E(CO)-QUALIFY

Quality Assurance
for Organic Retailers Education

Quality Handbook

European Quality Assurance System For Organic Retailing

Education and Culture DG

Lifelong Learning Programme

Preamble

The **European Quality Assurance System "E(co)-Qualify"** focuses on the training and education of managers and employees in the retailing of organic products.

The organic market is growing year by year. For successful expansion of the organic food retailing sector the quality of marketing is as important as the quality of the products. Also, the competence of shop management and their sales skills are significant. Thus, for sustainable development of the organic food retail market the qualifications of the managers and employees are getting increasingly vital.

The vocational training and further education of managers and employees in the European organic food retail market is not standardized. Qualifications and certificates have no significance because they are not comparable on the EU level. Human resource managers therefore either have to test the qualifications of all applicants or provide training to them, which is cost and time intensive.

The intention of the implementation of the European Quality Assurance System is to establish a controllable framework of high quality training for the staff of organic products retailers. This framework creates comparable criteria for all EU member states.

"E(co)-Qualify II" Project

This European Quality Assurance System was developed in the frame of the project called **"Dissemination and implementation of a Quality Assurance System for education in organic retail in Europe - E(co)-Qualify II"**, co-financed by the European Commission in the frame of the programme Long Life Learning / Leonardo Da Vinci as an Innovation Transfer Project.

In the E(co)-Qualify II project six partners from Austria, Italy, the Netherlands, the Czech Republic and Germany have developed a comprehensive framework of European quality assurance system for the further education in the organic products retail.

After several testing phases in the participating countries the final version of the Quality Assurance System was presented at the BioFach Conference in 2009. All market players and educational institutes will be informed about the quality system in order to implement it.

The benefits of the Quality Assurance System are:
- internationally recognisable framework
- high quality standard

The Quality Handbook

Besides the definitions of processes typical for quality assurance systems the Quality Handbook includes the definition of all necessary specialised knowledge in the main product categories, business processes and marketing instruments for different levels of staff. It thus offers state of the art knowledge for all involved entrepreneurs and their sales staff in organic retailing.

The quality of education will be achieved and maintained through:
- Certification of education and training institutes
- Audit controls

The E(co)-Qualify certification therefore offers marketing advantage for the participating institutes.

The Quality Assurance System consists of 3 parts:

Part 1: **Quality Handbook (QHB)** describes the necessary quality depending processes of each institute.

Part 2: **Checklist** for guidance through all processes during certification and/or the audits. This checklist guides through the certification and audit process either to the auditor/certifier or the institute's Quality Manager (QM). During the certification processes all lists have to be counter signed. In case of disagreement the Checklist provides a standardised procedure for solution finding.

Part 3: The **Appendix** acts as a reference list of processes and practical examples (for instance, a sample of a Lecture Handbook). It is not an obligatory part of the internal quality system and could be changed without QM process documentation. It is possible to add documents to this list.
In some cases, the Quality Handbook offers both **MUST BE** and **COULD BE** criteria. The "could be" criteria serve as points of difference for an educational institute on its local market.

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Part 1: Quality Handbook

1. Structure and handling of documents (A01_001)

This document determines the structures of all Quality Assurance System documents.

It is applicable to all documents according to this EU project and constitutes the draft base of the QM Handbook matrix.

1.1. The **Title** has to be named according to the content

1.2. The **Filename** should be in accordance with the file header C0X_yyy_[file].doc; A0X_[file].pdf
yyy is a running number

1.3. The **Author** is responsible for contend and expertise of the draft

1.4. **Revised Versions** in the state of draft should be recorded by [name] and on [date]

1.5. **Validation** should be managed by: [name] on [date]

1.6. **Content Control** signed by [name] on [date]

1.7. **Quality Management** has to check all administrative parts of document, signed by [name] on [date]

1.8. **Released** by (authorized person according to the list of EU QM Board) signed by[name] on [date]

1.9. **Handbook file name**: the validation manager has to convert the whole document to a pdf file with the file header A0X_[filename].pdf in the file order A00_handbook

2. Description of the designation of files in the stage of draft (A01_003)

The headline of every document should act as document finder, the place for the doc name could be too short if we want to document also the filename and the path. But normally the e-path is not needed by those document structures on the printed matter if we used the following file management tool.

We shall collect documents in a proper, certain way, where the content should be part of the document name:

A "xy"_ filename in a file order - with the subtitles (examples):
A01_Handbook
A01_Handbook/A01_education/A01_contends
…/A01_education/A01_Basic_know_how_organic_trade.pdf
…A01_education/A01_contents/A01_Care_for_goods.pdf

Inside of the orders the structure will be the same, so the draft order C will have the same structure as the order A
C02_proposals
C03_inwork
C02_institutes
C03_xyz…
B03_certification processes
B04_audits
A05_obligatory documents to the teachers

"A" fore those files which will be used manly - the represent the released and obligatory process documents and only this documents should be stored as pdf. file! In this special case the documents cannot be changed. Only the validated document can be changed by the authorized author(s). The management of the responsible European umbrella institution Organic Retailers Association (ORA) will decide if a change of documents will cause a new validation.

"B" for documents in the state of "to be released"
"C" for drafts
"D" for all other documents
"E" for foreign documents will be needed to the own argumentation
"F" for correspondence
"G" for literature

3. Personal Matrix (A04_003)

Personal Matrix E(co)-Qualify

				Tasks	
Responsible Person	Organization	Educational Level	Professional Qualification	Pedagogical Level	Professional Competencies
Expertise & Professional Subject					
Basic qualification	School	College, BS Degree, also Side-by-side education (Tutorial)	Agronomist - MSC Food Technology, Experiences in organic Retail	Certified through assessment according to Qualification level	Knowledge according to "Basic Qualification"
Advanced operational qualification	School	University of applied science - University MS; also Side-by-side education (Tutorial)	Agronomist - MSC Food Technology - Ecotrophologist Experiences in organic Retail	Certified through assessment according to Qualification level	Knowledge according to "qualification standards operation level"
Business	School	Commercial College	Business economist Retailer	Certified through assessment according to Qualification level	Knowledge of Marketing, Logistic Mgmt, HR Mgmt
Lecturer	School	Self-employed in trade - Consultancy also Side-by-side education (Tutorial)	Agriculture - Processing - Food control Trade Experiences organic Retail	Certified through assessment according to Qualification level	Knowledge of the certain section of teaching contend
Administrator of School	School	University MS - commercial	Knowledge of school administration		
School Manager (Director)	School	Classical Mgmt Education	School Administration; Business Administration Human Resource Mgmt.		Business Administration
Internal Quality Management	School	Experiences of Quality System Management Certif. Inst.	Principle Knowledge of QS		Knowledge of E(co)-Qualify System
External Auditor	National Accreditation QM	University of applied science - University MS	Consultant Certified QM		Knowledge of E(co)-Qualify System
Management, National Quality System	ORA/Nat. E(co)-Qualify Management - Gremial of specialists	1st step: ORA 2nd step: national QM			Knowledge of E(co)-Qualify System
Management, International Quality System	ORA	ORA			Knowledge of E(co)-Qualify System

Personal Matrix E(co)-Qualify

Audit Responsibilities						Validations	Accreditations	Events
Certification of Auditors	Certification of Audits	Admonishment to 2nd Audit	Withdrawal to post audit	Withdrawal to 2nd audit	Denial of Certification			Periodical educational meetings
								Yearly visit to a national professional meeting
								Yearly visit to a national professional meeting
								Yearly visit to a national professional meeting
								Yearly visit to a national professional meeting
								Yearly visit to international meeting
								Yearly visit to international meeting
Pre Audits								Yearly visit to a national professional meeting
Certification of candidates	Audition	In office. Information to national accr. QM	Post-audit	2nd Audit	Official info to National QS and to ORA			Yearly visit to a international quality meeting
Admit of Auditors; information of audit list to ORA		Knowledge of Adminis-tration					Accredited through acc. process by ORA	Optional attendance of an national professional and quality meetings
Publication of certified Auditors List						Public List of Certified Institutes	Will accredit national Institutes	Optional attendance of an international Yearly quality meeting

4. Failure Management (A05_001)

This document will standardize the processes of failure of some of the topics at the:

1) Certification process in connection with A07_001
2) Audit processes in connection with A07_002

The document will consist of:

Formal failure, which could include:
- Lack of some second class documents
- Lack of description of some contends

Reaction:
Resolution of failures should be shown within 2 Weeks by sending the appropriate documents to ORA QM. The final certification will be sent after checklist targets are reached. This process will be free of charge.

Fundamental, serious failures, which could include:
- Not following the educational situation of national legal according to national labour law of Teachers / Lecturers
- Unlawful treatment of trainees and scholars according to national hygiene laws and other national laws pertaining to adult educational institutes
- Others to be defined…

Reaction:
The certification could not be completed. A post certification at the same costs as the main certification will be offered some (?) months later on.

Audits:
The Audits should act on the same framework as the certifications. Some points should be added, such as the evaluation documents and treatment of the scholar lectures, the institute and the lessons. The results of this evaluation are not part of the audit, but well the process to act on this item.

5. Content - Basic qualifications (A06_001)

Modul I 344 h

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
1.	**Basic Knowledge Organic Trade**		This includes references to all qualification standards, which are the basis of work in organic food trade. This knowledge serves as background for correct and customer-oriented handling of products, enable use of computing and computers, and constitute a part of business philosophy. Organic products can be treated and offered in accordance with their unique features.	344 h	Knowledge about: • Farming • Organic agriculture • The development of the natural food market in different types • Nutrition sciences • Experience with and knowledge about food retailing Experience with and Knowledge about: • Educational methods • Working with different target groups
1.1.	**Organic Agriculture**	Organic Agriculture Biodynamic agriculture Environmentally-aware cultivation IFOAM Regulation Distinguishing features	• Knowledge of and ability to explain the basics of organic farming. • The principles of biodynamic agriculture and their differences to organic agriculture methods. • Ability to demonstrate the differences between organic and conventional agriculture. • Ability to describe the consequences of conventional agriculture, such as water pollution or endangering of some species. • Ability to describe the positive consequences of organic farming for the landscape, the environment. • National associations of producers and important international organic agriculture organisations are known. • The evolution of organic agriculture will be monitored to be able to provide the information on qualitative standards sold under a certain name at any time. • Knowledge of the IFOAM Basic-Standards. • The EU regulations for organic agriculture can be used in the case when some questions must be answered at the POS. • International and national control regulations for organic food are well known and can be applied for final inspection of fresh goods and with respect to labelling. • Methods of ground cultivation can be described. Advantages can be explained particularly with regard to environment, product and health of the client.	40 h	• Farming • Organic agriculture • The development of the different types of natural food markets • Diploma in Agriculture Experience with and Knowledge about • Educational methods • Working with different target groups

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
1.1.	**Organic Agriculture**	Ground fertility Ground-specific Cultivation Animal Well-being Return to the field/ meadow Cattle Sicknesses Fertilization Organic Manure Milk Cattle Breeding Meat Cattle Breeding Pig Breeding Poultry Farming Production Method Vermin Suppression Glass Cultivation Earth Vegetable Cultivation Agriculture Agriculture for Ornamental plants Fruit Cultivation	• The production of plant foodstuffs can be described in terms of production, processing, transportation, and packaging. This also includes knowledge of: usage of organic fertilizers or no usage of mineral fertilizers; the importance and observance of seeding procedures; and organic methods of weed control and plant protection. • The knowledge in this area enables the explanation of critical points in the offer as well as qualitative and price differences. • The production of animal foodstuffs can be described. • In a shop, the ability to answer questions about animal well-being is important. • This also includes the knowledge of natural breeding and balance between the production of feedstuffs and fertilizers. • The knowledge in this area enables the justification of price differences.		
1.2.	**Fair Trade**	Philosophical Influence Political theories Internationalization Individualization Family Life-Cycle Industrialisation Community and Society Consumerism Demographic Development	• The background of the "fair trade" concept is known and can be explained. • Knowledge of international and national certification organisations and their standard. • The significant effect of globalisation to the traditional structures of farmers' lives worldwide, and their importance for the food industry in the rich countries are known and can be argued to the clients. • The relation between current, conventional economic structures and social or ecological poverty at global and regional levels can be shown and critically assessed. • Partnership conceptions within the natural food industry are known.	24 h	Knowledge about • Political economics • Food industry • Developing countries Experience with and Knowledge about • Educational methods • Working with different target groups
1.3.	**Hygiene**	Product Flow Quality Standards Hygiene Standards HACCP standards Application Control / check at reception Pesticides Safety Regulations Employee and Customer Safety Sexual Intimidation Respectful Conversing Meeting Methodologies Hygienically Behaviour First Aid Personal Care	• Legal provisions of European regulation regarding foodstuffs are known and can be followed. • The knowledge in this area enables responsible handling of goods and equipment and complies with minimum legal requirements in the area of hygiene. • Everyday behaviour in corporate shop culture can be analysed and adapted.	16 h	• Experience with and knowledge about food retailing Experience with and Knowledge about • Educational methods • Working with different target groups

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
1.4.	**Care for Goods**	Entrance Control/check Incoming Goods Storage Space Return (i.e. 'returning the products') Return Fee Profession Oriented Information Information Sources Handling of Forms Correspondences Profession Information Product Information	• The basics of care for goods are known and can be explained and applied. • Receipt of goods can be done. • Trade management is known and can be applied. • The effects of water, air, light, temperature, and pests on goods can be described. • The goods offered in shops can be thus treated in accordance with their unique features. • The knowledge in this area enables decision-making in the area of care for goods, and adoption of environmentally friendly solutions to problems.	32 h	• Experience with and knowledge about food retailing • Knowledge of the distinction of natural food. Knowledge support in different categories of goods. • Trade management is known in it's present-day form Experience with and knowledge about • Educational methods • Working with different target groups
1.5.	**Good Storage**	Store Stock FiFo Principles ("First in - First out") Conservation Environments Temperature Management Product Reflection	• The basics of goods storage are known and can be explained and applied. • The effects of water, air, light, temperature, and pests on goods can be described. • The goods can be stored in accordance with their unique features. • The knowledge in this area enables decision-making regarding the storage of goods and complying with the legal provisions. If there are problems, environmentally friendly measures can be adopted. • Division manager are able to organise the sore stock economical and with ecological principles. • Division managers are able to organise the work with the staff with small and economical inventory differences.	16 h	• Experience with and knowledge about food retailing • Knowledge of the distinction of natural food. Knowledge support in different categories of goods. • Trade management is known in it's present-day form Experience with and Knowledge about • Educational methods • Working with different target groups
1.6.	**Communication Skills**	Customer Requests Customer Friendly Target Group Product Advice Sales Pitch Societal Tendencies Preferred Social Behaviour Respectful Discourse Cultural Development Demographical Development	• To be able to make every day analysis of customers requests. • Knowledge of the basics of communications, which can be applied in everyday contact with customers, colleagues, suppliers, and superiors. • To be able to use different types of customer address: information - advice - deal. • Communication competence is the prerequisite of teamwork, consultancy and sales communication.	40 h	
1.7.	**Computing, Technology Knowledge**	Computer Application Automation Software hardware Word processing Spreadsheets Store Applications Back-ups	• Familiarity with operating computers and the use of common software systems. • It is possible to attend an e-learning training course and other qualification measures in the area of work with computing technology.	40 h	• Must be able to teach low-level computer use • Knowledge about merchandise management systems

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
1.7.	**Computing, Technology Knowledge**	Virus scanning Email Application Internet and Website Database and Files	• Knowledge of the operating mode, the desk and the merchandise management system appliance used at the cash desk, in the storage etc. • Ability to maintain and support the merchandise management system.		Experience with and Knowledge about: • Educational methods • Working with different target groups
1.8.	**Environmental Protection**	Environmentally Friendly Packaging Rubbish Dividing Recycling Reuse Reusable packaging Energy Saving Vegetarian Food Vegan Food Reform Food Macrobiotic Food Ayurveda	• Risks to water, soil, air, and other natural resources can be named and explained. • Knowledge and use of the measures for the protection of resources, energy saving, and prevention of waste. • In this context, for example, the system of returnable packages with a deposit is familiar and used. • The environmental benefits from returnable bottles can be explained. • The knowledge in this area enables both responsible handling of natural resources and economically practical conduct.	24 h	
1.9.	**Processing** (New subject)	Stock Management Order Procedures Package Materia		40 h	Retailer/Economist Experience as an entrepreneur Experience with and Knowledge about: • Educational methods • Working with different target groups
1.10.	**Nutrition Science**	Minerals Fibre Substance Additives E-numbers Acid-base Balance Digestive system Enzymes Food Philosophy Montignac Diet Blood group diet Lifelong fit Food Advice Sugar effect Obesities Diabetes Hart disease Intestinal problems Cancer Colic Hypoglycaemic Candida Low Calorie Diet Sugar-free Diet Salt free Diet Gluten-free Diet Moerman Diet Houtsmuller Diet Food Allergies Food Intolerance	• Elementary basics of nutrition can be described and converted into product-related advertisements. • Well-known alimentary diseases can be designated. Incompatible products can be recognized and described as unsuitable. • Firm knowledge that in a food shop no diagnoses or health recommendations may be given.	40 h	• Diploma in nutrition science • Experience with and knowledge about food retailing Experience with and Knowledge about • Educational methods • Working with different target groups

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
1.11.	**Organic food production**		• Knowledge of restricted use of additional substances and ban on artificial fortification by adding vitamins and minerals (except for baby food) in the production process of organic foods. • Ability to explain the contribution of allowed additional substances and their health safety. Health hazards arising from banned additional substances can be described. • Good knowledge of both the legal defaults of the European Union regulations and the guidelines under the private laws of ecological cultivation federations as relate to different categories of commodity processing and the different arguments thereof.	32 h	Diploma as food technologist Experience with and Knowledge about • Educational methods • Working with different target groups

6. Content - Products - Total Assortment Organic Food Shop (A06_002) Modul II 192 h

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
2.1.	**Product Knowledge**		The knowledge and competence in the sphere of goods refer to individual product groups offered in organic food shops or in the bio assortment of big supermarkets.	192 h	
2.1.1.	**Potatoes, Vegetables and Fruit**	Stone fruit, Core fruit, Small fruits, Tropical fruits Citrus fruit Exotics Blooms Fruit Sheet Handle Cabbage Root Bulb Mushroom vegetable	**1. Fruit and vegetables** • Individual types of the "fruit and vegetables" product group as well as their unique features are known. • The production, transport, and packaging of this group can be described. • Nutritional and environmental benefits as well as their culinary use can be described. • Seasonal availability is well known. • The knowledge enables for a professional assortment composition and presentation of the commodity. • European Union quality standards can be used respectively to the selection of the commodity.	24 h	
2.1.2.	**Bread and Bakery Products**	Bread production Uses of different types of flour in natural baking	**2. Bread and bakery products** • Individual types of bread and bakery products as well as respective raw materials are known; their production can be described. • To be able to describe the specialty of organic bread production • Their nutritional and environmental benefits can be explained.	16 h	
2.1.3.	**Dairy Products**	Cheese production Groups of cheese Cheese places Cheese care Characteristics of bio cheese	**3. Cheese** • The basics of cheese production are known and can be described. • Usual types of cheese with respective unique features are known. • Organic cheese can be treated and offered in accordance with its unique features. • The division of cheeses according to the law can be indicated and described: - type of milk - method of curdling (bacteria of lactic fermentation or rennet) - degree of maturity - fat contents (content of fat in dry matter = fat in dry matter) - groups of cheeses (water content = whey) • Cheese specialities, such as goat and sheep cheese, cheese sauces, or cheese made of raw milk are known.	24 h	

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
2.1.3.	**Dairy Products**		• In this respect, known topics also include cow milk allergy and alternative solutions that can be offered, such as sheep, goat, or more milk, or soya milk or rice drink. • Labelling regulations arising from the regulations on cheeses and related to both packed and non-packed cheeses are known. This also includes for example the "best before date", list of ingredients, or price and type of milk. This knowledge can be utilized upon the final inspection of fresh goods and upon the labelling in the shop. • Basics of cheese care and storage are known and can be described and applied. They include for example: treatment of moulds; suitable cutting techniques; care for equipment and tools; and keeping the list of losses. • The knowledge in this area enables the adoption of health-, environment-, and economy-related decisions regarding the care for cheese and its storage. • The hygienic requirements for cheese handling are known and observed in everyday practice. This makes a good overall impression of the shop and builds customer confidence. • General principles of attractive presentation are known and effectively used. This includes, for example, the placement of labels, decorative and colourful arrangement of goods, cleanliness, range of goods (basic range, and extra or additional range, creation of a cheese counter plan [graphical layout of individual types of cheese in the counter]). • Attractive presentation of the cheese counter leads to a positive shopping experience for customers. • The basics of advisory communication are known and effectively used. This includes for example (inter alia) sensory knowledge so that the shop assistant is able to describe the taste of the cheese.		
2.1.4.	**Milk, dairy products**	Milk production Butter production and classification Milk products	**4. Milk, dairy products and eggs** • Individual types of milk and dairy products can be classified. • Their production, processing, transport, packing, and shelf life can be described. • Flavour, its production and its use in organic dairy products can be explained as an auxiliary use. • The milk regulation and the guidelines of the EU and the farmers associations connect to production and processing of milk can be described.	16 h	

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
2.1.4.	**Milk, dairy Products**	Eggs	• The health effect and ecological use of this product line can be described. • Eggs can be classified and marked in relation to their shelf life and special hygiene requirements. • Nutritional and environmental benefits of this group of products can be explained.		
2.1.5.	**Grocery dry products**	Production of soy-beans GMOs World trade with soy-beans Assortments with contaminated Products with GMO soy-beans Description of assortments in organic quality	**5. Soya products** • Individual soya products can be distinguished and their processing, production and packaging can be described. • Special requirements for the raw material can be explained. • Nutritional and environmental benefits of this group of products can be explained. • Possibilities for culinary use and use for example of soya flour or ready-to -eat tofu can be described.	8 h	
2.1.6.		Description of all cereals Production of cereal products Noodles Flour Semolina Flakes	**6. Cereals and cereal products** • Individual types of cereals can be distinguished and their processing, production and packaging can be described. • Individual cereal products, such as superior flours, semolina, cereal flakes and bran are known and their production and possibilities of use can be described. • Nutritional and environmental benefits of these products can be explained. • The ingredients of muesli and granola products can be distinguished and requirements for raw materials can be indicated. • The processing of raw materials and providing guarantee for the goods mixed and packaged in the shop can be explained.	16 h	
2.1.7.			**7. Dry fruit** • Individual types of dry fruit and their original fruit species can be named and their production methods and processing can be described. • Information regarding shelf life and pest infestation and pest control are known and can be explained. • Culinary use can be described.	4 h	
2.1.8.			**8. Seeds for sprouting and sprouts** • Individual species and the unique features of this group of products are known and their production and packaging can be described. • Their nutritional and environmental benefits as well as their culinary use can be described. • Advice as to germination and respective equipment can be given.	4 h	

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
2.1.9.			**9. Oil, fat and nuts** • Individual types/species and the unique features of this group of products are known and their production, transport and packaging can be described. • Their nutritional and environmental benefits and their culinary use can be described.	16 h	
2.1.10.			**10. Honey** • The range of honeys offered in specialized organic food shops can be classified and the qualitative criteria for this product can be listed. • Technical and legal requirements for ecological bee breeding and the honey yields and processing can be explained. • The nutritional and environmental benefits can be described.	8 h	
2.1.11.			**11. Spreadable and spicing products** • Individual spreadable and spicing products can be distinguished. • Their ingredients are known. • This product group can be described in terms of production and packaging. • Their nutritional and ecological benefits as well as the importance of spreads as an alternative solution to smoked-meat products can be explained. • The production of spicing products, the issues concerning their processing and preservation, and their culinary use can be described.	8 h	
2.1.12.	**Beverages**		**12. Beverages** • Individual beverages are known and their unique features can be described. • Water, juices and nectars as well as wine and beer can be classified. • Their origin or production, quality of raw materials, list of additives, preservation and packaging can be described. • Their nutritional and ecological benefits can be described; the same applies to the role of alcohol consumption and consequences of its abuse.	8 h	
2.1.13.			**13. Stimulants (sweets, coffee, tea, and cocoa)** • Individual stimulants can be classified. • The most important countries and growing areas producing coffee, tea, and cocoa can be listed. • The production can be described. • Individual teas and their types can be classified.	16 h	

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
2.1.13.			• The most important producing countries and growing areas can be listed. • The production can be described. • The issues concerning these products in the world market can be explained. • The content of their substances and nutritional features as well as their kitchen processing and effects on human organisms can be described.		
2.1.14.	**Additional Qualifications**		**14. Baby food** • The range of baby and child food in special organic food shops can be classified. • The requirements for raw materials, preparation and ingredients are known. • The issues regarding the use and processing can be answered; some practical tips can be given.	8 h	

Module II A 140 h

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
2.2.	**Additional qualifications**		Additional qualifications regarding specific products in the following product groups can be useful or even necessary in view of the range of products sold in specialized organic food shops.	140 h	
2.2.1.	**Meat Products**		**1. Meat and smoked-meat products** • This qualification standard is attained by means of special education recognized by the state (butcher or meat product shop assistant). • Specialized organic food shops that sell packed or frozen meat have to comply with the regulations concerning the sale of meat.	16 h	
2.2.2.	**Cosmetic Products**		**2. Natural products and natural cosmetic products** • Natural products and natural cosmetic products rank among the complex groups of a special range of products. • Their production, composition, and unique features concerning their use are known and can be explained. • The qualification standard is attained by means of specialized education.	32 h	
2.2.3.			**3. Frozen products** • Various types of frozen products are known and their production, packaging and storage can be described. • The food-related and technical handling of frozen products is known and used.	4 h	

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
			• Unique features and potential importance of this group of products are known and can be explained.		
2.2.4.			**4. Semi-finished products** • Various types of semi-finished products are known and their production, packaging, storage and shelf life can be described. • The food-related and technical handling of semi-finished products is known and used. • Unique features and potential importance of this group of products for specialized organic food shops are known and can be explained.	4 h	
2.2.5.			**5. Delicatessen** • The most important delicatessen products and their additives are known and their production and shelf life can be described. • The food-related and technical handling of delicatessen products is known and used. • Unique features and potential importance of this group of products for specialized organic food shops can be explained.	4 h	
2.2.6.			**6. Herbs and medicaments** • The range and forms of freely sold natural medicaments as well as related legal provisions are known and can be explained. • The herbs and medicaments can be described in terms of their growing, harvesting, and processing. • The use and properties of these products can be explained. • The qualification standard is attained by means of a special license for the sale of freely sold medicaments, which has to be acquired from an appropriate authority.	32 h	
2.2.7.			**7. Fish** • Fish form a complex area of a special range. If a shop offers organic fish, the existing directives concerning organic fish production must be known. • Additionally, individual species of fish can be classified and their processing and culinary use can be described.	8 h	
2.2.8.			**8. Essential oils** • The production and origin of essential oils are known and can be described. • Non-medical areas of use and hazards related thereto can be described.	8 h	

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
2.2.9.			**9. Nutritional supplements** • Special features of production, processing, and use are known and can be described.	4 h	
2.2.10.			**10. Detergents and washing agents** • A selection of ecological detergents and washing powders/products can be listed. • The composition and effects of individual products are known and can be described. • Additional environmental benefits of these products can be explained.	16 h	
2.2.11.			**11. Snack** • The meaning of snacks in organic food shops can be explained. • The requirements for raw materials used, their processing and preparation can be described.	8 h	
2.2.12.			**12. Household utensils and cereal grinders** • The construction, operation, and use of cereal grinders can be described. • Common household utensils sold in special organic food shops can be described.	4 h	

7. Content - Business competencies (A06_003)

Modul III 90 h

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
3.1.	**Organization**		Business organisation can be defined as follows: "Everything that takes place in a business follows a certain order or certain rules. First of all this order has to be planned and then implemented with the assistance of organisational measures." Basic knowledge in the area of business organisation leads to a situation where the set rules govern the business processes.	90 h	
3.1.1.	**Labelling and declaration**	Quality code Purchase Administration Supply Documents Quality Standards Product Features Product Control	**1. Labelling and declaration** • Knowledge and ability to implement international and national legal provisions regarding labelling and declaration.	9 h	
3.1.2.	**Goods management**	Production Method Internal Storage Transport Conditions Transport Documents Access Control Process Procedures Production Process Administrative Processing Logistical Process HACCP Directive Display Material Informing Consumers Product Presentation Packaging Material Weigh Scale Equipment Return Fee Administration Register management Price and Price Coding Customer Friendly Customer-oriented work Sales Pitch Product Information Preparation Methods Register and Payment System Packaging Methods	**2. Goods management** • Goods and data flow can be described. Ability to explain objectives and tasks of goods management. • The organisation of goods purchasing along with the planning of the puchasing and its organisation is understood and can be explained. • Special features of purchasing goods are known and can be considered in everyday business activities. • Knowledge of and ability to carry out the course of receipt of goods. • The goods can be taken over, checked and recorded. Handling delivery notes is known and used. • Ability to describe the warehouse organisation as well as all legal storage regulations. • This knowledge can be integrated into everyday working procedures. • The system of stock level control is familiar and can be implemented. • Stock levels can be controlled in terms of quantity and/or quality. • Ability to document stock level control.	27 h	
3.1.3.	**Working procedures**		**3.Working procedures in a business** • Business working procedures are known and can be described, documented, and applied as regards every department or every area. • Clearing of sales can be carried out. • The cash system is known and used on an everyday basis. • The procedures of cash registration are understood and can be explained in a discussion with customers. • Cash vouchers and receipts can be issued.	18 h	

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
3.1.3.	**Working procedures**		• The cash balance in a cash register can be counted. • The goods can be properly packed according to their respective characteristic features. • Daily clearance can be carried out separately. • Working tools can be operated. • This includes the operation of scales, cereal grinders, cutters, and graters.		
3.1.4.	**Protection and industrial safety**		**4. Protection and industrial safety** • Legal provisions concerning protection and industrial safety are known and can be applied. • The measures to prevent accidents in the shops can be implemented separately.	9 h	
3.1.5.	**Accounting**		**5. Accounting** • Acquisition of basic accounting knowledge. This knowledge enables the performance of preparatory work, such as stocktaking and statistics. • The use of the calculation factor specific for individual groups of goods is known and used.	18 h	

8. Content - Market (A06_004)

Modul IV 142 h

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
4.1.	**Product Knowledge**		The basic knowledge in this area refers to the measures for optimising and supporting sales skills. These measures are primarily oriented on customers with the objective of convincing them of company performance.	142 h	
4.1.1.	**Goods display and layout of selling space**	Quality code Purchase Administration Supply Documents Quality Standards Product Features Product Control Production Method Internal Storage Transport Conditions Transport Documents Access Control Process Procedures Production Process Administrative Processing Logistical Process HACCP Directive Display Material	**1. Displaying goods and layout of selling space** • The principles of the attractive displaying of goods and layout of the selling space and a shop window are known and can be implemented. • The knowledge in this area enables the optimum use of the selling space and shelves for goods. It supports the look and creates a positive shopping atmosphere.	8 h	
4.1.2.	**Advisory communication**		**2. Advisory communication** • Techniques of advisory communication are known and can be used. • The advisory communication can be held in everyday work.	8 h	
4.1.3.	**Sales communication**	Informing Consumers Product Presentation Packaging Material Weigh Scale Equipment Return Fee Administration Register management Price and Price Coding Customer Friendly Customer oriented work Sales Pitch Product Information Preparation Methods Register and Payment System Packaging Methods	**3. Sales communication** • Techniques of sales communication are known and can be used in everyday work. • Expertise in this area encourages customers' confidence, positively influences an overall impression of the shop and should result in increased turnover. • The following six phases of the overall selling process can be indicated: - Preparation - Contact - Communication - Argumentation - Closing - Subsequent purchasing • Sales communication processes relating to three of these phases can be described. **Communication** • Sales conversation should begin immediately after the contact is made. • The importance of this phase is known and can be described. • This includes the knowledge that in the first two to six minutes it is generally decided whether the customer trusts the seller or not.	54 h	

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
4.1.3.	**Sales communication**		• During communication, customers are assessed according to the existing psychological system of experience and evaluation. • Inter alia the following is assessed: clothing, gestures, facial and verbal expression of the opposite person. • The requirement imposed on the employee is that he/she should make an overall good personal impression. **Argumentation** • Techniques of good argumentation can be used. • The arguments may be presented at the factual level, at the relationship level and at the selling level. • At the factual level, the content relevant for decisionmaking can be presented (factual arguments). • At the relationship level, forming a positive relationship can substantiate factual arguments. • At the selling level, strategies, tactics, and methods of communication oriented towards the achievement of the target can be used. **Closing** • Techniques of the termination phase are known and used. • The consumer's purchasing decision should be positively influenced by the arguments that inspire confidence and are relevant for the decision. • The course of the communication is at an optimum level and leads to a successful termination.		
4.1.4.	**Claim management**		**4. Claim management** • The current claims management is known and can be applied in everyday work. • Transparent claim management and its performance lead to the customer's satisfaction even in problematic situations.	9 h	
4.1.5.	**Nutrition science**		**5. Nutrition science** • Basic principles of the general nutritional sciences are known and can be used during the advisory communication.	18 h	
4.1.6.	**Nutrition-related diseases**		**5. Nutrition-related diseases** • Common nutrition-related diseases are known and their main features can be described. • The relation between the disease and nutrition can be described. • Suitable products can be chosen from suggested the organic food assortment.	18 h	

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
4.1.6.	**Nutrition-related diseases**		• A positive effect of these products on a sick body can be described. • Customers with nutrition-related diseases are concerned about their disease and corresponding nourishment. • Specialized and competent advice in this respect can reinforce customer's confidence in the shop.		
4.1.7.	**Marketing tools**		**7. Marketing tools** **Retail structure** • The retail structure can be demonstrated and described. The position of the shop can be described and analysed. • Important conjunctions can be explained. • Development trends in the market can be observed. • Information needed for it marketing tools can be independently acquired and assessed. **Price policy** • Price policy mechanisms are known. • This knowledge enables convincing price argumentation (explanation of the relationship between the price and performance) during communication with the customer. **Range of goods** • The entire range of goods of a shop is known. • The structure of the range (basic range, extra range, or additional range) can be planned and realized. • The knowledge in this area enables an optimum use of selling area or goods shelves. They contribute to an overall look and create a positive shopping atmosphere.	27 h	

9. Content - Qualification standards at the management level (A06_005) Modul V 456 h

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
5.1.	**Basic knowledge**	**Module V**	This includes the qualification standards which represent elementary prerequisites for business management.	104 h	
5.1.1.	**Business philosophy**		**1. Business philosophy** • The business philosophy can be prepared and formulated. • The mission, values, ways of conduct and work of the business can be set. • The public presentation can be optimized, and, for employees, a sense of belonging can be created and supported.	8 h	
	Knowledge of electronic media		**2. Knowledge of electronic media** • The use of computers, the Internet, and common user systems is known. • Specific business systems for goods record keeping, accounting, and personal management can be used.	40 h	
	Communicative competence		**3. Communicative competence** • The basics of communication are known. • Communicative competence is the prerequisite for staff management and managing deals with partners, suppliers, and producers.	40 h	
	Management of time utilization		**4. Management of time utilization** • Existing working hours can be effectively used.	16 h	
5.2.	**Business**			352 h	
5.2.1.	**Organisation** **Goods management and record keeping**		**1. Goods management and record keeping** • A closed system of goods management can be introduced. The introduction of a related scanner system can be carried out. • The system of goods record keeping serves for recording, saving, and evaluating the flow of goods in the shop.	32 h	
5.2.2.	**Goods purchasing**		**2. Goods purchasing** • Purchasing and ordering can be organized and controlled. • These steps include the performance of the following tasks: identifying needs; finding suppliers; concluding contracts; and supervising the supplies.	32 h	

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
5.2.3.	**Work organization**		**3. Work organization** • Business work procedures and structures can be organized, optimized, and controlled. • The performance (effectiveness) of the shop and the quality of a working day for employees can be improved.	16 h	
5.2.4.	**Quality management**		**4. Quality management** • The systems of quality assurance of various kinds are known and can be installed for the business. • This includes standardized quality (quality of product, quality of contacts, internal quality of processes) the customers, employees, suppliers, and producers can refer to.	8 h	
5.2.5.	**Human resource management**		**5. Human resource management** • The area of personnel can be planned, managed, and controlled. • This also includes some objectives, such as staff administration, staff rights, staff development, staff management, remuneration to the staff, and staff supervision.	40 h	
5.2.6.	**Problem-solving management**		**6. Problem-solving management** • Techniques of problem-solving and decision-making are known and used. • This also includes some partial objectives, such as the techniques for setting objectives, setting ideas, setting priorities, assessment, and adoption of resolutions.	40 h	
5.2.7.	**Controlling I**		**7. Controlling I** • Controlling systems of different types are known and can be suitably applied in one's own business. • This includes general corporate controlling, personal controlling, range of goods controlling, blanket controlling, and the controlling of goods' record keeping.	24 h	
5.2.8.	**Labour law**		**8. Labour law** • The basics of labour law are known and used in practice. • Different laws are covered by the term 'labour rights'. This for example includes corporate law, all laws regarding labour protection, tariff-related and legal knowledge (if tariff contracts exist), preparation of employment contracts, and rights and obligations in industrial relations.	16 h	
5.2.9.	**Protection and industrial safety**		**9. Protection and industrial safety** • Legal provisions for protection and industrial safety (health and accident protection) are known and implemented.	8 h	

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
5.2.9.	**Protection and industrial safety**		• All necessary organisational and construction measures to prevent accidents or other harm to health are taken.		
5.2.10.	**Legislative basics of retail**		**10. Legislative basics of retail** • Legislative basics of retail are known. • They include, *inter alia*: tax law, trade law, civil law, law related to indebtedness, warranty, and general commercial conditions.	8 h	
5.2.11.	**Ecological management**		**11. Ecological management** • The complex ecological management for the shop can be defined and used in practice. • Responsible treatment of the environment is applied in practice. Ecological laws and regulations relevant for the specialized organic food trade are known and implemented. • This also includes, *inter alia*, regulations on minimizing packaging waste and waste law.	16 h	
5.2.12.	**Project management**		**12. Project management** • The project management can be used for solving problems occurring during the efforts to reach corporate targets. • Suitable projects can be planned, formed, and managed. • Project management is an established balance between time, cost, and qualitative objectives with existing resources (the 'magical triangle of project management').	8 h	
5.2.13.	**Organization of business training**		**13. Organization of business training** • Knowledge of the legal and organisational prerequisites for the business to be able to provide training for its employees.	8 h	
5.2.14.	**Accounting** (oriented on management)		**14. Accounting** • All quantifiable processes in the company can be systematically recorded, controlled, and assessed. • Knowledge in this area enables economical behavior and forms a basis for all business planning and decision-making in the shop. • Clearing of costs and activities related to the business can be performed. • The operational economy of the shop can thus be controlled, a company result can be set (accounting of profit and loss), and prices can be calculated. • Company accounting can be implemented according to general accounting rules. • Ability to produce annual financial statements required by law.	32 h	

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
5.2.14.	**Accounting**		• All trade cases are recorded, and the records are arranged according to a certain time and factual order. • The balance can be calculated and assessed. The following can be put against each other as of a certain day: * Form of assets and sources of assets * Use of resources and origin of resources * Investments and financing • Clearly demonstration of the structure of assets and capital. • Knowledge and implementation of legal provisions regarding the balance financial statements. • In this respect, the Commercial Code of the country is known.		
5.2.15.	**Investments and financing**		**15. Investments and financing** • Investment and financial planning can be carried out and controlled. • The need of capital can be set. Investments can be made. • Investment and financial planning ensures that vital liquidity, certainty and returns of the shop are maintained.	16 h	
5.2.16.	**Controlling II**		**16. Controlling II** • Business and economic evaluation can be made and used as a basis of a control system.	16 h	
5.2.17.	**Management of resources**		**17. Management of resources** • The management of resources can be defined and described. • Handling four main resources: capital, product, employee, and customer can be planned and implemented.	8 h	

10. Content - Marketing - Management (A06_006)
Modul VI 112 h

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
6.	**Marketing**	**Module VI**		112 h	
6.1.	Market survey		The market survey represents systematic data procurement and their processing and interpreting. Its objective is to acquire information on objective (quantitative) and subjective (qualitative) market indicators and on the market development. This information serves as a basis for decision-making and using marketing tools.		
6.1.1.	Customer-oriented Market surveys		**1. Customer-oriented Market surveys** • Individual studies and analyses are known and can be implemented. • This includes, as sub targets, monitoring of customers, customer analysis, analysis of customer satisfaction, and qualitative analysis.	32 h	
6.1.2.	Competition-oriented Market surveys		**2. Competition-oriented Market surveys** • Methods of analysis of competitors are known and can be implemented.	16 h	
6.2.	**Marketing tools**		Marketing tools are the activities influencing the sales market; they serve to support the fulfilment of business objectives.		
6.2.1.	Advertising		**3. Advertising** • Advertising measures can be assessed, planned, and carried out. • The process of planning and carrying out advertisements is known and can be implemented for business. • Legal templates concerning advertisements (principles of correct competition, ban on misleading advertisements and advertising based on comparisons) are known and taken into consideration in all advertising measures taken. • The principles of veracity, clarity, effectiveness (to inform, to motivate), and economy (costs lower than revenues) can be used for orientation. • Different types of advertising are known and types relevant for the shop can be described and assessed. • Decisions can be made with regard to the following: * Advertising objectives; they can be economic (for example for maintaining the turnover) and non economic (for example for changing the attitudes of potential customers); * Duration of the advertisement and its frequency (occasionally, restricted in time, or regularly-repeatedly);	40 h	

No.	Topic	Terms of Reference	Description / Educational Target	Time	Qualification of Teacher
6.2.1.	Advertising		* Advertising budget; its size has to be set and funds divided for individual advertising objects; * Advertising object; what product should be the subject of the advertisement; * Advertising entities; it is necessary to set target groups; * Advertising mission; it is necessary to set the content and form of the mission; in this case it may be necessary to find the so called Unique Selling Proposition - USP; * Advertising means (for example leaflets, advertisements, posters) can be chosen and assessed; * Advertising channels; they can be specified and appropriate contacts can be made (for example with newspapers, cinemas, or radio stations). • Advertising measures can be carried out in-house or by means of an advertising agency.		
6.2.2.	**Education and promotion**		**4. Education and promotion** • Tools and ways of promotion are known and can be used or initiated. • The objective is to establish positive image and build customer confidence. • The means and tools of promotion include company magazines for certain target groups, open contests and exhibitions, and other.	24 h	

11. Criteria regarding educational institutions audits (A07_003)

Item	Terms of Reference	Description / Examples
1. Basic documents	❑ Policy of the Institute ❑ The League Contracts of Institute ❑ Housekeeping - Organisational Chart	Available? Yes ☐ No ☐
2. Needs appraisal and analysis	❑ Arrange market analysis: need of the basic and advanced training; (Task and environment analysis, SWOT Analysis)	Arrange market analysis: ❑ e.g. Re-education retailer organic food
3. Project designing	1. Objectives definition 2. Content elaboration 3. Content revision, updating, etc. (for previous delivered courses)	
	4. Development of the courses	4. Development of the courses: ❑ Structure of content and objectivity i) After the course the participants should work as … ii) What knowledge do they need for their future work? ➡ Creating teaching and schedule. ➡ How is best learning for this content, e.g. methods diversity. ➡ Relation to best practices.
	5. Timing of the activities (GANTT etc.)	5. Structure of time: ❑ How long is the time of one course? ❑ Temporal and factual breakdown.
	6. Further development of the courses	6. Further development of the courses: ❑ Development of system support for learning. ❑ Documenting of the teaching material. ❑ Optimizing current course.
	7. Strategic planning of different courses	7. Strategic planning of different courses: ❑ Developing new courses. ❑ Need for further investigation course.
	8. Personnel placement	8. Personnel placement: ❑ How many employees we need to fulfil our goals? ❑ Which qualifications must they have?
4. Resource management	1. Human resources selection	Human resources: ❑ Which people do we need - education of the employees? ❑ How to recruit people? ❑ Requirements for workers ❑ How many people we need? ❑ How many should the employees earn?
	2. Searching for and renting a teaching room	Searching for and renting a teaching room: ❑ Requirements for the teaching room, e.g. central, financial budget for rent, modern equipment. ❑ Statutory provisions are fulfilled.
	3. Purchase of the equipment components for the training (e.g. presenting material, beamer)	Purchase of the equipment components for the training: ❑ How many equipment components do we need?
	4. Purchase of material for education, e.g. samples	

Item	Terms of Reference	Description / Examples
4. Resource management	5. Purchase of computing equipment and cash desk	Purchase of computing equipment: ❑ PC, Lap Top, cash desk. ❑ What EDV-equipment is needed?
	6. Purchase of literature	Purchase of literature: ❑ Textbooks, midterm tests.
	7. Verifying security	
5. Course delivery	1. Scheduling 2. Searching for partners 3. Search for companies regarding practical training a) If required, support by a practical training company b) Practical training Participant: liaison and support Advice and mentoring of the participants during the practical training c) Exchange of experiences in the different companies	
	4. Validation a) Of the courses	Validation a) Of the courses: ❑ In order to optimize course teachers and course management.
	b) Of the teachers	b) Of the teachers: ❑ In order to have best teachers and good quality the participants judge of teachers must reach on a scale of 1-6 at least notes of 1-3.
	c) Of the course-coordination	c) Of the course-coordination: ❑ Participants judge course. Coordination must reach at least notes of 1-3 on a scale of 1-6.
	d) Of the companies for practical training	d) Of the companies for practical training: ❑ Management and course-coordination for better cooperation. ❑ Documentation of the placement rate.
6. Course control	1. Problem solving / improvement / corrective action a) Handling and controlling of organisational problems in the institute b) Handling and controlling of human resource problems c) Handling and controlling of problems regarding the course d) Handling and controlling of problems regarding teachers e) Develop corrective actions for improvement f) Creating appropriate documents	
7. Follow up procedures	1. Post courses interviews 2. Statistical elaborations	
8. Document management	1. Writing of the handbook / quality-manual a) Contents (see below)	
	2. Creation of all major documents	Documents must be created for each step as follows: ➡ "plan - do - act"
	a) For the acquisition of office workers and teachers	a) For the acquisition of office workers (employees) and teachers (fee): ❑ What do we have to do when we need more employees and teachers? ➡ "plan - do - act" ❑ Write a budget plan. ❑ What references do these people need? ❑ "How did they do the job interview".

Item	Terms of Reference	Description / Examples
8. Document management	b) For the teachers (teacher guide / handbook)	b) For the teachers (teacher guide / handbook): ❑ The teachers read briefing and can start working. ❑ Conclude a contract between teacher and our institution.
	c) For the applicants (qualification test)	c) Is an entrance test needed? No? Yes - which criteria will be adapted?
	d) For the participants (information guide for participants)	d) For the participants: ❑ To conclude contracts between participants and institution participants have to sign conditions. ❑ Information-guide for participants: participants read house rules and can act. ❑ Certificate for the participants, who have finished the course successfully.
	e) For the running process	e) For the running process: ❑ Fix goals for our institution, e.g. optimize process of communication. ❑ Create clear division of work areas. ❑ Create clear division of responsibilities.
	f) For the search of companies regarding practical training	f) For the search of companies regarding practical training: ❑ How is the way to look for companies
	g) For the companies where trainees work	g) For the companies where trainees work: ❑ Requirements for the placement firms
	3. Handling and direction of the documents a) For applicants b) For participants c) For the running process d) For the search of companies regarding practical training e) For the companies where the trainees can work	3. Handling and direction of the documents: ➡ "plan - do - act" ❑ Which documents must be sent? ❑ Who writes, and who must sign the documents? ❑ Which way must the documents be sent? ❑ When must they be sent?
9. Financial management	1. Activities / costs analysis on certain courses / projects 2. Budget designing 3. Financial control during course delivery (contracts, payments, banks. etc.) 4. Financial documents gathering 5. Final accounting	
10. Quality system management	1. QSM Designing 2. Producing a quality-manual / handbook a) Preamble / introduction b) Introduction into the department / institute i) Structure of organisation	i) Structure of organisation: ❑ Executive board ❑ Project management ❑ Employees
	ii) Aim of particular, financial and strategic targets	ii) Aim of particular, financial and strategic targets: ❑ Securing jobs ❑ Further investments
	iii) Offers for basic and advanced training	iii) Offer for basic and advanced training: ❑ e.g. advanced training, re-education
	iv) Marketing arrangements for the trainings	iv) Marketing arrangements for trainings ❑ Advertisements in Newspaper
	c) Description of the terms, definitions and abbreviations	c) Description of the terms, definitions, abbreviations e.g.: ❑ "class exercise" - "written form of efficiency control of the participants in a course" ❑ "QM" - "Quality Management"

Item	Terms of Reference	Description / Examples
10. Quality system management	3. QSM procedures application 4. Internal Training and periodical re-training of personnel 5. Periodical sample surveys on activities 6. Periodical updating of the system	
11. Certification	1. Search for a certifying institute 2. In-house audit with partners 3. Adaptation of the QM-handbook with the certifying institute 4. Audit 5. Maybe: (significant) deviation 6. Certification 7. Certification maintenance 8. Certification periodical inspections by Certifying Body	
12. Availability of printed documents	There is a practical need to have all documents available in a certified printed version.	

12. Beneficiary satisfaction level evaluation (A07_005)

1. Methodology:

Our Methodology consists of assessment questionnaires submitted by:
- Participants
- Teachers and assistants
- In-plant training (if present) in cooperation with "firms"

These questionnaires are anonymous and require evaluations at a 100 point system value.
The Coordinator collects all the questionnaires, or tutors and/or teachers and/or administrative staff could collect and then hand them over to the coordinator.
After collection, both deliverer and coordinator have to subscribe files.
The date indicated in the questionnaire must be the date of the delivery to recipients.
All tests, after collection, enable to create an elaboration file in order to verify training course quality. This file is edited by the administrator responsible and with the supervision of the coordinator and must be undersigned by both of them.
The date indicated in the document must be the date of the final elaboration/edition.

2. Tools:

Files, in attachment, are the followings:
- Student file containing the follows data:
- Training course title
- Course location
- Course duration
- Appraisal of teachers
- Appraisal of tutors
- Appraisal of In-plant training
- Appraisal of coordinator
- Appraisal of assistants
- Didactic general evaluation
- Course availability evaluation
- Classrooms quality evaluation
- Didactic materials quality evaluation
- Laboratory quality evaluation
- In-plant training evaluation
- Achieved objectives evaluation
- Course Quality general evaluation
- Managing Agency remarks and notes
- Training needs data collector signature
- Coordinator signature
- Place and date

Teachers' file containing the follow data:
- Training course title
- Course location
- Course duration
- Participants evaluation
- Organization assessment
- Classroom evaluation
- Laboratory evaluation
- Achieved objectives evaluation
- Course Quality general evaluation
- Managing Agency remarks and notes
- Training need data collector signature
- Coordinator signature
- Place and date

Firms' file containing the follow data *(only in-plant training)*:
- Training course title
- Course location
- Course duration
- Participant qualification assessment
- Organization assessment
- Administrative managing assessment
- Course Quality general evaluation
- Managing Agency remarks and notes
- Training need data collector signature
- Coordinator signature
- Place and date

Evaluation levels are the following international point system (100 Points maximum):

- INSUFFICIENT < 51 POINTS
- SUFFICIENT
- EXCELLENT > 92 POINTS

All three kinds of files must have a warning footnote that clearly indicates that the same file must be rigorously anonymous.
Level of participant satisfaction elaboration has to contain the following data:
- Training course title
- Course location
- Course duration
- Total number of participants; number of total participant collected data
- Total number of teachers and tutors; number of total participant collected data
- Total number of firms (*only for in-plant training*); number of total firm collected data.

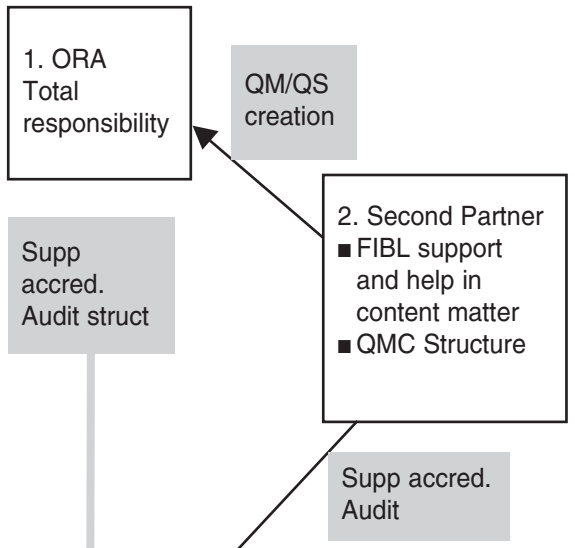
After this step, evaluations expressed in the previous files are summed up considering the following criteria: evaluation average for each item and percentage of the total of expressed evaluations.

The following elaborations are previewed:
- for the students
  - ➡ evaluation of the general didactic quality
  - ➡ evaluation of the organization quality
  - ➡ evaluation of course perceived quality
- for the teaching staff
  - ➡ evaluation of the total course perceived quality
- for the firms
  - ➡ evaluation of the total course perceived quality
- for all the participants
  - ➡ total evaluation of the quality of the course.

All elaborations consist of a percentage calculation of the above mentioned 4 levels (insufficient, sufficient, good, and excellent) on the evaluation average of the level of total satisfaction referring to the three kinds of actors involved in the training process.

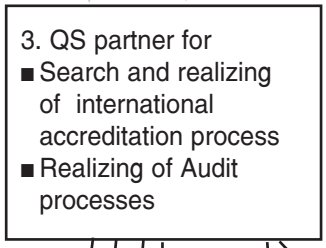
13. Certification_Structure (A08_001)

Structure 1st Step till 2009



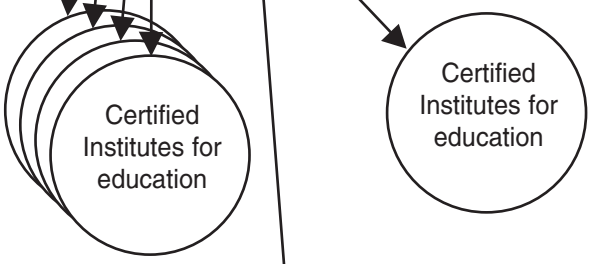
1.Organic Retail Association (ORA) is responsible for:
- The creation of standards on the basic of drafts
- The assignation of the drafts for purposes of validation
- The sampling and screening of the feedbacks with focus on the validation

2. ORA is allowed to take the help of other partners in the case of content matter:
- The audit process of the certified institute should be created
- In cooperation with QMC1 the finishing of the QS documents (Process and Rules of procedure)
- The end-assignation and release of QS



3. QS partners start an **accreditation process** of various institutes in all partner countries (international). According to the QM the certification rules for the institutes (the costumers) should be followed.

There is a debate about whether well-known and established institutes could have shortened time scales of the certification process.

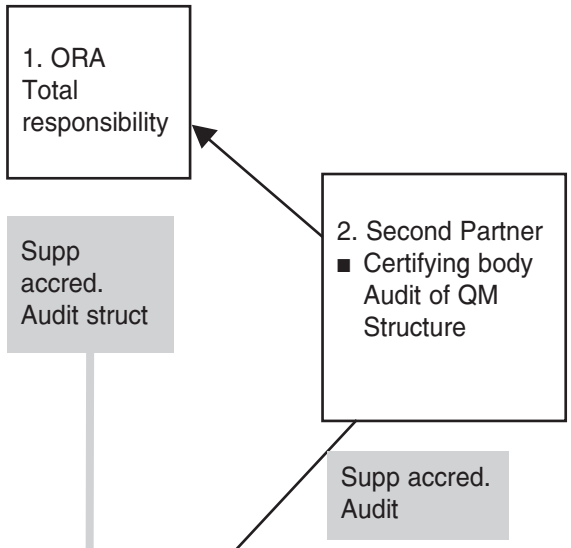


This QS Partner is responsible according to our QS documentation to **check and certificate** these institutes to fulfil their tasks according to our rules and contends.

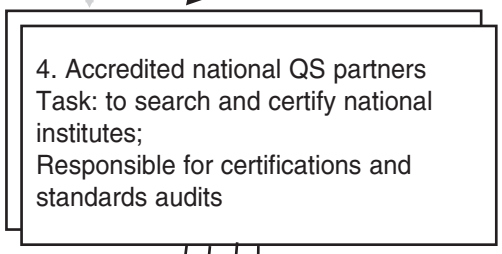
The QS Partner is also responsible for the **audit process every two years**. The procedure of audit will be part of the QS Documentation.

Remark: The institutes themselves should offer either the basic education or the total content. In the case of total content, the steering Group ORA decides if this institute will help to establish new accreditation institutes in other countries (like in Balkan) to train the trainers. (Check: Are there some financial offers of EU to support them?)

Structure 2nd step, starting 10/2009



1. Organic Retail Association (ORA) is now responsible as a steering group for:
   - The control of the international QS
   - The sampling and screening of the feedbacks with the Partners on behalf of the QS
   - The dynamic evaluation and evolution of the QS
   - The control of audit processes to the certified institute
   - In cooperation with QMC[1] the finishing of the national QS
   - The dynamic release of new, overworked or adding QS contents



4. Third QS party - should realize the topic of ORA nationwide
   - Audit of partner institutes every two (?) years
   - National certifying body should act as national auditor, supervised by ORA
   - National certifying body should act as national auditor
   - Search for new partners (National Certifiers)
   - Certify new partners

The Responsible administrator checks and certifies, according to QS documentation, an institute's fulfilment of their tasks according to the rules and contents.

The QS Partner also is responsible for the audit process every two years. The procedure of audit will be a part of the QS Documentation

A remark on Stage 1: This can be continued to third countries outside of the EU. The certified institutes themselves should offer either the basic education or the total content. In the case of total content the steering Group ORA can decide to enable this institute to train the trainers.

[1]QMC - Quality Management Consultant

14. Structure and responsibilities of local QM (A12_001)

1.1. The structure and responsibilities of local Institute's Quality Management

The Institute Quality Manager is substantial employee of the institute as standard and normally his/her work is focussed on other contends of profession.
He/she has to fulfil the validations of new courses and later on the standard internal audits of standardized educational courses, on-the-job trainings and all other Quality Handbook relevant tasks.

1.2. Trainings

ORA will offer seminars to introduce certain persons as candidates for local candidates to educate them in a way to act as local successful Quality Managers. The knowledge of the Quality Handbook is assumed. These seminars and trainings are fee-based.

1.3. Authorisation

The final decision for certain candidates to authorize them for this task has to be realized by the management of the institute, with an approval of the national QM.

1.4. Responsibility

- Creating of an Internal Quality Handbook in accordance to the "EcoQualify Assurance System" due threw the Certification Process of the Institute
- Controlling and managing of the Internal Quality Handbook and the collection of Quality Documents
- The local QM is personal responsible for the observance of all quality relevant tasks of the education in the certain section of marketing and selling organic products, according to the EcoQualify Assurance Handbook.
- Following of internal document steering and their documentations
- Internal spontaneous pre Audits to check Educational Quality based on the Internal Handbook
- Assistance threw the external Audit Process

1.5. References

The Quality Handbook acts for organic retailing education and training in original (English version) and in sections in local languages, certified by the national QM.

15. The structure and responsibilities of External Quality Management (A12_002_)

ORA (Organic Retailers Association) offers the competent responsible organisation to define the structure and process of work for an external, EU wide Quality Management for E(co)-Qualify within the first step. Secondary national Quality Managers will be installed.

1. Competences of the Manager(s)
Education: Should be university educated, either business or science, and should offer some experiences in Quality Management over more than 4 years; experience in QM in the case of ISO 9000 would be advantageous.

2. Responsibility of the Quality Manager (QM)
The certification of educational institutes has to be fulfilled according to the guidelines (Checklist) of the Quality Handbook. The QM is also responsible for the validations of sectional translations of the HB in national languages. The ratings and assessments have to be done according to the Quality Handbook.

3. Conflicts
In case of different interpretations and conflicts during the certification process, misunderstanding of parts of the handbook or some other discrepancies, both ORA-EU-QM and the client have to be informed and decisions to solve the problems or differences documented. The results of documentation form of the QMS have to be handed out by the QM and signed for acceptance on both sides.

4. Honorary
The QS will be paid by ORA on fixed honorary for this defined work. The Certification itself will be accounted with all documentation and back office work directly to ORA.

5. Audits
For the Audit purposes the procedure for the Quality Management will be the same as for the Certification. Also the Handbook context includes the same processes and assessments for the Quality Test.
In case of detected failures the process described in Handbook A05_001_Failure Management is applicable.

6. Award of contract
for external auditors in national cases should be fully documented.

7. The role of ORA
ORA should have knowledge about and copies of all documents of the recruiting process and decisions of the national Quality Management. The tasks of the national Quality Management should be supervised by ORA unless a national certified institute is established. The accreditation of the national QM is provided by ORA.

8. Documents in context, references
A04_003_Personal_Matrix
A05_001_Failure Management
A07_001_Criteria_Certification_Institutes
A08_001_Certification_Structure
A10_Check List for Validation and Certification
A14_004_Evaluation_Institutes_Template_1

Part 2: Checklist

Checklist for the validation[1] (A13_001)

1. Definition:

VPCL Validation Process check list
QS The Quality System as a whole
QM Quality Manager for the validation process - external
IQM Internal Quality Manager: a person decided to be responsible due to the personal matrix to the decided tasks of a certain institute

2. Target of the Checklist

This checklist describes the process of the basics of evaluation and validation of Training Institutes, which want to be certified for the E(co)-Qualify regulations. It also offers the basic structure for later audits to hold the quality of processes, needed documents and standardized education in this certain matter.

3. Documents to be used:

- Personal Matrix (A04_003)
- Criteria regarding educational institutions' audits (A07_003)
- Beneficiary satisfaction level evaluation (A07_005)
- Teacher' qualification (A14_001)
- Certification structures (A08_001)
- The structure and responsibilities of External Quality Management (A12_002)

4. How to use this checklist

To the institutes these QS are basic for the certification for the educational process.
The institute itself has the opportunity to decide the level and parts of educational contends to meet the needs of their local markets.

5. The standard process runs as follows

- According to the Evaluation - A07_003/005 as a draft for this process
- Chose of a local Quality Manager responsible for this processes A12_001
- Check of Involved persons - A04_003
- Check of the basic figures of Institutes - A07_003/005. We decide here between (MUST) criteria and (COULD BE) criteria
- Check of Teachers according to A14_001
- Check of Educational processes and adding parts of content, due to the needs of local market, will be used

For the IQM, together with the external certifier/auditor - QM: Go threw this document step by step, by using parallel of the handbook and check of all of the sign points, also document if they were not available (should be marked) and the signature of both, the IQM and the certifier/auditor/QM.

6. General

- Availability of the whole documentation for the local quality management of all processes to every user realized?
- Was there a general information about this documentation to all participants of the QS
- Who creates this information?
- When was this information done?
- Was the file structure declared to the users?
- Creation of the personal matrix to the institute according to a local B04_003_Personal_Matrix
- Responsible person for the validation process from the customer side (Responsible General Manager);
  - Knowledge of the responsibility according to the QS:

Working area: [2]	
CERTIFICATION	Sign: . . . . . date: . . . . .
List of criteria could not be evaluated:	Reason: . . . . .
Failures	Cause: . . . . .
	Sign: . . . . . date: . . . . .
Date for 2nd (repeated Evaluation):	Sign: . . . . . date: . . . . .

[1] This shows only a condensed form without working space. Complete document will be available as a download documentation to use as a work file.
[2] Should be part of all topics of the Checklist

7. IQM (Internal Quality Manager)

The IQM introduction to the QS;
Name:……; Date:……

- The Quality Manager (QM external):
  Name:……..

Validation Questions:

- Did the IQM recognize the task of the QS?
  Some Remarks:
- Did the IQM realize the responsibility of his/her tasks?
  Remarks:
- Ideas to be changed:

At the institute:
At the QS:
To the tasks:

8. Institute

Evaluation of the Institute according to A07_003_Criteria_Certification_Institutes;
Numbering according to the original file.

- Point 1 realized - Policy, Legal Contracts and Housekeeping
- Point 2 realized - Analysis of market
- Point Project design 3.1. to 3.8. … documents to describe the tasks courses in use
- Point Resources 4.1. to 4.7. checked and according to the description implemented
- Point 5. Course delivery Point 5.1. to 5.4. implement by this date: ...
- Point 5.4. Validation according to the validation process. Material available?
- Point 6. Course control. Is their any control of the sub-points (a) to (f)?
- Point 7. Post course interviews are developed?
  - Statistical material evaluated?
- Point 8. Documents
  - Pt. 8.1 Writing of the handbook / quality manual for teachers and administration done
  - Pt. 8.2 Main documents developed

a) For the acquisition of office workers and teachers
b) For the teachers (teacher guide / handbook)
c) For the applicants (qualification test)
d) For the participants (information guide for participants)
e) For the running process
f) For the search of companies regarding practical training
g) For the companies where trainees work

- Pt. 8.3 Handling and steering of the documents

- Point 9. Financial Management
  Are document points 9.1. to 9.5. available?
- Point 10. QSM 10.1. to 10.6. designed and implemented
- Point 11. Certification point 1 to 8 … planned? In work?
- Point 12. All documents are in printed form available?

9. Evaluation of training outcomes (A07_002)

Are A07_002_1 / 1.1. to 1.2.4. available?
Are some evaluation tools in use according to Pt2/ 2.1.?

10. Beneficiary satisfaction level evaluation (A07_003)

Pt1 Methodology: Processes implemented, in use?
Pt2 Tools documents available according to HB, in use?

All criteria in all subparts of Handbook document can be downloaded from the digital form in detail with templates.

Part 3: Appendix

1. Teachers' Qualification (A14_001)

Content and use

This part of the Handbook is not part of the E(co)-Qualify Quality Assurance System, but can be useful as a compendium for the hold of quality teaching competencies to trainers and tutors. The trainers are asked to work along the guidelines of the QS.

Professional competencies

- Product knowledge enables the judgement of goods and the teaching of the ory and practical knowledge
- Sales knowledge stands under the leading terms: customer orientation, transparency in agriculture, processing and commerce in theory and practice
- Business management enables participative management and organisation of an enterprise in theory and practice.

Teaching competencies

- Teaching methods should be close to the real workplace and product oriented, i.e. products should be produced in class
- Variety of teaching methods increases the motivation of participants
- Successful teaching follows several principals:

Students-orientation

Professional education and training is always adult education, therefore a heterogeneous mixture of students can be expected.

Students are likely to have different levels of professional and personal biographies. Knowledge transfer is only successful if these individual biographies with their different learning speeds are taken into account - internal differentiation (coping with heterogeneity).

Active learning and practical orientation

Knowledge should be communicated and competencies should be acquired so that a professional conduct in all aspects of selling is the result of the schooling (instruction, tuition).

Supporting and securing the knowledge transfer

Checking learning targets are a regular element of teaching as a means of control for the teacher, as a way to provide students with a sense of achievement and as a means of self-control for students.

Tuition should include following elements

- Subject input
- Training periods: independent acquisition, understanding, and application of contents of teaching
- Reflection periods for the class as a whole for the development of attitudes and the ability to work in a team

Competencies

To judge the professional and pedagogical competencies of teaching staff the following should be taken into account:

School education	Commercial College	University of applied science Technical college	University
Professional training	Agronomist Business economist	MSc Food Technology Retailer	Ecotrophologist
Professional experience	Agriculture Trade	Processing Self-employed in trade	Food control Consultancy

Procedure for assessment centre

- Request a conceptual design for a teaching unit
- Develop a multiple choice test, which a teacher has to complete with his application to test the pedagogical competencies

2. Evaluation of the training service outcomes (A14_002)

1. Principles of evaluation

The evaluation of outcomes is a strategic process for the success of an Institute/Agency in training service activities: for this reason an adequate implementing phase is built in.

First two macro criteria of reference were defined:
- Evaluation of learning
- Evaluation of classroom atmosphere.

In the first case we get the results in terms of learning, of the acquaintances development, competences and ability. In the second case we estimate if the total activity has been correctly set up to make communication, learning and participation processes as effective as possible.

1.1. Evaluation of the learning tools

An evaluation of the didactic results will be developed through implementing appraisal tools, therefore starting from a different approach to the real training content.

1.1.1. Multiple choice test

Identify specific content elements that could be easily converted into abstracts (when possible).

1.1.2. Free answer questions

Give the real possibility to the candidate/scholar to express him/herself in a free way (not only through planned answer tests). Thanks to this kind of tool you will be able to appreciate the level of absorption, assimilation and personal development of the transmitted knowledge.

1.1.3. Individual oral examination

Check personal expression and communication abilities, considering previous.
Tests results or through a focus on knowledge and competence, also considering those on a relation level (where it is necessary).

1.1.4. Practice tests

Elaborate objects, products, manufactures or other nontactile products (tangible or intangible products), that can demonstrate a high content autonomy level. (If it is necessary to verify this competence).

All the above mentioned tools are employed in different ways (see section 2). Their use can change considering the following tests:

- **Test beginning selection:**
  its objective will be an ex ante evaluation of all participants/scholars knowledge and abilities in order to characterize them to those who require the project's aim, and to create a classroom, where everybody has the same bases and rudimentary instruction level.
- **Excercise test:**
  its objective will be an in-progress evaluation, firstly of the single scholar / participant results, then secondly of the total level of collective class growth.
- **Final examination test:**
  its objective is the total evaluation of the results at the end of the activities; this tool leads to obtaining a certificate, degree, and/or certification /accounting of skills.

All tests will be calculated by a scoring system. Considering the final examination, they will also depend upon the criteria requested or indicated by the client or delegated Institution.

If possible, the score from a synthetic profile of the candidate will be provided.

1.2. Evaluation of the classroom atmosphere

As it is difficult to translate atmosphere into quantitative values, the following guidelines/indicators should be adopted:

1.2.1. Punctuality

The frequency and precision of scholars/participants in attending all the course's activities is important to consider. This lets us appreciate their actual and future interest and involvement in all the proposed activities.

1.2.2. Motivation

Motivation is very important both in creating good relationships amongst the class and in promoting good interactions between scholar and teacher. This indicator shows clearly the correspondence between the proposed contents and professional/vocational interests of the scholar/participant.

1.2.3. Collaboration & Interaction

Analysis of the classroom atmosphere can focus both on the participation of the scholars to the activities proposed, and on collaboration amongst the scholars themselves. This will create peer-to-peer relationships that facilitate the ability of scholars to create a good general atmosphere.

1.2.4. Individual Commitment to Learning (ICL)

This component is a type of summary of the previous elements, but focuses mainly on individual work participation aspects and indicates the efforts towards and achievement of every scholar's prefixed objectives. High levels of involvement in the proposed activities always represent the basis for successful courses.

2. Evaluation tools

The adopted tools of evaluation are illustrated here following the same order; first those about learning and then those about classroom atmosphere.

2.1. Tools for evaluation of learning

Tools are illustrated in detail in the following pages, divided in the following way:
Advanced training
- Continuing training - certification and specializing
- On the job training - updating competences

Basic training - according to the different step of the course, that is:
- selection
- *in itinere*
- summative

2.2. Tools of evaluation of the classroom atmosphere

Every teacher will set up a specific evaluation file referred to his/her own skill that will be integrated into the scholar evaluation file and will also be used for learning appraisal (see 4 indicators, section 1.2.).
These evaluations are then part of a final evaluation of the classroom atmos-phere file that is elaborated by the coordinator and is described in section 3.2.

Evalution tools of learning

Macro area	**Advanced training**
Selection	*Main elements*
Selection	1. Formal evaluation if the number of the demands exceeds the previewed number of scholars 2. Test of selection consisting of: A) PLANNED ANSWER TESTS (in order to assess the level of knowledge) B) FREE ANSWER QUESTIONS (willing and vocational survey to test their competences on the filed) C) INDIVIDUAL COLLOQUI (surveying on experiences, motivations, behaviours)
In itinere	*Main elements*
Practice Scholar evaluation file	1. Performance of practice with individual works combined with free answer questions or exercises about information technology or languages that the teacher will set up for every single module (completed part of skill). This evaluation could be integrated by the teacher with collective practices or individual colloquium. 1. The results of this performances are reported in the scholar evaluation file included in the final appraisal
Final	*Main elements*
Scholar evaluation file Final examination	1. Updating of scholar appraisal file (8 indicators, 5 parameters) calculating the final average for the admission to the final examination (if previewed). The Scholar evaluation file combines the final intermediate files of evaluation, which are elaborated by teachers of every single didactic module (completed part of skill). 2. Written examination: a) planned answer tests b) free answer questions c) (eventually) practical test 3. Individual colloquium: a) discussion of the written examination b) argument of the dissertation stage c) questions on the training program

3. How to make an evaluation

The measure of the achieved results and its basic tool represented by the scholar evaluation file, divided into the two following different areas, must be considered:
- Didactic sector
- Classroom's atmosphere

3.1. Scholar evaluation file (didactic)

For every scholar, this contains the score calculated in 100 points of all the practices, of the beginning and final level (at the moment of the survey) of the competences, the learning ability and the ability to self expression.
The classroom atmosphere part contains the parameters previously described for the evaluation: punctuality, motivation/impulse, interaction, and involvement.
All the parameters create the definition of a total score, which is elaborated from every teacher of every single skill.
The coordinator collects the elaborated evaluation files by the teachers of all the didactic modules and drafts a final score which will be from every teacher for every parameter.
The scores will be implemented during the final examination for the admission by the teaching staff and will contribute to make the final total score.

3.2. Parameters of quality from the scholar appraisal file

If the final average result is less than 60 points, the person responsible for the quality service must be informed that there are non-conformity criteria.

3.3. Evaluation of the classroom atmosphere file

Concerning the classroom atmosphere score, the scholar evaluation file elaborated by every teacher for every skill has to be taken into account.
These are collected in a specific file of evaluation of the classroom atmosphere in which the average scores from the different scholar evaluation files collected by every teacher are put. Subsequently, these contribute to establishing the average for every student in the three parameters already described and to the final average of all the students.
The file is elaborated from the coordinator of the course.

3.4. Parameters of quality from the evaluation of the classroom atmosphere file

If the final average result is less than 60 points, the person responsible for the quality service must be informed that there are non-conformity criteria.

3. Template for Evaluation of Institutes 1 - 4 (A14_003)

Duration (h)

Evaluation of	Module	Role	Insufficient	Sufficient	Excellent	Notes
A: Points of 100			A<51	51<A<92	A>92	
		teacher				
		teacher				
		teacher				
		teacher				
		teacher				
		teacher				
		tutor				
		tutor (firm)				
		teacher				
		tutor				
		stage (firm)				
		coordinator				
		assistant				
Total didactic quality						
Course availability						
Classroom quality						
Didactic material quality						
Laboratory quality						
Training firms quality						
Didactic objectives						
COURSE GENERAL QUALITY						
(to be filled in by the Training Agency)		Observations				
Auditor signature						
Coordinator signature						

EVALUATION OF PARTICIPANT SATISFACTION LEVEL

Duration (h)

Evaluation of	**Module**	**Role**	**Insufficient**	**Sufficient**	**Excellent**	**Notes**
A: Points of 100			A<51	51<A<92	A>92	
		teacher				
		teacher				
		teacher				
		teacher				
		teacher				
		teacher				
		tutor				
		tutor (firm)				
		teacher				
		tutor				
		stage (firm)				
		coordinator				
		assistant				
Total didactic quality						
Course availability						
Classroom quality						
Didactic material quality						
Laboratory quality						
Training firms quality						
Didactic objectives						
COURSE GENERAL QUALITY						
(to be filled in by the Training Agency)		Observations				
Auditor signature						
Coordinator signature						

WARNING: FILE MUST BE ANONYMOUS

EVALUATION OF PARTICIPANT SATISFACTION LEVEL

Duration (h)

factor/evaluation			**insufficient**	**sufficient**	**excellent**	**note**
A:100 Points			A<52	53<A<92	A<93	
Learning commitment						
Management quality						
Course availability						
Classrooms quality						
Laboratory quality						
Objectives						
Total quality of the course						
(to be filled in by the Training Agency) Observations						
Auditor signature						
Coordinator signature						
Place and Date						

WARNING: FILE MUST BE ANONYMOUS

EVALUATION OF PARTICIPANT SATISFACTION LEVEL

Duration (h)

factor/evaluation			**insufficient**	**sufficient**	**excellent**	**note**
A:100 Points			A<52	53<A<92	A<93	
Prior knowledge of participants						
Management of the course						
Administrative management						
Learning commitment						
Learning objectives						
Total quality of the course						
(to be filled in by the Training Agency) Observations						
Auditor signature						
Coordinator signature						
Place and Date						

Duration (h)

number: participants	15		**14**	
number: teachers and tutors	6		6	
number: training firms	7		7	
Participants	**insufficient**	**sufficient**	**excellent**	
teachers	1	4	9	
tutor	4	9	1	
training firms		8	6	
training tutor		7	7	
coordinator			14	
secretariat			14	
objectives		14		
total didactic quality (%)	5,10	42,85	52,04	**100,00**
availability	3	6	5	
classroom		14		
didactic materials		14		
laboratory		13	1	
training tutor	3	6	5	
management quality (%)	8,57	75,72	15,71	**100,00**
level of feeling total quality (%)	6,84	59,29	33,88	**100,00**
Teachers/tutors	**insufficient**	**sufficient**	**excellent**	
scholars participation level			6	
course management			6	
course availability			6	
classroom quality			6	
laboratory quality			6	
objectives			6	
level of perceived quality (%)	0,00	0,00	100,00	**100,00**
Training firms	**insufficient**	**sufficient**	**excellent**	
participant learning commitment		6	1	
course management		5	2	
administrative management		7		
course availability		5	2	
objectives	3	3	1	
level of perceived total quality (%)	8,57	74,29	17,14	**100,00**
Total evaluation of the participants (%)	5,14	44,52	50,34	**100,00**
Observations				
Administrative responsible signature				
Coordinator signature				
Place and Date				

4. Template for Evaluation of Institutes 1-4 (A14_003)

Title …	
Documents, tables according to the Handbook available Yes ☐ No ☐	Sign:. . . . . date:. . . . .
List of criteria could not be evaluated:	Reason:
Failures:	Cause: Sign:. . . . . date:. . . . .
Date for 2nd (repeated Evaluation):	Sign:. . . . . date:. . . . .

5. Questionnaire for assessment of trainer (A14_004)

This question paper is not meant to have the character of an exam that would lead to a selection of (job) applicants. It could rather, in a job interview, be the basis for a discussion between the provider and the applicant about their educational concepts.

1st assumption: Your group of learners is heterogeneous. Learners have (very) different "learning biographies".

How do you deal with this?

- ☐ You provide the group with many different inputs for every new subject matter.
- ☐ You differentiate the teaching material according to the different learning speeds of the students.
- ☐ You tell the group that different individual learning speeds have to be levelled up by doing more intensive individual home work.
- ☐ In your first teaching week, you sort out those learners that are too slow.

2nd assumption: There is no given book or anything similar that you can teach from. So you yourself have to design your own class material.

How do you deal with this?

- ☐ You copy theoretical texts, for example from textbooks, and ask the learners to work out the contents by themselves.
- ☐ You copy recently published articles about every subject matter and give these into the hands of your students.
- ☐ You start every single lesson, by principle, with your self-designed short presentation of the topic (overhead transparency; power point etc.).
- ☐ You start every new day by interrogating the students about the material taught the previous day.
- ☐ You ask the students that they themselves should organize the beginnings of the lessons.
- ☐ You design questionnaires that are meant to help the students in structuring and learning their material.
- ☐ You design questionnaires in order to control the learning process of the students more efficiently. (= different use of questionnaires!)
- ☐ You work with different media (texts, film, audiocassettes etc.).
- ☐ Your students start, categorically, the course by learning their own systematic research on the internet.

Should the course, according to you, contain the following elements?

- ☐ Input on the subject matter.
- ☐ Training phase: Students acquire, understand and apply subject matters by their own, independent effort.
- ☐ In a second phase, in the classroom Students reflect on the subject matters collectively. Thus, they are supposed to develop attitudes, ethics and the ability to work in a team.

In the teaching process, motivation of the participants can be kept high by:

- ☐ Discussing "teaching objectives" (i. e. what you want to achieve during the course) with the students and by agreeing jointly on how to control the pro-gress that individual learners have made?
- ☐ Making a test at the end of each lesson or each day in order to control whether all students have reached the teacher's "teaching objectives"? (= different view on "teaching objectives"!)
- ☐ Finding a rhythm of teaching that contains both effort and relaxation?
- ☐ By clearly and repeatedly working out the connexion between the subject matters and the job related (= professional) perspectives of the participants?

Your teaching can be characterized by:

- ☐ Individual support and encouragement for the participants, keeping in mind their professional orientation?
- ☐ The understanding, that sales activities always take place in front of a public and at the same time in a team?
- ☐ Participants should develop physical, emotional and mental strength (and "sovereignty") for coping with this situation?

6. Example of a teaching lesson (A14_006): Development of a virtual retail shop

Example for a teaching lesson that is as close as possible to real life; Development of a virtual retail shop during different teaching units.

In an introductory week, participants will become familiar with different models of how to market organic food:
Specialist Shop - Bio-Supermarket - direct marketing on weekly markets - food retail markets

Later, participants will be allocated into different groups which will stay together for some time. These groups will have to design their own shop in an increasingly sophisticated manner.
The know-how necessary for managing this task will be taught to the students in input-lessons. Expert knowledge taught in these lessons can be applied, understood and reflected on during practical work.
Teaching projects that do not allow real life practice thus find their ideal substitute in creating a virtual world that is as close as possible to their own (future) working place.

Introductory week
1st task: Launch your own shop:
location - size - name - expected range of customers - basic concept - furnishing of the shop

Introduction into organic farm
2nd task: information campaign about organic farming events - degustation (tasting) - create information material

Merchandise knowledge and composition of your assortment of goods
3rd task: Compose your assortment of fruits and vegetables that you want to sell
4th task: Draw a "portrait" of your "vegetable bar" (the exposition of your fruits and vegetables)
5th task: compose other assortments (cheese, wine, gluten-free, etc.)

Corporate philosophy
6th task: Formulate your guiding principles

"Organization of work" (tasks, division of tasks, cooperation, information and communication, working hours, salaries, management and leadership)
7th task: Develop check lists (for the different aspects mentioned above) The art and science of selling
8th task: Develop (now) a professional flyer for your (future) customers.

7. Front Pages with internal structure during draft (A15_001)

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