**RULE BOOK**

on training program, closer conditions and other issues of importance for the exam for instructors

"Official Gazette of RS", number 70 of 21 September 2018.

**Subject of editing**

**Article 1.**

This Ordinance determines the training program for instructors as well as closer conditions and other issues of importance to take the exam for obtaining an instructor license.

**Training to take the exam for the instructor**

**Article 2**

The training for the exam for the Instructor is implemented by the Serbian Chamber of Commerce (hereinafter: the Instructor Training Program (hereinafter: the training program), in accordance with the Law on Dual Education (hereinafter: the Law) and this Ordinance.

The training program is based on the description of competencies arising from the responsibilities and conditions prescribed by the Law on Dual Education.

The purpose of the training program is to ensure the quality of learning through work through the definition of outcomes, which ensures the training of instructors for successful planning, realization and monitoring of students competencies.

The training for the instructor lasts 40 hours.

The training program contains five areas: the application of the legislative framework through work, planning and preparing learning through work, monitoring and evaluation of competencies in learning through work and support for students' development in learning through work.

The training program is printed with this rulebook and makes its integral part.

**Applying for training for instructors**

**Article 3**

An employer who intends to engage in dual education, submits a request to the Chamber of Commerce for performing employees for acquiring licenses for instructors.

The employee who employer reports for training must meet the requirements prescribed by Article 11, paragraph 1, item 6) and Article 29, paragraph 1, item. 1) -4) of the law.

**Article 4**

With the request for the implementation of training for the instructor, the employer in the original or certified copy shall be submitted by the evidence that the employee meets the conditions referred to in Article 3 of paragraph 2 of this Ordinance.

In addition to the documentation referred to in paragraph 1 of this Article, the Employer shall also submit proof of payment of the training compensation, in accordance with the General Act of the Chamber of Commerce.

An employer who submits a request that does not contain all the necessary evidence, the Chamber of Commerce informs that within eight days from the date of receipt of the notification, the request is supplemented.

If the applicant does not amend the request within paragraph 3 of this Article, the request shall be rejected.

**Implementation of training for instructors**

**Article 5**

Trainings for instructors are organized in terms advertised on the official website of the Chamber of Commerce.

The Chamber of Commerce may organize training in other terms at the request of one or more employers.

Training is realized using combined methods of working with adult participants (short lectures, practical exercises, lectures in the premises of the Chamber of Commerce or employer, and the theoretical part of the training can be implemented through online courses in accordance with the IT competencies of candidates.

Training realizes trainers set by the Chamber of Commerce, in accordance with its general act.

Attendees must attend at least 80% of the scheduled training classes.

Exceptionally, participants can justify their absence in the case of illness and other pretendence, with the obligation of compensation for missed lectures.

Attendees who attended the entire training program, ie at least 80% of the scheduled training classes, the Chamber of Commerce issues a certificate of completed training for instructors.

**Organization of a license for instructor license**

**Article 6**

The Chamber of Commerce organizes laying exam for the instructor license for persons referred to in Article 5, paragraph 8 of this Ordinance.

Terms for taking the exam for the instructor license, advertises the Chamber of Commerce on its official website.

The instructor license exam may also be organized in other terms at the request of persons who completed the training, and did not pass the exam.

With the request for taking the exam, a certificate of payment fee for taking the exam, in accordance with the General Act of the Chamber of Commerce shall be submitted.

Materials for the preparation of the license exam is available on the Business Chamber website.

**Commission to take the exam for the instructor license**

**Article 7**

The instructor license exam is taken before the Commission to take the exam for the instructor (hereinafter: the Commission) formed by the Chamber of Commerce.

The Commission is educated for the implementation of each exam and has at least three members, as follows:

1) at least one member of the work expert, which the Chamber of Commerce propose from the ranks of its members, which has at least five years of work experience in the profession;

2) at least one member at the proposal of the Ministry of Education (hereinafter: the Ministry) from the orders of Enlightening Advisers of Employees in the Ministry or External Associates;

3) At least one member on the proposal of the Institute for the Improving Education and Education (hereinafter: the Office of the Office Coordinator in the Office, which are experts in the field of work, which have at least five years of work experience in the profession.

The Chamber of Commerce, Ministry and the Institute propose at least three people in accordance with paragraph 2 of this Article for a list of members of the Commission.

The decision on the appointment of the Commission, the President of the Commission, as well as the Secretary of the Commission from the Order of Employees in the Chamber of Commerce, is appointed from the ranks of members.

**The content of the exam**

**Article 8**

Examination, as a rule, is realized in one day and consists of a written and oral part.

The candidate lays the first written part of the exam, which represents a test type test for the achievement of the achievement of the knowledge of all areas determined by the training program.

The written part of the exam lasts 60-90 minutes and is realized in a group.

The oral part of the exam is posted after a written part and is realized by solving environmental situations to check the application of knowledge and skills in learning through work.

The oral part of the exam lasts 20-30 minutes and is realized individually.

The exam, in addition to candidates, can attend coaches, members and the Secretary of the Commission.

**Examination evaluation**

**Article 9**

The commission reviews the written part of the exam according to the pre-prepared key.

Based on the results of written and oral part, the success of the candidate is determined.

Success on the exam is expressed by one descriptive rating: "Laid" or "did not pass."

The candidate passed the exam if he was assessed from both parts of the exam. "

The candidate passed the written part of the exam if he has at least 60% of the total number of points.

A candidate who passes only one part of the exam, has the right to take another part of the exam in the following test deadline.

A candidate who does not pass and written and oral part of the exam is considered not to pass the exam as a whole.

**Minutes of exams**

**Article 10**

The minutes of exam leasing is kept by the Secretary of the Commission.

The record contains: data on the President and members of the Commission, the Application, Place, Day and Examination Tasks, Examination Tasks, General Success, Data on depositing and other data relevant to examination .

The minutes are signed by the President, members and the Secretary of the Commission.

An integral part of the minutes are tests to which the written part of the exam was performed.

The Chamber of Commerce keeps the minutes and keeps records on the exams implemented.

**Examination disposal**

**Article 11**

If a candidate for justified reasons prevented from approaching exams, it is obliged to submit appropriate evidence to the Secretary of the Commission and submit its employer.

The candidate referred to in paragraph 1 of this Article shall have the right to take the exam in the next test period without paying the exam for taking the exam.

**Notification of Success on Exam and Issuing License**

**Article 12**

The Secretary of the Commission within eight days from the date of implementation of the exam informed the candidate through its employer on the success achieved in the exam.

Candidates who have not passed the written part of the exam submits a copy of the exam report.

The candidate who passed the License Chamber of the Chamber of Commerce issues a license for the instructor.

Data on issued license for the instructor Chamber of Commerce enrolls in the register of issued licenses, in accordance with the law.

**The entry into force**

**Article 13**

This Ordinance enters into force on the eighth day from the day of publication in the "Official Gazette of the Republic of Serbia".

Number 110-00-00636 / 2018-18

In Belgrade, September 13, 2018

Minister,

Mladen Šarčević, S.R.

**Contribution**

**Instructor training program**

The aim of training is to develop competencies of instructors for the implementation of learning through work.

Program SALES FIVE FIE:

Application of the legislative framework in learning through work

Planning and preparing learning through work

Realization of learning through work

Monitoring and evaluating competencies in learning through work

Support for student development in learning through work

The training program describes the competencies in detail, the expected outcomes of knowledge, skills and attitudes and recommended facilities.

**Area 1: Application of the legislative framework in learning through work**

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| After mastering the training, the instructor will be able to: | | |
| Competences | Outcomes (knowledge, skills and attitudes) | Recommended facilities |
| **1.1 understands the regulatory framework for learning to learn through work** | - explain the importance of organizing learning environments (place, time, resources);  - assess the conditions for learning through work with the employer;  - drafting a plan for the realization of learning through work in cooperation with the coordinator of learning through work;  - ensures the conditions (technical and safety and security) for learning in different workplaces;  - connects key actors in the implementation of learning through operation;  - is managed by learning outcomes during planning and implementation of learning through the work respecting the possibilities and requirements of the work process;  - respects regulations in everyday work with students in learning through work;  - recognizes cases of violations of the rules of conduct and non-compliance of students' obligations;  - explain jobs and safety and health measures at work;  - takes care of the safety and health of students in learning through work; | - General principles, goals and outcomes of education and education  - Objectives and general outcomes of secondary education and education  - inter-instance competencies for the end of secondary education  - Key competencies for lifelong learning  - The rights of the child and students, liabilities and responsibilities of students  - educational and educational disciplinary measures and legal protection of students  - Practical classes and professional practice  - meaning of concepts (dual education, employer, learning through work, instructor, learning coordinator through work, planning plan through operation)  - Principles and goals of dual education  - Scope, period and place of realization of learning through work  - Conditions for learning through work with employer  - regulation of relationships and responsibilities of students, schools and employers in learning through work  - Protection of students' rights  - Material and financial security of students  - Protection and security of students in the institution and prohibition of violence and abuse, discrimination and neglect  - Safety and health regulations at work and preventive measures for safe and healthy work of young people  - Dangerous work for children |
| **1.2 Introduce standard qualification and program framework framework through operation** | - describes the importance of certain occupations and the needs of the employer in the context of staff development;  - understands the qualifications system and a way of developing programs in vocational education;  - differs elements of qualification standards;  - explain the importance and role of qualification standards in learning through work;  - describes the structure of teaching and learning programs and content programs in the course of which (IH) learning through work;  - describes the program and conditions for the realization of the final and practical part of the prom exchange;  - respects the content of the program and qualification standards and acts in accordance with that framework; | - Qualification Standard  - Objectives and learning outcomes  - Program of teaching and learning - structure and function  - National qualifications framework in the Republic of Serbia  - Monitoring and evaluation of students, exams in vocational education  - goal, structure, assessment criteria and work tasks at the final / prom |
| **1.3 performs the role of instructor in a prescribed manner** | - describes the roles and responsibilities of instructors in learning through work;  - identifies its own competencies and recognizes motives to perform the role of instructors;  - present its own tasks and obligations in the implementation of learning through work;  - recognize strong and weak sides with themselves and students;  - promotes positive models of behavior in a professional context;  - respects the rights and needs of students;  - resolves concrete situations and adapts conditions for efficient learning; | - Legal basis, Requirements related to the roles and responsibilities of instructors  - competencies, training and instructor license  - Knowledge, skills and attitudes for the field of instructor  - Nature and characteristics of internal and external motivation  - Instructor as a model  - Contemporary concepts / ideas of mentoring / instructor work |

**Area 2: Planning and preparing learning through work**

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| After mastering the training, the instructor will be able to: | | |
| Competences | Outcomes (knowledge, skills and attitudes) | Recommended facilities |
| **2.1 Provides the necessary conditions for the implementation of learning through work** | - explain the importance of organizing learning environments (place, time, resources);  - assess the conditions for learning through work with the employer;  - drafting a plan for the realization of learning through work in cooperation with the coordinator of learning through work;  - ensures the conditions (technical and safety and security) for learning in different workplaces;  - connects key actors in the implementation of learning through operation;  - is managed by learning outcomes during planning and implementation of learning through the work respecting the possibilities and requirements of the work process; | - Qualification Standard  - Objectives and learning outcomes  - Program of teaching and learning - structure and function  - National qualifications framework in the Republic of Serbia  - Monitoring and evaluation of students, exams in vocational education  - goal, structure, assessment criteria and work tasks at the final / prom |
| **2.2 Organizes the introduction of students to learning through work** | - explain the importance, purpose and elements of a well-organized introduction of students in learning through work;  - informs students and parents about internal rules and the implementation of safety and health measures;  - drafting a plan to introduce students to learning through work;  - monitors the adaptation of students to the organization and process of work and prevents the early giving up;  - establish cooperation with colleagues in the company and coordinates their inclusion in the implementation of learning through work; | - Learning environment - support for the development of learning culture  - organization - internal rules and opportunities for satisfaction of different needs of students;  - The plan of introducing students to realize learning through work  - Coordination of working places learning: Facilities and outcomes (areas of learning and areas of action) and forms of cooperation in places for learning  - factors affecting successful adaptation of students: Challenging tasks, various activities, socialization |

**Area 3: Realization of learning through work**

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| After mastering the training, the instructor will be able to: | | |
| Competences | Outcomes (knowledge, skills and attitudes) | Recommended facilities |
| **3.1 Creates learning situations based on the planning plan through work** | - describes different learning methods through operation and implementation and purposefulness for achieving different learning outcomes;  - plans and adapts methods to the requirements of the plan for learning realization and conditions in the company;  - selects methods, tasks and means according to knowledge, experiences and specific characteristics of students (groups) and apply them in specific situations;  - actively involves students by combining learning and labor methods;  - supports the initiative of students, entrepreneurial competencies and recognizers in the context of the field of work;  - encourages the development of key competencies in the learning process through operation;  - instructs students to comply with labor safety and health measures; | - Learning - characteristics, types, factors ...  - Didactic Principles: Connecting learning and work, theory and practice ...  - Learning in real conditions, advantages of learning in the workplace  - Learning theories - experiential learning ...  - Learning methods - types and application in learning through work  - Learning oriented to work task - Independent planning, performance and assessment  - Key competencies - problem solving skills in different situations - Problem approach learning |
| **3.2 leads to a student towards independent performance of work tasks** | - understands the concept of independence and responsibility of students in all phases of learning through work: planning, execution, control, documentation and self-assessment;  - assigns work tasks in accordance with the level of student competencies development;  - encourages students to reflect on their own work;  - ensures sufficient opportunities for learning and exercise in the function of students' independence;  - leads to support and evaluation interview with the student;  - applies measures that strengthen students' self-confidence as future professionals;  - Support and strengthen the student for the implementation of the final / prom; | - The concept of competency development - from beginners to independent executor  - Error learning  - self-evaluation in the function of further learning  - The role of instructors in student management towards independent performance  - award, praise in the function of successful learning and progress |

**Area 4: Monitoring and evaluation of competencies in learning through work**

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| After mastering the training, the instructor will be able to: | | |
| Competences | Outcomes (knowledge, skills and attitudes) | Recommended facilities |
| **4.1 Applies different methods, techniques and instruments for monitoring and assessing competencies in learning through operation** | - explain the importance of continuous monitoring of progress and achievement processes in learning through operation;  - determine different methods of assessment and their application in monitoring knowledge, skills, attitudes or competences acquired in learning through work;  - applies the principles of evaluation in accordance with regulations;  - prepares monitoring and assessment instruments and based on them and the criteria gives structured feedback to the student;  - specify types of documentation for monitoring and evaluation;  - keep records of achievements and regularity of each student and reports the learning coordinator through work and parents;  - participates in (PR) competencies ranges according to the qualification standard in cooperation with the learning coordinator through operation;  - participates in the preparation of the description of individual achievements in the application of diploma; | - Rules of evaluation  - monitoring and assessment an integral part of learning through work  - Principles of evaluation  - Types of evaluation  - Evaluation criteria  - Tracking and assessment instruments - basic principles for development and approval (protocols, check-lists ...)  - Rating competencies - methods and techniques  - objections to evaluation, grade and spit  - Monitoring and evaluation documentation |
| **4.2 uses data from monitoring to improve student competencies and learning quality through operation** | - analyzes the achievements of each student and adapts learning methods and assessments in order to achieve progress in learning;  - includes students in assessing achievements (samporon) and assessing the quality of learning through work;  - recognizes opportunities to improve their own achievements in learning through work;  - notices areas where there is needs to improve learning in the employer;  - monitors the satisfaction of the student by the realization of learning through work;  - assesses the success of learning implementation through work in relation to the implementation plan; | - evaluation and self-evaluation;  - Reports on learning realization through work;  - Techniques for assessing satisfaction by the realization of learning through work - surveys, interviews, assessment scale ... |

**Area 5: Support for students' development in learning through work**

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| After mastering the training, the instructor will be able to: | | |
| Competences | Outcomes (knowledge, skills and attitudes) | Recommended facilities |
| **5.1 views and appreciate the development and individual characteristics of students in learning through work** | - explain basic physical, cognitive, emotional and social changes in adolescence;  - applies different forms of work and activities respecting cultural, socio-economic, physical, psychological and other differences between students;  - recognizes changes in behavior and learning difficulties;  - see the potential causes that lead to changes in behavior and learning difficulties;  - shows sensitivity to students' problems arising in adolescence;  - Knows risk factors for leaving education;  - apply strategies for timely response and overcoming problems in behavior and learning;  - provides support to the student and considers the effectiveness of applied measures in overcoming behavioral and learning problems;  - encourages strengthening the confidence of students and self-efficacy; | - puberty - adolescence - characteristics  - development changes and crises in adolescence  - Peer groups  - changes in behavior in adolescence  - Socialization factors: gender roles, peer groups, separation from the parent house, Soc cultural context, fatigue from school  - behavioral problems: fear, aggression, dependencies;  - Support measures to students  - inclusive education  - Individual educational plan and additional support in education and upbringing;  - Supplement  - Motivation  - Principal education for all, equality and inclusion, observation of diversity (pol, ses, religion, race, disability) |
| **5.2 Build and maintain and cooperate with the student** | - explain characteristics, types and levels of communication;  - differs the types of barriers / difficulties in communication;  - Application of successful communication techniques - active listening, assertiveness, harmonization of verbal and non-verbal communication;  - gives clarifications of key concepts, professional terms and work concepts in accordance with the experience and pre-knowledge of students;  - recognizes challenging work situations with adolescents in order to prevent conflicts;  - provides feedback to the student and finds a constructive solution for conflict prevention;  - nurtures the relationships of mutual trust, support and open dialogue; | - Verbal, non-verbal communication  - Principles of effective communication  - Assertiveness  - I sentences  - Conflict resolution  - Feedback |
| **5.3 Provides support for students in career development** | - informs students about the specifics of the tendering, qualifications and opportunities for professional progression;  - states the possibilities of professional development in the company and encourages students to think about their career development;  - supports special achievements and successes of students and their documenting in a career portfolio of students;  - involves students in activities and tasks to encourage the development of employment skills;  - participates in the counseling of students in terms of career management skills development;  - encourages students to analyze learning experience through work and use feedback from the work environment for further personal and professional development; | - lifelong learning  - Modern career concept  - standards of career guidance services and counseling services;  - Activities Quis: Information, Open Day, Specialized Fairs, Networking  - Duperic Act of QVIS in a dual |
| **5.4 Cooperation with school and interested learning through work** | - understands the importance of continuous communication and cooperation with the coordinator of learning through work, parents / guardians / other legal representative) and other employees in the employer;  - the available resources to support learning through work (school, family, local community, chamber of commerce) are connected and used.  - continuously exchanges information with learning coordinator through work in planning activities, implementation and assessment of students;  - uses documentation and reports on the implementation of learning through operation;  - actively and constructive information on the student with a career guidance and consulting team;  - informs the learning coordinator in a timely manner through labor and parents on behavioral and learning issues and measures taken; | - Partners in learning through work  - Principles of effective communication  - School responsibilities  - responsibilities of the employer  - Contracts in dual education  - Records, reporting and documentation in learning through operation |