

Administration Personnel?

Learning is not only classroom

## [Training Curricula]

*(Intellectual Output 6)*

*Level: 4*

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

Coordinator:

**MMC** Mediterranean  
Management Centre

Partners:



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# 1. Introduction to Eupa\_Next Training Curriculum Level 4

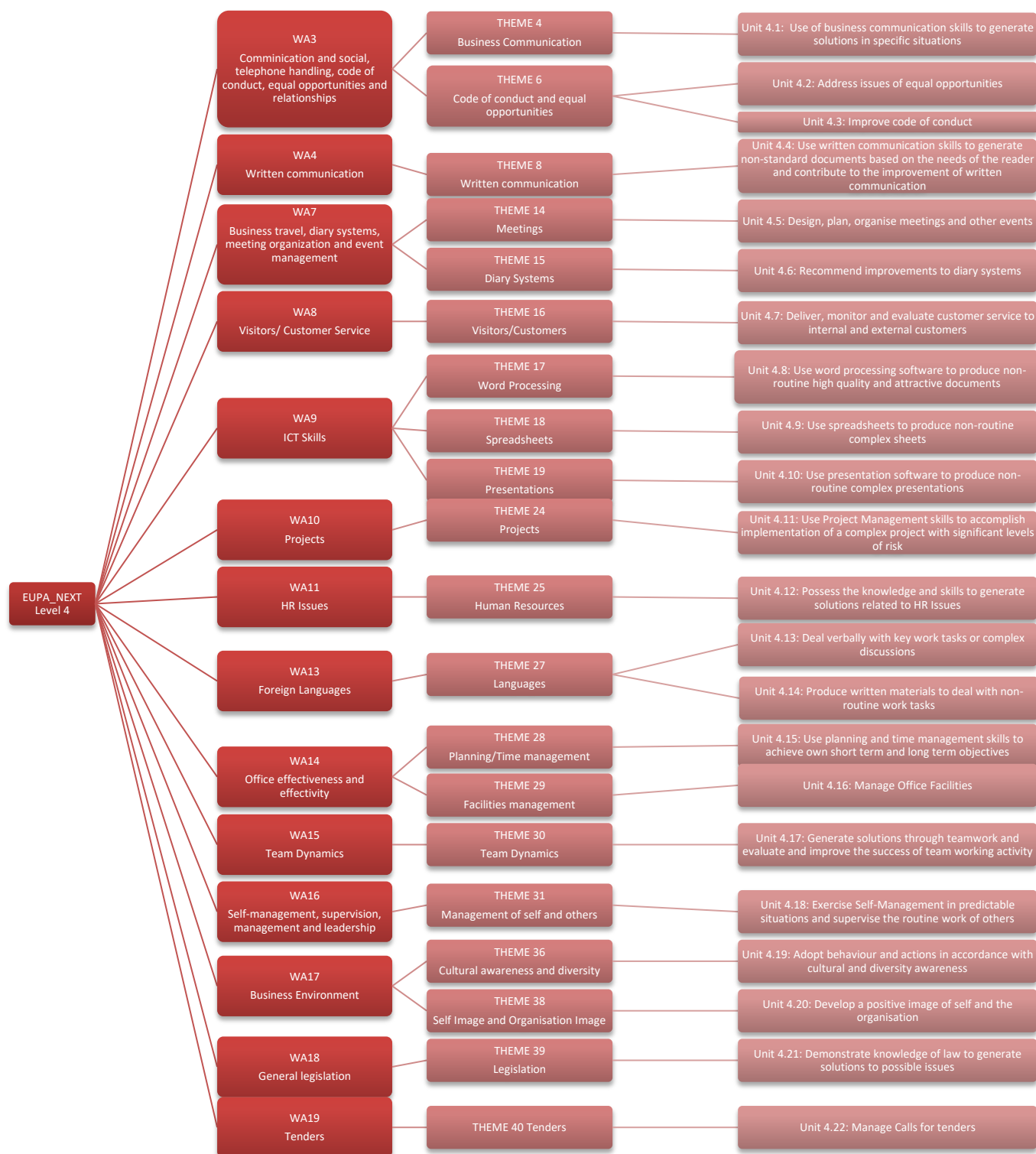
The EUPA\_NEXT training curriculum follows the modular philosophy and is compatible with the Qualification Framework that has been developed previously. It is structured in Work Areas, each covering different topic. Work areas are than defined as sets of units that cover the knowledge, skills and competences for one or more learning outcomes.

THE EUPA\_NEXT training curriculum for level 4 is structured in 22 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.

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.

	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 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

## 2. A map of the training materials developed by EUPA\_NEXT



### 3. Recommendations for participation

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There are no prerequisites specified for the applicants for the initial certification of an Administration Personnel in Level 4 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)
4	Level B1	18	Equivalent of EQF level 3

### 4. Certification

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Any person who wants to get certified as Administration Personnel in EQF Level 4 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 4 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 4.

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 4 developed within the EUPA\_NEXT project. For each unit of EQF Level 4, 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 4 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 3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships

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### THEME 4: BUSINESS COMMUNICATION

#### UNIT 4.1: USE OF BUSINESS COMMUNICATION SKILLS TO GENERATE SOLUTIONS IN SPECIFIC SITUATIONS

##### Unit description:

This unit deals with the ability to interact with other people effectively and efficiently, and generate solutions in specific situations through the use of effective communication techniques.

##### Suggested duration:

6 hours

##### Aims and objectives:

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

- Describe and explain human interaction
- Learn to use empathy, active listening and other communication tools in business interactions
- Evaluate and improve their own and their team's communication skills
- Generate solutions in specific predictable that are subject to change situations through the use of effective communication techniques.

##### Content of the unit:

- Section 1: Business communication - revision [0,5 hours]
- Section 2: Human Interaction [2 hours]
- Section 3: Active Listening and Empathy [3,5 hours]

## THEME 6: CODE OF CONDUCT AND EQUAL OPPORTUNITIES

### UNIT 4.2: ADDRESS ISSUES OF EQUAL OPPORTUNITIES

#### Unit description:

In this unit matters concerning equal opportunities will be enlightened. Core ideas of this topic, such as that all people must be treated equally and not disadvantaged by prejudices or bias explained. This means that the best person for a job or a promotion is the person who earns that position based on qualifications, experience and knowledge. Prospective of disabilities, sexual orientation and other sources of discrimination will be analysed and discussed in local, regional, national and European level.

#### Suggested duration:

3 hours

#### Aims and objectives:

In this unit learners will be able to:

- Understand the significance of equality in communication and every day procedures in the workplace
- Learn about different forms of inequality and discriminations and the problems they raise in the organization's code of conduct and performance
- Discuss possible solution and measures for inequality, taken into account exclusive conditions and circumstances existing in different organizations

#### Content of the unit:

- Section 1: Code of conduct in a variety of situations-revision [0.5 hours]
- Section 2: The many faces of discrimination [0.5 hours]
- Section 3: Legal and Social issues [1 hour]
- Section 4: Engaging with the issue [1 hour]

## UNIT 4.3: IMPROVE CODE OF CONDUCT

### Unit description:

In this unit the parameters of code of conduct will be demonstrated. The business and legal frameworks will be explained and connections among them and the code of conduct will be made. Subsequently, questions arise from the complexity of organizational workplace code will be answered.

### Suggested duration:

2,5 hours

### Aims and objectives:

By the end of this unit, learners will:

- Learn to identify the conduct code of their organization
- Assess customer's and co-workers' expectation
- Understand how to use specific tools in order to improve code of conduct according to the organization's needs
- Apply the organization's code successfully during their interactions with customers and colleagues

### Content of the unit:

- Section 1: Code of conduct revision [0,5 hours]
- Section 2: Parameters for improvement [0,5 hours]
- Section 3: Code of conduct – expectations of customers and employees [1 hour]
- Section 4: Improving the code of conduct: Issues to consider [0,5 hours]

## Work Area 4: Written Communication

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### THEME 8: WRITTEN COMMUNICATION

#### UNIT 4.4: USE WRITTEN COMMUNICATION SKILLS TO GENERATE NON-STANDARD DOCUMENTS BASED ON THE NEEDS OF THE READER AND CONTRIBUTE TO THE IMPROVEMENT OF WRITTEN COMMUNICATION

##### Unit description:

In this unit the vital need of clear, concise and effective writing communication for the preparation of non-standard documents will be demonstrated. Tools and techniques appropriate for internal and external workers, customers and stakeholders will be introduced, and the special needs of every type of written communication will be analysed.

##### Suggested duration:

2,5 hours

##### Aims and objectives:

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

- Explain and use tools and techniques to assess the needs on written information and knowledge
- Evaluate the needs on written information and knowledge of internal and external workers, customers and stakeholders; and respond to those needs through development of written communication.
- Compose appropriate non-standard documents that respond to those needs
- Explain why the system of written communication should be part of a coherent organisation-wide approach to the improvement of the quality of business communication.
- Apply communication theory to develop written business communication strategies, including evaluation of purpose, audience, context, and channel choice.
- Demonstrate the ability to create or recommend changes and improvements to company business communication strategy.

##### Content of the unit:

- Section 1: Reporting to various internal and external stakeholders [1 hour]
- Section 2: Composing non-standard documents [1,5 hours]

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

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### THEME 14: MEETINGS

#### UNIT 4.5: DESIGN, PLAN AND ORGANISE MEETINGS AND OTHER EVENTS

##### Unit description:

This unit is focused on the event management – therefore it focuses on the ability of learners to act as an event organizer in planning a meeting, conference or other events. It is also aimed to ensure that the learners are able to plan the event in a way that it meets all the defined objectives and expectations and stays within a budget. The ability to ensure that all participants' requirements, health and safety as well as legal requirements are met.

##### Suggested duration:

4 hours

##### Aims and objectives:

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

- List possible types of events and describe the characteristics of each.
- Explain the role of an event organizer
- Explain how to identify and possible selection criteria for suitable venues for different types of events.
- Calculate the required budget for meetings and events and compare with company policy.
- Organize an event with all technical, organisational and social parts
- Organise resources and the production of event materials
- Identify and describe possible ways/methods to collect participant requirements
- Identify and describe the legal requirements for contracts in the field of events / meetings.
- Outline the health and safety rules that are in accordance with events / meetings

##### Content of the unit:

- Section 1: Effective events in business [1 hour]
- Section 2: The role of event organizer [1 hour]
- Section 3: Preparation of the event [1 hour]
- Section 4: Identifying and addressing requirements [1 hour]

## THEME 15: DIARY SYSTEMS

### UNIT 4.6: RECOMMEND IMPROVEMENTS TO DIARY SYSTEMS

#### Unit description:

This unit aims to equip the learners with knowledge necessary for analysis of current systems to produce recommendations for improvements and recommendations for the necessary training. Factors affecting effectiveness of a diary systems and through them improve the business efficiency will be presented and discussed.

#### Suggested duration:

1 hour

#### Aims and objectives:

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

- List the factors that affect the effectiveness of a diary systems taking into consideration users' needs and business requirements.
- Examine the existing diary systems and outline their advantages and disadvantages
- Recommend improvements to the existing diary system so that they are more aligned to user's needs and business requirements.
- Find new possibilities in diary systems to improve the business efficiency
- Recommend training to users on the improvements made to diary systems.

#### Content of the unit:

- Section 1: Diary systems effectiveness [0,5 hours]
- Section 2: Improvements of diary systems [0,5 hours]

## Work Area 8 Visitors/ Customer Service

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### THEME 16: VISITORS/ CUSTOMERS

#### UNIT 4.7: DELIVER, MONITOR AND EVALUATE CUSTOMER SERVICE TO INTERNAL AND EXTERNAL CUSTOMERS

##### Unit description:

In this unit the concept of deliver, monitor and evaluate customer service to internal and external customers will be presented. Customers will be distinguished into two target groups, external and internal ones. Differences in the needs of every group will be discussed.

##### Suggested duration:

5 hours

##### Aims and objectives:

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

- Propose the appropriate products and solution to internal and external customers
- Learn how to present their products and solutions accurately
- Understand the importance of feedback from customers
- Operate the tools and be able to analyse feedback given by the customers

##### Content of the unit:

- Section 1: Customer service in accordance with organizational principles (revision) [0,5 hours]
- Section 2: Delivering, monitoring and evaluating customer service [2 hours]
- Section 3: Delivering, monitoring and evaluating customer service to external customers [2,5 hours]

## Work Area 9: ICT Skills

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### THEME 17: WORD PROCESSING

#### UNIT 4.8: USING WORD PROCESSING SOFTWARE TO PRODUCE NON-ROUTINE HIGH QUALITY AND ATTRACTIVE DOCUMENTS

##### Unit description:

This unit focuses on advanced production of high quality documents by word processing program. The participants can design and define all requirements and parameters for the different type of documents.

##### Suggested duration:

1 hour

##### Aims and objectives:

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

- Create high quality and attractive documents incorporating advanced features such as shapes, smart art, charts, advanced tables, quick parts, bibliography etc.
- Review the document using track changes
- Produce a table of contents as well as a list of tables and figures
- Develop an automated document bibliography.

##### Content of the unit:

- Section 1: Smart art, Shapes [15 minutes]
- Section 2: Table of contents, Captions, table of figures, bibliography, review [45 minutes]



## THEME 18: SPREADSHEETS

### UNIT 4.9: USING SPREADSHEETS TO PRODUCE NON-ROUTINE COMPLEX SHEETS

#### Unit description:

This unit focuses on advanced level of the use of spreadsheets in producing complex sheets. Learners can use the appropriate functions for processing data and export results.

#### Suggested duration:

3 hours

#### Aims and objectives:

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

- Use an advanced level spreadsheet, so as to be able to use complex formulas and functions to produce complex worksheets.
- Deal with more advanced applications such as import objects, create charts and graphs.
- Select and use appropriate formulas and functions such as AND and OR, financial functions, etc.

#### Content of the unit:

- Section 1: Introduction to advanced spreadsheets [0,5 hours]
- Section 2: Advanced formulas and functions [2,5 hours]

## THEME 19: PRESENTATIONS

### UNIT 4.10: USING PRESENTATION SOFTWARE TO PRODUCE NON-ROUTINE COMPLEX PRESENTATIONS

#### Unit description:

This unit focuses on using presentation software at an advanced level to create complex and attractive presentations.

#### Suggested duration:

1 hour

#### Aims and objectives:

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

- Produce complex presentations for different purposes in an attractive way
- Create complex and attractive presentations incorporating advanced feature
- Use advanced techniques effectively to produce autonomously complex presentations

#### Content of the unit:

- Section 1: View and display [0,5 hours]
- Section 2: Animations and transitions [0,5 hours]

## Work Area 10: Projects

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### THEME 24: PROJECTS

#### UNIT 4.11: USE PROJECT MANAGEMENT SKILLS TO ACCOMPLISH IMPLEMENTATION OF A COMPLEX PROJECT WITH SIGNIFICANT LEVELS OF RISK

##### Unit description:

In this unit the use of multiple skills and competencies for the accomplishment of a demanding project with significant levels of risk will be enlightened. Definition and description of risk in project management will be given. Tools and techniques for the comprehensive management of a project will be demonstrated. The necessity of communication, leadership and other soft skills for the successful project management will be emphasized.

##### Suggested duration:

9 hours

##### Aims and objectives:

The learners, after attending this course, should have a deep understanding of potential risks they may face while managing a project, and of ways in which they can come up with effective and appropriate solutions. Also, understanding of software facilitating the implementation of a project, such as MS project and Trello is crucial. Predicting potential risks and acting accordingly in advance is another aspect of project management which should be presented to learners in this unit. They should also understand the soft skills required in the project management process, as well as obtain knowledge regarding financial management and project operations.

##### Content of the unit:

- Section 1: Implementation of low-risk simple projects revision [0,5 hours]
- Section 2: Risks in project management [1,5 hours]
- Section 3: Project management tools [1,5 hours]
- Section 4: Skills required for project management [1,5 hours]
- Section 5: The importance of Sector-Specific knowledge [1,5 hours]
- Section 6: Financial project management [1,5 hours]
- Section 7: Problem Solving [1,5 hours]

## Work Area 11: HR Issues

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### THEME 25: HUMAN RESOURCES

### UNIT 4.12: POSSESS THE KNOWLEDGE AND SKILLS TO GENERATE SOLUTIONS TO HR ISSUES

#### Unit description:

This unit deals with knowledge of theories, principles and methods of employee training to be able to plan and provide the specifications for design of training and development; be able to evaluate a training event and use appropriate funding mechanisms for skills development initiatives, moreover this unit is also focused on understanding personnel management and human resources management theories and practice to be able to support the recruitment, motivation and retention of employees. Through this unit, learners will be able to ensure that the process of termination of employment is followed according the legislation and prepare the appropriate documentation.

#### Suggested duration:

8 hours

#### Aims and objectives:

By the end of this unit, learners will:

- Understand the difference between personnel management and human resource management
- Support the recruitment, motivation and retention of employees taking into consideration the main principles of human resource management.
- Demonstrate ability to ensure that the process of termination of employment is followed and prepare the appropriate documentation
- Understand learning theories and learning styles
- Recognize and use appropriate funding mechanisms for skills development initiatives.
- Recall key principles for training design, organisation and evaluation
- Develop tools for the evaluation of a training event
- Evaluate the effectiveness of training events and provide ideas for improvement.

#### Content of the unit:

- Section 1: Human Resources and Personnel Management [2 hours]
- Section 2: Employee training and development in detail [4 hours]

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- Section 3: Termination of employment [2 hours]

## Work Area 13: Foreign Languages

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### THEME 27: LANGUAGES

#### UNIT 4.13: DEAL VERBALLY WITH KEY WORK TASKS OR COMPLEX DISCUSSIONS

##### Unit description:

This unit focuses on improving communication in foreign language (CEFR Level B2).

##### Suggested duration:

2 hours

##### Aims and objectives:

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

- Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in your field of specialization
- Use necessary language skills in order to communicate with people in a foreign language.
- Communicate effectively and with confidence in a wide range of non - routine situations.
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.

##### Content of the unit:

- Section 1: CEFR Level B2 introduction [0,5 hours]
- Section 1: Key Work Tasks or Complex Discussions in Foreign Languages [1,5 hours]

## UNIT 4.14: PRODUCE WRITTEN MATERIALS TO DEAL WITH NON-ROUTINE WORK TASKS

### Unit description:

This section focuses on improving written communication skills in foreign language in order to use the foreign language in its written form to deal with non-routine work tasks (CEFR Level B2).

### Suggested duration:

2 hours

### 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. With the completion of courses participants can use his/her foreign language skills in a wide range of situations related to reading and writing, e.g. when writing emails and letters, documents. Also, they be able to select the appropriate templates for standard communication with clients, customers, suppliers, colleagues, partners, etc.

### Content of the unit:

- Section 1: Writing in business [1 hour]
- Section 2: Practice writing [1 hour]

## Work Area 14: Office Effectiveness and Efficiency

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### THEME 28: PLANNING/TIME MANAGEMENT

#### UNIT 4.15: USE PLANNING AND TIME MANAGEMENT SKILLS TO ACHIEVE OWN SHORT TERM AND LONG TERM OBJECTIVES

##### Unit description:

The purpose of this unit is to teach learners the principles of setting SMART objectives and plan accordingly to achieve them in long/or short/term time frame. Learners will be taught to work with various time management techniques, various tools, and applications will also be introduced. Learners will be able to review and assess plans and make all necessary changes to ensure that the goals will be achieved.

##### Suggested duration:

4 hours

##### Aims and objectives:

By the end of this unit, learners will:

- Understand principles of SMART objectives
- Express different types of goals using SMART
- Set own long/term and short/term goals
- Explain and use various time management techniques
- Analyse the progress and adapt the plan whenever needed.

##### Content of the unit:

- Section 1: Goals and objectives [1 hour]
- Section 2: SMART [1 hours]
- Section 3: Time management techniques [2 hours]



## THEME 29: FACILITIES MANAGEMENT

### UNIT 4.16: MANAGE OFFICE FACILITIES

#### Unit description:

The purpose of this unit is to teach learners how to manage the office and its resources in effective and efficient way by maintaining and coordinating its resources (facilities and equipment), implementation and evaluation of various office systems and procedures.

#### Suggested duration:

5 hours

#### Aims and objectives:

By the end of this unit, learners will:

- Understand and describe the importance and principles of efficient office facilities management
- Describe possible methods to be used to identify the needs of users and associate the facilities accordingly
- Develop tools to plan the provision and maintenance of the facilities
- Generate solutions in case of clashes in an effective way
- Use different office systems and procedures to ensure the high quality of office work

#### Content of the unit:

- Section 1: Office facilities and equipment [1 hour]
- Section 2: Office maintenance [0,5 hours]
- Section 3: Management of use of the facilities and equipment [1,5 hours]
- Section 4: Office systems and procedures [1 hour]
- Section 5: Effectiveness and Efficiency in the office [1 hour]

## Work Area 15: Team Dynamics

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### THEME 30: TEAMS DYNAMICS

#### UNIT 4.17: GENERATE SOLUTIONS THROUGH TEAMWORK AND EVALUATE AND IMPROVE THE SUCCESS OF TEAM WORKING ACTIVITY

##### Unit description:

This unit describes basic principles of effective teamwork, analysis of the performance of team based on results, quality of work, team members' evaluation etc.

##### Suggested duration:

3 hours

##### Aims and objectives:

With the successful completion of the course, learners will be able to:

- Know the value of teamwork and how all together brings better results than each one separately
- Cooperate with team members to achieve common goals
- Understand the role they have themselves and others in the group, judge how involved and the group's effectiveness.
- Evaluate the effect of their work on the basis of other people.
- Recognize and take advantage their strengths, the strengths of the other members as well as the strengths of the team

##### Content of the unit:

- Section 1: Introduction of team dynamics [1 hour]
- Section 2: Solutions through teams' dynamics [2 hours]

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

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### THEME 31: MANAGEMENT OF SELF AND OTHERS

#### UNIT 4.18: EXERCISE SELF-MANAGEMENT IN PREDICTABLE SITUATIONS AND SUPERVISE THE ROUTINE WORK OF OTHERS

##### Unit description:

This unit equips learners with abilities related not only to self-management, i.e. managing one's self in terms of time allocation, resources acquisition, relationships, evaluation and so on, but also to managing a team performing in situations which are predictable, but subject to change. Moreover, it guides learners in the team building process and in the understanding of needs and cultural and other particularities of other team members.

##### Suggested duration:

2,5 hours

##### Aims and objectives:

After completing this unit, learners should have understood what self-management is and how it can be exercised in daily work, in predictable-but-subject-to-change situations. They should also know how to cope with other people's needs when participating in a team. The team development process should be thoroughly explained to them, as well as supervising work of others. Also, they should be provided with examples on how to evaluate one's self and others. Lastly, but importantly, learners should learn the ways, processes and techniques involved in team-building, and in supporting a team.

##### Content of the unit:

- Section 1: Self-evaluation (review) [0,5 hours]
- Section 2: Self-management [1 hour]
- Section 3: Supervising and evaluating others [0,5 hours]
- Section 4: Developing own administration team [0,5 hours]

## Work Area 17: Business Environment

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### THEME 36: CULTURAL AWARENESS AND DIVERSITY

#### UNIT 4.19: ADOPT BEHAVIOUR AND ACTIONS IN ACCORDANCE WITH CULTURAL DIVERSITY AWARENESS

##### Unit description:

This section analyses the concepts of cultural diversity and awareness, that should be in place in an organization where there is communication and collaboration of people with different cultural characteristics (language, culture, tradition, religion., disabled people, etc.).

##### Suggested duration:

4 hours

##### Aims and objectives:

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

- Contribute to the development of relationships based on cultural diversity.
- Demonstrate respect for cultural diversity in all communication and interactions with clients, colleagues and customers.
- Use specific strategies to eliminate bias and discrimination in dealing with clients and co-workers.
- Find the most important strategies adopted to enhance workplace diversity.
- Identify most frequently encountered barriers for accepting workplace diversity.
- Identify strategies to increase inclusiveness.
- Find out ways to increase awareness about workplace diversity.

##### Content of the unit:

- Section 1: Diversity [1,5 hours]
- Section 2: Diversity management [1 hour]
- Section 3: Identity, Diversity, Stereotypes and Prejudice [1 hour]
- Section 4: Learning from diversity [0,5 hours]

## THEME 38: SELF IMAGE AND ORGANISATION IMAGE

### UNIT 4.20: DEVELOP A POSITIVE IMAGE OF SELF AND THE ORGANISATION

#### Unit description:

This unit provides a description of the development of a positive image of employees. The first section of the chapter is a general introduction to the program and subsequently are presented the benefits of professional behaviour. The second section deals with the development of a positive image of self and the organization and consists of two subsections. In the first are studied Initiatives and actions to improve corporate image and in the second are presented solutions in the case of problematic issues related to the corporate image.

#### Suggested duration:

2 hours

#### Aims and objectives:

The aim of the examined section is to undertake initiatives and actions whose primary purpose is to improve and enhance corporate image. The improvement of personal image and behaviour will lead to improved corporate image in order to enhance business performance. Objectives of the training is to enable learners to solve problematic situations in a positive impact on the corporate image. By the end of the unit, learners will be able to:

- Define organisational image in a comprehensive way.
- Identify activities to be implemented on behalf of the organisation for improving the corporate image.
- Identify dimensions of the corporate image.
- Acquire an updated vision of the possibilities of social media for personal and professional purposes.

#### Content of the unit:

- Section 1: Introduction to professional image [1 hour]
- Section 2: Development of a positive image of self and the organisation [1 hour]

## Work Area 18: General Legislation

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### THEME 39: LEGISLATION

#### UNIT 4.21: DEMONSTRATE KNOWLEDGE OF LAW TO GENERATE SOLUTIONS TO POSSIBLE ISSUES

##### Unit description:

Through this unit, learners will understand the most important aspects of the employment law and Health and safety regulations, they will learn to use various methods in order to stay informed about latest legal changes that could affect the organization. Through this unit, learners will also develop skills to produce an employment contract in a way that ensures that all provisions of employment law are being respected. Ability of learners to analyse the aspects of such law that could affect the organization and to generate solutions to different issues to avoid any problems related to employment law will also be addressed.

##### Suggested duration:

5,5 hours

##### Aims and objectives:

By the end of this unit, learners will

- Understand and list the most important aspects of the employment law
- Understand and list the most important aspects related to Health and Safety
- Describe the provisions of the employment law and health and safety applied in the most important aspects of the organization
- Produced an employment contract that respects all provisions of law
- Analyse the aspects of employment law and health and safety regulations that could affect the organization
- Generate solutions to different issues to avoid any problems related to employment law and health and safety regulations
- Stay informed on the latest legal changes

##### Content of the unit:

- Section 1: Introduction to employment and Health and safety legislation [0,5 hours]
- Section 2: How to stay up to date with the latest changes in legislation [0,5 hours]
- Section 3: The most important aspects of the Employment legislation related to the Organization [3 hours]
- Section 4: Health and safety regulations [1,5 hours]

Intellectual Output 6 EUPA Training Curricula level 4

## Work Area 19: Tenders

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### THEME 40: TENDERS

#### UNIT 4.22: MANAGE CALLS FOR TENDERS

##### Unit description:

This unit focuses on the understanding of the process of conducting tenders of an organization and the efficient handling of all required actions from the beginning to the completion of the tender process.

##### Suggested duration:

3 hours

##### Aims and objectives:

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

- Understand the terms and requires of the tendering process.
- Answer with clarity and objectivity in questions of suppliers.
- Receive, record and open tenders in terms of transparency and publicity.
- Evaluate the submitted tenders and select the best against of predefined criteria.

##### Content of the unit:

- Section 1: Introduction to tenders [1 hour]
- Section 2: Management of call for tenders [1 hour]
- Section 3: Evaluation of tenders [1 hour]

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