



**Project Erasmus+: Training and certification model** for photovoltaic trainers with the use of ECVET system (EU-PV-Trainer). No 2016-1-PL01-KA202-026279

## **THE FINAL VERSION OF THE STANDARD OF PROFESSIONAL COMPETENCES** FOR THE PHOTOVOLTAIC TRAINER

















Erasmus+ Cooperation for innovation and the exchange of good practices Strategic Partnership for vocational education and training

#### "Training and certification model for photovoltaic trainers with the use of ECVET system (EU-PV-Trainer)" No 2016-1-PL01-KA202-026279

### **Intellectual Outputs O2.**

# Standard of professional competences for the photovoltaic trainer

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## THE FINAL VERSION OF THE STANDARD OF PROFESSIONAL COMPETENCES FOR THE PHOTOVOLTAIC TRAINER

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### **INTRODUCTION**

Taking into account the conclusions of the comparative research and surveys carried out in the partner countries of the project, it is reasonable that the competence standard / professional qualifications for the PV trainer to conduct courses or training for installers of photovoltaic installations was of a general nature and was created as a component of two competences / professional qualifications:

- Planning, organizing, conducting and evaluating of the vocational training a vocational education and training specific for the trainer, i.e. taking into account the pedagogical and methodological aspects of conducting classes, andrology (working with adults), organization, implementation and evaluation and quality assurance of training.
- 2) Planning, installation, modernization and maintenance of photovoltaic installations a PV installation specific for a fitter.

The proposed standard of competences / qualifications for a PV trainer contains minimum requirements in terms of knowledge, skills and personal and social competences which should be possessed. What is also consistent with the definition of QUALIFICATION adopted for the project implementation definition as a set of learning outcomes in terms of knowledge, skills and social competences acquired in formal education, non-formal education or through informal learning, consistent with the requirements for a given qualification that have been achieved checked in validation and formally confirmed by an authorized certifying entity.



### PROFESSIONAL COMPETENCE STANDARD FOR THE PHOTOVOLTAIC TRAINER

### 1. Position of a profession (competences) in classifications

# **1.1.** Planning, organizing, conducting and evaluating of the vocational training (VET trainer)

International Standard Classification of Occupations (ISCO-08)

- group 2424 Training and staff development professionals
- European Qualifications Framework
  - level 5 (minimum)

**1.2.** Planning, installation, modernization and maintenance of photovoltaic installations (photovoltaic installation fitter) **7126** 

International Standard Classification of Occupations (ISCO-08)

• group 7126 Plumbers and pipe fitters

#### European Qualifications Framework

• level 3 (minimum)

### 2. Description of the profession

#### **2.1.** The profession synthesis

The PV trainer participates in the design, organization, implementation and quality assurance of the training process for PV installation fitters and their qualifications in non-formal education and learning.

## 2.2. The job description and the manner of its execution, the areas of the profession occurrence

PV trainer participates in identifying the training needs of employees, creating curricula, didactic materials and methodological elaborations specific to certain professions, as well as undertakes promotional activities and disseminating the training offer combined with the granting of professional qualifications. His contribution to the documentation of educational activities should in particular manifest itself in adjusting the content of education to the requirements of workplaces in enterprises. It should also ensure that didactic positions meet the requirements of occupational health and safety and the development opportunities of young workers and adults.

The task of the PV trainer is also to check, provide advice and consultation to teachers, lecturers and instructors, participate in preparing, giving opinions and making available to students and listeners methodological materials and teaching aids that support both group learning and self-education.

The PV trainer can also conduct individual classes (mentoring, career counselling) or as part of a larger curriculum.

In the didactic activity, PV trainer uses, depending on the age group, rules related to teaching adults and youth. Knows and applies teaching and learning strategies, activating and practical teaching and learning methods as well as procedures and tools for pedagogical evaluation. When creating a program offer, he uses methods and tools for analysis of training needs as well as descriptions of qualification and competency requirements for professions in which he conducts classes. He is also an active promoter of vocational training combined with acquiring new or expanding his competences and qualifications.

The trainer conducts theoretical and practical classes. The aim of the classes in the field of non-formal education and informal learning may be to prepare a newly employed employee to work on the position, familiarize the employee with new technology, materials, tools and work methods, supplementing gaps in the employee's professional competence, solving individual problems related to functioning in the work environment.

#### **2.3. Education and permissions necessary to work in the profession**

The PV trainer is prepared theoretically and practically to conduct classes. The minimum requirement as regards the entitlement to teach in the formal system is the completion of the qualification course in the field of pedagogical preparation (level 5 of the European Qualifications Framework) and related pedagogical practice. In the non-formal system, this requirement is not obligatory but desirable due to the good of the participants of the classes.

In addition, PV trainer has theoretical knowledge and practical experience in the profession and specialties in which he conducts educational classes. His knowledge, skills, social competences and professional experience are adequate to the problems of the classes and should be properly documented. The minimum level of education and qualification is ensured by a diploma and the title of skilled worker, technician or engineer in the profession (levels: 3rd, 4th and 6th European Qualifications Framework).

In Poland, PV trainer:

- 1) conducting theoretical classes, should have:
  - a) higher technical education or completed post-graduate technical studies confirmed by a diploma or certificate issued on the basis of the provisions of the Act of 27 July 2005 Law on Higher Education (Journal of Laws of 2012, item 572, as amended) ), and a documented professional training of three years, or
  - b) technical secondary education confirmed by a diploma confirming professional qualifications, issued on the basis of the provisions of the Act of 7 September 1991 on the system of education (Journal of Laws of 2004 No. 256, item 2572, as amended), or an equivalent document, and a documented five-year apprenticeship;
- 2) who conducts practical classes, should:
- a) meet the eligibility requirements set out in point 1 or
- b) basic vocational education confirmed by a diploma confirming professional qualifications, issued on the basis of the provisions of the Act of 7 September 1991 on the education system, or an equivalent document, and documented five-year professional practice, if such person performs only practical activities as an instructor.

# 2.4. Possibilities of professional development, recognition/validation of competence

In the PV trainer's profession there is a possibility to develop competences with the focus on: didactic activities in organized forms (lectures, exercises, training), both formal and non-formal, conducting classes within the company at workplaces, activities supporting students and listeners in the form of consultations and career counselling, providing consultations and advice to other trainers, lecturers and teachers on the methodology of conducting classes and substantive issues, planning, programming and evaluation of educational activities, organizing and managing the learning process, managing the educational institution, researching educational needs and defining competence gaps, participation in the work of expert teams creating teaching programs and didactic materials, participating in the work of examination commissions.

Depending on the adopted legal solutions, the PV trainer may be obliged to periodically renew professional qualifications: substantive, pedagogical and coaching, depending on the validity period of the trainer's certificate.

Having a combined professional and specialist vocational qualifications allows you to assign a diploma or certificate of a vocational education and training trainer to at least level 5 of the European Qualifications Framework.

Confirmation of qualifications or validation of PV competences can be based on the results of the committee proceedings established by the environment of organizations representing a specific industry,

vocational education and the socio-economic environment. The basis for the validation and certification process may be solutions adopted in the National Qualifications System or other industry and environmental solutions, created, for example, based on ISO / IEC 17024: 2012 Conformity assessment – General criteria for the operation of various types of bodies that certify people.

## 2.5. List of professional competences / qualifications and units of learning outcomes

#### K1. Planning, organizing, conducting and evaluating of the vocational training (VET trainer)

- Planning and designing vocational training and other forms of improving professional competence of employees.
- Organisation and provision of teaching activities and consultation related to the training offer.
- Promotion and provision of the quality of training services and awarding the qualifications.

## K2. Planning, installation, modernization and maintenance of photovoltaic installations (photovoltaic installation fitter)

- Planning installation of photovoltaic systems.
- Assembly of photovoltaic installations.
- Modernization and maintenance of photovoltaic installations

# 2.6. Relations between professional competence and the level of skills in the EQF / NQF

Professional competence of the vocational education and training trainer in the construction sector meet requirements of the descriptors of level 5 of the European Qualifications Framework:

#### Knowledge

It has extensive knowledge within the scope of general construction, including specialist, factual and theoretical knowledge in the area of construction specialisation in which it conducts classes. It knows and understands the broad scope of theories and methods concerning programming, organising, conducting, assessing and evaluating training in the construction sector and it perceives dependents among them with regard to various considerations and contexts relevant for the construction and training sector.

#### Skills

It presents an extensive scope of cognitive and practical skills needed for a creative solution of theoretical and practical professional problems in the construction sector and in the specialisation in which it conducts training. It can perform educational tasks on its own in variable, predictable conditions, solve slightly complex and untypical problems concerning the organisation and conducting training courses in variable, predictable conditions, learn on its own, make statements understandable for recipients with use of a specialised terminology.

#### **Competence**

It is ready to perform functions related to management and supervision, both in contexts of career in the construction sector, as well as related to the organisation and performance of professional training subject to unpredictable changes. It can review and develop performance of itself and others. It is prepared to take up basic professional and social duties related to the organisation and performance of professional training. It can manage a small team in organised conditions, assess its own actions and actions of persons and teams it manages, as well as accept responsibility for results of these actions.

### **3.** Description of the professional competence / qualifications

K1. Planning, organizing, conducting and evaluating of the vocational training			
K1.1. Planning and designing vocational training and other forms of improving professional competence of employees			
Knowledge (it knows and understands):	Skills (it can):		
<ul> <li>Directions and trends in the development of professional competences in the industry in which he conducts classes.</li> <li>Documents describing competency</li> </ul>	<ul> <li>Analysing of available reports on researches and projects concerning the development of qualifications and competence required in a specific industry.</li> </ul>		
<ul> <li>requirements for employees in the industry in which they conduct classes.</li> <li>Legal basis for the organization and implementation of training in the industry in which it conducts classes.</li> </ul>	<ul> <li>Use of open resources concerning the knowledge of occupations, describing the qualification and competence requirements for the employees experts in a specific industry.</li> <li>Adjustment of the curricular offer to the legal</li> </ul>		
<ul> <li>which it conducts classes.</li> <li>Fundamentals of andragogy – adult education.</li> <li>Methods and tools of identifying the training needs of the employees.</li> <li>Methodical fundamentals of the development of professional training program for the experts in a specific industry.</li> <li>Principles and tools of diagnosing the competence of training candidates.</li> <li>Methods and organizational forms of vocational training in a specific industry.</li> <li>Principles and forms of cooperation with organisers of professional training in a specific industry.</li> <li>Principles of validation of the vocational training program at the pre-implementation stage.</li> </ul>	<ul> <li>Adjustment of the curricular offer to the legal requirements.</li> <li>Identification of training needs of individuals, enterprises, as well as local labour market.</li> <li>Application of methods and development of tools to identify the training needs of the employees training in a specific industry.</li> <li>Analysis of results of the educational needs research in the context of developing the curricular offer.</li> <li>Development, in cooperation with training organiser and employers, of curricular offers for qualifying courses and professional skill courses.</li> <li>Design of the professional training program with use of learning outcomes (knowledge, skills, competence).</li> <li>Selection of a method of didactic work and</li> </ul>		
<ul> <li>The rules and regulations of health and safety, fire protection, ergonomics and environmental protection in a specific professional sector and during conducting didactic activities.</li> </ul>	<ul> <li>organisational forms of classes relevant for a given training course.</li> <li>Recognition of interests and expectations of training participants.</li> <li>Assessment of the quality of a training offer with participation of external experts.</li> <li>Definition of the principles and prerequisites of participation in training and other classes.</li> <li>Plan and development of the schedule of training and classes.</li> <li>Identification of the resources required for designing and implementing a training</li> </ul>		

	program.	
	<ul> <li>Diagnosis of the competence of candidates qualified for professional training.</li> </ul>	
	<ul> <li>Care about safe and hygienic conditions of the course of training and classes.</li> </ul>	
Social competence		

- Operates independently and cooperates in organised conditions during the training and classes designing.
- Accepts responsibility for the quality of designed training and classes programs.
- Assesses the impact of prepared educational projects on potential participants and their work environment.
- Is able to critically assess its own actions as a designer and organiser of training and classes.

## K1.2. Organisation and provision of teaching activities and consultation related to the training offer

	Knowledge (it knows and understands):		Skills (it can):
	Cognitive and emotional processes in the teaching and learning process. Group process in the course of classes.	_	Organisation of appropriate house, didactic and material conditions, adequate for the needs and requirements of the training and classes participants.
1 11 1	Methodology of teaching adults. Elements of evaluation of the learning process.	_	Selection of activating and practical training methods and techniques adequate for the participants' needs.
	Activating and practical methods, techniques and forms of didactic work. Principles of communication during classes.	_	Selection of didactic means adequate for a purpose and perceptive capability of participants.
-	Creative problem solving in the teaching and learning process.	_	Analysis of the needs of a group of participants in order to adjust a training program.
	Methods of dealing with a difficult training participant.	-	Development of training materials for participants.
	Fundamentals of the knowledge of professions.	Ż	Preparation and performance of presentation within the scope of held general and specialist
-	Fundamentals of mentoring and career counselling.	-	Service of didactic means necessary for
	Principles of providing the class participants with feedback.		conducting lectures and exercises. Preparation of an exercise stand providing with
-	Principles of developing substantial and		optimal teaching and learning conditions.
3	means.	5	to the goal, participants' capabilities and
$\overline{\lambda}$	Principles of cooperation of the teaching staff during the training performance.		equipment capabilities, complying with health and safety regulations and fire protection.
-	Basic legal regulations concerning the course of exams, issuance of certificates and diplomas.	-	Provision of an appropriate level of involvement of people participating in classes. Communication with a group of class

- Psychological aspects of didactic assessment.	participants in accordance with the interpersonal communication rules.	
<ul> <li>Principles and methods of didactic measurement.</li> </ul>	<ul> <li>Present information in a clear and</li> </ul>	
<ul> <li>Principles, procedures, methods and criteria of assessing and examining the professional</li> </ul>	understandable way, use language adequate to the participant group's level.	
training participants.	<ul> <li>Implement agreed educational purposes in the specific timeframe.</li> </ul>	
examination results.	<ul> <li>Apply in practice the learning principles as</li> </ul>	
<ul> <li>Methods of presenting the examination results.</li> </ul>	appropriate to age groups of participants (youth or adults).	
<ul> <li>Principles of keeping the training process</li> </ul>	<ul> <li>Assess and examine training participants.</li> </ul>	
documentation.	<ul> <li>Apply assessment criteria and methods of verifying learning outcomes.</li> </ul>	
fire protection, ergonomics and environmental protection in the industry in	<ul> <li>Prepare sets of theoretical and practical exam tasks.</li> </ul>	
which it conducts vocational training.	<ul> <li>Provide participants with current feedback concerning learning outcomes.</li> </ul>	
	<ul> <li>Collect and analyse feedback from training participants concerning the quality and efficiency of classes.</li> </ul>	
	<ul> <li>Manage the group process at every stage of development of a training group.</li> </ul>	
	<ul> <li>Ensure integration of a participant group to an extent necessary to accomplish didactic purposes.</li> </ul>	
	<ul> <li>Respond flexibly to the participants' needs, changing methods of conducting classes.</li> </ul>	
	<ul> <li>Solve conflict situations without detriment to the group and the didactic process.</li> </ul>	
	<ul> <li>Apply methods of mentoring and career guidance in individual classes.</li> </ul>	
	<ul> <li>Establish content-related and methodical cooperation with other lecturers and trainers.</li> </ul>	
	<ul> <li>Use open educational resources and distance teaching methods in training for the industry in which it conducts professional training.</li> </ul>	
	<ul> <li>Keep the training documentation according to the adopted principles.</li> </ul>	
Social competence:		

- Takes responsibility for the effects of made decisions and conducted classes.
- Adjusts its behaviour to variable circumstances of work during classes.
- Assesses the impact of its classes on the development of learners' knowledge and skills.
- Promotes the models of proper behaviour in the learning and working environment.
- Helps plan the career paths and choose appropriate professional activity.

	K1.3. Promotion and provision of the quality of training services and awarding the qualifications		
	Knowledge (it knows and understands):		Skills (it can):
_	Basic legal regulations concerning awarding qualifications in the in the industry in which	_	Documentation of evidence confirming the training participant's competence.
_	he conducts classes. Advantages and disadvantages of the model of validation and certification of professional competence based on the ISO/IEC	_	Participation in works of boards of examiners, validation boards and qualification awarding boards in the construction sector, chairing the board works if applicable.
	17024:2012 standard.	-	Planning and designing the training evaluation.
-	Procedures and criteria of quality assurance	-	Organisation of the evaluation process.
	Motheds of validating the offects of pen	-	Provision of the class evaluation.
	formal learning through work experience.	-	Evaluation of one's own teaching work.
-	Procedures, methods and criteria of validation and certification of competence.	-	Monitoring of educational progress of the training participants.
-	Methods and tools of internal evaluation of a training process	-	Application of the quality assurance rules concerning the training and classes.
_	Validation principles of the professional training program.	_	Use of evaluation conclusions for the improvement of one's work and planning of one's development.
-	Validation methods of informal learning outcomes through work experience.	_	Use of evaluation conclusions to improve quality of the teaching and training programs.
-	Principles of quality assurance of the teaching and learning process.	_	Adjustments of identified irregularities related
-	Promotion and dissemination of professional		training performance.
	training in the non-formal education and working environment	-	Promotion and dissemination of professional training in the non-formal education and working environment.
		-	Dissemination of the model of validation and certification of professional competence in the construction sector.
			Improvement of one's own professional competence through the organised forms of non-formal education and self-learning.
	Social con	mpe	tence:
-	<ul> <li>Independently and in organised conditions assesses educational progress of the training</li> </ul>		

- participants in accordance with clear and objective criteria.
- Assesses and examines while keeping its internal belief in justice and objectivity of made decisions.
- Takes responsibility for effects of actions in which it participates, including the choice of forms and program of professional improvement, teaching methods, results of monitoring and evaluation of training and other educational activities.
- Constructively responds to changes in legal regulations, requirements of training participants, commissioners, employers and work environment in the construction sector.
  - Voluntarily improves the vocational education and training trainer's skills and tools.

K2. Planning, installation, modernization and maintenance of photovoltaic installations			
K2.1. Planning installation of photovoltaic systems			
Knowledge (it knows and understands):	Skills (it can):		
<ul> <li>History and prospects of photovoltaic development in Europe and in the world.</li> <li>Economic, environmental and social benefits of photovoltaic applications.</li> <li>National regulations and standards for the use and use of photovoltaics.</li> <li>Regulations regarding health and safety at work, fire protection and the environment used during installation – identification of hazards.</li> <li>Examples of product certification systems (eg Solar Keymark).</li> <li>Basic terms and definitions for photovoltaic systems.</li> <li>Basic knowledge of low voltage electrical installations and photovoltaic installations (General electrical engineering related to photovoltaic installations).</li> <li>Project records (documentation).</li> <li>Solar cell - construction and principles of operation.</li> <li>Types of photovoltaic systems.</li> <li>Equipment and components of photovoltaic systems.</li> <li>Selection of technical solutions.</li> <li>Energy profiles of receivers.</li> <li>Dimensioning the system.</li> <li>Connecting the photovoltaic system to the power grid.</li> <li>Standards and technical specifications related to the thematic group.</li> <li>Current-voltage characteristics of modules.</li> <li>Factors affecting work efficiency.</li> <li>Cooperation of photovoltaic installation with alternative sources of electricity.</li> </ul>	<ul> <li>Using project documentation and technical materials (operating instructions, DTR, etc.).</li> <li>Linking cells into modules and modules into sets.</li> <li>Measurement of cell / solar module parameters under standard conditions (STC).</li> <li>Choosing the type and power of photovoltaic modules, configuring the solar generator.</li> <li>Determining the required cross-section of connection cables.</li> <li>Defining the requirements for lightning protection, grounding (earth) and system (installation) of surge suppression.</li> <li>Calculation of the system surface and the nominal size of the system, necessary subsystems and devices and the appropriate equipment.</li> <li>Select inverter / inverter as an energy converter; inverter / inverter safety functions; determining the efficiency of the inverter / inverter.</li> <li>Adjusting the generator to the inverter / inverter</li> <li>Evaluation of the system operation - analysis of quality indicators.</li> </ul>		
Social co	ompetence:		
<ul> <li>Be responsible during the work preformation.</li> <li>Demonstrate a good professional doing.</li> <li>Propose alternatives with the objective to improve results.</li> <li>Maintain the work area with the degree of order and cleanliness required by the organization.</li> </ul>			

Participate and collaborate actively in the work team. Interpret and execute working instructions.

-

K2.2. Assembly of photovoltaic installations		
Knowledge (it knows and understands):	Skills (it can):	
<ul> <li>Knowledge (it knows and understands):</li> <li>Health and safety regulations for the installation.</li> <li>Installation plan.</li> <li>Tools and equipment for installation of photovoltaic systems.</li> <li>Practical principles of module installation, selection and dimensioning of wires and cables.</li> <li>Rules for configuring and running photovoltaic systems.</li> <li>Cooperation of batteries with photovoltaic systems.</li> <li>Surge protection in photovoltaic installation.</li> <li>Installation rules for photovoltaic systems.</li> <li>Typical assembly installation errors.</li> <li>Collection conditions and technical documentation of the installation.</li> <li>Estimate, offer, contract for the installation of photovoltaic devices and systems.</li> </ul>	<ul> <li>Applies health and safety rules at the installation and is able to pass them on to participants of the training.</li> <li>Performs the installation plan.</li> <li>Uses tools and equipment for assembly.</li> <li>Evaluates the quality of materials used and works performed.</li> <li>Installs modules, selects wires and cables in accordance with the design documentation.</li> <li>Configures and runs photovoltaic systems.</li> <li>Selection and installation of surge voltage surge arresters in photovoltaic installations.</li> <li>Selection and assembly of lightning protection and grounding elements.</li> <li>Installation of photovoltaic systems.</li> <li>Detection and analysis of typical installation assembly errors.</li> <li>Development of as-built documentation of a photovoltaic installation.</li> <li>Performs measurements and measurements of works related to the assembly of photovoltaic devices and systems.</li> </ul>	
	<ul> <li>Prepares cost estimates and prepares offers</li> </ul>	
	<ul> <li>Prepares cost estimates and prepares offers and agreements regarding the installation of photovoltaic devices and systems.</li> </ul>	
Social competence:		

- Finish the work according to criteria of suitability, speed, economy and efficiency.
- Recognize the productive process of the organization.
- Comply with the production standards set by the organization.
- Maintain the work area with the degree of order and cleanliness required by the organization.
- Participate and collaborate actively in the work team.
- Interpret and execute working instructions.

K2.3. Modernization and maintenance of photovoltaic installations		
Knowledge (it knows and understands):	Skills (it can):	
<ul> <li>Health and safety at work regulations,</li> </ul>	<ul> <li>Applies health and safety at work,</li> </ul>	
environmental protection.	environmental protection, health protection	
<ul> <li>Health protection during modernization</li> </ul>	during modernization and maintenance of	
works and maintenance of photovoltaic	photovoltaic installations.	

	installations	_	Performs measurements of current-voltage
	Safety rules for the maintenance and	-	characteristics of photovoltaic modules /
_	salety fules for the maintenance and		
	maintenance of a photovoltaic installation.		generators.
-	Photovoltaic maintenance program.	-	Performs measurements of the PV generator's
—	Monitoring of photovoltaic system properties		efficiency.
	<ul> <li>guidelines and measurement requirements</li> </ul>	-	Performs and analyses the results of
	and their analysis.		thermographic tests of photovoltaic
_	Analysis of typical errors related to		installations.
	modernization and maintenance.	-	Performs periodic evaluation of the
_	Types of typical disturbances and failures in		photovoltaic plant operation.
	systems.	_	Performs periodic photovoltaic plant
_	Methods and repairs or replacement of		maintenance.
	photovoltaic components.	_	Diagnoses and repairs damaged components
_	Records of inspection, maintenance and		of photovoltaic installations.
	repair of photovoltaic installations.	_	Evaluates the quality of modernization,
_	Estimate, offer, contract for works related to		maintenance and repairs carried out on
	the modernization and maintenance of		photovoltaic installations.
	photovoltaic installations.	_	Keeping documentation of inspection,
			maintenance and repair of photovoltaic
			installations.
		_	Settles the costs of works related to the
			modernization and maintenance of
			photovoltaic installations
	Control on		*****
	Social col	mpe	tence:
-	<ul> <li>Demonstrate some autonomy in the resolution of small contingencies related to their activity.</li> </ul>		
-	<ul> <li>Recognize the productive process of the organization.</li> </ul>		

- Comply with the production standards set by the organization.
- Maintain the work area with the degree of order and cleanliness required by the organization.
- Interpret and execute working instructions.
- Respect the internal procedures and standards of the organization.



### **SOURCES**

In the preparation of the description of the standard of competence / qualifications of the PV trainer, the following studies were used:

- Polish standards of professional competences for professions: Lecturer at courses (educator, trainer) (235910); Training specialist (242403). Material provided by the project partner: Institute for Sustainable Technologies National Research Institute in Radom from Poland.
- Description of the trainer's functions in terms of knowledge, skills and competences in order to conduct training at level 5 EQF – Romanian Standard of Qualification No. 241205/2007. Material provided by the project partner: Galati University from Romania.
- National professional qualification standard: "Teaching of training for employment" (Spanish code: SSC448\_3). Material provided by the project partner: Fundación Equipo Humano (Spain).
- National professional qualification standard: "Assembly and maintenance of solar photovoltaic systems" (Spanish code: ENA261\_2). Material provided by the project partner: Fundación Equipo Humano (Spain).

