WP2-A1-DEVELOPING A COMPETENCY FRAMEWORK FOR ENTREPRENEURSHIP TRAINERS

PROPOSED LEARNING UNITS AND ASSOCIATED SKILLS MATRIX

PROJECT N°2024-1-FR01-KA220-VET-000256552

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INTRODUCTION

The proposed framework is based on:

1. An analysis of existing European literature

2. The partners' national reports

3. CDE Petra Patrimonia's experience in entrepreneurship training

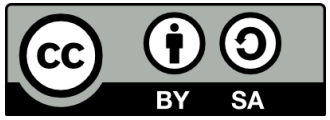
4.The French QUALIOPI reference framework for labelling vocational training organisations

The document deals with the 4 main groups of skills identified in the proposal, which seem to be necessary for vocational entrepreneurship training instructors:

- entrepreneurial skills
- pedagogical skills
- digital skills
- assessment skills.

For each skills group, we have proposed a list of learning units and for each learning unit we have identified the key topics that we believe should be covered in the learning unit. As requested, there are 14 learning units available, with each partner responsible for two units.

EQF LEVEL	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
5[1]	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others



[1] European Union. (n.d.). Description of the eight EQF levels. Europass. Retrieved November 8, 2025, from https://europa.eu/europass/en/description-eight-eqf-levels

1. THE ENTREPRENEURIAL MINDSET

6h

Learning Objectives

- Introducing the Entrepreneur ecosystem
- Knowing institutional contacts
- Identifying Technical and financial partners
- The role of the manager
- Personal qualities of a manager: risk-taking, resilience, perseverance, responsiveness, critical thinking, leadership, management of uncertainty and failure
- The impact of business management on personal life: why get organised?
- Knowing how to adapt the development strategy to the project, ambitions and resources

KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
Explain the institutional framework for business creation in Europe and in their own country in more detail. Define the personal and professional qualities required to be a business leader. Explain the key psychological aspects of early-stage entrepreneurship: resilience, managing failure and uncertainty… Analyse an individual's motivations for starting and running a business. Explain the principles of partnership and collaboration.	Facilitate individual and group reflection to express motivations for becoming an entrepreneur. Encourage learners to assess and develop their personal qualities as entrepreneurs including psychological qualities, such as resilience, adaptability, management of failure. Develop engaging activities, to encourage learners to test their entrepreneurial attitude. Encourage learners to critically evaluate their choices and business projects.	Motivate a learner to justify the choice of becoming an entrepreneur. Boost learners' self-confidence to strengthen their entrepreneurial mindset. Help learners clarify and prioritise the partnership and institutional ecosystem for their business idea.

6,5h

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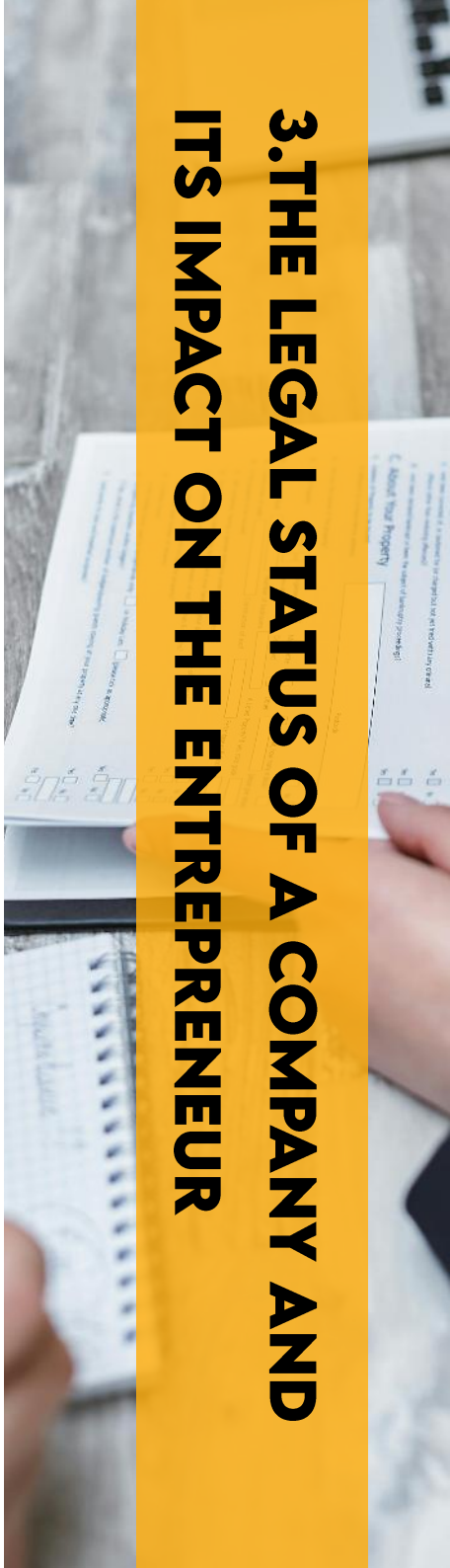
2.THE ENTREPRENEURIAL JOURNEY: FROM CONCEPT TO BUSINESS PLAN

KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
Outline the process of validating and structuring a business project. Present tools to visualize and assess a business model and create a structured business plan. Explain the importance of development strategy, building a network of partners and performance monitoring and evaluation.	Guide learners in the validating and refining of their business project. Guide learners to use tools for the design and development of a business model and business plan. Model planning strategically, building relationships and the implementation of KPI for monitoring performance and evaluation.	Critically reflect on business development decisions, demonstrating the capacity to pivot and adapt plans. Lead learners in the identification and building of strategic partnerships and professional networks. Motivate learners to take responsibility for using KPI to monitor and evaluate business performance.

5h

Learning Objectives

- ➔ Comparative approach to possible company statuses and associated social security and tax rules
- ➔ Choosing the company's tax and social security status
- ➔ Choosing the entrepreneur's tax and social security status
- ➔ The models of social economy for entrepreneurship



3.THE LEGAL STATUS OF A COMPANY AND ITS IMPACT ON THE ENTREPRENEUR

KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
Explain the legal status of a company. Outline the national social security system. Describe company tax rules. Identify the social economy models for entrepreneurship. Describe the impact of the legal status of a company for the manager.	Explore legal status opportunities for a company. Adapt company structure according to the national social security system. Correlate company structure with specific tax rules. Analyse innovative business models to address social issues.	Monitor a comparative approach to company different legal statuses. Determine the most appropriate social security system approach of a company. Manage comparison between different tax rules according to specific company status. Determine specific social economy models according to the company needs.

6h

4.THE BASICS OF MARKETING

Learning Objectives

- ➔ Defining a commercial offering
- ➔ Defining a marketing strategy
- ➔ Building a sales argument
- ➔ Drawing up a sales action

KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
Describe the components and structure of a commercial offer. Explain the key concepts of a marketing strategy. Define persuasive techniques used in constructing sales arguments. Explain the purpose and components of a sales action plan.	Support the application of marketing principles to develop a coherent commercial offering tailored to a target audience. Apply customer needs analysis and market research to formulate an appropriate marketing strategy. Encourage the construction of persuasive sales arguments using structured techniques and value-based reasoning. Support learners in the design of a structured sales action plan with clear objectives, timelines, and performance indicators.	Support the development and the adaptation of commercial offers and sales arguments to changing client profiles and business needs. Develop supporting tools to evaluate the coherence and effectiveness of a marketing strategy. Determine how to adjust a marketing strategy based on outcomes or feedback. Propose engaging activities to help learners to take responsibility for managing and improving the implementation of a sales action plan in dynamic or unpredictable contexts. Develop supporting content to contribute to the planning and coordination of commercial activities with minimal supervision, reflecting on performance and proposing improvements.

5h

5.SUPPORTING THE COMMUNICATION STRATEGY

Learning Objectives

- ➔ Defining a communication strategy
- ➔ Developing and using communication tools to promote the business (especially digital tools)
- ➔ Successful customer prospecting
- ➔ Supporting internal communication and Crisis communication support
- ➔ Monitoring and assessing the impact of communication

KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
Describe how to apply communication principles, strategic planning, and campaign division in bursts. Identify the target groups that each channel/tool attracts. Explain the role of communication in attracting and engaging customers. Categorize use of digital tools and channels in communication and marketing. Explain internal communication dynamics and technologies.	Teach strategic communication planning, guiding learners to design and adapt strategies aligned with business goals, audience needs, and key market timelines. Train learners to create and optimize digital content and campaigns, including effective use of tools for paid promotion, analytics, and content management. Coach learners to tailor communication strategies based on the media consumption habits of target groups for maximum engagement and impact. Prepare learners in choosing and mastering social media according to the situation. Equip learners to lead and manage communications, including running effective meetings and preparing crisis communication plans for resilience and continuity.	Develop supporting tools and activities to support the learner capacities to adjust communication tactics based on impact assessments autonomously. Develop engaging activities to help learners to respond promptly and responsibly in unpredictable crisis situations. Create a set of well-defined goals with specific milestones. Facilitate strategies to apply crisis communication theories, stakeholder management, and risk communication strategies. Manage disagreements constructively.

6,5h

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6.BUSINESS ACCOUNTING AND FINANCIAL MANAGEMENT

KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
Explain the principles of budgeting, including cost estimation and revenue forecasting. Describe the structure and key components of financial statements. Outline basic financial ratios and management indicators for business monitoring. illustrate the key notions of profitability, breaking-even point, and financial viability. Recognize the main sources of financing and the characteristics of financial partners.	Introduce learners to a provisional budget using realistic assumptions and resource planning. Interpret financial statements to analyze the financial health of a business. Support the development and use of basic financial management tools. Analyse profitability and financial viability through the application of financial indicators. Research potential financial partners and funding opportunities appropriate to business needs.	Support learners to create and adjust financial planning tools. Develop activities to support learners in the development of a provisional budget. Manage methods and tools to monitor the financial performance of a business. Develop activities to support learners in the negotiation with financial stakeholders. Manage financial data to contribute to the financial decision-making process.

5h

7.IDENTIFYING NEW TRENDS IN ENTREPRENEURSHIP

Learning Objectives

- Developing an active and relevant watch on entrepreneurship and vocational training
- Identifying and explaining the importance of digital technology, including AI, VR, AR for business development
- Explaining how to anticipate the evolution of the institutional and financial environment
- New trends of management

KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
Describe the importance of monitoring emerging trends. Illustrate the role of digital technologies, (including AI, VR, AR, etc.) in business development, content generation, customer engagement, financial forecasting, etc. Outline key trends in business management practices.	Support learners to identify tools and resources for tracking entrepreneurial and vocational training trends and key players. Train learners to anticipate changes in institutional and financial environments and identify strategies to adapt. Guide learners' comprehension of emerging trends in business management practices.	Lead learners in the monitoring of emerging trends for ideas and strategies. Determine strategies to support learners to continuously monitor changes and make adaptations where necessary. Motivate learners to implement innovative management practices.

5h

8. THE PRINCIPLES OF ECO-RESPONSIBILITY AND CSR

Learning Objectives

- ➔ Understand the principles of Sust. development and the environmental challenges of the 21st century
- ➔ Identify the environmental impact of the business/Company
- ➔ Understand the principles of a CSR approach
- ➔ Implement an action plan to limit these impacts
- ➔ Know how to implement a CSR approach at company level

KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
Explain the principles of sustainable development as applied to the business world in Europe. Discuss the entrepreneur's concerns and attitude in this context. Outline the general principles of CSR and be able to explain how they apply to small/micro-enterprises. Explain the economic, social and environmental dimensions of a CSR approach. illustrate the main methods and solutions available to entrepreneurs for the three pillars of CSR.	Develop concrete and engaging examples at the small business level. Encourage learners to think about the examples most relevant to their project and not to propose 'generic' solutions. Promote group activities that allow for the exchange of practices and concrete solutions among learners. Explain the progressive, evolving nature of a CSR approach and the need to set objectives that are compatible with the company's development.	Support learners to understand and express the value of an eco-responsible approach for their company. Supervise learners to understand the value of CSR and build an effective communication strategy to promote their commitments. Develop learners' critical thinking and forward-thinking skills in the field of eco-responsibility. Enable learners to formulate at least 3 clear, realistic and planned CSR commitments.

6h

Learning Objectives

- ➔ Identify learners' needs
- ➔ Conceive content tailored to their learning ability, starting level, their needs and profile
- ➔ Building an engaging and caring learning process
- ➔ Using illustrative, recent and appropriate examples
- ➔ Taking account of learners with disabilities in a training approach
- ➔ Supporting the individual progress of the learner
- ➔ Capitalising on feedback from learners

9.DESIGNING AND LEADING A TRAINING PROGRAMME TAILORED TO THE LEARNERS' NEEDS

KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
Master the principles of adult learning and learner-centred approaches. Interpret the steps of a training needs analysis. Choose the components of a well-structured training programme adapted to different learner profiles. Recognize inclusive strategies for learners with disabilities or fewer opportunities. Explain the importance and methods of gathering and using feedback in training.	Conduct a learner needs analysis using appropriate tools (interviews, questionnaires, observation). Design training content to match learner levels, profiles and learning preferences. Create an inclusive and engaging learning environment that promotes active participation. Integrate real-life and up-to-date examples into training activities. Apply techniques to support the progress of each learner, including those with specific needs.	Take responsibility for developing training content and adapting delivery to diverse learner needs. Independently support and monitor individual learning progress. Adjust the training process proactively in response to learner feedback. Ensure an inclusive learning environment, accommodating learners with disabilities. Reflect on teaching practices and engage in continuous improvement.

5h

Learning Objectives

- Improve the trainer's posture
- Reinforcing trainer adaptability: working with diverse learner profiles, mixed experience levels, and varying learner confidence
- Develop a practical and engaging learning process
- Being an empathetic trainer who listens attentively
- Creating a group dynamic
- Leading a group training session and designing face-to-face teaching activities
- Leading a group training course and developing distance learning activities

10.ADOPTING AN APPROPRIATE TRAINER/COACH POSTURE IN A FACE TO FACE OR DISTANT LEARNING PROCESS

KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
Outline the principles of active listening and empathy in training settings. Define the different roles and postures of a trainer or coach depending on the context and learners' needs. Interpret the fundamentals of group dynamics and their importance in the learning process. Describe the key differences, challenges, and opportunities of face-to-face vs. distance learning. Compare strategies to foster engagement and interaction in various learning environments.	Adopt an appropriate trainer/coach position depending on the training context and learners' profiles and needs. Design interactive training activities that promote active learner participation. Facilitate group dynamics in a training session. Lead learning activities both in face-to-face and distance learning formats. Use appropriate tools and methods to maintain learner motivation and participation in all formats.	Take responsibility for creating a positive and engaging learning environment. Support group cohesion and collaboration throughout the training process. Independently adapt training posture and teaching strategies to suit in-person or remote contexts. Promote learner participation and progression through appropriate pedagogical support. Reflect on one's own trainer posture and continuously improve professional practice.

6h

Learning Objectives

- ➔ Choosing an online learning application
- ➔ Designing an on-line group training course
- ➔ Developing distance learning activities
- ➔ Proposing dynamic, active and participative training
- ➔ Assessing skills in a distant learning process

11.E-LEARNING METHODS AND TOOLS

KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
Compare various e-learning platforms and their features to use them effectively. Choose instructional design principles to manage group dynamics in virtual environments. Choose digital learning activities and assessment techniques suitable for remote learning. Enhance online engagement with active learning methods and strategies. Analyse data reporting features and metrics in e-learning tools.	Select the most appropriate online learning platforms, matching tools to specific training goals and audience needs. Deliver engaging online training sessions, incorporating structured group activities, varied distance tasks, and interactive features (e.g. chat, whiteboard). Support active learner participation, using innovative techniques and gamification. Manage digital fatigue of learners. Promote equity and inclusion in digital learning.	Independently assess options and decide which tools best fit learner and organizational requirements. Autonomously design courses that promote interaction and effective learning outcomes. Independently develop activities that motivate and engage learners remotely. Take initiative to foster active engagement and collaboration in virtual settings. Responsibly monitor and evaluate learner progress and adapt assessments as needed.

5h

12.DESIGNING HIGH-QUALITY DIGITAL CONTENTS AND SUPPORTS MINDSET

Learning Objectives

- ➔ Knowing the main applications available for content design
- ➔ Using digital applications for activity facilitation or assessment
- ➔ Knowing how to design clear and precise digital content

KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
Compare the most relevant digital applications for content design. Define the main digital applications for activity facilitation and assessment. Outline the principles of creating clear and engaging digital content. Compare the rules for designing visual content.	Select the most relevant applications for content design in relation to specific contexts. Facilitate activities and assessment process through digital applications. Apply visual content design rules. Create clear and engaging digital content.	Manage the appropriate integration of activities into a teaching programme to maintain learner motivation. Supervise engaging activities into a learner skills assessment process. Monitor user experience with appropriate design techniques for pedagogical activities.

4h

13.THE BASIC PRINCIPLES OF ASSESSMENT

Learning Objectives

- ➔ Understanding why assessing learning outcomes and teaching progress
- ➔ The importance of recognizing prior learning for learners
- ➔ Comparing assessing methods and processes
- ➔ Establish a grading/assessment grid/framework
- ➔ Establish a learner improvement process
- ➔ Communicate assessment results in a supportive manner

KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
Describe the purpose and benefits of assessment in learning and teaching. Explain the importance of recognizing prior learning for learners. Compare various assessment methods including self-assessment of learners. Define key components of a grading/assessment grid/framework. Define basic principles of constructive feedback and its impact on learner motivation.	Develop a learner improvement process. Identify how assessment supports learning progression. Identify and map prior learning with current requirements in terms of knowledge, skills and competences. Compare the effectiveness of different assessment methods in different learning/teaching contexts. Select appropriate methods coherent with the learning objectives and the learner needs.	Appraise the application of assessment strategies in an entrepreneurship training programme. Plan assessment strategies for valuing and incorporating prior learning. Point out the main findings of the assessment results in a supportive and responsible manner. Design assessment instruments that ensure equity, fairness and transparency. Organize assessment and feedback cycles as well as improvement plans for the learners.

4h

14.DESIGNING SKILLS ASSESSMENT TOOLS INCORPORATING THE DIGITAL DIMENSION

Learning Objectives

- ➔ Adapt assessment processes to the context and target audience
- ➔ Understand and compare the main assessment tools
- ➔ Developing appropriate, dynamic assessment tools

KNOWLEDGE	SKILLS	RESPONSIBILITY & AUTONOMY
List assessment strategies incorporating digital tools and their relevance for different target groups. Explain the strengths and limitations of digital assessment tools. Define the characteristics of dynamic assessment tools.	Prepare assessment tools that align with learner needs and digital requirements. Compare the effectiveness of different digital tools in terms of remembering, applying, analysing and creating learning contents. Develop digital tools that incorporate learner progress and engagement.	Design inclusive assessment processes adaptable to e-learning and blended learning formats. Monitor the most suitable tools for entrepreneurship learning contexts.

ESF