☒ Group Discussion ☒ Group exercise ☒ Simulation	☒ Projector ☒ Laptop	• **EUPA_LO_070_M_001 Meeting agenda**
Section 3: Pre-meeting	☒ Lecture ☒ Group	☒ Projector ☒ Laptop	• **EUPA_LO_071_M_001 Prepare a**

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
activities (planning and organization) **Duration:** 1 hour	Discussion ☒Group exercise ☒ Simulation ☒ Case study	☒ Case study ☒ Written exercise	**detailed checklist**
Section 4: Support during the meeting **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 5: Post-meeting activities **Duration:** 1 hour	☒ Lecture ☒ Group discussion ☒Group exercise ☒ Simulation ☒ Case study	☒ Projector ☒ Laptop	• **EUPA_LO_072_M_001 Feedback**

Theme "Diary Systems" describes design and management of diary systems in organizations to meet the needs of workgroup and its clients and analysis of its use to make them more effective and tailored to the needs of its users.

LEVEL 2	LEVEL 3	LEVEL 4
• 2.15 Use diary systems for routine business purposes	• 3.12 DESIGN (CONTROL THE TYPE OF INFORMATION NEEDED) AND MANAGE DIARY SYSTEMS	• 4.6 Reccommend improvements to diary systems

UNIT 3.12: DESIGN (CONTROL THE TYPE OF THE INFORMATION NEEDED) AND MANAGE DIARY SYSTEMS

1) Short description:

This unit deals with development of ability of learners to manage diary systems to meet the needs of the workgroup and its internal and external clients, to design a diary system that is appropriate for the company or organisation and to analyse reports from diary operators and users. After the completion of this unit learners will be able to recommend enhancements to the diary systems and necessary training needed for its users.

2) Suggested duration of the unit (hours):

2 hours

3) Aims and objectives

This unit aims to equip the learners with knowledge necessary to manage diary systems of a workgroup. They will be taught how to identify the needs of a workgroup and its clients and keep diaries updated and synchronized. Importance of respect to privacy of diary users will be highlighted as well. Learners will be informed about necessary information they should collect when designing a diary system that is appropriate for the organization and use this information to design a diary system. Methods of analysis of current systems to produce recommendations for improvements will also be discussed.

By the end of this unit, learners will:
- Describe how to identify the needs of the workgroup and its internal and external clients
- Manage diaries of a group of co-workers

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- Keep diaries updated and synchronized

- Relate the needs of the organisation to the designed diary system

- Develop diary system of the specific organisation taking into consideration its own operations and needs

- Identify necessary information that can be used for analysis of the current situation and recommendations for enhancements.

- Collect data and information to be used for analysis of the current situation and analyse the current situation in order to recommend enhancements or trainings

4) Content of the unit:

Section 1: Introduction to diary systems – follow up on previous unit level [0,5 hours]

- Why do organizations need a diary system

- Characteristics of various types of diary systems

Section 2: Managing the diaries of a workgroup [0,5 hours]

- Activities to be performed with the diaries

    o Obtaining necessary information

    o Making changes

    o Keeping diaries up to date

    o Privacy and confidentiality issues

- Common problems with shared diaries

Section 3: Designing a diary system [0,5 hours]

- Identification of needs of a workgroup

- Collection of information

- MT Design and outline the system

- Selecting the right application

Section 4: Analysis of diary systems [0,5 hours]

- What to look for

- Analyse and identify possible gaps

- Recommend enhancements and training

5) Methodology to be used during the training of unit 3.12

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Introduction to diary systems – follow up on previous unit level **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 2: Managing the diaries of a workgroup **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion ☒ Group exercise	☒ Projector ☒ Laptop	• **EUPA_LO_073_M_001 Problems related to diary management**
Section 3: Designing a diary system **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion ☒ Case study ☒ Simulation	☒ Projector ☒ Laptop	• **EUPA_LO_074_M_001 Shared calendars for a recruitment company**
Section 4: Analysis of diary systems **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion ☒ Written exercise ☒ Group exercise ☒ Simulation ☒ Role play ☒ Case study	☒ Projector ☒ Laptop	• **EUPA_LO_075_M_001 Diary enhancement**

Work Area 8 Visitors/ Customer Service

Themes in the work area:

The following themes are included in the work area "Visitors/Customer service" for level 3.

Theme 16: Visitors/ Customers

Units in the work area:

The following units are included in the work area "Visitors/Customer service" for level 3.

3.12   e able to serve customers in accordance with organisational principles

Short Description of the work area

At level three, this work area deals with one main issue namely:

1. The ability of the learners to understand, apply and finally coordinate customer care principles with organizational principles, as well as the adoption of the proper behaviour aiming to best serve the needs of the customer, solve customer's problems and deal with complaints, always in accordance to organization's rules.

Aim of the work area

This Work Area at level 3 prepares the learners to recognize customer's care principles and to know organizational principle, in order to be able to serve customers in accordance with organization rules. This Work Area also deals

with the skill to adopt the behaviour needed in every particular situation, in order to solve customer's problems and complaints according to methodologies and proper tools that comply with organization rules.

Learning outcomes in the work area

Unit 3.13: Serve customers in accordance with organisational principles

- LO076: Demonstrate an understanding of customer care principles as well as the ability to apply these in accordance with organisational principles. Be able to adopt behaviour appropriate to the needs of the customer. Be able to solve customer's problems and complaints by following methods and tools adopted by the organization

Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.

THEME 16: VISITORS/CUSTOMERS

This theme is related to customer service and more specifically, to the ways in which a pa can improve the customer care level of the organization

LEVEL 2	LEVEL 3	LEVEL 4
•2.16 UHandle visitors and customers with professionalism	•3.13 SERVE CUSTOMERS IN ACCORDANCE WITH ORGANISATIONAL PRINCIPLES	•4.7 Deliver, monitor and evaluate customer service to internal and external customers
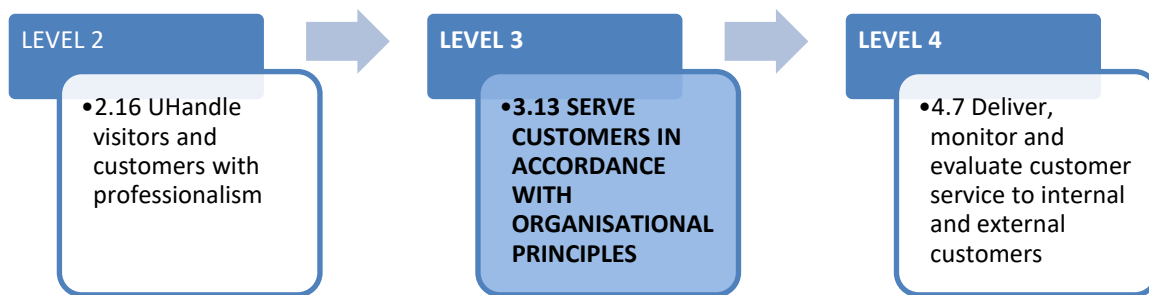
UNIT 3.13: BE ABLE TO SERVE CUSTOMERS IN ACCORDANCE WITH ORGANISATIONAL PRINCIPLES

1) Short description:

This unit aims to clarify the connection between customer care principles and organizational principles. Tools and techniques as active listening and empathy are used with the purpose of understanding customer's real needs and deliver services in a customer-care environment, in accordance with organizational rules. The same methods and techniques can be applied in solving customer's problem or dealing with complaints.

2) Suggested duration of the unit (hours):

4.5 hours

3) Aims and objectives

This unit prepares the learners to understand in depth customer care principles and to apply these in the context of organizational principles. Learners will be taught the key elements of empathy and active listening technic in order to use them when deliver customer services by having better understanding of customer's needs. Organizational methods and tools of dealing with customer's problems and complaints are also discussed in this unit.

By the end of this unit, learners will:

- Comprehend customer care principles in depth

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- Apply customer care principles in accordance with organizational principles

- Describe active listening techniques and use appropriately

- Obtain empathy as a competence when deals with customers

- Overcome customers' problems and solve their problems in accordance with organizational principles.

4) Content of the unit:

Section 1: Professional handling of customer and visitors (revision) [0,5 hours]

- The times we live in, our work and quality service

- What clients buy from us

- Service Quality
  - 4 types of service

- Attitudes towards the customer

- Communication
  - Message details

Section 2: Customer care principles [3 hours]

- Definition
  - Customer care principles
    - Importance of customer care
  - Active listening
    - Verbal active listening techniques
    - Non-Verbal active listening techniques
    - Importance of active listening in customer care
  - Empathy
    - What you can use empathy for
    - The Value of Empathy
    - Empathy in customer care

Section 3: Handling complaints [1,5 hours]

- Through complaint handling
  - We increase the satisfaction and retention of our customers
  - We show our appreciation and that we care
  - We acquire opportunities for improvements / changes
  - We gain a positive corporate reputation

- Dealing with Customer Complaints
  - Video Analysis

5) Methodology to be used during the training of unit 3.13

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Professional handling of customer and visitors (revision) **Duration**: 0,5 hours	☒ Lecture ☒ Group Discussion ☒ Questions and Answers	☒ Projector ☒ Laptop	
Section 2: Customer care principles **Duration**: 2 hours	☒ Lecture ☒ Group Discussion ☒ Written exercise	☒ Projector ☒ Laptop	• **EUPA_LO_076_M_002 Good and bad practices in customer care**
Section 3: Handling complaints **Duration**: 1,5 hours	☒ Lecture ☒ Group Discussion ☒ Video and analysis	☒ Projector ☒ Laptop ☒ Video player	• **EUPA_LO_076_M_001 Video analysis**

Work Area 9 ICT Skills

Themes in the work area:

The following themes are included in the Work Area "ICT Skills" for level 3:

Theme 17: Word Processing

Theme 18: Spreadsheets

Theme 19: Presentations

Theme 20: Internet

Theme 21: Emails

Theme 22: Synchronisation between electronic devices

Theme 23: Using Social Media

Units in the work area:

The following units are included in the Work Area "ICT Skills" for level 3:

3.14 Using word processing software to produce non-routine documents

3.15 Using spreadsheets to produce non-routine sheets

3.16 Using presentation software to produce non- routine presentations

3.17 Using internet to accomplish tasks using different techniques and tools

3.18 Using email to accomplish tasks (such as complex emails or instant messaging)

3.19 Using electronic database skills to accomplish synchronisation between devices

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Short Description of the work area

Taking into account the definition of knowledge, skills and competences within the EQF, the training of administrative staff in ICT Skills aims to upgrade their skills, improving their productivity and increasing their efficiency. The area of ICT Skills includes a range of courses on the following modules: Word, Spreadsheets, Presentations, Internet, Email, Electronic databases and Use of Social Media. With the completion of this seminar, learners will learn to handle with the right way the computer and will gain practical and intermediate ICT knowledge with immediate application in daily life in the workplace. The themes that will be teacher in this working area are Word Processing, Spreadsheets, Presentations, Internet, Emails, Synchronisation between electronic devices, Using Social Media.

Aim of the work area

The aim of the ICT Skills courses area relates to learning basic skills in various modules to strengthen learners' skills. Learners will become familiar with proper and effective use of computer. Moreover, the aim of the course is to help learners to understand the possibilities of the computer and to acquire basic knowledge in Word, Spreadsheets, Presentations, Internet, Email, Electronic databases and Social Media. Finally, with the implementation of the course learners will have the opportunity to update their knowledge or gain new knowledge in different areas of IT.

Word processing program is the most popular in the world. It offers a wealth of features that allow learners to accomplish just about anything they want with their reports, newsletters, correspondence, and other documents. In the end of the chapter, learners will have more word processing power and timesaving efficiency. Which they can use in a real working environment

Spreadsheets makes it easy to monitor financial performance, such as business profit or loss, calculate payments on large purchases, plan a budget, or stay organized with checklists. This chapter will arm learners with the knowledge of how to use Excel more effectively and efficiently to produce a non-routine documents and developed skills, which they can use in a real working environment

Presentations aims at users who are familiar to the basic presentations knowledge and want to further improve their knowledge and skills, acquiring advanced techniques of creating presentations and configuration, in order to use them in a real working environment

Internet aims at users who are familiar to the basic functions of the internet and want to improve their knowledge and skills, work with internet responsibly and tale appropriate safety and security precaution e.g. Internet security

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settings; report inappropriate behaviour; content filtering, avoid inappropriate disclosure of information and malicious programs

Emails describes the tasks that can be performed through the emails. Presented the possibilities of email services and the use of tools and techniques for more efficient completion of tasks at the workspace.

In the first part of the module is an introduction to the program and its objectives, as well as an introduction to the basic concepts of electronic mail. Then follows the analysis of the basic functions of emails. In the second part of the module presents, the different types of emails programs and software tools, and last there are some examples of creating professional emails and the selection of the right software tool

Synchronisation between electronic devices aims at learners who are using many electronic devices in order to do their work. Furthermore, concerns those who working outside of the office and want to be connected with their email and business files. By the end of the course, learners will be able to send messages easily and quickly from synchronized devices and accomplish their professional obligations. Finally, in this section, the learners will be able to solve synchronisation problems by using the handbooks of the electronic devices

Social Media are designed for administrative personnel of which the firm wishes to harness the power of social media marketing to increase their business performance. In this section, learners will learn about the most famous social media (LinkedIn, Twitter, Facebook, and Instagram) and how they can use them for promoting their business services or products. Learners will learn to use the Facebook, Twitter and LinkedIn as business communication tools. By the end of the course, learners will be able to develop and manage advertising campaigns using different social media.

Learning outcomes in the work area

Unit 3.14: USING WORD PROCESSING SOFTWARE TO PRODUCE NON-ROUTINE DOCUMENTS

- LO077: Demonstrate the ability to use Word Processing techniques at an intermediate level to produce non-routine documents.

Unit 3.15: USING SPREADSHEETS TO PRODUCE NON-ROUTINE SHEETS

- LO078: Demonstrate the ability to use a spreadsheet safely and securely to enter, edit and organise numerical and other data including more advanced formulas in order to meet the non-routine requirements of the office.

Unit 3.16: USING PRESENTATION SOFTWARE TO PRODUCE NON - ROUTINE PREENTATIONS.

- LO079: Demonstrate the ability to use presentation software tools and techniques at an intermediate level to produce non-routine electronic presentations.

Unit 3.17: USING INTERNET TO ACCOMPLISH TASKS USING DIFFERENT TECHNIQUES AND TOOLS.

- LO080: Demonstrate the ability to select and set up an appropriate connection to access the Internet. Set up, monitor and adjust browser tools and settings to make software easier to use. Locate information efficiently, manage and use references and store information. Work responsibly and take appropriate safety and security precautions

Unit 3.18: USING EMAIL TO ACCOMPLISH TASKS (SUCH AS COMPLEX EMAILS OR INSTANT MESSAGING).

- LO081: Demonstrate the ability to use email and communication software tools, Skype, instant messaging, and to use different options (e.g. attachments, voting buttons, etc.) and link to other office tools (e.g. address book and diary); archive email messages efficiently and securely and carry out troubleshooting of users' problems.

Unit 3.19: USING ELECTRONIC DATABASE SKILLS TO ACCOMPLISH SYNCHRONISATION BETWEEN DEVICES.

- LO082: Demonstrate the ability to use synchronization between devices (e.g. mobile device and outlook).
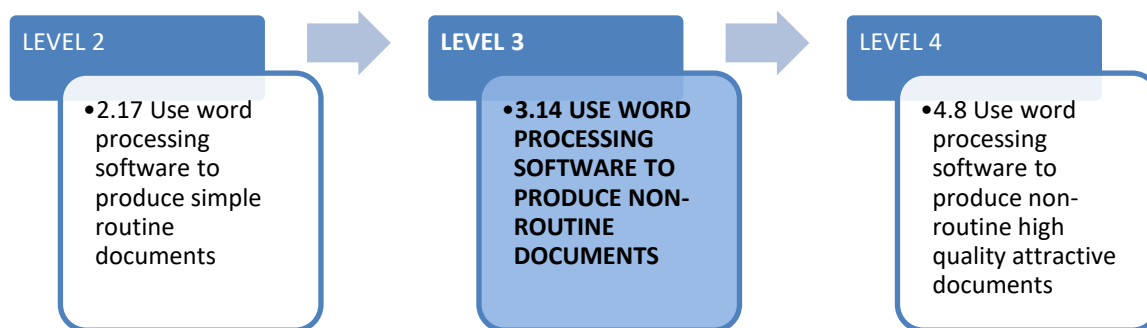
Unit 3.20: USE SOCIAL MEDIA TO PROMOTE THE ORGANISATION AND ITS ACTIVITIES.

- LO083: Demonstrate the ability to use social media to promote the organisation and its activities

Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.

THEME 17: WORD PROCESSING

Word Processing associated with creating professional documents using software programs for text processing (e.g. Microsoft Office Word). The courses of this issue relating to the automatic production of a non-routine documents such as letters, mail merge, tables, headers and footers, as well as the introduction to the document data and graphics from different file types.

LEVEL 2	LEVEL 3	LEVEL 4
• 2.17 Use word processing software to produce simple routine documents	• **3.14 USE WORD PROCESSING SOFTWARE TO PRODUCE NON-ROUTINE DOCUMENTS**	• 4.8 Use word processing software to produce non-routine high quality attractive documents

UNIT 3.14: USING WORD PROCESSING SOFTWARE TO PRODUCE NON-ROUTINE DOCUMENTS

1) Short description:

Word processing program is the most popular in the world. It offers a wealth of features that allow learners to accomplish just about anything they want with their reports, newsletters, correspondence, and other documents. In the end of the chapter, learners will have more word processing power and timesaving efficiency. Which they can use in a real working environment

2) Suggested duration of the unit (hours):

5 hours

3) Aims and objectives

The main aim of Section is to improve the use of Word Processing with learning new techniques to the learners who have the basic knowledge in order to design and produce non-routine documents.

By the end of the unit, learners will be able to:

- Use a high-level word processing, which is the most popular and most essential application for the using of the computer.

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- Perform basic operations associated with creating, editing and completion of a non -routine document, ready for use.
- Be educated in advanced applications such as creating tables, using pictures and images within a document, import items and mail merge.

4) Content of the unit:

Section 1: Tables [2 hours]

- Inserting tables in word
    - o Creating tables
    - o Customising tables
        - ▪ Borders customization
        - ▪ Layout tab basics

Section 2: Production of non-routine documents [3 hours]

- Headers
- Footers
- Endnotes and footnotes
- Captions
- Mail merge
- Spelling and grammar

5) Methodology to be used during the training of unit 3.14

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Tables **Duration:** 2 hours	☒ Lecture	☒ Projector ☒ Laptop ☒ Post it notes	
Section 2: Production of non-routine documents **Duration:** 3 hours	☒ Lecture ☒ Practical Exercise ☒ Questions and Answers	☒ Projector ☒ Laptop	• **EUPA_LO_077_M_001 Create your own document**

THEME 18: SPREADSHEETS

The courses of Spreadsheets associated with the creation of a non-routine spreadsheet safely, securely and professionally by using software programs (e.g. Microsoft Excel). The lessons are related to functionalities of a spreadsheet that are necessary for the production or amendment of non-routine spreadsheets (freeze panes, If statements, conditional formatting, lookup, pivot tables, more advanced formulas and charts). In addition, in this section the learners will have the opportunity to learn the procedure for performing more advanced functions in spreadsheets

LEVEL 2	LEVEL 3	LEVEL 4
• 2.18 Use spreadsheets to produce simpl,e routine sheets	• **3.15 USE SPREADSHEETS TO PRODUCE NON-ROUTINE SHEETS**	• 4.9 Use spreadsheets tom produce non-routine complex sheets
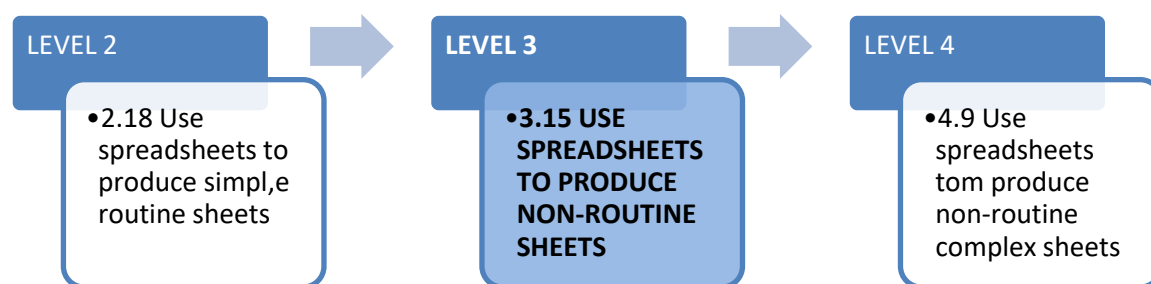
UNIT 3.15: USING SPREADSHEETS TO PRODUCE NON-ROUTINE SHEETS

1) Short description:

Spreadsheets makes it easy to monitor financial performance, such as business profit or loss, calculate payments on large purchases, plan a budget, or stay organized with checklists. This chapter will arm learners with the knowledge of how to use Excel more effectively and efficiently to produce a non-routine documents and developed skills that they can use in a real working environment.

2) Suggested duration of the unit (hours):

4 hours

3) Aims and objectives

The main aim of Section is to improve the use of Spreadsheets with learning new techniques to the learners who have the basic knowledge in order to design and produce non-routine spreadsheets.

By the end of the unit, learners will be able to:

- Use a high-level spreadsheet; to be able to use the most frequently used formulas to process numerical data and data analysis tools (conditional formatting, pivot tables and more advanced charts).
- import objects, create charts and graphs
- To select and use appropriate formulas such as COUNTIF, SUMIF, AVERAGE, MAX, etc.) and data analysis tools like Vlookup and pivot tables.

4) Content of the unit:

Section 1: Advanced, non-routine spreadsheets [1 hour]

- Freeze function
  - Freeze rows function
  - Freeze columns function
- IF function
  - Examples
- Conditional formatting
  - Removing conditional formatting

Section 2: Advanced formulas and pivot tables [2 hours]

- Vlookup
- Pivot tables
  - Creating a pivot table
  - Working with a pivot table
- Essential advanced formulas
  - SUM
  - COUNT
  - COUNTA
  - LEN
  - RIGHT, LEFT, MID
  - SUMIF, COUNTIF, AVERAGEIF
  - CONCATENATE
  - Time formulas (NOW, TODAY, MONTH, YEAR, DAY, etc.)
  - Other formulas like AND and OR

Section 3: Charts and grammar check [1 hour]

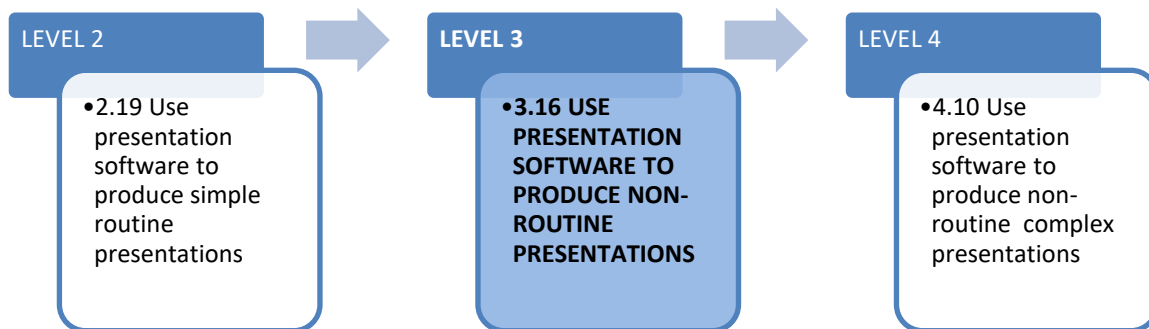- Charts in Excel
- Spelling and grammar in Excel

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5) Methodology to be used during the training of unit 3.15

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Advanced, non-routine spreadsheets **Duration:** 1 hour	☒ Lecture ☒ Practical Exercise	☒ Projector ☒ Laptop	
Section 2: Advanced formulas and pivot tables **Duration:** 2 hours	☒ Lecture ☒ Practical Exercise	☒ Projector ☒ Laptop	
Section 2: Charts and grammar check **Duration:** 1 hour	☒ Lecture ☒ Practical Exercise ☒ Questions and Answers	☒ Projector ☒ Laptop	• **EUPA_LO_078_M_001 Create a spreadsheet**

THEME 19: PRESENTATIONS

Presentations associated with the creation of a non-routine power point presentation by using software programs (e.g. Microsoft Excel). The courses of this issue relating to functionalities of a presentation that are necessary for the production or amendment of non-routine presentations headers and footers, smart art, design layouts, transitions and animations). In addition, in this section the learners will have the opportunity to learn the procedure for developing more advanced functions in power point presentations.

LEVEL 2	LEVEL 3	LEVEL 4
• 2.19 Use presentation software to produce simple routine presentations	• **3.16 USE PRESENTATION SOFTWARE TO PRODUCE NON-ROUTINE PRESENTATIONS**	• 4.10 Use presentation software to produce non-routine complex presentations

UNIT 3.16: USING PRESENTATION SOFTWARE TO PRODUCE NON-ROUTINE PRESENTATIONS

1) Short description:

This course aimed at users who are familiar to the basic presentations knowledge and want to further improve their knowledge and skills, acquiring advanced techniques of creating presentations and configuration, in order to use them in a real working environment.

2) Suggested duration of the unit (hours):

3 hours

3) Aims and objectives

The main aim of Section is to improve the advantage use of Presentations with learning new techniques to the learners who have the basic knowledge in order to design and produce a non-routine presentation.

By the end of the unit, learners will be able to:

- Create and formatting slides using advanced layout techniques, using effects and multimedia.
- Use special design tools for a presentation and choose the right models, shapes, effects, etc.
- Operate the presentation software safely and securely to produce non-routine electronic presentations that meet the requirements of the office.

4) Content of the unit:

Section 1: Data processing and formatting [1,5 hours]

- Insert a header and footer
- Insert pictures from files
- Insert Clip Art
- Format Pictures
- Using WordArt
- Insert Charts
- Insert SmartArt
- Perform spelling and grammar check

Section 2: Create a non-routine presentation [1,5 hours]

- Design
- Inserting Transitions
- Inserting Animations
- View Slides vs. Outlines
- Different ways to View PowerPoint
- Print handouts

5) Methodology to be used during the training of unit 3.19

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Data processing and formatting **Duration:** 1,5 hours	☒ Lecture	☒ Projector ☒ Laptop	
Section 2: Create a non-routine presentation **Duration:** 1,5 hours	☒ Lecture ☒ Practical Exercise ☒ Exercise using ICT	☒ Projector ☒ Laptop	• **EUPA_LO_079_M_001 My town/city**

THEME 20: INTERNET

The internet courses are addressed at users who have a basic knowledge of using internet and want to improve their knowledge and skills to use more effectively the internet services. With the completion of the course, the students will know the advantages and disadvantages of using the Internet and will be able to work with internet responsibly and take appropriate safety and security precautions.

LEVEL 2
- 2.20 Use the internet to carry out simple tasks

LEVEL 3
- 3.17: USING INTERNET TO ACCOMPLISH TASKS USING DIFFERENT TECHNIQUES AND TOOLS
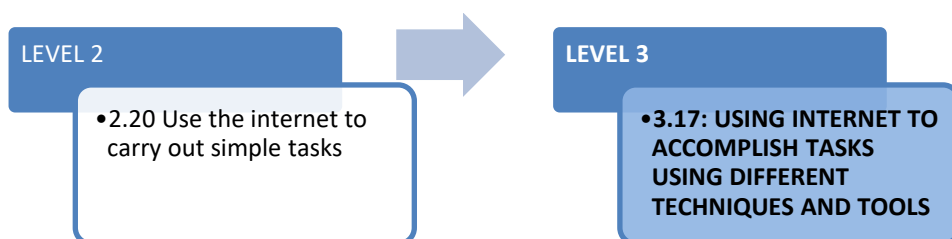
UNIT 3.17: USING INTERNET TO ACCOMPLISH TASKS USING DIFFERENT TECHNIQUES AND TOOLS

1) Short description:

This course aimed at users who are familiar to the basic functions of the internet and want to improve their knowledge and skills, work with internet responsibly and tale appropriate safety and security precaution e.g. Internet security settings; report inappropriate behaviour; content filtering, avoid inappropriate disclosure of information and malicious programs.

2) Suggested duration of the unit (hours):

3 hours

3) Aims and objectives

The aim of the module is allowing learners to be aware of the potential opportunities provided by the safe research in the web such as using the web browser and search engines, the assignment of certain sites in a specific shortcut file (bookmark), and printing web pages and search results. Additional objective of this section is that learners learn about the risks posed by hackers and malicious programs (e.g. viruses and Trojans) that can destroy files and data on their computer.

By the end of the unit, learners will be able to:

- Browse on the web safely and securely.

- Find information easily, quickly and reliably.

- Filter all information and used those that are safe without viruses.

4) Content of the unit:

Section 1: Different options for connecting to the internet [1,5 hours]

- Wireless

- Mobile

- Hotspots

- Dial-Up

- Broadband

- DSL

- Cable

- Satellite

- ISDN

Section 2: Browsing and searching the web [1,5 hours]

- Browsing on the web

    o Comparison of web browsers

        ▪ Main Parts of a web browser

        ▪ Different options provided by web browsers

- Search Engines

- Create a secure Internet connection

- Virus and Antivirus

- Avoiding Risks

5) Methodology to be used during the training of unit 3.17

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Different options	☒ Lecture ☒ Individual	☒ Projector ☒ Laptop	

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
for connecting to the internet **Duration:** 1,5 hours	exercise ☒ Exercise using ICT	☒ Post it notes ☒ Switch ☒ Router	
Section 2: Browsing and searching the web **Duration:** 1,5 hours	☒ Lecture ☒ Individual exercise ☒ Exercise using ICT	☒ Projector ☒ Laptop ☒ Post it notes ☒ Switch ☒ Router	• **EUPA_LO_080_M_001 Internet safety**

THEME 21: EMAILS

Email is one of the main Internet services that someone can send messages or data in electronic form easily and quickly. The proper use of emails can facilitate and simplify many of the tasks that require fast and immediate execution. The lessons of this theme aim to good use emails and communication tools by using specific techniques and methods for efficient and faster apply of daily tasks that occurs in an organisation.

LEVEL 2
- 2.21 Use email to carry out simple tasks

LEVEL3
- 3.18: USING EMAIL TO ACCOMPLISH TASKS (SUCH AS COMPLEX EMAILS OR INSTANT MESSAGING)
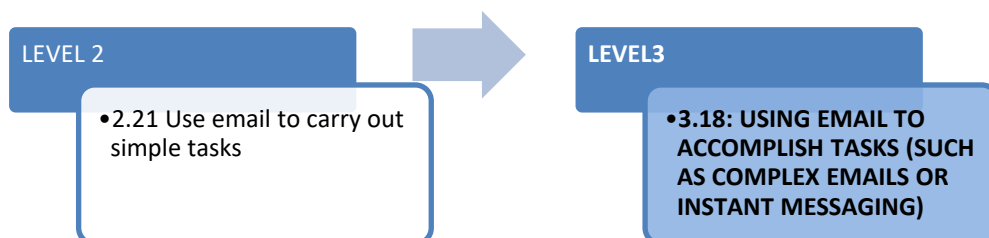
UNIT 3.18 USING EMAIL TO ACCOMPLISH TASKS (SUCH AS COMPLEX EMAILS OR INSTANT MESSAGING)

1) Short description:

The courses in this section describe the tasks that can be performed through the emails. Presented the possibilities of email services and the use of tools and techniques for more efficient completion of tasks at the workspace.

In the first part of the module is an introduction to the program and its objectives, as well as an introduction to the basic concepts of electronic mail. Then follows the analysis of the basic functions of emails. In the second part of the module presents, the different types of emails programs and software tools, and last there are some examples of creating professional emails and the selection of the right software tool.

2) Suggested duration of the unit (hours):

3 hours

3) Aims and objectives

The aim of the module is the understanding of the function of email and the possibilities it offers for dealing with office work. Participants will learn to create a new email account, to make the necessary adjustments and be able to

use the right tools in order to use a professional way of communication. In addition, they acquire the ability to carry out off troubleshooting of users' problems such as connection and technical problems.

By the end of the unit, learners will be able to:

- Understanding the function of electronic function.
- Create an account email and customize the settings
- Sent and receive complex messaging.
- Accomplish a task or activity through communication with colleagues or associates through email.

4) Content of the unit:

Section 1: Main types of email programs [1 hour]

- Outlook
- Apple mail
- Thunderbird
- Gmail

Section 2: Basic options of email and software tools [1 hour]

- Chat
- Calendar
- Attachments
  - Gmail
  - Outlook

Section 3: Advanced email functions [1 hour]

- Combining inbox folders from different accounts
  - Configure Gmail to work with Outlook
  - Configure Outlook to work with Gmail
  - Sync Google and Outlook Calendars
- Voting button in outlook

5) Methodology to be used during the training of unit 3.18

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Main types of email programs **Duration:** 1 hour	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 2: Basic options of email and software tools **Duration:** 1 hour	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 3: Advanced email functions **Duration:** 1 hour	☒ Lecture ☒ Group Discussion ☒ Exercise using ICT	☒ Projector ☒ Laptop ☒ Computers with internet connection	• **EUPA_LO_081_M_001 Lets communicate**

THEME 22: SYNCHRONISATION BETWEEN ELECTRONIC DEVICES

The purpose of the courses of this area is learners learn to synchronize the electronic devices that using (computer, smart-phone, laptop, tablet, email, etc.) with a fast, simply, safe and secure method. With the synchronization of digital devices someone can manage quickly all information which is necessary for him/. Therefore, the office staff can do some of their work (e.g. sending email) from other devices like the tablet, without the need to be in office. The synchronization at the used devices is very important and can help learners save time and become more efficient in their work.

LEVEL 3

- **3.19: USING ELECTRONIC DATABASE SKILLS TO ACCOMPLISH SYNCHRONISATION BETWEEN DEVICES**

UNIT 3.19: USING ELECTRONIC DATABASE SKILLS TO ACCOMPLISH SYNCHRONISATION BETWEEN DEVICES

1) Short description:

This course aimed at learners who are using many electronic devices in order to do their work. Furthermore, concerns those who working outside of the office and want to be connected with their email and business files. By the end of the course, learners will be able to send messages easily and quickly from synchronized devices and accomplish their professional obligations. Finally, in this section, the learners will be able to solve synchronisation problems by using the handbooks of the electronic devices.

2) Suggested duration of the unit (hours):

2 hours

3) Aims and objectives

The aim of the module is for learners to be aware of the potential opportunities provided by the safe synchronization of electronic devices and the advantages in sending emails from a different device (phone, tablet, laptop, messenger, etc.). By the end of the unit, learners will be able to:

- Synchronize the electronic devices, which they use.
- Solve the synchronization problems.
- Synchronize electronic devices safety and security.
- List the benefits of synchronizing devices.

4) Content of the unit:

Section 1: Introduction to synchronisation between electronic devices   [0,5 hours]

- What synchronisation is
    - Description of the device synchronization process.
    - The benefits of synchronization between electronic devices
- Synchronize common devices
- Devices that can synchronize
    - Desktop PC.
    - Laptops.
    - Smart phones.
    - Tablets.
    - Social Media (LinkedIn, Twitter, Facebook).

Section 2: Steps of synchronization [1,5 hours]

- Create an account
    - Settings of email account.
    - Using the synchronized email to accomplish tasks
    - Synchronized other folders, such as Calendar, Contacts, and Tasks. Read/Unread status, flags, categories, rules, groups
- Configure Gmail to work with Outlook
    - Sync Google and Outlook Calendars

5) Methodology to be used during the training of unit 3.19

Section Title:	Training Methodology:	Training Equipment :	Training and Methodological tools:
Section 1: Introduction to synchronisation between electronic devices **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 1: Steps of synchronization **Duration:** 1,5 hours	☒ Lecture ☒ Group Discussion ☒ Exercise using ICT	☒ Projector ☒ Laptop ☒ Computers with internet connection	• **EUPA_LO_082_M_001 Sync your devices**

THEME 23: USING SOCIAL MEDIA

Social media has evidenced a huge impact on personal and professional life. New interactions mean new projects and new ways on conceiving and implementing both future horizons and daily life. Training is oriented to integrate social media in promoting of companies and organisation and its activities. Furthermore, Social media can thus be an effective analytical tool market. We can see that shares the consumer---customer online about the brand name of a company. The power of social media in marketing, branding, is the influence exercising opinion leaders among users, including talks Social media revolves around conversations, our brand must be part of that conversation. Social media is integrated into the buying behaviour both at the stage of purchase information (awareness) and at post---purchase phase.

LEVEL 3

- **3.20: USE SOCIAL MEDIA TO PROMOTE THE ORGANISATION AND ITS ACTIVITIES**

UNIT 3.20: USE SOCIAL MEDIA TO PROMOTE THE ORGANISATION AND ITS ACTIVITIES

1) Short description:

These courses are designed for administrative personnel of which the firm wishes to harness the power of social media marketing to increase their business performance. In this section, learners will learn about the most famous social media (LinkedIn, Twitter, Facebook, and Instagram) and how they can use them for promoting their business services or products. Learners will learn to use the Facebook, Twitter and LinkedIn as business communication tools. By the end of the course, learners will be able to develop and manage advertising campaigns using different social media.

2) Suggested duration of the unit (hours):

1,5 hour

3) Aims and objectives

The objective of the module is to offer an updated vision of the possibilities of social media for personal and professional purposes. Moreover, the aim of the course is to define each personal action plan and be able after the training session to use it for personal and professional reasons. The Social Media training course is designed to impart in-depth knowledge and understanding of the various aspects of social media marketing.

By the end of the unit, learners will be able to:

- Formulate and implement effective social media marketing campaigns.
- Influence your brand awareness and recall by leveraging social media channels.
- Build engagement with customers and influence their buying decisions of your product.
- Learn how to use social media tools and create a social media communication plan.
- Acquire an updated vision of the possibilities of social media for personal and professional purposes.

4) Content of the unit:

Section 1: Introduction to social media [0,5 hours]

- Social networks
    - o   Basic social media networks
    - o   Introduction to the program

Section 2: Social media as a tool promotion of organisation activities [1 hour]

- o   Communication and Advertising in the Social media
    - How to develop an Advertising plan using Social Media
        - ▪ Twitter
        - ▪ Facebook
        - ▪ LinkedIn

5) Methodology to be used during the training of unit 3.20

Section Title:	Training Methodology:	Training Equipment (suggested)	Training and Methodological tools:
Section 1:	☒ Lecture	☒ Projector	

Section Title:	Training Methodology:	Training Equipment (suggested)	Training and Methodological tools:
Introduction to social media **Duration:** 0,5 hours	☒ Group Discussion	☒ Laptop	
Section 2: Social media as a tool promotion of organisation activities **Duration:** 1 hour	☒ Lecture ☒ Group Discussion ☒ Exercise using ICT	☒ Projector ☒ Laptop ☒ Computers with internet connection	• **EUPA_LO_083_M_001** **Steve's food**

Work Area 10 Projects

Themes in the work area:

The following themes are included in the work area „Projects" for level 3.

Theme 24: Projects

Units in the work area:

The following units are included in the work area „Projects "for level 3.

3.21   Use Project Management skills to accomplish implementation of a low-risk simple project

Short Description of the work area

At level three, this work area deals with one main issue namely:

The ability of the learners to manage simple and low-risk projects, by supervising all phases of the project and selecting the most suitable features, tools and methods in order to monitor and finalize the project.

Aim of the work area

This Work area at level 3 aims to ensure that learners can implement simple and low risk projects. Learners will identify what is and what is not a project; they will learn how to design simple structures for their project by following basic principles, as well as to monitor the separate phases. For the successful implementation of their

projects, learners will be trained to use appropriate tools in order to display and report the progress of their projects, list, specify and adopt the appropriate attitude to overcome trivial project problems.

Learning outcomes in the work area

Unit 3.21: Use Project Management skills to accomplish implementation of a low-risk simple project

- LO084: Demonstrate the ability to define, design and implement a simple low-risk project; entering, editing and updating information on project tasks and resources. Select and use appropriate processes and tools to display and report on project status.

Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.

THEME 24: PROJECTS

A project is not a routine, everyday operation. In this theme, we have included units that are related to provision of skills, knowledge and competences related to the abilities required to undertake and successfully implement a project, either as a team member or a project manager, depending on the level under which each unit included in the theme is classified.
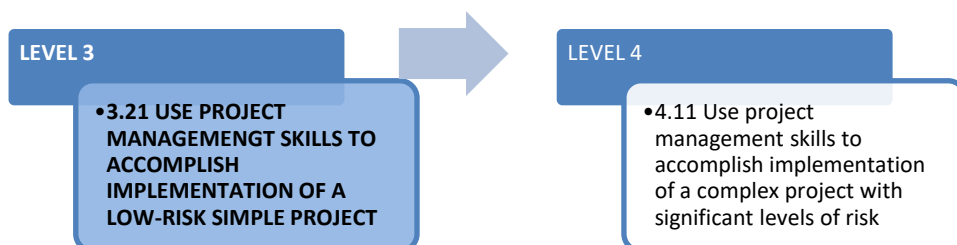
LEVEL 3

- **3.21 USE PROJECT MANAGEMENGT SKILLS TO ACCOMPLISH IMPLEMENTATION OF A LOW-RISK SIMPLE PROJECT**

LEVEL 4

- 4.11 Use project management skills to accomplish implementation of a complex project with significant levels of risk

UNIT 3.21: USE PROJECT MANAGEMENT SKILLS TO ACCOMPLISH IMPLEMENTATION OF A LOW-RISK SIMPLE PROJECT

1) Short description:

This unit describes the procedure of defining designing and implementing a simple low-risk project. It proposes methods and techniques of entering, editing and updating the necessary information for completing a project. It is also demonstrating tools and processes of displaying and reporting project's progress.

2) Suggested duration of the unit (hours):

3 hours

3) Aims and objectives

This unit aims to ensure that the learners have the ability to understand and define what is and what it is not a project, using basic project management principles. Learners will set the scope and design the structure of a simple low - risk project and implement it, supervising all the phases of the project by creating task lists for different users. At the final stage of the project, learners will be capable of selecting and using the appropriate tools to display and report the status of the project, identify possible risks and adapt the proper behaviour in order to overcome basic project problems. By the end of this unit, learners will:

- Define the term project as well as the scope of a simple low risk project.

- Describe the basic project management and structure principles

- Plan, implement and disseminate simple projects

- List ICT and other tools for monitor, display and report the project status

- Specify potential risks occurring in project management and adapt the behaviour in solving occurring problems

4) Content of the unit:

Section 1: Introduction to Project Management [1,5 hours]

- What it is and what it is not a project
  - o Basic Project Principles
  - o Project lifecycle
  - o Key documents to be used
  - o The role of partners and stakeholders

Section 2: Implementation [1,5 hours]

- What is project management?
  - o Basic principles of project management
    - Typical project lifecycle
    - Project lifecycle
    - Project scope
    - Project structure
    - Project milestones
    - Project resources
    - Project constrains
    - Project processes groups
  - o Key (simple) project documents
  - o Creating Task lists
  - o Creating Budgets
  - o Stakeholders
  - o ICT tools for project management
    - Trello
    - Ms project
  - o Designing a project
  - o Common risks

5) Methodology to be used during the training of unit 3.21

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Introduction to Project Management **Duration:** 1,5 hours	☒ Lecture ☒ Group Discussion ☒ Written exercise ☒ Questions and Answers	☒ Projector ☒ Laptop	• **EUPANEXT_LO_084_M_001 Is it a project?**
Section 2: Introduction to Project Management **Duration:** 1,5 hours	☒ Lecture ☒ Group Discussion ☒ Written exercise ☒ Questions and Answers	☒ Projector ☒ Laptop ☒ Handouts	• **EUPANEXT_LO_084_M_002 Gantt Chart**

Work Area 11 HR Issues

Themes in the work area:

The following themes are included in the work area "HR Issues" for level 3.

Theme 25: Human Resources

Units in the work area:

The following units are included in the work area "HR Issues" for level 3.

3.22 Possess the knowledge and skills to accomplish basic tasks related to HR issues

Short Description of the work area

At level three, this work area deals with two main issues namely:

1. The ability of the learners to accomplish basic and administrative tasks related to HR, such as holiday and overtime issues.

2. The ability of learners to identify and set up administrative procedures for employee training under supervision.

Aim of the work area

This work area at level 3 aims to ensure that learners master the processes to accomplish basic and administrative tasks related to HR, such as preparation of personnel documents, records and statistics in compliance with data protection, schedule and record working hours and overtimes and maintain holiday plans. Learners will also be able to identify, setup procedures for employee training under supervision and in relation to this develop, and use tools such as checklists that summarize all the administrative procedures needed to be done.

14.3 Learning outcomes in the work area

Unit 3.22: Possess the knowledge and skills to accomplish basic tasks related to HR issues

- LO085: Demonstrate the ability to accomplish basic and administrative tasks related to HR, such as holiday and overtime issues.

- LO086: Demonstrate the ability to identify and set up administrative procedures for employee training under supervision.

Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.

THEME 25: HUMAN RESOURCES

Theme Human Resources describes the knowledge of human resources and personnel management theories. It elaborates the processes of human resources such as recruitment, motivation, retention, and training of employees

and describes the process of employment termination and related administrative tasks. At level, three the theme deals with basic administrative tasks related to HR.

LEVEL 3

- •**3.22 POSSESS THE KNOWLEDGE AND SKILLS TO ACCOMPLISH BASIC TASKS RELATED TO HR ISSUES**

LEVEL 4

- •4.12 Possess the knowledge and skills to generate solutions related to hr issues
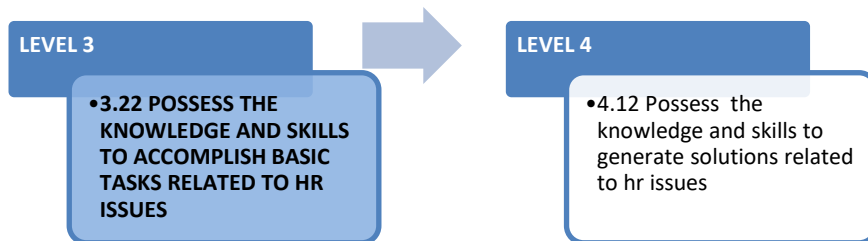
UNIT 3.22: POSSESS THE KNOWLEDGE AND SKILLS TO ACCOMPLISH BASIC TASKS RELATED TO HR ISSUES

1) Short description:

This unit deals with basic administrative tasks to assist HR processes in the company such as preparation of personnel documents, records and statistics in compliance with data protection, recording working hours and overtimes and maintaining holiday plans. Learners will also be able to identify, setup procedures for employee training under supervision and in relation to this develop, and use tools such as checklists that summarize all the administrative procedures needed to be done in order to ensure that is performed effectively and efficiently.

2) Suggested duration of the unit (hours):

2 hours

3) Aims and objectives

Through this unit, learners will be able to take responsibility to accomplish basic administrative tasks related to HR. Process of preparation of personnel documents, records and statistics will be explained together with recording working hours, overtimes and maintaining holiday plans. This unit also aims to ensure that learners realize and respect the importance of data protection. Through this unit, learners will be able to understand and setup administrative procedures for employee training.

By the end of this unit, learners will:

- Accomplish basic and administrative tasks related to HR, such as holiday and overtime issues.

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- Prepare and process personnel documents, personnel records and statistics in compliance with data protection
- Schedule and Record working hours and overtimes
- Maintain holiday plans
- Develop and use tools such as checklists that summarizes all the administrative procedures needed for employee training to ensure that everything is done effectively and efficiently and that mistakes are being avoided.
- Take responsibility for administrative procedures for employee training under supervision.

4) Content of the unit:

Section 1: Personnel records [1 hour]

- The importance of personnel records
- The content of personnel records
- Organization and storing personnel records
- Data protection and legal requirements for storing and handling personnel records

Section 2: Working time recording [0,5 hours]

- Attendance sheets and overtime records
- Managing holiday plans
- MT – Attendance record

Section 3: Employee training administration [0,5 hours]

- Administrative procedures related to employee training – role of PA
  - Before the training activities
  - During the event support
  - Post-event activities

5) Methodology to be used during the training of unit 3.22

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1:	☒ Lecture	☒ Projector	

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Personnel records **Duration:** 1 hour	☒ Group Discussion	☒Laptop	
Section 2: Working time recording **Duration:** 1 hour	☒ Lecture ☒ Group Discussion ☒ Written exercise ☒Group exercise ☒ Creative Group Work	☒ Projector ☒Laptop	• **EUPA_LO_085_M_001 Individual work: Attendance record**
Section 3: Employee training administration **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion ☒ Written exercise ☒Group exercise	☒ Projector ☒Laptop	• **EUPA_LO_086_M_001 Training preparation checklist**

Work Area 12 Numeric Skills

Themes in the work area:

The following themes are included in the Work Area "Numeric Skills" for level 3

Theme 26: Numeric Skills

Units in the work area:

The following units are included in the Work Area "Numeric Skills" for level 3

3.23.: Apply a range of basic numerical skills

Short Description of the work area

The numerical skills are defined as the capacity of an individual to access, use, interpret and communicate with mathematical information and ideas to be able to manage and carry out the mathematical requirements of a number of situations in routine of work. Learners will learn simple techniques and methods that can be used for quick and valid calculation sizes that has to do with the purchases and sales of products, such as the calculation of the average sales of the last three years, the calculation of the average rate increases, the calculation of sales growth as a percentage of the previous year, etc. The theme that will be taught in this working area is Numerical Skills.

Aim of the work area

The aim of the courses of this area is to improve the mathematical skills of employees and help them to learn the basic rules in arithmetic calculations, in order to familiarize them with the mathematical calculations that are used

in their workplace. This chapter describes basic mathematical relationships and rules for solving problems in daily work tasks. Furthermore, they analysed key tools to facilitate mathematical calculations, such as the calculation surface area, the average price calculation, median, calculating rates of increase / decrease rate.

Learning outcomes in the work area
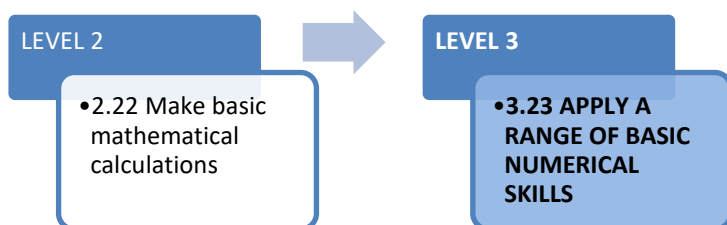
Unit 3.23: Apply a range of basic numerical skills

- LO087: Demonstrate knowledge of, and the ability to apply, basic mathematical principles and processes in everyday contexts at work to accomplish different business tasks (e.g. calculate the area of the office).

Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.

THEME 26: NUMERICAL SKILLS

The courses of numerical skills issue relating to improving the skills of employees in arithmetic calculations, which they use in their work. Learners will learn to operate customer and supplier accounts manually or using an electronic system, in order to export useful results about the economic activity of an organization or a company.

LEVEL 2

- 2.22 Make basic mathematical calculations

LEVEL 3

- 3.23 APPLY A RANGE OF BASIC NUMERICAL SKILLS

UNIT 3.23: APPLY A RANGE OF BASIC NUMERICAL SKILLS

1) Short description:

This chapter describes basic mathematical relationships and rules for solving problems in daily work tasks. Furthermore, they analysed key tools to facilitate mathematical calculations, such as the calculation surface area, the average price calculation, median, calculating rates of increase / decrease rate.

2) Suggested duration of the unit (hours):

2,5 hours

3) Aims and objectives

The aim of this section is to develop the mathematical skills of learners using smart tools and techniques to calculate ratios and outcomes in relating to the business activity of an organization / business. Learners will become familiar and acquire fluency in using arithmetic operations so they can easily choose the mathematical formula that needed for calculation of amount or percentage. By the end of the unit, learners will be able to:

- Become familiar with the basic mathematical principles.
- Know what mathematical relationship must choose for the calculation of specific quantities/ amounts.
- Solve problems (reasoning and proof) daily to accomplish different business tasks.
- Use a calculator for numerical calculations, graphing, and radicals.

4) Content of the unit:

Section 1: Introduction in numerical skills [0,5 hours]

- Introduction to the Program
  - Introduction to the basic mathematical principles
    - Basic mathematical formulas.
    - The usefulness of numerical calculations
    - Simple mathematical equations

Section 2: Numerical calculations [2 hours]

- Rule of sum & rule of product
  - Rule of sum & rule of product applications
- Problem solving
- Reasoning
- Geometrical calculations

5) Methodology to be used during the training of unit 3.23

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Introduction in numerical skills **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 2: Numerical calculations **Duration:** 2 hours	☒ Lecture ☒ Group Discussion ☒ Practical Exercise ☒ Written exercise	☒ Projector ☒ Laptop	• **EUPA_LO_087_M_001 Calculate the area**

Work Area 13 Foreign Languages

Themes in the work area:

The following themes are included in the Work Area "Foreign Languages" for level 3:

Theme 27: Languages

Units in the work area:

The following units are included in the Work Area "Foreign Languages" for level 3:

3.24 Deal verbally with key work tasks or routine discussions

3.25 Produce written materials to deal with routine work tasks

Short Description of the work area

The study of foreign languages will enable learners to communicate (verbally and written) with all stakeholders (customers, suppliers, partners, organizations, public authorities etc.) and handle work/social requirements and communicate effectively in a wide range of routine situations. For everyone, learning another language enriches communication skills, deepens cultural understanding, and gives an edge in business, academic research, and social engagement. All courses are designed to help learners communicate in a foreign language as quickly as possible and to offer basic skills for proper communication in a professional environment. The theme that will be taught in this working area is the languages.

Aim of the work area

The aim of the language courses is to develop and improve communication skills in written and spoken language to be able to handle the requirements of in their workplace. Upon completion of the courses, learners be able to communicate effectively and with confidence in a wide range of routine situations. In addition, they can compose business letters using specific formatting with professional terminology. Finally, the can use specific terms and formal expressions both verbally and in writing. This section focuses on improving communication through of oral language to enable learners to speak properly and comfortably a foreign language. Lessons with dialogues, drills, exercises, and narratives will teach them the basics of foreign language. Through the courses, the students will do practice in oral communication with real examples through the workplace and will learn how to handle them.

Learning outcomes in the work area

Unit 3.24: Deal verbally with key work tasks or routine discussions

- LO088: Demonstrate the necessary foreign language skills (CEFR level B1) to handle work/social requirements and communicate effectively in a wide range of routine situations.
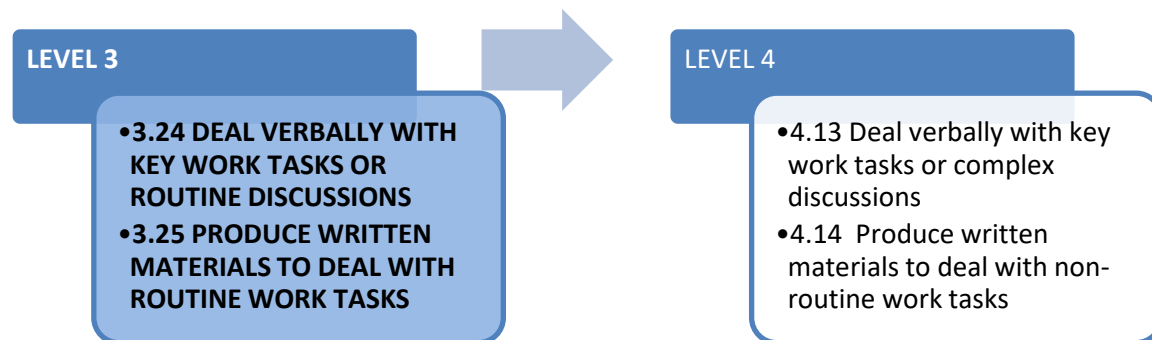
Unit 3.25: Produce written materials to deal with routine work tasks

- LO089: Demonstrate the necessary skills to use the foreign language in its written form (CEFR level B1) in routine work and social contexts.

Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.

THEME 27: LANGUAGES

The courses of foreign languages are relating to improve the skills of speaking and writing in a different language from the native. Learners will learn to speak and write correctly in order to communicate comfortably with stakeholders (customers or suppliers) and complete a task that should be done in a different language than their native language.

LEVEL 3

- **3.24 DEAL VERBALLY WITH KEY WORK TASKS OR ROUTINE DISCUSSIONS**
- **3.25 PRODUCE WRITTEN MATERIALS TO DEAL WITH ROUTINE WORK TASKS**

LEVEL 4

- 4.13 Deal verbally with key work tasks or complex discussions
- 4.14 Produce written materials to deal with non-routine work tasks

UNIT 3.24: DEAL VERBALLY WITH KEY WORK TASKS OR ROUTINE DISCUSSIONS

1) Short description:

This section focuses on improving communication through of oral language to enable learners to speak properly and comfortably a foreign language. Lessons with dialogues, drills, exercises, and narratives will teach them the basics of foreign language. Through the courses, the students will do practice in oral communication with real examples through the workplace and will learn how to handle them.

2) Suggested duration of the unit (hours):

2 hours

3) Aims and objectives

The aim of this module is to teach learners to use correctly a foreign language in conversations that take place in the workplace and they communicate easily and comfortably with costumer, suppliers, or partners for completing a work task. By the end of the unit, learners will be able to:

- Handle necessary foreign language in work/social situations.
- Communicate effectively and with confidence in a wide range of routine situations.

- Demonstrate the use of suitable professional vocabulary.

4) Content of the unit:

Section 1: Introduction in using of foreign language verbally [0,5 hours]

- Introduction to foreign languages
    - Self-English Test Level.
    - Information on certifications of foreign languages

Section 2: Key work tasks or routine discussions in foreign languages [1,5 hours]

- Formal vs. informal
    - Formal vs. informal vocabulary
        - Verbs
        - Transitions
        - Emphasis
        - Letters
        - Slang
        - Abbreviations
- Do's and Don'ts's in speaking

5) Methodology to be used during the training of unit 3.24

Section Title:	Training Methodology:	Training Equipment	Training and Methodological tools:
Section 1: Introduction in using of foreign language verbally **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 2: Key work tasks or routine discussions in foreign languages **Duration**:	☒ Lecture ☒ Group Discussion ☒ Written exercise ☒ Multiple choice	☒ Projector ☒ Laptop	• **EUPA_LO_088_M_001 Formal VS Informal**

Section Title:	Training Methodology:	Training Equipment	Training and Methodological tools:
1,5 hours			

UNIT 3.25: PRODUCE WRITTEN MATERIALS TO DEAL WITH ROUTINE WORK TASKS

1) Short description:

This section focuses on improving written communication skills in foreign language to learners in order to use the foreign language in its written form in routine tasks work. The lessons include the description of written communication in foreign language in different professional contexts as well as grammar and syntactic analysis. Furthermore, will be presented some specific expressions and terms that can be used in written business communication. Through the courses, the learners will make practice by composing documents in a foreign language such as business letters, professional and informative EMAIL.

2) Suggested duration of the unit (hours):

2 hours

3) Aims and objectives

The aim of this module is to teach learners to use correctly a foreign language in written communication. The learners learn to use specific terms and expressions properly, use correct grammar and spelling in a text that has been composed.

4) Content of the unit:

Section 1: Structure of a written text [1 hour]

- Chronological
- Cause and Effect
- Compare and Contrast
- Problem and Solution
- Sequence / Process Writing
- Spatial / Descriptive Writing

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Section 2: Rules of Written Business Communication [1 hour]

- Terms to use in written business texts

- Synonyms to use

- Formal vs. informal vocabulary

- Choice of the right words

- Choice of sentence structure

- Choice of paragraph structure

- Composing a business letter in a foreign language

5) Methodology to be used during the training of unit 3.25

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Structure of a written text **Duration:** 1 hour	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 2: Rules of Written Business Communication **Duration:** 1 hour	☒ Lecture ☒ Group Discussion ☒ Written exercise	☒ Projector ☒ Laptop	• **EUPA_LO_089_M_001 Write a formal letter in English**

Work Area 14 Office Effectiveness and Efficiency

Themes in the work area:

The following themes are included in the work area "Office Effectiveness and Efficiency" for level 3.

Theme 28: Planning/Time management

Units in the work area:

The following units are included in the work area "Office Effectiveness and Efficiency" for level 3.

3.26 Use planning skills to accomplish tasks to agreed deadlines

Short Description of the work area

At level three, the work area deals namely with the ability to prioritise all activities to ensure work is completed to agreed deadlines

Aim of the work area

This work area at level 3 aims to ensure that learners understand principles of time-management and task prioritization and can list various simple time management techniques such as creation of master list, handling interruptions, etc.) This knowledge will enable them to sort out various tasks according to importance and urgency and develop the ability to take responsibility for completion of own tasks according to agreed standards and deadlines.

Learning outcomes in the work area

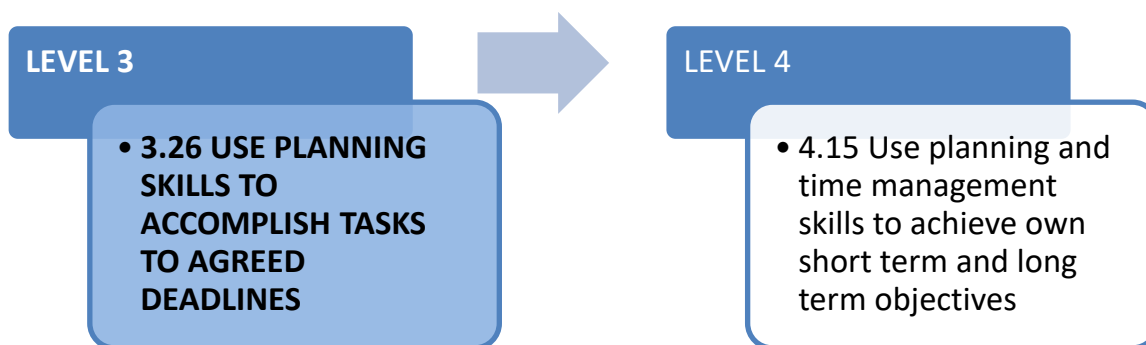### Unit 3.26: Use planning skills to accomplish tasks to agreed deadlines

- LO090: Demonstrate the ability to prioritise all activities to ensure work is completed to agreed deadlines.

Intellectual Output 6 Training Curricula level 3

Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.

THEME 28: PLANNING/ TIME MANAGEMENT

Theme Planning/Time management deals with theory and practice of time management. It aims to develop planning and time managing skills to achieve own short-term and long-term objectives using various methods and techniques.

LEVEL 3

- **3.26 USE PLANNING SKILLS TO ACCOMPLISH TASKS TO AGREED DEADLINES**

LEVEL 4

- 4.15 Use planning and time management skills to achieve own short term and long term objectives

UNIT 3.26: USE PLANNING SKILLS TO ACCOMPLISH TASKS TO AGREED DEADLINES

1) Short description:

The purpose of this unit is to teach learners the basic principles of time management and planning, work with various techniques to be able to take responsibility for completion of own tasks according to agreed standards and deadlines

2) Suggested duration of the unit (hours):

2,5 hours

3) Aims and objectives

This unit aims to ensure, that the learners will understand principles of time management and importance of planning. They will be taught how to prioritize various tasks according to importance and urgency, create and update a master list and relate it with the calendar to achieve the completion of short and long-term tasks according to agreed standards and deadlines.

By the end of this unit, learners will:

- Understand principles of time management
- Be able to sort out tasks according to importance and urgency
- List time management techniques
- Create and update master list and relate it with the calendar

- Develop the ability to take responsibility for completion of own of short and long-term tasks according to agreed standards and deadlines.

4) Content of the unit:

Section 1: Introduction to time management and planning [0,5 hours]

- Group discussion (Time management VS planning)
- Defining time management and planning
- Long term and short term planning
- Goals VS Activities
- Principles of time management

Section 2: Personal style of work [1 hour]

- Analysing energy allocation, when is my productivity window open
- What is procrastination
- Time wasters - how to deal with them

Section 3: Basic Planning and Time management techniques [1 hour]

- To-do lists and master list
- Using Calendar for planning (daily, weekly, long-term)
- Relating master lists and calendars – from short term to long term planning
- ABCD technique (importance VS urgency)
- MT: Case study - Sort tasks according to importance and urgency
- 80/20 rule
- How to plan for unforeseen tasks
- How to deal with interruptions

5) Methodology to be used during the training of unit 3.26

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Introduction to time management and planning **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion ☒ Simulation ☒ Questions and Answers	☒ Projector ☒ Laptop	

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 2: Personal style of work **Duration:** 1 hour	☒ Lecture ☒ Group Discussion ☒ Simulation ☐ Questions and Answers	☒ Projector ☒ Laptop	
Section 3: Basic Planning and Time management techniques **Duration:** 1 hour	☒ Lecture ☒ Group Discussion ☒ Simulation ☐ Questions and Answers	☒ Projector ☒ Laptop	• **EUPANEXT_LO_090_M_001 ABCD matrix**

Work Area 15 Team Dynamics

Themes in the work area:

The following themes are included in the Work Area "Team dynamics" for level 3:

Theme 30: Team Dynamics

Units in the work area:

The following units are included in the Work Area "Team dynamics" for level 3:

3.27   Use teamwork principles to accomplish group tasks

Short Description of the work area

Dynamic working groups contribute significantly to increasing the productivity and to achieve the maximum outcome of a company the collaboration between colleagues can bring better results in an organisation/ company and helps employees in developing their relationships and good cooperation and mutual spirit. The lessons of this area are addressed in administrative staff whose duties require teamwork and good cooperation with others. In employees with their daily activities, they wish to develop teamwork skills and team culture in their corporate environment. Examines the concepts Team Building and Team Working, while emphasis is given to the development of corresponding skills of human resources, which have great importance and value. The theme that will be taught in this working area is the Team Dynamics.

Aim of the work area

With the complexity that exists in the market and high-speed changes, good cooperation within the team is now a prerequisite for achieving highest corporate goals. The main objectives of the program are:

- The development of a climate of trust and mutual support and understanding.
- The realization of benefits arising from the proper functioning of the work team.
- The awareness of the participants of the dynamics of group.
- Creating effective roles within a team
- The maximization of group benefits and their conversion into results and achievements. Participants are asked to develop efficient roles within the work team.

This chapter describes basic principles of effective teamwork (e.g. team as an entity, value each member, clear roles, team goals, effective communication, initiative and reward, team working as a learning process etc.). Also describes the phases of a team (forming, storming, norming, performing) and present the characteristics of each phase. In the last part of the module, there are exercises for understanding the theory such as case studies and role-play games.

Learning outcomes in the work area

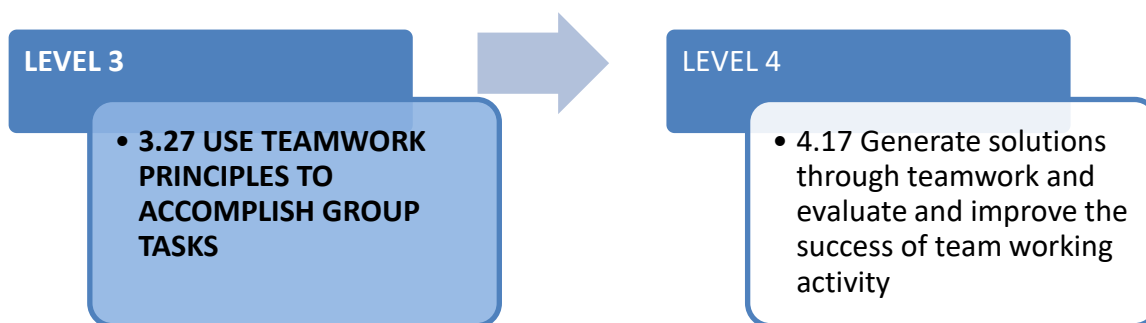## Unit 3.27: Use teamwork principles to accomplish group tasks

- LO091: Demonstrate, understand and use the principles of team working to accomplish group tasks.

Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.

THEME 30: TEAMS DYNAMICS

The courses of teams' dynamics to improving the skills of collaboration within a team in order to achieve the team's goals and objectives. In addition, learners will learn to communicate effectively with colleagues as well as with outside stakeholders (suppliers, costumers, authorities, etc.). They can solve problems within the team using specific methods, tools and techniques. Finally, the courses include conflict management techniques in the workplace and how a member of a group contributes to the improvement of relations between colleagues.

LEVEL 3

- **3.27 USE TEAMWORK PRINCIPLES TO ACCOMPLISH GROUP TASKS**

LEVEL 4

- 4.17 Generate solutions through teamwork and evaluate and improve the success of team working activity

UNIT 3.27: USE TEAMWORK PRINCIPLES TO ACCOMPLISH GROUP TASKS

1) Short description:

This chapter describes basic principles of effective teamwork (e.g. team as an entity, value each member, clear roles, team goals, effective communication, initiative and reward, team working as a learning process etc.). Also describes the phases of a team (forming, storming, norming, performing) and present the characteristics of each phase. In the last part of the module, there are exercises for understanding the theory such as case studies and role-play games.

2) Suggested duration of the unit (hours):

3 hours

3) Aims and objectives

The aim of the program is the realization of the benefits resulting from our participation in working groups and the increase in productivity of both the individual and the whole. The program also aims to acquire learners aware of

the role each team member plays, conflicts that may be developed within the groups, and the steps to be followed to solve problems and achieve goals. By the end of the unit, learners will be able to:

- cooperate for common goals
- take joint decisions and commit to implement them
- increase their efficiency
- are more effective in their work

4) Content of the unit:

Section 1: Introduction [0,5 hours]

- Group Dynamics-Introduction
    - Advantages of teamwork
    - Disadvantages of teamwork
    - Team principles
    - Decision making in a group

Section 2: Teamwork principles and phases [2,5 hours]

- Principles of effective teamwork
    - Overview
    - success factors
    - individual benefits
    - successful teams
    - effective relations
- SMART goals and objectives
- Phases of teams
    - Formation stage(Forming)
    - Reclassification stage(Storming)
    - Normalization stage(Norming)
    - Performance Stage(Performing)
    - Disintegration Stage (Adjourning)

5) Methodology to be used during the training of unit 3.27:

Section Title:	Training Methodology:	Training Equipment (suggested)	Training and Methodological tools:
Section 1: Introduction in team's dynamics **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop ☒ Post it notes	
Section 2: Teamwork principles and stages **Duration:** 1,5 hours	☒ Lecture ☒ Group Discussion ☒ Work in Groups ☒ Experiential exercise	☒ Projector ☒ Laptop ☒ Post it notes ☒ 2 decks of cards	**EUPANEXT_LO_091_M_001 Group Work!**

Work Area 16 Self-Management, Supervision, Management and Leadership

Themes in the work area:

The following themes are included in the Work Area "Self-Management, Supervision, Management and Leadership" for level 3:

Theme 31: Management of self and others

Units in the work area:

The following units are included in the Work Area "Self-Management, Supervision, Management and Leadership" for level 3:

3.28   Evaluate own work according to agreed criteria

Short Description of the work area

Self-Management is an alternative to the traditional, hierarchical method of organizing we see most often in modern organizations. It simply signifies the ability of a person to manage her/his own self, in terms of time or resource allocation, etc. It is considered as a more effective strategy of management, as it is believed that it makes employees happier and more productive.

In this unit, self-management, along with supervision, management and leadership skills are included, helping the learners acquire such skills and competences.

At this level, this work area will enhance learners' ability to evaluate their own work, according to pre-decided criteria.

Aim of the work area

This unit aims at providing skills related to self-management, along with supervision, management and leadership. The learners, upon completing the unit, are expected to have acquired such skills and competences.

At this level, this work area tends to train the learners in order to list criteria of self-evaluation and accordingly to apply them in order to assess their own work according to those criteria.

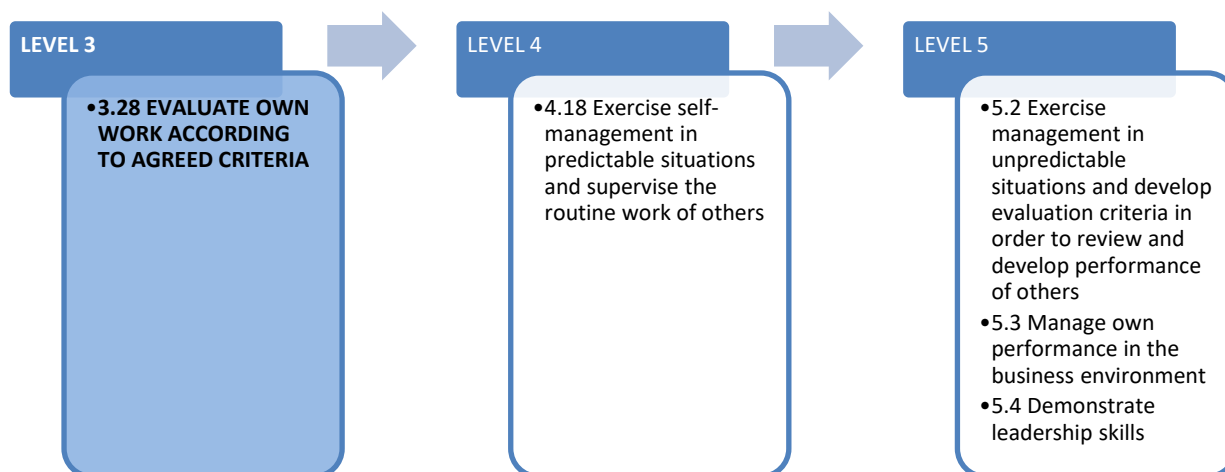# Learning outcomes in the work area

Unit 3.28: Evaluate own work according to agreed criteria

- LO092: Demonstrate the ability to evaluate own work according to agreed criteria.

Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.

THEME 31: MANAGEMENT OF SELF AND OTHERS

The units of this Theme are associated with equip learners with abilities and skills related to both self-management and team-management.

LEVEL 3
- 3.28 EVALUATE OWN WORK ACCORDING TO AGREED CRITERIA

LEVEL 4
- 4.18 Exercise self-management in predictable situations and supervise the routine work of others

LEVEL 5
- 5.2 Exercise management in unpredictable situations and develop evaluation criteria in order to review and develop performance of others
- 5.3 Manage own performance in the business environment
- 5.4 Demonstrate leadership skills

UNIT 3.28: EVALUATE OWN WORK ACCORDING TO AGREED CRITERIA

1) Short description:

This unit deals with ability of learners to identify and agree in certain criteria of self-evaluation. Consequently, learners will perform self-evaluation according to those criteria.

2) Suggested duration of the unit (hours):

1.5 hour

3) Aims and objectives

This unit aims to impart the learners' criteria of self-evaluation as well as to motivate them to use those pre-agreed criteria in order to measure and assess their own performance. By the end of this unit learner will:

- Identify criteria of self-evaluation
- Perform self-evaluation in accordance to those criteria

4) Content of the unit:

eupa

Validation of Formal, Non-Formal and Informal Learning

next

Section 1: Evaluation vs self-evaluation [1 hour]

- Evaluation vs self-evaluation
- Criteria of self-evaluation
    - Identify owns role and condition
    - Criteria of self-evaluation and performance

Section 2: Effectiveness and efficiency [0,5 hours]

- Effectiveness and efficiency
    - Self-evaluation exercise

5) Methodology to be used during the training of unit 3.28

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Evaluation vs self-evaluation **Duration** 1 hour	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 1: Effectiveness and efficiency **Duration** 0,5 hours	☒ Lecture ☒ Group Discussion ☒ Individual exercise ☒ Written exercise	☒ Projector ☒ Laptop	• **EUPA_LO_092_M_001 Evaluate yourself**

Work Area 17 Business Environment

Themes in the work area:

The following themes are included in the Work Area "Business environment" for level 3:

Theme 32: Individual Rights and Responsibilities

Theme 33: Mission, vision, values

Theme 34: Environmental Sustainability

Theme 35: Corporate Social Responsibility

Theme 36: Cultural Awareness and Diversity

Theme 37: Multi-tasking

Theme 38: Self-Image and Organisation Image

Units in the work area:

The following units are included in the Work Area "Business environment" for level 3:

3.29 Understand, follow and apply individual rights and responsibilities

3.30 Understand the communication of the organisation's missions, values and vision.

3.31 Support environmental sustainability

3.32 Implementation of CSR activities

3.33 Understand cultural and diversity awareness

3.34 Demonstrate multi-tasking skills

3.35 Presenting a positive image of self and the organisation through adaptation of behaviour

Short Description of the work area

The area of business environment examines the various aspects that influence and shape the business strategy of a company or an organisation. The business environment is divided into seven thematic areas and 7 sections, one for each theme. The first theme includes both understand and follow individual rights and responsibilities within organisation's Policy and Code of Conduct and also to implement individual rights and responsibilities within company policy, company code of conduct. The second theme deals with the concept of the mission, vision and objectives have a business and how these are incorporated in the value of the business. The third issue deals with the sustainability of a company with the aim to protect the environment and reduce pollution. Afterwards in the fourth theme analyses the concept of corporate social responsibility and the necessity for implementation of organisational CSR activities. The fifth theme of this area deals with the cultural awareness and diversity. In the next theme are presented appropriate tools and techniques for the simultaneous dealing with many tasks. Finally, the last unit presented ways to adapt positive image when employees work under pressure or when can deal with a difficult situation or a client. The themes in the work area are Individual Rights and Responsibilities, Self-Image and Organisation Image, Environmental Sustainability, Corporate Social Responsibility, Cultural Awareness and Diversity, Multi-tasking, Mission, Vision and Values.

Aim of the work area

The Proper Organization and Effective Management is necessary condition for the adaptation, development and sustainability of a business. The lessons of this area are aimed at presenting the business environment through various aspects in order that students understand the functioning of the business, taking into account the internal and external environment, the vision, mission and purpose, as well as the important role that play all stakeholders both inside and outside the enterprise. Moreover, the aim of the course is to approach the physiology of environmental problems and to consider how they interact with the various economic activities. The environmental problem is considered factor affecting social welfare and as such is analysed. Understanding the role of business and issues that have to do with corporate social responsibility are some of the components of educational content. The course will help the participants to understand the concept of corporate social responsibility and sustainability of the business by following policies that do not harm the environment.

The lessons of the module describe individual rights and responsibilities of employees in connection with the business activity, with colleagues and partners (suppliers, customer, etc.), as well as matters concerning the obligations of the tasks of job duties, issues of discrimination and prejudice. Finally, describes the rights and obligations of employees in relation on the Code of Conduct and the description of specific job position characteristics

The courses in this section clarifies the concepts of vision, mission and values presented by a company from its foundation. Learners will understand the above concepts and acknowledge their consequences to the employees of that organisation. Then emphasis will be to promote the mission and importance of the business objectives by employees in accordance with the values of the organization.

The lessons of this chapter includes two sections. The first section is an introduction to the program and the objectives of the program. In the same section, analyses the basic concepts of sustainability, economic development, environmental protection and different types of contamination. Learners should understand that it is very important for the growth of an enterprise be linked closely with the implementation of measures and policies for environmental protection. The second section presents the basic principles and rules for the development of a business that takes account of environmental protection measures. Then analysed the advantages of the benefits of environmental management systems and refers to procedures and ways conducive to environmental sustainability.

This chapter discusses the concept of Corporate Social Responsibility and the key aspects that includes such as economic, social, environmental and ethical issues. Learners will learn to recognize the implementation CSR policies of an organization and explain the environmental, social and governance, principles of Corporate Social Responsibility. During the course, learners will learn to link organisational Corporate Social Responsibility strategy with the organisation's internal and external stakeholders. Finally, they learn how a Corporate Social Responsibility strategy for stakeholders can affect organisational performance

This section analyses the concepts of cultural diversity and awareness that should have employees in an organization which there is communication and collaboration with people with different cultural characteristics (language, culture, tradition, religion. disabled people, etc.). The first section of the program is a throwback of multiculturalism and reporting the various cases where the diversity is distinguished. Provides definitions of Multiculturalism, Diversity and analyses the Human Rights and Gender Equality. In the second section, the first part is about dealing with cultural and diversity situations with reference to the basic principles of multiculturalism and steps of dealing with Cultural Awareness and Diversity. In the second part, the emphasis is on cooperation between people of different cultures, that they have an effective result for the organizations. Finally, there is a detailed presentation about the technique of active listening.

The courses in this section consist of techniques and methods will be followed by an employee to be able to handle multiple tasks successfully and with best results. In the first part of the section presents the theoretical foundation to manage multiple tasks. In the second part of the module are shown concrete tools to help effective management multitasking

This section provides a description of the positive and professional conduct that should have employees in contact with colleagues, partners, customers, suppliers, etc. Presented techniques and methods to deal with difficult

situations in the workplace such as working under pressure or when you come to a difficult situation with a customer or supplier. In the first part of the module is an introduction to the program, the objectives and benefits, as well as an introduction to the standards of professional behaviour. The second part presents the advantages of having a positive and professional behaviour. Furthermore, examples of how to deal with difficult situations in a positive and professional manner are presented.

Learning outcomes in the work area

Unit 3.29: Understand, follow and apply individual rights and responsibilities

- LO093: Demonstrate the ability to understand and follow individual rights and responsibilities within organisation's Policy and Code of Conduct and within own job description.

- LO094: Demonstrate the ability to apply individual rights and responsibilities within company policy, company code of conduct and within the job description

Unit 3.30: Understand the communication of the organisation's missions, values and vision.

- LO095: Demonstrate the ability to promote and achieve the Mission and objectives of the organisation, always reflecting the values of the organisation.

Unit 3.31: Support environmental sustainability.

- LO096: Demonstrate the ability to support the concept of "sustainability" through the establishment and maintenance of procedures to minimize waste, recycle materials and correctly dispose of hazardous materials.

Unit 3.32: Implementation of CSR activities.

- LO097: Appreciate the importance of CSR and demonstrate the ability for implementation of organisational CSR activities.

Unit 3.33: Understand cultural and diversity awareness.

- LO098: Demonstrate knowledge and understanding of cultural and linguistic diversity. Be able to apply appropriate behaviour to different target groups with cultural and linguistic diversity.

Unit 3.34: Demonstrate multi-tasking skills.

- LO099: Demonstrate the ability to handle and manage more than one tasks at the same time by using appropriate tools and techniques.

Unit 3.35: Presenting a positive image of self and the organisation through adaptation of behaviour.

- LO100: Demonstrate the ability to adapt own behaviour to maintain positive and professional manners when under pressure, e.g. working to time constraints, when dealing with a difficult situation or a client

Knowledge, skills and competences covered in each of the learning outcomes are described in the Qualification framework.

THEME 32: INDIVIDUAL RIGHTS AND RESPONSIBILITIES

In this thematic session analyses the concepts of individual and collective responsibility in a business with under the Code of Conduct or the regulations adopted by the board of business. It also presented the rights of employees and the analysis of the job description. Learners will be able to breakdown the rights and responsibilities of a job and be able to apply by taking into account the regulations and code of conduct. There are references to examples with references to cases of workplace discrimination, harassment, failure to respect the opinions and ideas of others as well as suggested solutions to address these phenomena.

LEVEL 3

- **UNIT 3.29: UNDERSTAND, FOLLOW AND APPLY INDIVIDUAL RIGHTS AND RESPONSIBILITIES**

UNIT 3.29: UNDERSTAND, FOLLOW AND APPLY INDIVIDUAL RIGHTS AND RESPONSIBILITIES

1) Short description:

The lessons of the module describe individual rights and responsibilities of employees in connection with the business activity, with colleagues and partners (suppliers, customer, etc.), as well as matters concerning the obligations of the tasks of job duties, issues of discrimination and prejudice. Finally, describes the rights and obligations of employees in relation on the Code of Conduct and the description of specific job position characteristics.

2) Suggested duration of the unit (hours):

2 hours

3) Aims and objectives

The main aim of Section is to Identify areas in the organization's policy and code of conduct where individual rights and responsibilities are relevant (e.g. respect of others, job duties, harassment, discrimination etc.). Also, identify individual rights and responsibilities within company policy, company code of conduct and within the job description.

Intellectual Output 6 Training Curricula level 3

By the end of the unit, learners will be able to:

- Behave according to the principles of the Code of Contact of the company / organization
- Be familiar with the rights and individual responsibilities in a job position.
- To apply the code of conduct of a company in connection with individual rights, responsibilities and specific characteristics of the job.

4) Content of the unit:

Section 1: Introduction to individuals' rights and responsibilities [1 hour]

- Definitions of key concepts and clarifications
    - o Human Rights - Labour rights.
    - o Rights - Obligations - Responsibilities
- Individuals rights and responsibilities at work place
    - o Individuals Rights
    - o Responsibilities and regulations
        - Code of Conduct
        - Internal rules of procedures.

Section 2: Apply individual rights and responsibilities [1 hour]

- Communications issues and Claim in work place
    - o Respect of others
- Addressing the most frequent problems
    - o Discrimination problems
    - o Harassment problems
- Examples and specific cases for the responsibilities and rights of the individual
    - o The mapping of responsibilities and individual rights in a company
        - Analysis of the company's Code of Conduct
        - Implementation of the code of conduct of an undertaking
        - Identify problems and propose improvements

5) Methodology to be used during the training of unit 3.29

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1:	☒ Lecture	☒ Projector	

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
introduction to individual rights and responsibilities **Duration:** 1 hour	☒ Group Discussion	☒ Laptop	
Section 2: Apply individual rights and responsibilities **Duration:** 1 hour	☒ Lecture ☒ Group Discussion ☒ Case study ☒ Written exercise	☒ Projector ☒ Laptop	• **EUPANEXT_LO_093_M_001 Quiz** • **EUPANEXT_LO_094_M_001 Scenarios**

THEME 33: MISSION, VISION, VALUES

The mission, vision and values of a company or organization are concepts that describe the reason for the existence of the company or organization and the scope of activity. The human resources of an organization should know what is the vision of the administration, what is exactly the mission of the organization and what are the values on which will be implemented. The vision of a company should reflect the beliefs and the real desires of the operator and identified with the principles and values of the organisation. In other words, the entrepreneur is the one who will incorporate the principles and values of the company, "the culture" in the vision. The mission or purpose of the enterprise is an accurate description of what the company makes. The mission describes the activities of the enterprise in terms of products or services, markets and technology. The mission is the commitment of the entrepreneur on the general business goals. The values are those that determine the path to be followed by the organization to achieve its mission and vision. In the course of this thematic unit, the students will deepen the concepts of vision, mission and values of a company and will learn why it is important for business to be based on the concepts that can ensure the sustainability of the activity sector.

LEVEL 3

- **3.30: UNDERSTAND THE COMMUNICATION OF THE ORGANISATION'S MISSIONS, VALUES AND VISION**

UNIT 3.30: UNDERSTAND THE COMMUNICATION OF THE ORGANISATION'S MISSIONS, VALUES AND VISION

1) Short description:

The courses in this section clarifies the concepts of vision, mission and values presented by a company from its foundation. Learners will understand the above concepts and acknowledge their consequences to the employees of that organisation. Then emphasis will be to promote the mission and importance of the business objectives by employees in accordance with the values of the organization.

2) Suggested duration of the unit (hours):

1 hour

3) Aims and objectives

The aim of the courses of this module is to understand the role played by the mission vision and values of an organization in order to better reputation and create a positive and effective environment. By understanding these concepts, participants will be able to communicate better the ideas and interests of the organization that presented to others (both inside and outside of the organization).

By the end of the unit, learners will be able to:

- Define the concepts of Mission, objectives and values for the organization.
- Explain why it is important to promote mission, objectives and values of the organisation
- Evaluate results when objectives are not achieved and take responsibility for own actions.

4) Content of the unit:

Section 1: Introduction to mission, vision, values [0,5 hours]

- Introduction to concepts vision-mission-values
  - Definition of mission.
  - Definition of vision
  - Definition of values

Section 2: The communication of the organisation's missions, values and vision [0,5 hours]

- Promoting the vision, mission and values of the company
  - Promotion and spread
  - The importance of achieving the Mission and objectives of organization
  - Benefits of promoting the mission, vision and values of an organization

5) Methodology to be used during the training of unit 3.30

Section Title:	Training Methodology:	Training Equipment :	Training and Methodological tools:
Section 1: introduction to mission, vision, values **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 2: The communication of the organisation's missions, values and vision **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion ☒ Multiple choice ☒ Written exercise	☒ Projector ☒ Laptop	• **EUPA_LO_095_M_001 Multiple choice test**

THEME 34: ENVIRONMENTAL SUSTAINABILITY

At theme of "environmental sustainability" examined the concept of sustainability, which aims at better economic effect for both human beings and the natural environment. In lessons that follow the learners will become aware of actions aimed at increasing production with minimal impact on the environment. For this reason, sustainability is mentioned together with the concepts of recycling, limitation pollution, renewable energy source, etc. In addition, the learners will analyse how environmental sustainability can affect organisational growth and will give examples of practical actions that employees can undertake to support environmental sustainability.

LEVEL 3

- **3.31: SUPPORT ENVIRONMENTAL SUSTAINABILITY**

UNIT 3.31: SUPPORT ENVIRONMENTAL SUSTAINABILITY

1) Short description:

The lessons of this chapter includes two sections. The first section is an introduction to the program and the objectives of the program. In the same section, analyses the basic concepts of sustainability, economic development, environmental protection and different types of contamination. Learners should understand that it is very important for the growth of an enterprise be linked closely with the implementation of measures and policies for environmental protection. The second section presents the basic principles and rules for the development of a business that takes account of environmental protection measures. Then analysed the advantages of the benefits of environmental management systems and refers to procedures and ways conducive to environmental sustainability.

2) Suggested duration of the unit (hours):

2 hours

3) Aims and objectives

The goal for a sustainable development is at the core of the educational content at this theme. The social, economic and environmental aspects of sustainability were equally considered. Ensuring social prosperity and long-term economic development while protecting and restoring the natural environment is the main direction of the proposal. The aim of the program is to create new patterns of behaviour, lifestyle and business operation of

individuals and groups for the environment and sustainable development. Emphasis will be given on actions for save energy, recycle materials, reduce CO2 emissions, water pollution reduction and for general actions of environmental protection further aim of the courses of this section is to contribute to the shaping of personal commitment and motivation feelings for active individual and collective mobilization of learners on environmental protection and sustainable development. Finally, learners will improve their skills for identifying and solving environmental problems in accordance with the principles of sustainable development.

4) Content of the unit:

Section 1: Introduction to environmental sustainability [1 hour]

- Conceptual clarifications and definitions
  - Definition of environmental sustainability.
  - Environmental protection
- Sustainability and economic development
  - Sustainability criteria
    - Quality of life
    - Climate change
    - Resource allocation
    - Natural word
- Environmental Sustainability
  - How environmental sustainability can impact organisational growth

Section 2: Support environmental sustainability [1 hour]

- Actions that support sustainable development
  - Examples of actions for improvement
    - Reducing waste of energy resources and materials
    - Recycling materials.
  - How to improve the environmental performance
    - Improving business performance
    - Saving resources.
    - Improving the image of the organization
- Environmental management systems
  - Principles and benefits
    - Main environmental systems principles
    - The legislative framework for environmental protection in E.U.

5) Methodology to be used during the training of unit 3.31

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Introduction to environmental sustainability **Duration:** 1 hour	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 2: Support environmental sustainability **Duration:** 1 hour	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	• **EUPA_LO_096_M_001 Environmental sustainability**

THEME 35: CORPORATE SOCIAL RESPONSIBILITY

Corporate Social Responsibility (CSR) is a concept promoted by the world community, is growing rapidly nowadays and based on sustainable development ideas. Sustainable development is development that carried out the optimal coexistence of economic, social and environmental aspects of a process, at local and global levels. CSR respectively, focuses on the social and environmental field and is essentially a concept that motivates business, beyond their economic development, to focus, voluntarily, and make activities that offer to the community. According to European Commission CSR, "is a concept where companies include social and environmental interests in their business operations and contacts with the stakeholders, on a voluntary basis» (European Commission 2001). CSR is a concept whereby companies integrate social and environmental concerns in their business strategy, and is considered a way of approaching business where companies are aware that sustainable business success and shareholder value cannot be achieved solely by maximizing short-term profits, but instead through market-oriented responsible behaviour. In this context, most industries are developing corporate social responsibility (CSR) standards and practices to respond to external pressure

LEVEL 3

- **3.32: IMPLEMENTATION OF CSR ACTIVITIES**

UNIT 3.32: IMPLEMENTATION OF CSR ACTIVITIES

1) Short description:

This chapter discusses the concept of Corporate Social Responsibility and the key aspects that includes such as economic, social, environmental and ethical issues. Learners will learn to recognize the implementation CSR policies of an organization and explain the environmental, social and governance, principles of Corporate Social Responsibility. During the course, learners will learn to link organisational Corporate Social Responsibility strategy with the organisation's internal and external stakeholders. Finally, they learn how a Corporate Social Responsibility strategy for stakeholders can affect organisational performance.

2) Suggested duration of the unit (hours):

2 hours

3) Aims and objectives

The general objective of the course is to provide students with general knowledge on Corporate Social Responsibility (principles and practices), and skills to implement responsible corporate strategies at two stepped levels: firstly, by setting the basis of CSR at the heart of companies, and progressively extend the principles of CSR to all stakeholders. The learners should understand in depth the principles behind Corporate Social Responsibility in general, have a deep understanding on their implementation in organizations and companies, and be conscious of the key role played by CSR concrete actions that follow all stakeholders (entrepreneurs, employees, partners, customers, suppliers, authorities, etc.). The main aim of this introductory chapter is to shed some light on understanding the importance of the implementation of the concept of Corporate Social Responsibility in tourism. CSR can be defined in multiple ways, but as "a form of corporate self-regulation integrated into a business model. CSR policy functions as a self-regulatory mechanism whereby a business monitors and ensures its active compliance with the spirit of the law, ethical standards and international norms". In order to do so, this Chapter clarifies the concept of CSR in general, basing on its key features (Triple bottom line approach):

- Economic- to make profit
- Social- sensitiveness and respect towards different and changing social and cultural norms and values. The term "Social" may include the stakeholder and voluntariness dimensions.
- Environmental- to respect the environment and to care for the constant improvement of its conduction.

The chapter also explores the evolution of the concept and related terms (shared value, triple bottom line, competitive advantage, social sustainability, etc.) explaining their real meaning.

4) Content of the unit:

Section 1: Introduction to corporate social responsibility [1 hour]

- Fundamentals of Corporate Social Responsibility
  - Origin and foundations of Corporate Social Responsibility
    - Definition of Corporate Social Responsibility
    - The foundations of CSR.
    - Forms and dimensions of CSR. Environmental, economic and social challenges.
    - The usefulness of cookies in a search and some tricks for better results.
    - Different options provided by popular browsers in their settings.
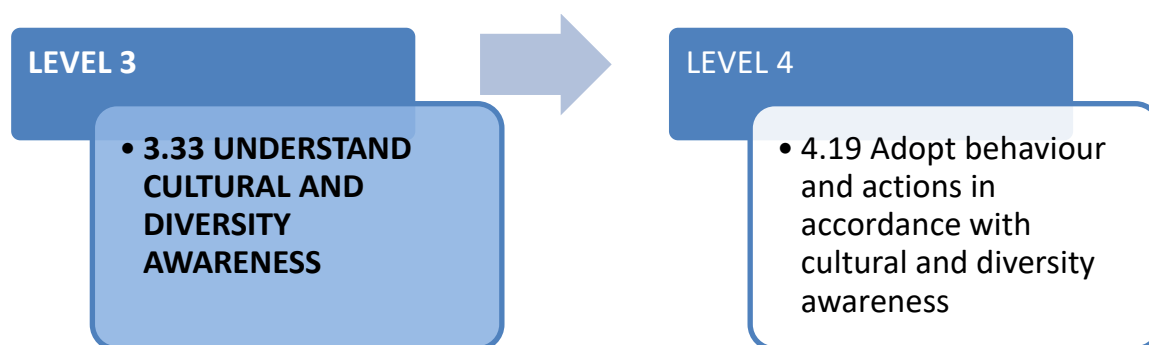
Section 2: Implementation of CSR activities [1 hour]

- Forms and dimensions of CSR
    - o   Environmental challenges
    - o   Economic challenges
    - o   Social challenges
    - o   Ethical challenges
- The responsible groups for the success of a business
    - o   Classification of stakeholders (Employees, customers, the community, shareholders)
    - o   Systematic management of interest groups.
    - o   Risk management: Planning for preventing breach of ethical practice in business

5)   Methodology to be used during the training of unit 3.32

Section Title:	Training Methodology:	Training Equipment (suggested)	Training and Methodological tools:
Section 1: Introduction to corporate social responsibility **Duration:** 1 hour	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 2: Implementation of CSR activities **Duration:** 1 hour	☒ Lecture ☒ Group Discussion ☒ Written exercise	☒ Projector ☒ Laptop	• **EUPA_LO_097_M_001 Questionnaire on CSR**

THEME 36: CULTURAL AWARENESS AND DIVERSITY

The theme of cultural awareness and diversity examines the relationship between multiculturalism, gender and cultural identities. Multicultural positions; Unproblematized notion of culture, cultural group and cultural identity. Many times an organization's employees are faced with people (colleagues, partners, customers, suppliers, etc.) who have different characteristics such as different language, different culture, different religion, different customs, etc. Nevertheless, everyone should respect the diversity of the other and can work together to achieve the business goal consequently, by respect for difference and cultural diversity learners will acquire a sense of belonging to a group in which respect and accept the diversity of everyone.

LEVEL 3	LEVEL 4
• **3.33 UNDERSTAND CULTURAL AND DIVERSITY AWARENESS**	• 4.19 Adopt behaviour and actions in accordance with cultural and diversity awareness

UNIT 3.33: UNDERSTAND CULTURAL AND DIVERSITY AWARENESS

1) Short description:

This section analyses the concepts of cultural diversity and awareness that should have employees in an organization that there is communication and collaboration with people with different cultural characteristics (language, culture, tradition, religion, disabled people, etc.). The first section of the program is a throwback of multiculturalism and reporting the various cases where the diversity is distinguished. Provides definitions of Multiculturalism, Diversity and analyses the Human Rights and Gender Equality. In the second section, the first part presents how to deal with cultural and diversity situations with reference to the basic principles of multiculturalism and steps of dealing with Cultural Awareness and Diversity. The second part is given emphasis on cooperation between people of different cultures, that they have an effective result for the organizations. Finally, there is a detailed presentation about the technique of active listening.

2) Suggested duration of the unit (hours):

2 hours

3) Aims and objectives

The main objective of the program for Cultural Awareness and Diversity is the acquisition of skills that contribute to constructive coexistence in a multicultural working environment. The aim is the acceptance and respect of differences, but also the recognition of their cultural identity, through a daily effort of communication, understanding and cooperation. In summary, the objectives of the program:

- Recognition and understanding of the difference.
- Respect of different cultures
- Positive attitude and perception towards the differences of cultures, otherness, diversity.
- Focusing on the commonalities of different groups
- Interaction between different individuals in the workplace.
- Awareness of the power and value of cultural diversity
- Awareness of human rights
- Equal opportunities.

4) Content of the unit:

Section 1: Introduction to cultural and diversity awareness [1 hour]

- Basic concepts cultural and awareness
  - Types of discrimination.
  - Respect for diversity
- Introduction to the concepts of Cultural and diversity
  - Conceptual clarifications and definitions
    - Definition Multiculturalism.
    - Definition of diversity.

Section 2: Dealing with cultural and diversity statements [1 hour]

- How to deal with cultural and diversity situations
  - The basic principles of multiculturalism.
    - Exchange of information and experience.
    - Facilitate communication
    - Fighting racism and nationalist thinking
  - Steps of dealing with Cultural Awareness and Diversity
    - Diagnosis of problems and needs
    - Personalized approach
- Cooperation between people of different cultures

Intellectual Output 6 Training Curricula level 3

- o Effective cooperation between people of different cultures
  - ▪ Tolerance -Understanding - Awareness
  - ▪ Positive attitude and perception towards the differences of cultures, otherness, diversity
- o The technique of active listening
  - ▪ Looking at things from the viewpoint of the other.
  - ▪ Active listening techniques.

5) Methodology to be used during the training of unit 3.33

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Introduction to cultural and diversity awareness **Duration:** 1 hour	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 2: Dealing with cultural and diversity statements **Duration:** 1 hour	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	• **EUPA_LO_098_M_001** **Handle cultural differences**

THEME 37: MULTI-TASKING

An organization have many times to handle multiple tasks at the same time. So workers should be properly prepared to deal with these situations effectively and successfully. The multi-tasking module analyses the actions and techniques that can be used in order to be able to manage many different tasks that should be completed in specific deadlines.

LEVEL 3

- **3.34: DEMONSTRATE MULTI-TASKING SKILLS**

UNIT 3.34: DEMONSTRATE MULTI-TASKING SKILLS

1) Short description:

The course consist of techniques and methods will be followed by an employee to be able to handle multiple tasks successfully and with best results. In the first part of the section presents the theoretical foundation to manage multiple tasks. In the second part of the module are shown concrete tools to help effective management multitasking.

2) Suggested duration of the unit (hours):

1,5 hours

3) Aims and objectives

The program's aim is to teach learners to manage correctly and quickly multitask. Will be presented techniques and tools to help solve problems on the management multitasking. Objectives of the program is learners be able to apply one or more problems appearing during the accomplishment of one or more tasks by selecting and applying basic methods, tools, materials and information. With the implementation of the program will be able to handle and manage more than one task at the same time. Therefore, participants will be able to plan; monitor and guide each work together with all the other tasks, effectively and efficiently, in order each action can achieve their goals: reach the overall aim of an organization according to the predefined results within the timeframe and budget.

4) Content of the unit:

Section 1: Introduction to multi-tasking [0,5 hours]

- Theoretical approach to managing multiple tasks
    - o Prioritizing activities.
    - o Organization and multitasking management plan

Section 2: Techniques of multitasking management [1 hour]

- Categorize task works and classification
    - o Tools for the proper organisation of multitasking (e.g. Trello, Google drive)
        - ▪ Creating a timetable
        - ▪ Separation activities depending on the need and importance
- Practice in handle and manage more than one task at the same time   0
    - o Common Problems and dealing procedures
        - ▪ Assign multiple tasks and accomplish a specific time
        - ▪ Teamwork to solve multi tasks
   - ▪ Choosing the right tools to solve multi- tasks

5) Methodology to be used during the training of unit 3.34

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Introduction to multi-tasking **Duration:** 1 hour	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 2: Techniques of multitasking management **Duration:** 1 hour	☒ Lecture ☒ Group Discussion ☒ Multiple choice	☒ Projector ☒ Laptop	• **EUPA_LO_099_M_001 Multiple choice test**

THEME 38: SELF IMAGE AND ORGANISATION IMAGE

The thematic section about the self-image and the organisation refers to professional employee profile and the image that they must be in contact with customers, suppliers, partners and people at the internal or external environment of the organization or company working. It is very important for the image of an organization the employee profile to be positive and professional, even when the situation at the workplace is not good or is very pressing. The courses that follow are presented techniques and methods that help in a positive and professional attitude of employees.
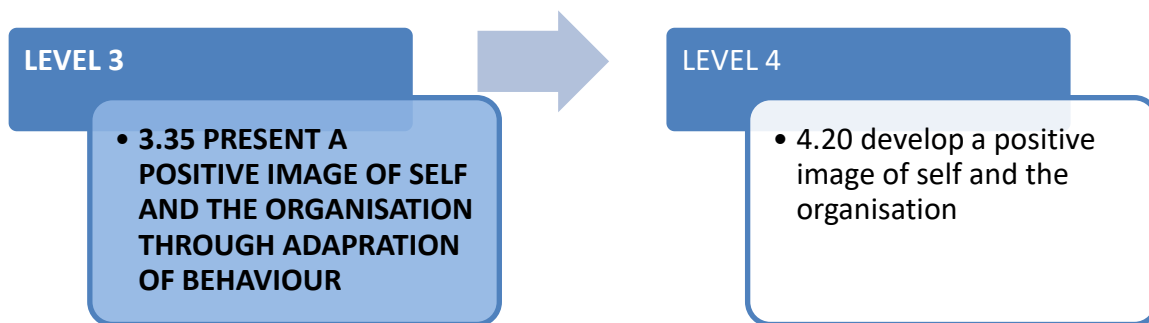
LEVEL 3	LEVEL 4
• **3.35 PRESENT A POSITIVE IMAGE OF SELF AND THE ORGANISATION THROUGH ADAPRATION OF BEHAVIOUR**	• 4.20 develop a positive image of self and the organisation

UNIT 3.35: PRESENTING A POSITIVE IMAGE OF SELF AND THE ORGANISATION THROUGH ADAPTATION OF BEHAVIOUR

1) Short description:

This section provides a description of the positive and professional conduct that should have employees in contact with colleagues, partners, customers, suppliers, etc. Presented techniques and methods to deal with difficult situations in the workplace such as working under pressure or when you come to a difficult situation with a customer or supplier. In the first part of the module is an introduction to the program, the objectives and benefits, as well as an introduction to the standards of professional behaviour. The second part presents the advantages of having a positive and professional behaviour. Furthermore, are presented examples of dealing with difficult situations in a positive and professional manner.

2) Suggested duration of the unit (hours):

1,5 hours

3) Aims and objectives

The aim of this unit is to foster a positive and professional profile of the participants so that they can face difficult situations and have the best results. The objectives of units to enable learners to hold their nerves and to manage all their activities by a positive and professional manner.

By the end of the unit, learners will be able to:

- List and explain positive and professional manners in difficult situation like working to deadlines, contact with a client, etc.
- Analyse difficult situations and have the most appropriate behaviour.
- Build engagement with customers and influence their buying decisions of your product.
- Learn how to use social media tools and create a social media communication plan.
- Acquire an updated vision of the possibilities of social media for personal and professional purposes.

4) Content of the unit:

Section 1: Introduction to professional image [0,5 hours]

- Standards of professional behaviour
    - Why is it important to keep professional attitude?
    - Definition of professional behaviour
- Professional behaviour at work and professional profile
    - Benefits of professional behaviour

Section 2: Positive image of self and the organisation [1 hour]

- How to make a positive and professional profile?
    - Guidance on Human Relations
        - Human Relations and Working Environment
        - Understanding Human
- Dealing with difficult situations in a positive and professional manner
    - Employee morale and job satisfaction
        - Work Performance and Job Satisfaction
        - Reward of employees for their behaviour in the workplace
    - Examples for dealing with difficult situations
        - Working under high pressure conditions
        - Conflicts in the workplace

5) Methodology to be used during the training of unit 3.35

Section Title:	Training Methodology:	Training Equipment:	Training and Methodological tools:
Section 1: Introduction to professional image **Duration:** 0,5 hours	☒ Lecture ☒ Group Discussion	☒ Projector ☒ Laptop	
Section 2: Positive image of self and the organisation **Duration:** 1 hour	☒ Lecture ☒ Group Discussion ☒ Role Play	☒ Projector ☒ Laptop	• **EUPA_LO_100_M_001 Role play the difficult customer**