

Thematic working group on professional development of VET trainers

## PEER LEARNING ACTIVITY

### ‘Portrait of in-company trainers: competence requirements, certification and validation’

19 - 20 September 2012, Alkmaar (Netherlands)

#### Annex 6 – Draft set of competences for in-company trainers

Competences
<b>(1) Company/sector specific competences</b>
awareness of the company’s core business and structure, activities and working methods, strategy and objectives, staff’s profile;
expertise in the sector and awareness of various occupations in the sector and latest developments as well as legislative requirements;
awareness of the emerging skills and skill needs.
<b>(2) Training related competences</b>
<b><i>Training (learning) needs assessment</i></b>
ability to assess the existing competences of the staff (apprentices, trainees), identify competence gaps and relevant training (learning) needs;
ability to combine company needs and individual aspirations of learners;
ability to distinguish between short-term and long-term learning needs.
<b><i>Training design</i></b>
ability to design a training programme based on learning objectives and outcomes and learning needs of specific learner groups;
ability to assess and select relevant content and methodology;
ability to specify theoretical and practical parts of the programme, methodology, evaluation methods, and resources needed;
ability to plan the time schedule of the programme.

<b><i>Training delivery</i></b>
knowledge of training and learning facilitation methods and techniques; group dynamics; learning styles; equal opportunities principles; ethical principles;
ability to create a positive and stimulating learning environment;
ability to motivate learners to apply their knowledge, skills and competence in workplace situations;
ability to select and apply appropriate training methods and techniques and flexibility of approach.
<b><i>Assessment of learning</i></b>
knowledge of formative and summative evaluation methods;
ability to assess the comprehension and progress of the learners;
ability to provide feedback and possibly guidance to learners;
ability to apply various assessment and evaluation methods and techniques;
ability to assess the training programme and identify issues for improvement.
<b>(3) Transversal (generic) competences</b>
project management;
positive attitude;
ability to work in a team;
communication skills;
presentation skills;
use of ICT to facilitate learning;
critical thinking;
networking skills.
<b><i>Self-assessment and self-development (learning to learn)</i></b>
ability to identify own knowledge and competence gaps and learning needs;
ability to identify relevant and of high quality training options for updating one's skills and competences.