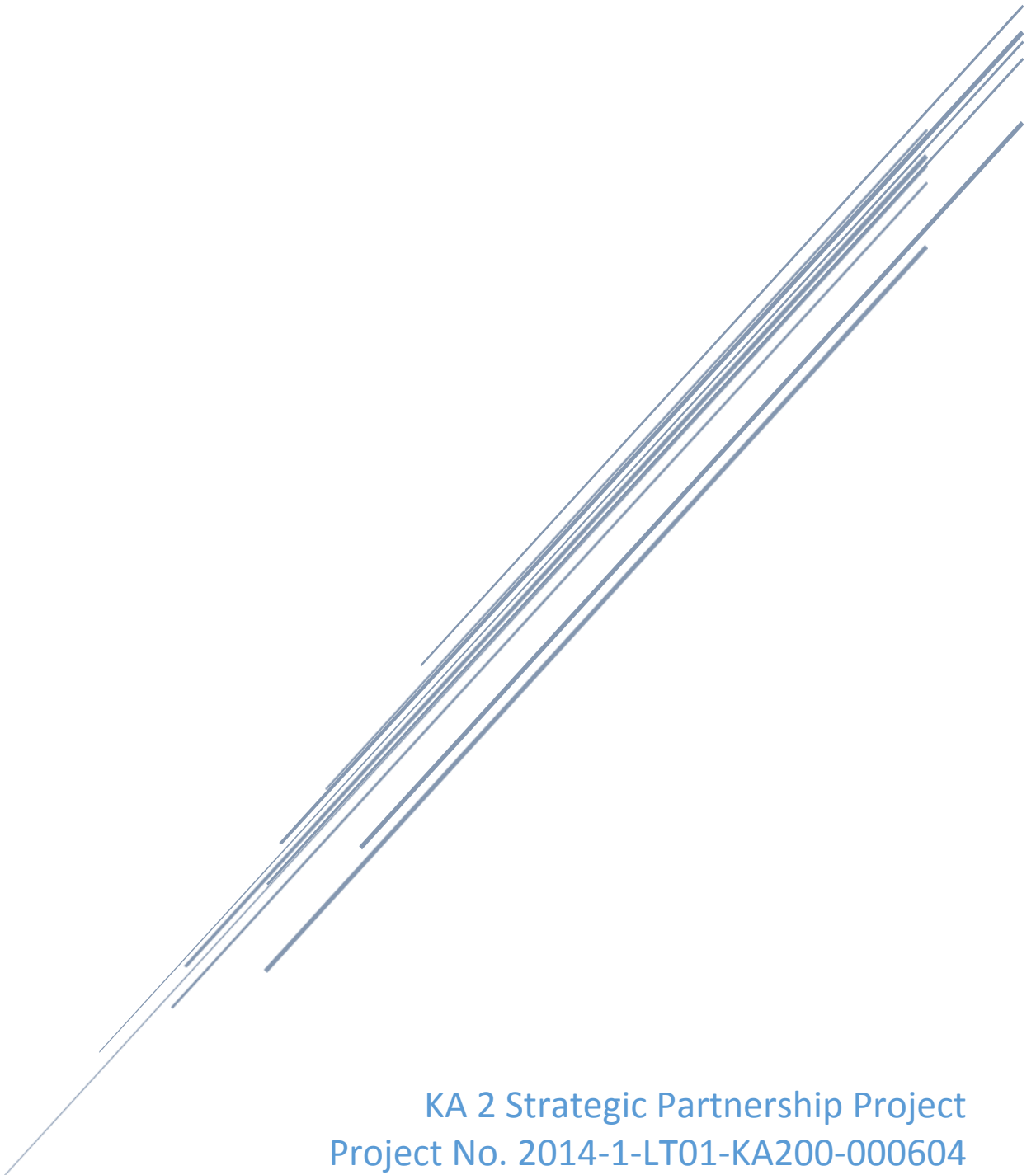


INTELLECTUAL OUTPUT 4 TRAINING MODULES FOR THE SELECTED WORK PROCESSES

European Partnership for Service Specialists



KA 2 Strategic Partnership Project
Project No. 2014-1-LT01-KA200-000604

Table of content

I.	Background.....	2
II.	Intellectual Outputs.....	3
III.	Summary of Intellectual Output 4.....	4
A	The main steps of the development of training modules.....	5
B	Training modules.....	8
	B 1 Administrator of hospitality services	10
	B 2 Fashion shop designer.....	21
	B 3 Florist manager.....	32
	B 4 Paramedic.....	44

I. Background

International cooperation between the initial vocational education and training (VET) is very often focused on the mobilities of students, teachers and trainers, on the development of the joint new training and/or study programmes and other issues. All these fields of cooperation are very important for the improvement of quality and attractiveness of initial VET in the different countries. However, the potential benefits of such cooperation can remain very limited, if this cooperation does not entail methodical and holistic exchanges in the field of curriculum design by considering the comparative strengths, weaknesses, opportunities and threats of curriculum design in the partners.

Establishment and development of long-term partnerships and networks of the initial VET institutions focused on the curriculum design in the different occupational fields present by itself good opportunities to improve the contents of VET curricula and make them more oriented to the international labour market needs. Thus enhancing effective and beneficial international movement of students and graduates in the European Union (EU).

II. Intellectual Outputs

Intellectual Outputs are tangible products, which are related to the set aims of the European Partnership for Service Specialist, abr. Europartnerss project, particularly to establish the partnership of initial VET institutions focused on the intensive cooperation in designing and implementing of the initial VET curricula in the occupational fields of Floristic, Hospitality Management, Paramedic and Image Design.

The project consists of five Intellectual Outputs summarising the findings of the following work processes:

- a) Analysing and comparing the work processes of selected occupations (Florist Manager, Administrator of Hospitality Services, Paramedic and Fashion Shop Designer) in the partner countries by identifying the main changes of the work processes and their implications to the needs of competences;

Intellectual Output 1 Comparative study of the work processes of selected fields in the partner countries

- b) Comparing of the competences and learning outcomes outlined in the curricula of Florist Manager, Administrator of Hospitality Services, Paramedic and Fashion Shop Designer provided by the partner institutions;

Intellectual Output 2 Comparative study of the competencies outlined in the curricula of the selected fields in partner institutions

- c) Setting-up a catalogue (list) of the work processes and related competences typical for partners' countries;

Intellectual Output 3 Catalogue of the work processes and related competencies typical for partners' countries

- d) Designing of the training modules for the selected work processes;

Intellectual Output 4 Training modules for the selected work process

- e) Testing of the designed modules in the training systems of partner countries;

Intellectual Output 5 Guidelines for the selection, usage and adaptation of developed modules in designing the initial VET programmes

III. Summary of Intellectual Output 4

Intellectual output „Training Modules for the Selected Work Processes“ contains methodological information how to develop training modules corresponding EQF level 5 qualification and the results of training modules development in this project: Management of the main tourist services: catering (Administrator of Hospitality Services); Development of employee image (Fashion Shop Designer); Design and composition (Florist Manager); Provision of emergency aid services (Paramedic). The training modules described in this output can be integrated in corresponding training programmes or used as an optional module to choose for the trainees. Also, training modules together with the catalogue can be a starting point for the development of full modular training programmes. The modules can be used by VET organizations, VET experts and teachers involved in the curriculum design, teachers, trainers, trainees. The material is available in English, Lithuanian, Portuguese, Italian and German.

A The main steps of the development of training modules

The development of training modules was implemented by filling in the following information:

Title of qualification:

Qualification level:

Name of the module (working process):

The goal of the module:

Extent of the module in credits:

Competences:

Learning Outcome:

Learning Outcome	Knowledge	Skills	Social / methodical Abilities

Training Plan:

Knowledge / Skill / Social/methodical abilities	Theoretical training – volume in hours (ECVET credits)	Practical training – volume in hours (ECVET credits)	Methods of assessment

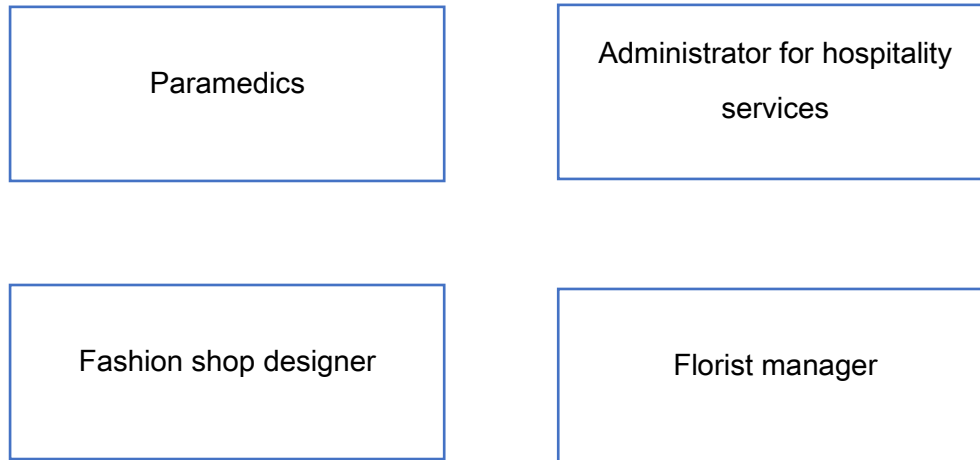
Requirements and specifications of training:

Requirements to the organization of theoretical training (in the VET school or training centre): time planning, topics /subjects covered	
--	--

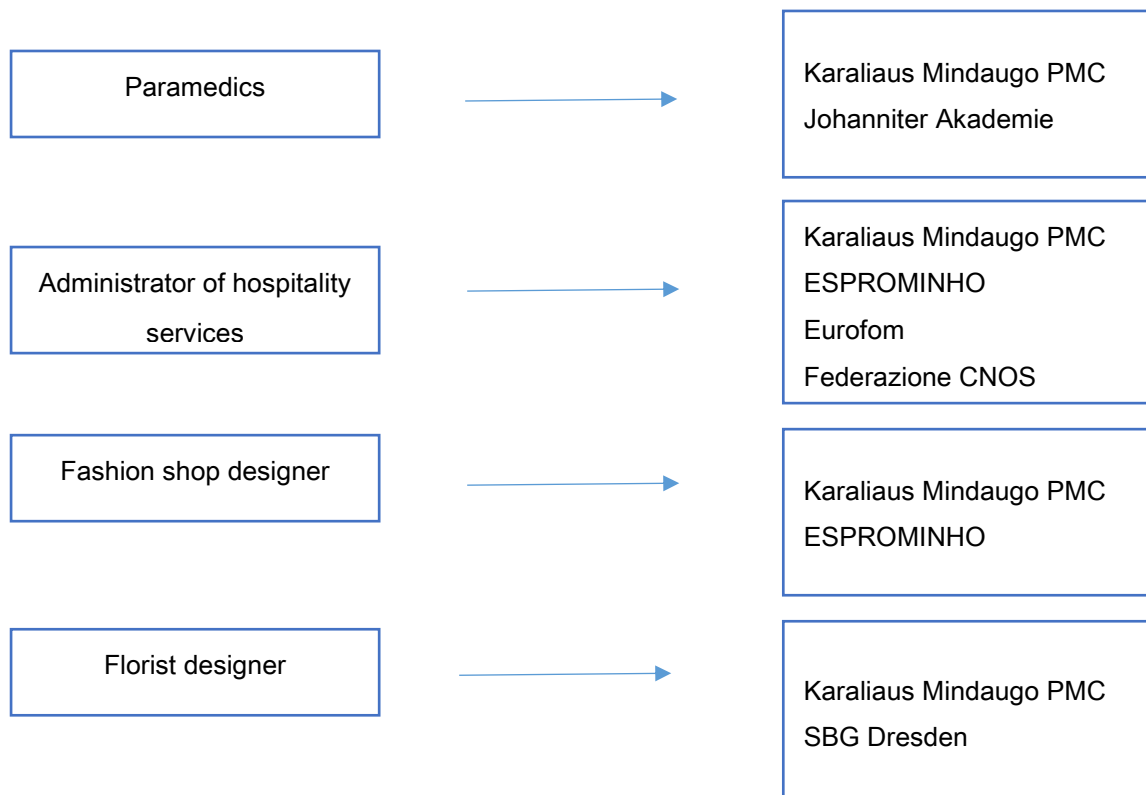
Requirements of organisation of practical training in the workshops or in real workplaces (case of apprenticeship): time planning, equipment, needed resources.	
Requirements to VET teachers and trainers (qualifications, experience).	
Required training and information materials (books, databases, documents, catalogues, etc.)	
Procedures of quality assurance and control	
Organisation of assessment of competence (methods, forms, who perform assessment).	

B Training modules

Based on the project aims the consortium worked with the following occupations:



The development of the modules was divided according to the professional background of each participating organization.



B 1 Administrator of hospitality services

Title of qualification:	Administrator of Hospitality Services		
Qualification level:	EQF level 5		
Name of the module (working process):	Management of the main tourist services: catering		
The goal of the module:	to provide know-how and skills required to understand the processes of the organization and management of catering in a hotel, guest house or other company providing catering services and coordination of the work of the kitchen staff, waiters and bartenders and to take part in these processes.		
Extent of the module in credits:	8		
Competences:	Organize and manage catering in a hotel, guest house or other company providing catering services; Coordinate the work of the kitchen staff, waiters and bartenders.		
Learning Outcome	Knowledge	Skills	Social / methodological Abilities
<i>The Administrator of Hospitality Services is able to responsibly organize and coordinate catering in a hotel, guest house or other company providing catering services in accordance to hygiene standards, internal plan, menu, seasonality and guest's demands:</i>			
Managing the food and beverage provision for functions and events;	To know different kind of events	To be able to organise and plan events	Planning
Planning menus in consultation with chefs;	To know different kinds of menus (working meetings, festivities, vegetarian, vegan, special request (Muslims, Hebrews, ...))	To develop a menu according to the customer's needs and/or type of event	Decision taking

Monitoring the quality of the products and service provided;	To know quality indicators: products, service; To know the methods of customer satisfaction monitoring	To perform quality assurance and evaluation in the field of products and service provision	Organizational
Organizing, leading and motivating the catering team;	To know motivational and activation techniques; To know the different leadership styles	To organize shifts and tasks of the working group	Leadership, problem solving, personal and group support
Ensuring health and safety regulations are strictly observed;	To know HACCP rules, health and safety regulation	To apply the foreseen procedures	Organizational, problem solving, awareness
Managing financial and administrative issues;	To know administration and financial principles; To know what is a budget	To use general and specific software; to prepare and manage a budget	Organization and management of documents; to make independent decisions and evaluate possible risks
Maintaining stock levels and ordering new supplies as required;	To know the needed amounts of supplies	To use of software and paper forms	Organizational
Training Plan			
Knowledge / Skills / Social/methodical abilities	Theoretical training – volume in hours (ECVET credits)	Practical training – volume in hours (ECVET credits)	Methods of assessment
To know different kind of events	2	-	Organization of a simulated event (group work); Portfolio (Individual)
To know different kinds of menus (working	4	-	Presentation of different menus

meetings, festivities, vegetarian, vegan, special request (Muslims, Hebrews, ...))			according to events (group work)
To know quality indicators: products, service	4	-	Prepare a questionnaire (Individual) Powerpoint presentation on quality standards (Individual)
To know the methods of customer satisfaction monitoring	4	-	Lecture, exercise, case study
To know motivational and activation techniques	2	-	Simulation of different situations (teachers and trainers as observer)
To know the different leadership styles	2	-	Lecture, exercise, case study
To know HACCP rules, health and safety regulation	6	-	Presentation (powerpoint) (Individual)
To know administration and financial principles	4	-	Presentation (powerpoint) (Individual)
To know what is a budget	4	-	Lecture, exercise
To know the needed amounts of supplies	2	-	Portfolio (Individual)
To be able to organise and plan events	-	4	Simulation and presentation (Individual)
To develop a menu according to the customer's needs and/or type of event	-	6	Lecture, exercise, discussion, work in group
To perform quality assurance and evaluation in the field of products and service provision	-	6	Lecture, exercise, case study
To organise shifts and tasks of the working group	-	4	Lecture, exercise

To apply the foreseen procedures	-	10	Lecture, exercise
To use general and specific software; to prepare and manage a budget	-	8	Lecture, practical exercise
To use of software and paper forms	-	4	Lecture, practical exercise
Planning	2	4	Lecture, case study
Decision taking	2	4	Lecture, case study
Organizational	2	4	Lecture, case study
Leadership	2	4	Lecture, case study
Problem solving	2	4	Lecture, case study
Total number of hours:	44 hours	62 hours	
	106 hr./4 credits		
Learning Outcome	Knowledge	Skills	Social / methodological Abilities
<i>The Administrator of Hospitality Services is able to:</i>			
...independently prepare work schedule of kitchen staff, waiters and bartenders...	To know safety and health requirements and related legislative framework.	To be able to analyze the employee's work time.	To organize and manage documents.
	To know the requirements of work and leisure time, regulations of hygiene norms and related legislative framework.	To be able to apply appropriate work schedule for employees in a particular situation.	To communicate and collaborate in a constructively way
		To be able to assess the working conditions and to understand the importance of these conditions in the catering business	

...responsibly organize work in accordance to foreseen order and described functions of the employees...	To know planning and management principles and forms of human resources.	To be able to prepare positional instructions for staff members.	To create interdisciplinary cooperation relationships with colleagues.
	To know internal rules of the company.	To be able to distribute the work, to provide duties and responsibilities of the employee's.	
	To know specificities of work organization in catering business.	To be able to select the appropriate way of work division for specific activities.	
		To be able to select the material liability form for specific employees.	
...solve issues promptly and in line with the competencies...	To know production planning and organization of production structure in the catering business.	To be able to make decisions and delegate tasks.	To be able to work with other team members while solving various problems.
	To know organizational structure and activity fields of catering business.		To make independent decisions and to evaluate results of feedback received.
...communicate in accordance to ethical and professional collaboration requirements, escaping possible conflicts.	To know the principles of communication	To be able to communicate and transfer information.	To apply the principles of cooperation and communication.
	To know professional ethical standards.	To be able to address and manage conflicts applying different conflict resolution strategies.	To follow professional ethics and etiquette provisions and requirements.

Training Plan			
Knowledge / Skills / Social/methodical abilities	Theoretical training – volume in hours (ECVET credits)	Practical training – volume in hours (ECVET credits)	Methods of assessment
To know safety and health requirements and related legislative framework.	2	-	Lecture, presentation.
To know the requirements of work and leisure time, regulations of hygiene norms and related legislative framework.	2	2	Lecture, presentation, individual work.
To know planning and management principles and forms of human resources.	2	2	Lecture, presentation, individual work.
To know internal rules of the company.	2	-	Practical exercise, individual work.
To know specificities of work organization in catering business.	2	2	Lecture, presentation, work in groups, excursion.
To know production planning and organization of production structure in the catering business.	4	2	Lecture, presentation, work in groups, excursion.
To know organizational structure and activity fields of catering business.	4	2	Lecture, consultation, presentation, work in groups, excursion.
To know the principles of communication	2	-	Practical exercise, individual work.
To know professional ethical standards.	2	2	Practical exercise, individual work, discussion.
To be able to analyze the employee's work time.	-	4	Work in groups, individual work, and presentation.

To be able to apply appropriate work schedule for employees in a particular situation.	-	4	Practical exercise, individual work, presentation.
To be able to assess the working conditions and understand importance of these conditions in the catering business	-	2	Practical exercise, individual work, presentation.
To be able to prepare positional instructions for staff members.	2	4	Practical exercise, individual work, consultation, presentation.
To be able to distribute the work, to provide duties and responsibilities of the employee's.	-	4	Practical exercise, discussion, case study, individual work.
To be able to select the appropriate way of work division for specific activities.	-	4	Practical exercise, work in groups, case study, presentation.
To be able to select the material liability form for specific employees.	-	4	Practical exercise, discussion, case study.
To be able to make decisions and delegate tasks.	-	4	Practical exercise, discussion, case study.
To be able to communicate and transfer information.	2	4	Lecture, work in groups, case study, discussion.
To be able to address and manage conflicts applying different conflict resolution strategies.	-	4	Lecture, presentation, work in groups, case study, discussion.
To organize and manage documents.	2	6	Lecture, presentation, individual work – search for information, practical work.
To communicate and collaborate in a	-	2	Work in groups, case study,

constructively way			and discussion.
To create interdisciplinary cooperation relationships with colleagues.	-	2	Work in groups, case study, and discussion.
To be able to work with other team members while solving various problems.	2	2	Practical exercise, case study, discussion.
To make independent decisions and to evaluate results of feedback received.	-	2	Simulation, case study, discussion.
To apply the principles of cooperation and communication.	-	2	Simulation, case study, discussion.
To follow professional ethics and etiquette provisions and requirements.	-	4	Simulation, case study, discussion.
Total number of hours:	30 hours	70 hours	
	108 hr./4 cred.		
Requirements and specifications of training			
Requirements for the organization of theoretical training (in the VET school or training centre): time planning, topics /subjects covered	<p><i>Requirements for the organization of theoretical training:</i> Training Class has to be equipped with tables, chairs, a writing board, video equipment, multimedia projectors, computer and visual aids for individual educational themes: natural examples, moulds, posters, charts, video and audio recordings, handouts for individual educational themes (tasks for individual work, catalogues, tests), literature, compendiums.</p> <p><i>Time planning, topics /subjects covered:</i></p> <ul style="list-style-type: none"> • Formation of structural units; • Distribution of work in catering business; • Organization of workstations and conception of work area; • Anticipation of hierarchy and coordination; • Work time classification; 		

	<ul style="list-style-type: none"> • Work schedules of catering business employees; • Development of job standards; • Human resource planning; • Staff preparation for work; • Performance management; • Effective communication principles and models; • Conflicts resolution; • Individual differences in communication.
<p>Requirements of organisation of practical training in the workshops or in real workplaces (case of apprenticeship): time planning, equipment, needed resources.</p>	<p>Tools/materials: serving tools and other tools and equipment for the organization of catering operations and delivery.</p> <p>Other resources: working clothes, labour accounting programs.</p>
<p>Requirements to VET teachers and trainers (qualifications, experience).</p>	<ul style="list-style-type: none"> • Higher Education; • Not less than 3 years' experience in catering, food service provision field; • Management experience.
<p>Required training and information materials (books, databases, documents, catalogues, etc.)</p>	<p><i>Books:</i></p> <ol style="list-style-type: none"> 1. Lucas, R.E., Managing Employee Relations in the Hotel and Catering Industry, London: Cassell, 2001; 2. Lydeka, A., Protokolo pagrindai, Vilnius: Eugrimas, 2000; 3. Sakalas, A., Personalo vadyba, Vilnius: Margi raštai, 2003; 4. Lietuvos Respublikos darbo kodeksas, Vilnius: Saulelė, 2010; 5. Lietuvos Respublikos darbuotojų saugos ir sveikatos įstatymas; 6. Martinkus, B., Sakalas, A., Savanevičienė, A., Darbo išteklių ekonomika ir valdymas, Kaunas: Technologija, 2003; 7. Bagdonas, E., Bagdonienė, L., Administravimo principai, Kaunas: Technologija, 2000; 8. Jurkštienė, A., Valdymo apskaita, Kaunas: Technologija, 2002;

9. Schmidgall, R., Hayes, D.,K., Ninemeieir, J. D., Restaurant Financial Basics, New York: John Wiley&Sons, 2002
 - 10.Jefimovas, B., Apskaitos pagrindai, Kaunas: Technologija, 2008.
 - 11.Drejeris, R., Maitinimo įmonių veiklos vadyba, Vilnius: Baltos lankos, 2011.
 - 12.Grasso, F. Il revenue Management Alberghiero, Edizioni Hoepli, 2006.
 - 13.Foglio A., Il marketing del turismo. Politiche e strategie di marketing per località, imprese e prodotti/servizi turistici, Franco Angeli, 2015.
 - 14.Foglio A., La comunicazione interna alle imprese e alle organizzazioni. Modalità, linguaggio, circuiti, mezzi offline e online, Franco Angeli, 2015.
 - 15.Foglio A. Vendere alla grande distribuzione. La strategia di vendita e di trade marketing, Franco Angeli, 2014.
 16. Guida, Come aprire un'attività di banqueting e catering, 2016. Galeazzi O., Salabar.it, Milano, 2009.
 - 17.Fierro G., MARKETING E MANAGEMENT DELLE AZIENDE DI RISTORAZIONE, HOEPLI, 2015.
 - 18.Fierro G., FOOD & BEVERAGE MANAGEMENT: STRUMENTI PER UNA CORRETTA GESTIONE DEL SETTORE RISTORATIVO, HOEPLI, 2006.
 19. Fierro G., BANQUETING MANGEMENT: STRUMENTI DI GESTIONE E LINEE GUIDA OPERATIVE, HOEPLI, 2010.
 - 20.Dell'Orso D., Gnemmi D., Management della ristorazione. Food & beverage cost control, Alma, 2014.
 - 21.Luise F., Food cost calcolare in cucina, Bibliotheca Culinaria, 2014.
 - 22.Meo C., Food marketing. Creare esperienze nel mondo dei foodies, Hoepli, 2014.
 - 23.Event Management For Dummies ISBN: 978-1-118-59112-3
 - 24.Catering: A Guide to Managing a Successful Business Operation, 2nd Edition ISBN: 978-1-119-03200-7
 - 25.Remarkable Banquet Service ISBN: 978-1-118-41203-9
 - 26.WJEC Hospitality and Catering for GCSE ISBN: 978-0340986820
- Articles:

	<p>1 - Bardis, Penelope. Strategic Management in a Hotel, Saimaa University of Applied Sciences, 2012.</p> <p>2 - Slawka G. Scarso, Luciana Squadrilli. Marketing del gusto, 2015.</p> <p>3 - Allaria A., L'outsourcing dalle origini al contratto di Catering, 2004.</p> <p>4 - Marzolla G. Evoluzione del Catering, 2013.</p> <p>5 - Marzolla G., Digital Marketing e advertising per Hotel: dieci modi per trarre vantaggi, 2013.</p> <p>6 - Serio B., Come avviare un'attività di catering e banqueting?, 2013.</p> <p>7 - Serio B., Il contratto di catering: tutto quello che c'è da sapere, 2014.</p> <p>E-learning: http://euroform.elearning.eurora.biz/course/index.php?categoryid=6</p>
<p>Procedures of quality assurance and control</p>	<p>Procedures of quality assurance and control are executed by the responsible trainers and masters. The control is executed periodically, performing the assessment of student achievements and organizing feedback surveys/tasks.</p>
<p>Organisation of assessment of competence (methods, forms, who perform assessment).</p>	<p>The assessment is carried by examination of theoretical knowledge and evaluation of acquired practical skills demonstrations.</p> <p>The evaluation forms:</p> <ul style="list-style-type: none"> • The theoretical knowledge verification - test; • Practical skills demonstration – practical assignment implementation. <p>The evaluation is carried out by trainers (knowledge test) and masters (practical skills demonstration).</p>

B 2 Fashion shop designer

Title of qualification:	Fashion Shop Designer		
Qualification level:	EQF level 5		
Name of the module (working process):	Development of employee image		
The goal of the module:	To provide know-how and skills required to analyse and evaluate the company's image; to select and apply the appropriate employees uniform style in accordance with the company's image and needs; to design and tailor the uniforms		
Extent of the module in credits:	6		
Competences:	Complete the uniform of the employee; Implement developed clothing style.		
Learning Outcome	Knowledge	Skills	Social / methodological Abilities
The Fashion shop designer is able to creatively design a general staff image according to the purpose of the company (store) and requirements set for the staff.	To know the concept and components of the image, the principles of image selection.	To be able to apply individual image selection principles for various clients.	To be able to communicate and collaborate with colleagues and clients. To be able to work in a team. To be able to manage conflicts.
	To know the employees image requirements of various commercial enterprises (stores).	To be able to select the employees image style for various commercial enterprises (stores).	
	To know the basics of psychology and non-verbal language.	To be able to apply psychology knowledges while implementing the order in accordance to enterprise (store) purpose and requirements for the personnel.	

	To know the principles and stages of image project development and customization.	To be able to apply the general image style project conception for each company (store) employee individually.	
	To know the types of figure and clothing design basics.	To be able to select clothing design according to the client / customer figure.	
	To know the basics of color matching.	To be able to perform the composition of the costume in accordance to psychophysiological effects of the colors.	
	To know the adaptation principles of optical illusions.	To be able to apply optical illusion while designing the costume.	
	To know the characteristics and care requirements of the fabrics.	To be able to evaluate the features of the fabric.	
	To know the types of faces and different hair styles.	To be able to adjust the hair style in accordance to the type of the face.	
	To know the skin types and different makeup types	To be able to choose the makeup taking into account age, skin type and anatomical peculiarities.	
Training Plan			
Knowledge / Skills / Social/methodical	Theoretical training – volume in	Practical training – volume in hours	Methods of assessment

abilities	hours (ECVET credits)	(ECVET credits)	
To know the concept and components of the image, the principles of image selection.	2	-	Open questions and a case study of theoretical material
To know the employees image requirements of various commercial enterprises (stores).	2	-	
To know the basics of psychology and non-verbal language.	4	-	
To know the principles and stages of image project development and customization.	2	1	
To know the types of figure and clothing design basics.	4	1	Practical tasks
To know the basics of color matching.	4	3	
To know the adaptation principles of optical illusions.	3	-	
To know characteristics and care requirements of the fabrics.	4	2	Test
To know the types of faces and different hair styles.	4	2	Practical assignment, questions
To know the skin types and different makeup types	4	-	
To be able to apply individual image selection principles for various clients.	-	2	Written paper and presentation, practical assignment, open

To be able to select the employees image style for various commercial enterprises (stores).	-	4	questions
To be able to apply psychology knowledges while implementing the order in accordance to enterprise (store) purpose and requirements for the personnel.	-	2	
To be able to apply the general image style project conception for each company (store) employee individually.	-	3	
To be able to select clothing design according to the client / customer figure.	2	4	Practical assignment
To be able to perform the composition of the costume in accordance to psychophysiological effects of the colors.	-	3	
To be able to apply optical illusion while designing the costume.	2	2	
To be able to evaluate the features of the fabric.	-	4	Test
To be able to adjust the hair style in accordance to the type of the face.	-	2	Practical assignment, questions
To be able to choose the makeup taking	-	2	

into account age, skin type and anatomical peculiarities.			
To be able to communicate and collaborate with colleagues and clients.	-	2	Simulation, case study
To be able to work in a team.	-	2	Simulation, case study
To be able to manage conflicts.	-	2	Simulation, case study
Total number of hours:	37 hours	43 hours	
	80 hr./ 3 cred.		
Learning Outcome	Knowledge	Skills	Social / methodological Abilities
The fashion shop designer is able to creatively select and design staff uniforms according to their purpose and to evaluate the company's image	To know the benefits of wearing a uniform on employee motivation and companies image enhancing and to know what a professional business image is	Is be able to create and visualize	To be able to use creativity to adequate uniforms to the business image
	To know logos, styles and colors which differentiate businesses	Is able to do a briefing (history, advertising, meaning of the logos colors and lettering)	To be able to pay attention to detail
	To know cloth patterns/fabrics which better suit to a specific business	Is able to draw, sketch and tailor to different patterns	To be able to work alone or in a team
	To know garment types	Is be able to execute garments finishing	To be able to adapt fashion marker changes (cutting, styles patterns)
	To know adequate software to design clothes (Adobe Illustrator)	Is be able to use computer software in the design process	To be able to maintain concentration, sometimes for

			long periods.
	To know how different sewing techniques	Is able to use the sewing machine	To be able to use specific tools and equipment for garments creation
	To know sketching techniques	Is able to sketch garments, outfits or accessories	To be able to identify new fashion tendencies
Training Plan			
Knowledge / Skills / Social/methodical abilities	Theoretical training – volume in hours (ECVET credits)	Practical training – volume in hours (ECVET credits)	Methods of assessment
To know the benefits of wearing a uniform on employee motivation and companies image enhancing	2	8	Presentation, analysis of concrete examples (study visit in shopping centres)
To know what a professional business image is	1	2	Exercise and video presentation
To know logos, styles and colors which differentiate businesses	1	2	Presentation – Poster
To know cloth patterns/fabrics which better suit to a specific business	1	8	Search and analysis of tissue (study visit in textile factories)
To know adequate software to design clothes (Adobe Illustrator)	1	5	Practical assignment
To know garments types and their properties	1	1	Search and analysis of tissue
To be able to draw, sketch and tailor different patterns	1	4	Creative assignment, creative and practical assignment
To be able to execute garments finishing	1	4	Simulation, case study

To be able to create and visualize a uniform	1	4	Creative and practical assignment
To be able to use computers software in the design process	1	5	Presentation, creative and practical assignment
To be able to communicate properly	2	3	Presentation, practical assignment
To be able to work alone or in a team	1	2	Presentation, group work, practical assignment
To be able to maintain concentration, sometimes for long periods	1	1	Presentation, practical assignment
To be able to pay attention to detail	1	3	Presentation – Poster
To be able to use specific tools and equipment for garments creation	1	8	Practical assignment
To be able to identify new fashion tendencies	1	3	Analysis of fashion magazines and catalogues, creative and practical assignment
Total number of hours:	18 hours	63 hours	
	81 hr./3 credits		
Requirements and specifications of training			
Requirements for the organization of theoretical training (in the VET school or training centre): time planning, topics /subjects covered	<p><i>Requirements for the organization of theoretical training:</i></p> <p>Training Class has to be equipped with tables, chairs, a writing board, video equipment, multimedia projectors, computer, sewing machines, drawing tables and visual aids for individual educational themes: natural examples, moulds, posters, charts, video and audio recordings, handouts for individual educational themes (tasks for individual work, catalogues, tests), literature, compendiums.</p>		

Time planning, topics /subjects covered:

- The concept of image;
- The components of image;
- Occupational safety requirements;
- The basics of communication psychology;
- Nonverbal language
- Drafting principles and stages of project development;
- Functions of the clothes;
- Shape and silhouettes;
- Lines in clothing area;
- Clothing in accordance to figure type;
- The Proportions;
- The system of shapes and sizes of human body;
- Chromatic and achromatic colours;
- The main three attributes of the colours;
- The psychophysiological effect of the colours;
- The colours of formal clothes;
- The selection of colours for individuals;
- Colour effects;
- Optical illusion;
- The composition of the fibrous materials;
- The recommendations of product care;
- The adaptation of the hairstyling to the face and head shapes;
- Make-up types and performance technologies;
- Concept of employee motivation;

	<ul style="list-style-type: none"> • Concept of image enhancing; • Professional business images; • Meaning of letters and colours; • Cloth patterns and fabrics; • Components of Adobe Illustrator; • Garments types and properties; • Drawing and sketching techniques; • Tailoring techniques.
Requirements of organisation of practical training in the workshops or in real workplaces (case of apprenticeship): time planning, equipment, needed resources.	Tools / materials: various drawing supplies and other needed technological resources for the training tasks completion.
Requirements to VET teachers and trainers (qualifications, experience).	<ul style="list-style-type: none"> • Higher Education; • Not less than 3 years' experience in fashion sales service field; • Not less than 3 years' experience in fashion design.
Required training and information materials (books, databases, documents, catalogues, etc.)	<p><i>Books:</i></p> <ul style="list-style-type: none"> • JONES, Sue Jenkyn. Fashion Design – O Manual do Estilista. Cosac Naify, 2005 • RUTHSCHILLING, Anne Anicet – Design de Vestuário de Moda Contemporânea – Criação versus produção [em linha]. 2009. Dissertação de Mestrado em Design e Marketing apresentada à Universidade do Minho • NEVES, Manuela; BRANCO, João – A previsão de tendências para a Indústria do Vestuário. Tecminho, 2000. ISBN 972-8600-03-08 • KALVAITIENĖ, R. <i>Siuvėjo rengimo vadovėlis 2 knyga. Drabužių konstravimo pagrindai.</i> - Vilnius, 2004, ISBN 9955-608-13-7. • JASILIONYTĖ, A. <i>Dalykinės išvaizdos vadovas.</i> - Vilnius, 2008, ISBN 978-9955-903-00-0. • GARJONIENĖ, J., KRIAUNEVIČIENĖ, G., SAKALAUSKIENĖ, D. <i>Siuvinių medžiagos. Specialusis piešimas.</i>

	<p><i>Drabužių kompozicija. Technologiniai siuvimo įrenginiai. – Vilnius, 2004, ISBN 9955-608-12-9</i></p> <ul style="list-style-type: none"> • <i>MIZGIRIS R., Spalvotyra. Mokymosi konspektas. – Kaunas, 2007.</i> • <i>Higieninė kosmetika. Modulinė profesinio ugdymo programa. - Kaunas, 2015, ISBN 978-609-95740-2-8</i> • <i>Kirpimas. Modulinė profesinio ugdymo programa. – Kaunas, 2015, ISBN 978-609-95740-1-1</i> <p><i>Tools:</i></p> <ul style="list-style-type: none"> • (Design) Internet, magazines, catalogues, drawing material and clothing design software • (Tailoring) tracing paper for patterns drafting, normal rulers and curved rulers, fabric, threads, scissors, needles and machines.
<p>Procedures of quality assurance and control</p>	<p>Procedures of quality assurance and control are executed by the responsible trainers and masters. The control is executed periodically, performing the assessment of student achievements and organizing feedback surveys/tasks.</p>
<p>Organisation of assessment of competence (methods, forms, who perform assessment).</p>	<p>The assessment is carried by examination of theoretical knowledge and evaluation of acquired practical skills demonstrations.</p> <p>The evaluation forms:</p> <ul style="list-style-type: none"> • Tests; • Written papers; • Open question tests • Questions • Case studies • Creative assignments • Practical tasks • Presentations • Posters • Video presentation • Search and analysis of tissue <p>The evaluation is carried out by trainers (knowledge test) and masters (practical skills demonstration).</p>

The following parameters:

- Technical Know-how;
- Behaviour;
- Time management.

B 3 Florist manager

Title of qualification:	Florist Manager		
Qualification level:	EQF level 5		
Name of the module (working process):	Design and composition		
The goal of the module:	To provide know-how and skills required to recognise various interior-design styles, and in correspondence with different (celebratory) occasions, to design, conceptualise and create compatible floral centrepieces/ floral decorations/ floral installations using various floral material; To gauge and choose compatible manufacturing techniques; To choose materials and resources, taking the setting (e.g. interior) and kind of occasion into consideration.		
Extent of the module in credits:	8		
Competences:	Design and creation of various floral arrangements (e.g. centrepieces, installations) applying various manufacturing techniques and using various floral materials.		
Learning Outcome	Knowledge	Skills	Social / methodological Abilities
The Florist manager is able to create various pieces of floral arrangements (e.g. floral centrepieces), for different settings (e.g. interiors) and applying different manufacturing techniques, whilst considering fire regulations, health and safety policies, cleanliness and space requirements	To know a range of options to create stable floral arrangements	Is able to choose stable constructs, materials and vessels	Is able to follow safety regulations and rules
	To know the fire regulations		
	To know the regulations of working with toxic materials	Is able to select appropriate materials (i.e. non-toxic)	

	To know the standards and requirements of clean work	Is able to work in a clean and tidy manner	
	To know the requirements of the space to complete the floral arrangements		Is able to consider specific space conditions in regards to setting tables, to correctly estimate available space for floral arrangements and to consider their effect on the surroundings (i.e. interiors)
The Florist manager is able to create various pieces of work, in form of floral decorations (e.g. centerpieces), for different settings (interiors) and applying different manufacturing techniques, various principles and elements of floral design: balance, forms and arrangement types.	To know the floral- design principles, balance, symmetry and asymmetry	Is able to recognise symmetry and asymmetry	Is able to apply both types of balance
		Is able to explain symmetry and asymmetry characteristics	
	To know the major forms of floral design	Is able to demonstrate confidence in applying the following floral designs forms: decorative, vegetative, formal, linear	Is able to explain the major forms of floral design characteristics
Is able to select floral materials and vessels compatible with floral design			

		Is able to create pieces of various forms of floral design	
	To know the technical means of the workpieces creation	Is able to select the required auxiliary tools (plug aids, alternative plug aids, wires, binding agents)	Is able to weigh up between the advantages and disadvantages of various auxiliary tools and selects them appropriate to the techniques applied
	To know the means required to arrange the materials within the vessels		
Training Plan			
Knowledge / Skills / Social/methodical abilities	Theoretical training – volume in hours (ECVET credits)	Practical training – volume in hours (ECVET credits)	Methods of assessment
<p>Revision of criteria for floral decorations (e.g. centerpieces): stability, tidiness, space requirements. Introduction to fire regulations, health and safety policies.</p> <ul style="list-style-type: none"> To know a range of options to create stable floral arrangements; To know fire regulations; To know the regulations of working with toxic materials; To know the standards and requirements of clean work; To know the requirements of the space to 	3	-	<p>Presentation</p> <p>Reactivation</p> <p>Group discussion</p> <p>Drawings</p> <p>Written test</p>

complete the floral arrangements.			
<p>Revision of general classic centerpieces under consideration of various criteria of floristry: balance, forms of floral design, arrangement types, without consideration of surrounding settings</p> <ul style="list-style-type: none"> To know the floral- design principles, balance, symmetry and asymmetry; To know the major forms of floral design; To know the technical means of the workpieces creation; To know the means required to arrange the materials within the vessels. 	2	-	PowerPoint presentation
<p>Practicing of the principles of floral design.</p> <ul style="list-style-type: none"> Is able to recognize symmetry and asymmetry; Is able to explain symmetry and asymmetry; characteristics; Is able to apply both types of balance. 	-	5	<p>Practical exercise</p> <p>Evaluation in form of group discussion</p> <p>Recording of work results:</p> <p>Photographing and drawing</p>
<p>Practicing various forms of floral design</p> <ul style="list-style-type: none"> Is able to demonstrate confidence in applying the following floral designs forms: decorative, vegetative, formal, linear; Is able to explain the major forms of floral 	-	10	<p>Practical exercise</p> <p>Evaluation in form of group discussion</p> <p>Recording of work results:</p> <p>Photographing and drawing</p>

<p>design characteristics;</p> <ul style="list-style-type: none"> • Is able to select floral materials and vessels compatible with floral design; • Is able to select the required auxiliary tools (plug aids, alternative plug aids, wires, binding agents); • Is able to weigh up between the advantages and disadvantages of various auxiliary tools and selects them appropriate to the techniques applied. 			
<p>Practicing various forms and principles of floral design in combination with different arrangement types</p> <ul style="list-style-type: none"> • Is able to create pieces of various forms of floral design. 	-	20	<p>Practical exercise</p> <p>Evaluation in form of group discussion,</p> <p>Recording of work results:</p> <p>Photographing and drawing</p> <p>Practical examination</p>
Total number of hours:	5 hours	35 hours	
	40 hr./1,5 credits		
Learning Outcome	Knowledge	Skills	Social / methodological Abilities
<p>The Florist Manager is able to conceptualize and explain, to plan, create and sell various floral decorations compatible with different interior designs</p>	To know different criteria and styles of interior design	Is able to identify the characteristics of major styles and periods of interior design	<p>Is able to design, explain, and create floral decorations corresponding to the identified style/ periods of interior design</p>
		Is able to select distinctive characteristics of the periods of	

		interior design	
		Is able to differentiate between the periods of interior design	
			Is able to plan all work steps in advance, and recognizes the necessity of working as a team- the tasks are allocated for the colleagues, the colleagues are instructed
To know the sales process in respect to floral arrangements: -Preliminary consultation - Onsite visit -Offers -Sales conversation -Samples (tables) -Sketches -Additional sales		Is able to plan and implement work steps on time and following logical manner	Is able to design, offer and sell pieces of work considering customers' requests
		Is able to take orders and collect all required details	
To know the variations of supply of seasonal flowers and other plants		Is able appropriately select floral material in accordance to the seasonal supply, pays attention to specific durability and maintenance of flowers	Is able to bring all important criteria into agreements: -Customer's request -Occasion -Characteristics and style of the surrounding setting (e.g. interiors)
To know various kinds of		Is able to differentiate between	-Season

	occasions and their characteristics (e.g. celebratory, formal, public,)	various kinds of occasions	And, selects accordingly a suitable Form and style of design, type and form of arrangement
Training Plan			
Knowledge / Skills / Social/methodical abilities	Theoretical training – volume in hours (ECVET credits)	Practical training – volume in hours (ECVET credits)	Methods of assessment
Creation of floral decorations for settings designed in medieval style: -Romanesque period (1000-1250) -Gothic period (1250-1520) Under consideration of the occasion and the kind of celebrating party: -characteristics of the architectural style, size of the room -height of the room -lighting conditions -table shapes -Colors of the room -Occasion of celebration -Further decorative elements -Choice of flowers compatible with the settings, colors, and preferences of the customer	2 4 2	 2 24	Presentation; Reactivation of architectural styles; Visiting of various interiors representing the styles; Documentation of special characteristics Presenting of design ideas (presentation with visual support, sketches, etc.) Group discussion Practical implementation And evaluation
Creation of floral decorations for settings in the style of the Early Modern Age (German-	3		Presentation; Reactivation of architectural styles;

<p><i>Neuzeit</i>):</p> <p>Renaissance (1510-1620)</p> <p>Baroque/ Rococo (1600-1770)</p> <p>Classicism (1770-1830)</p> <p>Under consideration of the occasion and the kind of celebration:</p> <p>-characteristics of the architectural style, size of the room</p> <p>-Height of the room</p> <p>-Lighting conditions</p> <p>-Table shapes</p> <p>-Colors of the room</p> <p>-Occasion of celebration</p> <p>-Further decorative elements</p> <p>-Choice of flowers compatible with the settings, colors, and preferences of the customer</p>	<p>4</p> <p>6</p>	<p>3</p> <p>40</p>	<p>Visiting of various interiors representing these styles;</p> <p>Documentation of special characteristics;</p> <p>Presenting of one design idea each (presentation with visual support, sketches, etc.);</p> <p>Group discussion;</p> <p>Practical implementation;</p> <p>Evaluation.</p>
<p>Creation of floral decorations for settings designed in styles of the 19th century:</p> <p>Historicism (1830-1900)</p> <p>Art Nouveau (1890-1910)</p> <p>Under consideration of the occasion and the type of celebration:</p> <p>-Particularities of the architectural style;</p> <p>-Size of the room;</p> <p>-Height of the room;</p>	<p>2</p> <p>4</p> <p>2</p>	<p>2</p> <p>25</p>	<p>Presentation;</p> <p>Reactivation of architectural styles;</p> <p>Visiting of various interiors representing these styles;</p> <p>Documentation of special characteristics;</p> <p>Presenting of one design idea each (presentation with visual support, sketches, etc.);</p> <p>Group discussion;</p>

<ul style="list-style-type: none"> -Lighting conditions; -Table shapes; -Colors of the room; -Occasion of celebration; -Further decorative elements; -Choice of flowers compatible with the settings, colors, and preferences of the customer. 			<p>Practical implementation; Evaluation.</p>
<p>Creation of floral decorations for settings designed in styles of the 20th century:</p> <p>Modernism</p> <p>Bauhaus (1919-1933)</p> <p>Organic building (around 20th century)</p> <p>Postmodernism (after 1959)</p> <p>Under consideration of the occasion and the kind of celebrating party:</p> <ul style="list-style-type: none"> -Particularities of the architectural style; -Size of the room; -Height of the room; -Lighting conditions; -Table shapes; -Colors of the room; -Occasion of celebration; -Further decorative elements; -Choice of flowers compatible with the settings, colors, and preferences of the customer. 	<p style="text-align: center;">3</p> <p style="text-align: center;">4</p> <p style="text-align: center;">6</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">40</p>	<p>Presentation/ (reactivation of architectural styles)</p> <p>Visiting of various interiors representing these styles</p> <p>Documentation of special characteristics</p> <p>Presenting of one design idea each (presentation with visual support, sketches, etc.)</p> <p>Group discussion</p> <p>Practical implementation and evaluation</p> <p>Written test</p>

Total number of hours:	42 hours	139 hours	
	179 hr./6,5 credits		
Requirements and specifications of training			
Requirements for the organization of theoretical training (in the VET school or training centre): time planning, topics /subjects covered	<p><i>Time planning:</i></p> <p>Theory - 47 hours Practical work – 120 hours Consolidation of knowledge, empowerment – 54 hours Overall – 221 hours/8 credits</p> <p><i>For the theoretical training it is required:</i></p> <p>Floristry class equipped with multimedia devices, descriptor of modular level V training programme, a test to assess the acquired skills, florist training VET standard, the syllabus of a trainers (including classroom presentations), Photographic material of various interior designs (styles), Visiting of various interiors.</p>		
Requirements of organisation of practical training in the workshops or in real workplaces (case of apprenticeship): time planning, equipment, needed resources.	<p><i>For the practical training it is required:</i></p> <p>Completely equipped Floristry workshop studio, equipped with all necessary tools and materials (tools, vessels, cut flowers, relevant textbooks), Agreements with employers' social organizations, floriculture and floral businesses (for traineeship).</p>		
Requirements to VET teachers and trainers (qualifications, experience).	<p>The module can be conducted by Floristry trainer, confident in recognizing various architectural styles and identification of characteristics of modern interior-design styles: theoretical training –specialists with higher education degree in biology/agriculture/education science with 3 years' experience of practical work in the field of floristry; Practical training – professional with florist education.</p>		
Required training and information materials (books, databases, documents, catalogues, etc.)	<p><i>The main literature:</i></p> <ol style="list-style-type: none"> 1. MARKEVIČIENĖ, Laima; ir VAIDELIENĖ, Janina. <i>Kambarinių augalų auginimas ir komponavimas</i>: mokymo priemonė. Vilnius, 2006. ISBN 9986-847-98-2 2. HESSAYON, D. G. <i>Kambarinės gėlės. Enciklopedinis žinynas</i>. Vilnius, 2003. 3. SNIEŠKIENĖ, Vilija; VARKULEVIČIENĖ Judita; ir JURONIS, Vidmantas. <i>Namuose – nauja gėlė</i>: mokomoji literatūra. Kaunas, 2004. ISBN 9955-577-05-3 		

4. HUXLEY, A; *Success with House Plants*.England, 1992.

ISBN 0-89577-052-0.

5. ГРАЧЕВА, А.В, *Основы фитодизайна*. Москва, 2010.

ISBN 978-91134-169-5

The additional literature:

1. VAIDELIENĖ, Janina; ir VAIDELYS,Jonas. *Gėlių karalystėje*. Kaunas, 1997.

ISBN 9986-520-68-1

2. LANCASTER, R.;ir BIGGS, M. *Gėlės mūsų namuose*. Vilnius, 2001. ISBN

9986-02-964-3

3. NISSEN, Dorte. *Kambarinių augalų žinynas*. Vilnius, 2005.

ISBN 9955-06-070-0

4. ANDERSON, Ingald. *Pavėsinės, priestatai, terasos*. Vilnius, 2004.

ISBN 9955-573-66-X

5. THROOLL, Angelika. *Gėlės ant palangės*. 650 kambarinių augalų. Vilnius, 2006.

ISBN 978-9955-21-218-8

6. ЁЕНИ, К. *Зимний сад и современные конструкции*. Москва,2000.

ISBN 5-242-00065-1

7. БЫХОВЕЦ С. Л. *Энциклопедия комнатных растений*. Moskva, 2000.

ISBN 985-433-720-0

8. „Räume Floral in Szene setzten“ de Carnée. Meiner, Karsten

9. „Florist Band 1 “ S. 358

10. „Florist Band 2“ S. 313

11. „Klassiker der Architektur vor 1900“ Gerstenberg

12. „Klassiker der Architektur des 20. Jahrhunderts“ Gerstenberg

Periodic information sources:

1. *Sodo spalvos*. Vilnius. ISSN 1648-4927

2. *Mano gėlynas*. Vilnius, ISSN 1648 – 4927

3. *Rasos*. Kaunas, ISSN 2029 – 1140

	<p>4. <i>Цветоводство</i>. Moskva. ISSN 0041 – 4905</p> <p>Web sources:</p> <ol style="list-style-type: none"> 1. Kambarinių augalų enciklopedija: http://www.gflora.com/ 2. http://www.plantcare.com/ 3. http://www.buzzle.com/articles/indoor-plant-pots.html 4. http://www.bing.com/search?q=Baustile+In+der+%c3%9cbersicht&FORM=QSRE1#
Procedures of quality assurance and control	Procedures of quality assurance and control are executed by the responsible trainers and masters. The control is executed periodically, performing the assessment of student achievements and organizing feedback surveys/tasks.
Organisation of assessment of competence (methods, forms, who perform assessment).	<p>The assessment is carried by examination of theoretical knowledge and evaluation of acquired practical skills demonstrations.</p> <p>The evaluation forms:</p> <ul style="list-style-type: none"> • The theoretical knowledge verification - test; • Practical skills demonstration – practical assignment implementation. <p>The evaluation is carried out by trainers (knowledge test) and masters (practical skills demonstration).</p>

B 4 Paramedic

Title of qualification:	Paramedic		
Qualification level:	EQF level 5		
Name of the module (working process):	Provision of emergency aid services		
The goal of the module:	To provide know-how and skills required to understand and apply the knowledge of anatomy, physiology and pathology in practice		
Extent of the module in credits:	10		
Competences:	Understand anatomical, physiological and pathological processes inside a human body; Assess the health status of sick and injured persons, in particular recognizing a vital threat		
Learning Outcome	Knowledge	Skills	Social / methodological Abilities
The Paramedic is able to understand and responsibly apply practical knowledge about the structure of the human body, organ systems, their functions and possible deviations from the norm, which may pose a risk to human life.	To know the structure of the human body.	To be able to explain the characteristics of the human body structure.	To use basic medical terms correctly.
	To know the functions of the cells, tissue, organs and their systems in the human body.	To be able to define the functions of the cells, tissue, organs and their systems in the human body.	To communicate in accordance to medical ethics requirements.
	To know the pathological processes in the human body.	To be able to identify pathological processes occurring in the human body.	To be able to collaborate, work with a team and individually.
	To know the effects of the pathological changes to the human condition.	To be able to explain the effects of the pathological changes to the human condition.	

Training Plan			
Knowledge / Skills / Social/methodical abilities	Theoretical training – volume in hours (ECVET credits)	Practical training – volume in hours (ECVET credits)	Methods of assessment
To know the structure of the human body.	10	14	Test; Observation; Experiment; Oral interview; Implementation and presentation of individual and group practical assignments during the practice; Case studies; Reflection
To know the functions of the cells, tissue, organs and their systems in the human body.	10	14	
To know the pathological processes in the human body.	10	14	
To know the effects of the pathological changes to the human condition.	4	4	
To be able to explain the characteristics of the human body structure.	4	6	
To be able to define the functions of the cells, tissue, organs and their systems in the human body.	4	6	
To be able to identify pathological processes occurring in the human body.	2	6	
To be able to explain the effects of the pathological changes to the human condition.	2	4	
To use basic medical terms correctly.	2	4	

To communicate in accordance to medical ethics requirements.	2	4	
To be able to collaborate, work with a team and individually.	2	4	
Total number of hours:	58 hours	86 hours	
	144 hr./5 cred.		
Learning Outcome	Knowledge	Skills	Social / methodological Abilities
The Paramedic is able to independently and responsibly perform a victim survey, inspection, palpation, determine the vital functions. According to the ABCDE principle, evaluate the patient's medical condition.	To know the procedures of age specific history taking (integrated knowledge)	To be able to take a purposeful medical history based on the application of necessary diagnostic procedures.	To be able to reflect on the results of history taking.
	To know age specific diagnostic procedures and their contexts (comprehensive knowledge)	To be able to consider the patient's state of health, particularly regarding risks of her/his vital functions when taking a history.	To be able to discuss the results of history taking with involved protagonists.
	To know diagnoses in the field of emergency medicine (specialized knowledge)	To be able to prepare diagnostic procedures in accordance to the age of the patient.	To be able to discuss the working diagnosis.
		To be able to assess the collected findings.	To be able to assume responsibility for his working diagnosis.
		To be able to develop a working diagnosis.	To be able to implement his knowledge from related fields of study into the development of the working diagnosis.
			To be able to adjust his future

			action to his working diagnosis.
Training Plan			
Knowledge / Skills / Social/methodical abilities	Theoretical training – volume in hours (ECVET credits)	Practical training – volume in hours (ECVET credits)	Methods of assessment
To know the procedures of age specific history taking (integrated knowledge)	10	18	Test; Observation; Experiment; Oral interview; Implementation and presentation of individual and group practical assignments during the practice; Case studies; Reflection
To know age specific diagnostic procedures and their contexts (comprehensive knowledge)	8	16	
To know diagnoses in the field of emergency medicine (specialized knowledge)	8	22	
To be able to take a purposeful medical history based on the application of necessary diagnostic procedures.	2	12	
To be able to consider the patient's state of health, particularly regarding risks of her/his vital functions when taking a history.	2	10	
To be able to prepare diagnostic procedures in accordance to the age of the patient.	2	4	
To be able to assess the collected	2	2	

findings.			
To be able to develop a working diagnosis.	2	2	
To be able to reflect on the results of history taking.	2	2	
To be able to discuss the results of history taking with involved protagonists.	2	2	
To be able to discuss the working diagnosis.	2	2	
To be able to assume responsibility for his working diagnosis.	2	2	
To be able to implement his knowledge from related fields of study into the development of the working diagnosis.	2	2	
To be able to adjust his future action to his working diagnosis.	2	2	
Total number of hours:	48 hours	98 hours	
	146 h. / 5 cred.		
Requirements and specifications of training			
Requirements for the organization of theoretical training (in the VET school or training centre): time planning, topics /subjects covered	<i>Requirements for the organization of theoretical training:</i> Training Class has to be equipped with tables, chairs, a writing board/smart board, video equipment, multimedia projectors, computer and visual aids for individual educational themes: moulds, posters, charts, video and audio recordings, handouts for individual educational themes (tasks for individual work, catalogues, tests), literature,		

	<p>compendiums.</p> <p><i>Time planning, topics /subjects covered:</i></p> <ul style="list-style-type: none"> • Human anatomy and physiology, pathology; • The cells, their types, basic functions; • Tissues, their types and features; • General coating; • Blood, its composition and features; • Skeleton system and joints anatomy and physiology; • Muscular system anatomy and physiology; • Digestive system anatomy and physiology; • Urinary system anatomy and physiology; • Cardiovascular anatomy and physiology; • The endocrine system and its functions; • Nervous system anatomy and physiology; • Genitals system anatomy and physiology; • Sensory organs, their physiology; • The pathological changes of human body;
<p>Requirements of organisation of practical training in the workshops or in real workplaces (case of apprenticeship): time planning, equipment, needed resources.</p>	<p>Visuals: decoy, posters, charts, books, atlases.</p>
<p>Requirements to VET teachers and trainers (qualifications, experience).</p>	<p>Higher Education in the relevant field</p>
<p>Required training and information</p>	<p>Books:</p>

<p>materials (books, databases, documents, catalogues, etc.)</p>	<p>Stropus R., Tamašauskas K. A., Paužienė N. Žmogaus anatomija. Vitae Litera, 2005. Kėvelaitis E. Žmogaus fiziologija. KMU leidykla, 2007. Anusevičienė O. V., Cibas P., Lilielė L. Žmogaus anatomija ir fiziologija. Kauno kolegija, 2014. Kumar V., Abbas A. K., Fausto N., Aster J. C. Robbins and Cotran Pathologic basis of disease. Elsevier, 2010. Anatomy & Physiology. Openstax College, 2013 (https://www.openstaxcollege.org/files/textbook_version/hi_res_pdf/13/AnatomyAndPhysiology-OP.pdf)</p>
<p>Procedures of quality assurance and control</p>	<p>Procedures of quality assurance and control are executed by the responsible trainers and masters. The control is executed periodically, performing the assessment of student achievements and organizing feedback surveys/tasks.</p>
<p>Organisation of assessment of competence (methods, forms, who perform assessment).</p>	<p>The assessment is carried by examination of theoretical knowledge and evaluation of acquired practical skills demonstrations. The evaluation forms: tests, oral interviews, Implementation and presentation of individual and group practical assignments during the practice. The evaluation is carried out by trainers.</p>

© Copyright 2015 EUROPARTNERSS Consortium

Consisting of:

Karalius Mindaugas Vocational Training Centre, Lithuania, Kaunas

Johanniter Akademie Bildungsinstitut Mitteldeutschland, Germany, Leipzig

Euroform RFS, Italy, Rende

Esprominho - Escola Profissional Do Minho, LDA, Portugal, Braga

SBG Dresden, Germany, Dresden

Wisamar Bildungsgesellschaft Gemeinnuetzige GmbH, Germany, Leipzig

Federazione CNOS FAP Veneto, Italy, Venezia Mestre

This document may not be copied, reproduced or modified in whole or in part for any purpose without written permission from the EUROPARTNERSS Consortium. In addition, an acknowledgement of the authors of the document and all applicable portions of the copyright notice must be clearly referenced.

All rights reserved.



EURO PARTNERSS
EUROPEAN PARTNERSHIP FOR SERVICE SPECIALISTS

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.