

Administration Personnel?

Learning is not only classroom

## [Training Curricula]

*(Intellectual Output 6)*

*Level: 5*

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

Coordinator:

**MMC** Mediterranean  
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Partners:



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# 1. Introduction to Eupa\_Next Training Curriculum Level 5

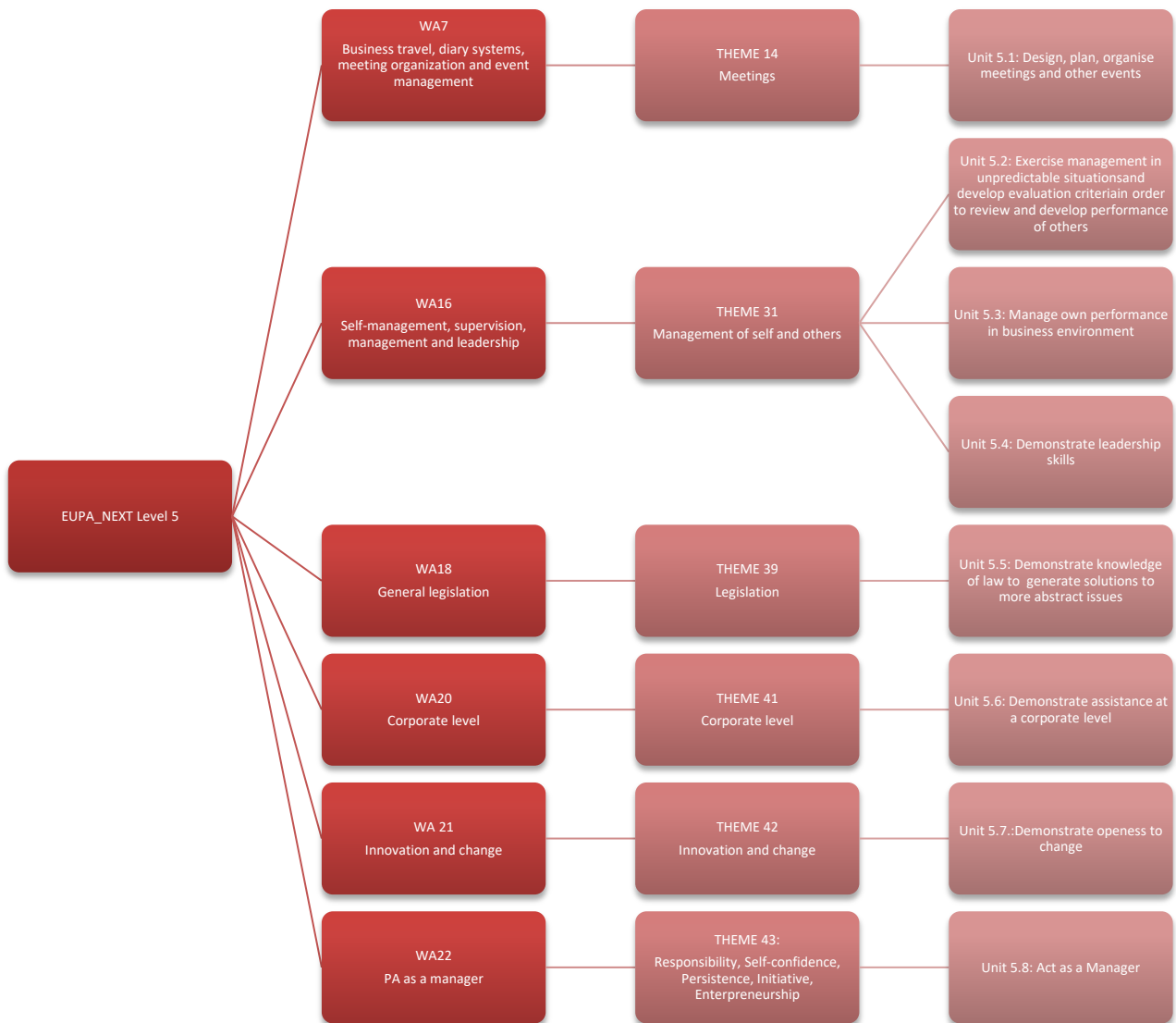
The EUPA\_NEXT training curriculum follows the modular philosophy and is compatible with the Qualification Framework that has been developed previously. It is structured in Work Areas, each covering different topic. Work areas are than defined as sets of units that cover the knowledge, skills and competences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

THE EUPA\_NEXT training curriculum for level 5 is structured in 8 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 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

## 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 5 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)
5	Level B1	18	<ul style="list-style-type: none"><li>• 3year German Dual System</li><li>• 2year College Diploma or equivalent academic qualification of EQF Level 4</li></ul>

### 4. Certification

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Any person who wants to get certified as Administration Personnel in EQF Level 5 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 5 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 5.

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 5 developed within the EUPA\_NEXT project. For each unit of EQF Level 5, 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 5 is granted for 5 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 7: Business Travel, Diary Systems, Meeting Organisation and Event Management

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### THEME 14: MEETINGS

#### UNIT 5.1: DESIGN, PLAN AND ORGANISE MEETINGS AND OTHER EVENTS

##### Unit description:

This unit is focused on the event management, the ability of learners to plan, prepare, organize and support various types of events such as conferences, PR events for employees and customers and others.

##### Suggested duration:

5 hours

##### Aims and objectives:

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

- Describe the principles of event concept design
- Design and implement a sound market research in order to develop the concept of an event
- Supervise the development of an event concept, encouraging innovation and creativity.
- List possible event objectives, discuss ways to evaluate the feasibility of these objectives in operational and financial terms
- Describe the contents of an event business plan such as executive summary, explanation of the business idea, analysis of market and competitors, sales and marketing plan, identification of needs, planning cycle,
- List and describe in detail the possibilities for internal financing and external sponsorship.
- Name and describe different ways of event evaluation and monitoring.
- Develop a creative event strategic business plan that also shows the planning cycle

##### Content of the unit:

- Section 1: Developing an event concept [1,5 hours]
- Section 2: Setting event objectives [1 hour]
- Section 3: Developing event business plan [1 hour]
- Section 4: Event Venue [1 hour]
- Section 5: Event evaluation and monitoring [0,5 hours]

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

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### THEME 31: MANAGEMENT OF SELF AND OTHERS

#### UNIT 5.2: EXERCISE MANAGEMENT IN UNPREDICTABLE SITUATIONS AND DEVELOP EVALUATION CRITERIA IN ORDER TO REVIEW AND DEVELOP PERFORMANCE OF OTHERS

##### Unit description:

This unit demonstrates the ability of the learners to implement management, supervise activities, and set team performance targets according to strategic objectives. In this unit emerges the necessity of the learners to provide guidance to co-workers in order to reach team's targets. Evaluation procedures customized to measure job performance as well as review and performance development tools are presented in this unit.

##### Suggested duration:

4 hours

##### Aims and objectives

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

- Describe business disciplines that affect business management
- Entrust tasks to the right subordinates clearly and efficiently
- Provide feedback to their team using advanced techniques
- Recognize the need of teamwork for the accomplishment of organizational objectives
- Handle appropriate tools to measure individual's performance
- List and apply possible criteria of evaluation of own and team's work, according to task description and organization's needs
- Plan proper procedures in order to develop performance of the team

##### Content of the unit:

- Section 1: Self-management in predictable situations (review) [0,5 hours]
- Section 2: Business disciplines [2 hours]
- Section 3: Measuring performance [1,5 hours]

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- Section 4: Formulating evaluation criteria of team performance [1 hour]

## UNIT 5.3: MANAGE OWN PERFORMANCE IN THE BUSINESS ENVIRONMENT

### Unit description:

This unit displays factors that can be measured and improve own performance and plan. The importance and methods of constructing a personal development plan are also demonstrated, as well as approaches of evaluate a plan of personal development.

### Suggested duration:

2 hours

### Aims and objectives:

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

- Realize the advantages of acknowledge and be taught by their own mistakes
- List criteria of evaluation according to task requirements and organizational demands
- Redefine criteria of assess their performance
- Pursue valuable feedback form others
- Weigh their skills and competencies against positional needs and organizational objectives
- Create their own personal development plan

### Content of the unit:

- Section 1: Improving own performance [1 hour]
- Section 2: Plan of Personal Development [1 hour]

## UNIT 5.4: DEMONSTRATE LEADERSHIP SKILLS

### Unit description:

This unit is about leadership and demonstrating of leadership skills by Pas and administrative personnel.

### Suggested duration:

7 hours

### Aims and objectives:

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

- Analyse strengths and weaknesses of staff as well as their interests and perspectives using methods and tools in order to formulate common goals.
- Determine objectives and set priorities while identifying potential threats or opportunities
- Examine issues and employ strategic planning with both a short-term and long-range perspective in keeping with the needs of the department or organization.
- Gather feedback on own performance from different sources
- Prepare an action plan to address own weaknesses and strengths and improve performance
- Identify factors that may result in setting unrealistic expectations from self and others.
- Identify internal weaknesses and external threats that may result in the event of risk occurring
- Use motivation techniques in order to achieve team objectives
- Act and react assertively

### Content of the unit:

- Section 1: Identifying common goals, interests and perspectives for staff in order to accomplish a specific task [1,5 hours]
- Section 2: Vision for a team and a strategy to achieve it [1,5 hours]
- Section 3: Improve Leadership skills [1 hour]
- Section 4: Handle Leadership pressures [1 hour]
- Section 5: Thinking ahead, Assertiveness [1 hour]
- Section 6: Situational leadership [1 hour]

## Work Area 18 General Legislation

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### THEME 39: LEGISLATION

### UNIT 5.5: DEMONSTRATE KNOWLEDGE OF LAW TO GENERATE SOLUTIONS TO MORE ABSTRACT ISSUES

#### Unit description:

The purpose of this unit is to teach learners to apply the most important aspects of health and safety and employment law, such as employment contracts and conditions; recruitment and firing, redundancies, the treatment of employees; employee pay and working hours; sickness absence and time off work; business transfers and takeovers etc. to various situations that occur in the company and to identify those situations, as well as possible risks and search for solutions to make sure everything is accordance with the law.

#### Suggested duration:

5 hours

#### Aims and objectives:

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

- Demonstrate a comprehensive knowledge of Health and Safety law in a broad context
- Associate aspects of the Health and Safety law with situations of a company and explain how these situations should be dealt with in order to be in the framework of the law
- Assess how possible changes in health and safety law may affect the operations of the organisation
- Generate solutions to complex issues related to health and safety law
- Develop legal arguments to support the organization with issues related to health and safety law
- Predict non-obvious situations where your organisation may face issues with health and safety law and inform supervisor

#### Content of the unit:

- Section 1: Employment legislation summarized [2,5 hours]
- Section 2: Application of legislation to company situations [2 hours]
- Section 3: Legal arguments [0,5 hours]

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## Work Area 20 Assistance at a corporate level

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### THEME 41: CORPORATE LEVEL

### UNIT 5.6: DEMONSTRATE ASSISTANCE AT A CORPORATE LEVEL

#### Unit description:

This unit deals with knowledge of problem solving principles, problem solving techniques and methods (both individual and group) and decision making techniques used by management and company employees to solve various strategic and operational problems, such as expansion to new locations, new products, business reorganization, business disposal, developing and implementing new administrative systems, such as record management; suggesting new solutions such as CRM systems; ensuring adequate staff levels to cover for absences and peaks in workload, etc.

#### Suggested duration:

5 hours

#### Aims and objectives

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

- List possible problems or challenges that may occur in organizations at a corporate level
- Understand and recall principles of problem solving
- Describe different corporate challenges or problems together with their nature, scope and impact
- Provide assistance in decision-making processes of organization, by using various problem-solving tools
- Prepare a summary of the options for problem solving providing facts and evidence

#### Content of the unit:

- Section 1: Company challenges [1 hour]
- Section 2: Problem solving [1 hour]
- Section 3: Problem solving and decision making techniques [3 hours]

## Work Area 21: Innovation and Change

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### THEME 42: INNOVATION AND CHANGE

### UNIT 5.7: DEMONSTRATE OPENNESS TO CHANGE

#### Unit description:

This unit deals with the ability of the learners to explore alternative ways of cooperate and work promptly and accurately, to change their attitude and point of view towards new approaches and ideas, promoting creativity and novelty, recognize and further grow new prospects and concepts, managing appropriate tools to analyse, display and apply innovative practices through their organisation preventing resistance to change.

#### Suggested duration:

7 hours

#### Aims and objectives:

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

- Generate plans for change in specific areas of their organization.
- Identifies and list the benefits of innovations towards organizations structure and barriers.
- Explain the role of communication in organization changing procedure.
- Create an outline describing the impact of new ideas in the development of their organization.
- Uses SWOT analysis and other techniques as a basis for introducing change.
- Consider social, economic and political aspects while developing opportunities for change.
- Assesses the financial benefits and effect of change.
- Supports and encourages the right procedures that achieve alternatives avoiding oppositions.
- Evaluate changes using the right tools and indicators.

#### Content of the unit:

- Section 1: Openness to change [2 hours]
- Section 2: Creativity and Innovation [1,5 hours]
- Section 3: Analysis of internal and external business environment [1,5 hours]
- Section 4: Implementation of change [2 hours]

### THEME 43: RESPONSIBILITY, SELF-CONFIDENCE, PERSISTENCE, INITIATIVE, ENTREPRENEURSHIP

#### UNIT 5.8: ACT AS A MANAGER

##### Unit description:

This unit promotes the ability of the learners to implement management, supervise activities, and set team performance targets according to strategic objectives, manage co-workers in order to reach team's targets and review and measure job performance.

##### Suggested duration:

7 hours

##### Aims and objectives:

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

- Implement and improve relevant policies, systems and procedures
- Put organisation's values into practice in all aspects of work
- Review information provided in order to make a decision
- Structure ideas, information and recommendations in a logical and meaningful way
- Listen to other people's feedback and record for future evaluation
- Carry out negotiations within limits of own authority
- Plan for the future taking into consideration results of forecasting
- Performs risk evaluation of possible opportunities.

##### Content of the unit:

- Section 1: Mission statement [1 hour]
- Section 2: Rational decision making [1 hour]
- Section 3: Self-confidence and Self-efficacy [1 hour]
- Section 4: SWOT analysis [1 hour]
- Section 5: Negotiation in the business environment [1 hour]
- Section 6: Predicting and forecasting [1 hour]
- Section 7: Authority, Initiative and ethics [1 hour]

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