

**Cultivate school entrepreneurial mindset through holistic approach
targeting teachers and pupils**

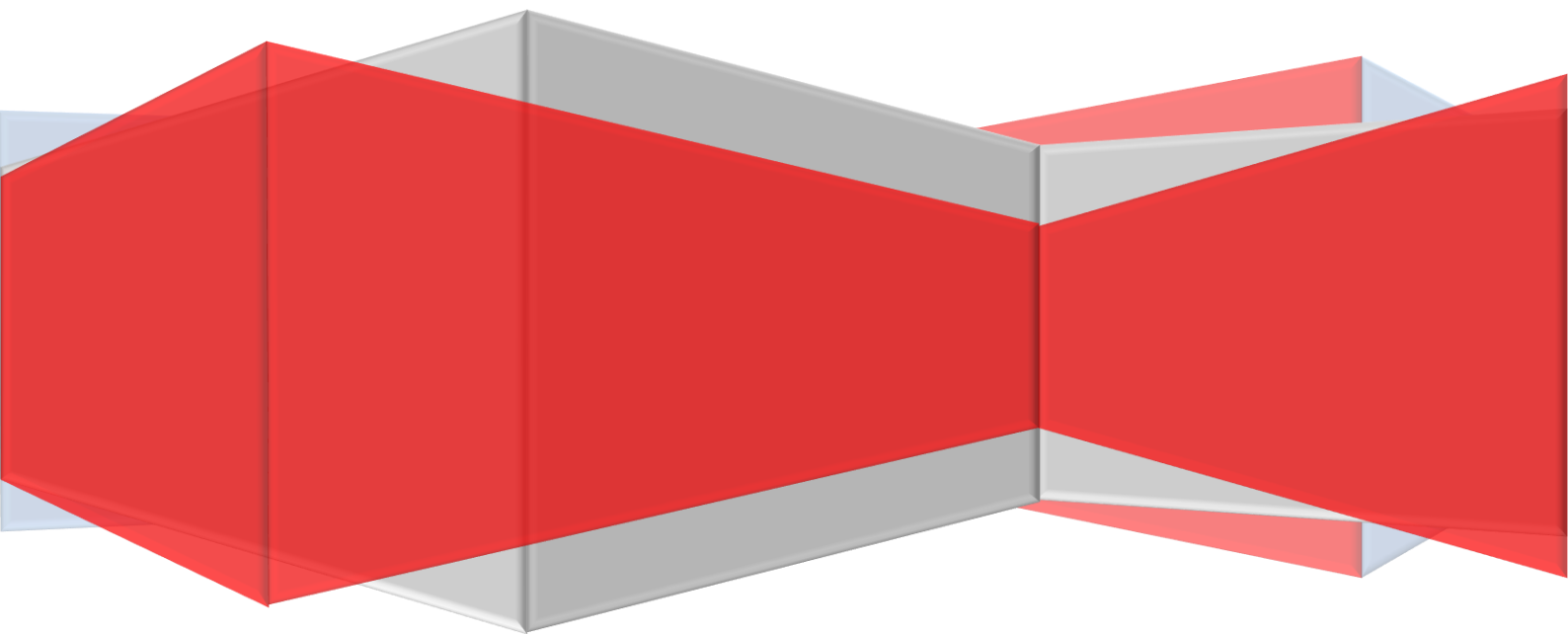


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Certification Scheme for training curricula and materials

IO2A3

Partner Responsible: Cyprus Certification Company (CCC)



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Cultivate school entrepreneurial mindset through holistic approach targeting teachers and pupils



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Coordinated by



Partners



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Tyrnavos

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1. Introduction

The Certification Scheme for Training Materials and Curricula is intended for the certification of training materials and the curricula that have been developed within the EnterSchoolMind Project for “Cultivate school entrepreneurial mind-set through holistic approach targeting teachers and pupils”.

This Certification Scheme contains principles and requirements for the certification of Training Materials and Curricula. All Training Materials and Curricula that have been developed within the **EnterSchoolMind** project can be certified as per the criteria of this scheme.

The present Certification Scheme has been developed as an outcome of the EnterSchoolMind project by Cyprus Certification Company (CCC) with the consultation of the other **Consortium** partners. This scheme is the only binding document regarding the certification process of any training program that has been developed within the **EnterSchoolMind** project.

2. Terms and Definitions

For the purpose of this document, the following terms and definitions apply.

Certificate

An official document, issued by an awarding body, which records the achievements of an individual following a standard assessment procedure.

Certification (of knowledge, skills and competences)

The process of formally validating knowledge, know-how and/or skills and competences acquired by an individual, following a standard assessment procedure. Certificates or diplomas are issued by accredited awarding bodies.

Competence

The proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

Curriculum

A set of actions followed when setting up a training course: it includes defining training goals, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers.

Knowledge

The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, feelings, experiences, theories and practices that is related to a field of work or study of a person.

Learning

Learning is a cumulative process where individuals gradually assimilate increasingly complex and abstract entities (concepts, categories, and patterns of behaviour or models) and/or acquire skills and wider competences. This process takes place informally, for example through leisure activities, and in formal learning settings, which include the workplace.

Learning outcomes

Means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

Qualification

A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual's learning has reached a specified standard of knowledge, skills and wider competences. A qualification confers official recognition of value in the labor market and in further education and training. A qualification can be a legal entitlement to practice a trade.

Qualifications framework

A qualifications framework is an instrument for the development and classification of qualifications according to a set of criteria for levels of learning achieved. This set of criteria may be implicit in the qualifications' descriptors themselves or made explicit in the form of a set of level descriptors. The scope of frameworks may be comprehensive of all learning achievement and pathways or may be confined to a particular sector, for example initial education, adult education and training or an occupational area. Some frameworks may have more design elements and a tighter structure than others; some may have a legal basis

whereas others represent a consensus of views of social partners. All qualifications frameworks, however, establish a basis for improving the quality, accessibility, linkages and public or labor market recognition of qualifications within a country and internationally.

Skills

The ability to apply knowledge and experience needed to perform a specific task or job and solve problems.

In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);

Unit

A unit is part of a qualification. It can be the smallest part of the qualification that can be evaluated, validated or certified. A unit can be specific to one particular qualification or common to several qualifications. The knowledge, skills and competences that make up the credit form the basis for the assessment and validation of people's outcomes. Units are validated at the end of the assessment of outcomes, the results of which must comply with the requirements of the qualification.

Validation (of non-formal and informal learning)

The process of assessing and recognizing a wide range of knowledge, know-how, skills and competences, which people develop throughout their lives within different environments, for example through education, work and leisure activities.

Vocational education and training (VET)

Education and training which aims to equip people with skills and competences that can be used in the labor market.

3. Normative references

Qualification Framework – the qualification framework developed within the EnterSchoolMind project

Specification Document – document developed within the EnterSchoolMind project

Training material assessment tool

Curriculum assessment tool

4. Scope

This Certification Scheme describe the basic stages for the assessment process and subsequent certification of curricula and training materials.

All Training Materials and Curricula have been developed within the **EnterSchoolMind** project can be certified as per the criteria of this Scheme.

Specifically, the Scheme addresses the following:

- Criteria for the application
- The assessment process including the Assessment Committee
- Certification process including the Certification Committee

This is a onetime certification and will only be repeated in cases of any amendments in the context of the training curricula and / or materials.

5. Consortium description

The EnterSchoolMind consortium consists of the following nine members who are the relevant stakeholders:

M.M.C Management Center Limited (MMC)

GRUPPO 4 SRL (GRUPPO 4)

Cyprus Certification Company (CCC)

Rinova LTD (RINOVA)

DIMITRA Education & Consulting S.A. (DIMITRA)

FH Joanneum Gesellschaft MBH (JOANNEUM)

15billion (15billion)

27 Primary School of Larissa

Apostolos Varnavas Primary School

6. Application process

Members of the consortium that have undertaken the task of developing curricula and training materials, can request the assessment and certification of this, according to the Certification Scheme.

The process is initiated by the submission to the Certification Body of the following:

- Training curricula for Levels 2, 3, 4 and 5
- Training materials for all Units as described in the Qualification Framework

All above information must be presented at the agreed format and with the agreed specifications.

7. Committees

7.1 Assessment Committee

The Assessment Committee will evaluate the level of compliance of the submitted training curricula and materials against the requirements of:

- Certification Scheme
- Qualification Framework
- Specification documents

The Assessment Committee's members will be nominated by the Cyprus Certification Company (CCC) and its term will end with the completion of the EnterSchoolMind project.

7.1.1 Composition of the Assessment Committee

The CCC can nominate for the Assessment Committee anyone that fulfils the assessor's profile as described below:

- have at least 5 years' experience in elementary school as teacher,
- have an assessing background/ qualification in EQF/ECVET
- have a business background (e.g. MBA, School Management),
- knowledge of the Certification Scheme,
- knowledge of the Specification documents.

Any person that has been involved in the development of the training curricula and materials cannot be nominated as a member of the assessment Committee.

When deemed necessary, the Committee may use additional experts for the evaluation of specialized topics. The number of committee members may differ, but in no case, this will be less than three. The three-member committee can hold any mixture of the above qualifications.

7.2 Certification Committee

The Certification Committee will validate the decision of the Assessment Committee.

The Certification Committee's members will be nominated by the Cyprus Certification Company (CCC) and its term will end with the completion of the EnterSchoolMind project.

7.2.1 Composition of the Certification Committee

The CCC can nominate for the Certification Committee anyone that fulfils the assessor's profile as described below:

- knowledge of the EnterSchoolMind project

- knowledge of the Certification Scheme
- knowledge of the Specification documents

Any person that has been involved in the development of the training curricula and materials or is a member of the respective Assessment Committee cannot be nominated as a member of the Certification Committee.

When deemed necessary, the Committee may use additional experts for the evaluation of specialized topics.

7.3 Impartiality and Confidentiality

The impartiality of the Committees in terms of its evaluation and decision-making process must be safeguarded at all times through its composition.

The members of all Committee must adhere to the principles of confidentiality and to this end they must all sign a Confidentiality Agreement. A confidentiality declaration (Appendix 3) will be signed by all Committee members.

8. Assessment Process

8.1 Assessment process for the curriculum

Responsible for the assessment and the certification of curriculum is the Certification Committee.

The curriculum will be assessed against the specification documents using the Curricula Assessment Tool. The assessment will be done separately for each unit using the assessment tool.

The results of the assessment process shall be documented on a formal report (Appendix 4) which will be forwarded to the consortium partners.

In the cases where the assessment committee identifies areas that do not comply satisfactory with the requirements, then the responsible partner must re submit the additional information for further assessment until full compliance is achieved.

8.2 Assessment process for the training materials

Responsible for the assessment and the certification of curriculum is the Assessment Committee.

The assessment of training materials will be based on the Qualifications Framework, all specification documents that have been developed and agreed within the consortium and the curricula. The training materials will be assessed against the specification documents using the Training Material Assessment Tool.

The results of the assessment process shall be documented on a formal report which will be forwarded to the consortium partners.

In the cases where the assessment committee identifies areas that do not comply satisfactory with the requirements, then the responsible partner must re submit the additional information for further assessment until full compliance is achieved.

9. Certification Process

After the completion of the assessment process, the Certification Committee shall validate the above and issue a Certificate for EQF Level 6 containing all competences.

9.1 Certificate validity

The certificate that will be awarded for the Curricula and the Training Materials will not have an expiry date and it will remain valid unless there are changes are made and in this case the procedure for certification.

10. Changes to Curricula and Training materials

Changes to Curricula and Training materials, either at the competences or at the context of each unit, can be made by any partner Organization of the Consortium and approved by the coordinator of the Consortium. In the case there is a need for recertification, the coordinator will be responsible to re submit the revised unit(s) to CCC for re-assessment and re certification.

In case of major changes, all additional information must be re submitted to the Certification Company for assessment and re certification.