

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 7 - Summary of participants' presentations**

The participants presented the situation in 13 countries as regards trainers in initial and continuing VET. Most important points of presentations are summarised below. More detailed information is provided in the country overview (see Annex 5).

**The Netherlands**

**Dutch IVET system in 2012 at a glance**

540 000 students in secondary VET

- 33% commerce/trade
- 33% healthcare
- 28% technology
- 6% agriculture

220 000 accredited companies

400 000 work placements



The host, the ROC (Regional Education College) Horizon College, is a secondary vocational college with four modern campuses in Alkmaar, Heerhugowaard, Hoorn and Purmerend in the province of North Holland. The college offers a variety of full-time and part-time courses and training to approximately 14 000 students between 16-19 years of age in business studies and ICT, engineering, health care, social care and adult education and international trade, entrepreneurship and services. The college has a high completion rate; 73% of graduates get a qualification. They also have a system of follow-up on the drop-outs.

The Dutch VET system is completely permeable but the pathways are of different length. VET programmes are implemented as school-based and dual (professional guidance). Half of the school-based option is apprenticeship. In a dual option, the learner is in a labour agreement with the workplace, spending 4 days a week in a company and 1 day in a school. The system is characterised by strong links with companies, for example, teachers and trainers both take part in assessing the students' achievement.

The Centres of Expertise (there are 17 Centres in the country) are government and sector co-funded and operate in all sectors. Using a common set of quality criteria agreed among the sectors, the Centres accredit work placement companies. The system of accreditation is rather informal and self-regulatory. The availability of a trainer, a person with competences to coach trainees is one of the criteria.

The Centre maintains a [website](#) with all accredited companies where schools and students can check the availability of work placements; the information is public. The Centres also support companies by providing information and instructional materials, exchange of good practice and training of in-company trainers.

Qualifications in the Netherlands serve as powerful communication instruments among students, schools, companies, Centres of Expertise, sector organisations and the government. All qualifications have similar structure and are written in the way to be understood both by educators and employers. They contain:

- a brief description;
- core tasks and related work processes;
- essential competences needed to perform the job;
- performance indicators (=learning outcomes).

Qualifications also include learning and citizenship competences describing what a worker should do in the social context and in lifelong learning.

The qualification of a practical trainer in trade was shared with the group (see Annex 4), which the group found very relevant and useful for further work.

A practical trainer plays an organisational, facilitating and training role to shape the participant's learning process. On the basis of this role, the practical trainer is prepared to make time, space and resources available for supporting and assessing the participant. Practical trainers have an excellent understanding of their occupational area. Their working and thinking capabilities are at least equivalent to those required for the vocational training that the participant is following.

Practical trainers are expected to have relevant work experience in the field, didactical competence, interactive capacity and awareness of the organisation of training and the system of VET. The Centres of Expertise provide modular training to potential trainers from companies in their sector. The modules mirror the required competences. At the intake, the competences of a candidate are assessed.

## Cyprus

In Cyprus, a qualification 'trainer of vocational training' was developed at Level 3 of the national system of vocational qualifications (SVQ, has 5 levels) through an ESF-funded project. As of January 2013, the qualification will be compulsory for individuals who provide publicly-funded training. Candidates will have to have relevant qualifications in the field and

experience in providing training. Another project to introduce the system of assessment of training providers is to start in January 2013.

The following areas of competences are included in the trainers' qualification:

- training needs assessment of various sectors of economy, of organisations and of individuals;
- the design of training programmes and courses, setting learning objectives, selection of training methods and techniques;
- the implementation of training programmes and course delivery;
- training programme and course assessment, communicating results and feedback, identifying areas for improvement.

### Malta

In Malta, VET is provided in state vocational schools and the Employment and Training Centre, private VET schools and in companies. Two major training institutions providing full-time initial VET and part-time CVET are Malta College of Arts, Science and Technology (MCAST) and the Institute of Tourism Studies (ITS).

The MCAST runs a teacher training programme for its lecturing staff, the Graduate Teaching Certificate in Vocational Education and Training, a level 6 qualification. The VET teacher trainers are persons with a minimum of a Master's in the area they teach. The programme provides pedagogical training to teachers in a vocational institution to enable them to meet the needs of the learners who face the challenges of employment in a fast-changing labour market. There is a strong emphasis on the development of practical teaching and assessment skills and techniques together with the development of requisite knowledge of theories and principles of the main disciplines of education and economy and the role these play in a vocational learning environment. This programme also provides a training opportunity to teachers to understand quality assurance principles and apply these in the daily operations of the institution.

In state schools teachers (trainers) should be qualified in vocational/technical field and teaching. Trainers are expected to have experience in teaching and training of adults.

### France

There are no formal qualification requirements for trainers and at the same time a lot of training is available for them to acquire the basics in pedagogy.

In France, many training providers offer short trainings targeted at trainers. For example, the Centre Inffo offers five two-day training courses for trainers to update their specific skills and competences: '*Animer une formation*' (Delivering training events), '*Construire une action de formation*' (Designing training courses), '*La formation ouverte et à distance: approches conceptuelles, initiations techniques et exemples méthodologiques*' (E-learning, conceptual approach, technical introductions and methodological examples), '*Conduire un tutorat de formation à distance*' (Conducting a distance tutorship) and '*Utiliser les méthodes*

*ludiques en formation'* (Using ludic methods in training). These short trainings do not lead to any qualification.

Diplomas issued by state institutions are listed with the relevant ministries while many training programmes are listed in the national directory of professional certification (*Répertoire national des certifications professionnelles*, [RNCP](#)). All RNCP certificates are referenced to different levels of the French qualification framework (from Level 2 to 7 of the EQF). Private providers can decide to apply to be listed; to date, there are more than 130 certificates listed for the occupation *Vocational training*.

There are no legally stipulated requirements for apprenticeship masters either. The apprentice master is chosen from volunteers among the qualified employees, according to their diplomas, professional experience, and a level of qualification at least equivalent to that for which the apprentice is being prepared. The candidate must be at least 18 years old and must provide full character references.

CVET is a regulated area. Companies need to provide minimum continuing professional development to their employees: either through a mutual fund or by organising CVET in the company. But there are no requirements to in-company trainers' qualifications or competences.

## **Estonia**

According to the Vocational Education Act (is being renewed at the moment), VET teachers have obligation to instruct students in workplace practices. The Act also sets the requirements to trilateral cooperation agreements between schools, trainees and businesses that regulate work placements and define the rights and obligations of schools, enterprises and trainees.

Estonia has developed the workplace trainer's curriculum with the support of the ESF structural funds. Universities and business mentors took part in the development process. Workplace trainers/supervisors are expected to know and take into consideration the specific characteristics of adult learners; know and follow the nature of training process; take into account the processes of the group vocational guidance practice; implement supportive feedback methods; pursue ethical principles in one's work; use a variety of validating techniques.

Trainers providing professional training courses to the unemployed and job seekers supported by the Labour Market Board should possess competences in adult education, which can be proven by an andragogy certificate.

To support workplace learning and enhance the link with companies, several electronic tools and portals are being developed that will better inform employers about trainees' previous knowledge and skills. The practice coordinators' networking has also started.

It is planned to expand apprenticeship and, consequently, training of in-company trainers (instructors) in the next period of the ESF.

## Czech Republic

In the Czech Republic, initial VET programmes are mainly organised in schools, with practical training being a responsibility of schools. Apprenticeship-type VET programmes include theoretical learning in schools and training in school workshops and plants, rarely in companies, mostly complemented by periods of in-company training (especially at the end of the programme).

Teachers of practical training and of vocational training can have the same professional qualifications as teachers of subjects but lower levels (a completed tertiary professional education or a four-year secondary education) are also accepted. They can acquire pedagogical qualification later in their career, but in general, there are no explicitly stipulated requirements for in-company trainers.

There were several national projects aimed at VET teachers and trainers:

- system framework for education of VET teachers and trainers;
- professional standards for VET teachers and trainers. Draft standards for various teaching/training, guiding/supporting or evaluating/assessing roles appearing within in-company training have been developed and discussed but no consensus was reached on these roles and necessary qualification requirements.

An interesting approach is taken by a project that encourages secondary schools to turn into centres of lifelong learning with increased networking and collaboration with stakeholders. Teachers are trained to become trainers in CVET (LLL). New competences are acquired: pedagogical design and development of training programmes, assessing learners' achievement, labour market needs analysis, identifying training needs, search for social partners, etc.

In CVET and LLL, an 'umbrella' qualification of a 'further education lecturer' (EQF level 6) has been designed for teaching and training roles and prepared for piloting and further elaborating of training courses. The following competences are included and assessed:

- creating educational programme content and structure on the basis of stipulated learning objectives, including resulting competences;
- developing a one-minute scenario of teaching;
- initial evaluation of competences and needs of the learners;
- presenting educational content, using interactive approaches, problem solving and practical examples as proper teaching aids;
- preparation, management and evaluation of tests;
- giving assignments to individuals and groups;
- evaluating educational effectiveness and the achievement of educational goals.

There are educational programmes (courses) focused on trainer's skills outside the formal education system with diverse curricula; the certificates from these courses have non-formal force. The programmes might include among others social and psychological basics

of adult learning, planning and organisation of learning activities, methods of teaching and assessment, communication skills.

## Germany

In initial VET, a company that provides IVET should meet certain requirements to the training premises and designate a responsible trainer who should be professionally and personally qualified. According to the legislation, the responsible trainer should have necessary vocational qualification and educational qualification according to the Ordinance (regulation) on trainer aptitude (AEVO), which is acquired through an examination. A company is eligible to provide workplace training if at least one person holds an AEVO qualification. There are about 675 000 responsible trainers registered with the competent bodies.

Expected competences refer to 4 areas:

- assessing vocational training requirements and planning training;
- preparing training and participating in trainee recruitment;
- conducting training;
- concluding training.

To get necessary competences and prepare for the exam, trainers can attend seminars (typically 115 hours of all-day, weekend and evening courses).

Apart from responsible trainers, most workplace training is done by skilled workers working as trainers part-time or as additional task. It is estimated that there are more than 4 million skilled workers who work as trainers in Germany. Skilled workers must have the necessary technical qualification and should be personally qualified. Some of them have the AEVO educational qualification, but the law does not require this. For many skilled workers the AEVO is a possibility to begin a professional career trainer in the company.

Since 2009, there are 2 new qualifications for trainers (apart from the AEVO), which are not mandatory but provide a possibility to upgrade their qualifications:

- Certified vocational pedagogue for initial and continuing training (*Geprüfter Aus- und Weiterbildungspädagoge, AWP*). Apart from planning and implementing training, AWP should be able to give advice and guidance to trainees on training and learning and ensure the quality of the learning process.
- Certified vocational pedagogue (*Geprüfter Berufspädagoge/Geprüfte Berufspädagogin, BP*), an advanced training qualification, including professional skills in education and in management. BPs should demonstrate the ability to take independent responsibility for the organisation and planning of vocational education processes, learning support, educational marketing, controlling, quality management and leadership functions in institutions of in-company and extra-company training.

## Switzerland

According to the [OECD country review](#), the Swiss VET system is strongly employer and market-driven with well-integrated school and work-based learning. It has qualified teachers, trainers, expert examiners, school directors.

There are three ways of pursuing VET programmes (qualifications):

- practice - 4 days a week in a company;
- practice and course – industry courses, total 3 to 8 courses;
- school-based theoretical course – in a VET school and 1-2 days per week in a company.

60 000 companies provide work placements to about 70 000 apprentices per year. About 40% of teachers in VET schools are part-time; they work in companies and also teach.

Training of teachers, trainers, instructors, examiners, VET experts is provided by the cantons or accredited institutions: 40 hours are mandatory and 100 hours' training is voluntary. Training curricula is revised every five years.

The 2011 Qualifications framework for in-company trainers sets four goals further conceptualised into competences:

- interacting with young people;
- planning training in company;
- preparing and participating in recruitment;
- counselling, support, working with other workplaces.

As to CVET, the sector has grown a lot and it is planned to regulate it in the coming years.

## Sweden

Sweden is at the very beginning of change in VET provision. Traditionally, all VET is provided in schools. However, starting in 2011, piloting of apprenticeship has taken place. 12 national VET programmes were developed for school-based (including at least 15 weeks of workplace learning) and apprenticeship (more than 50% of workplace learning) pathways. Higher vocational studies are all implemented in link with companies.

VET teachers should work in business (in the field) for substantial time, but do not necessarily need to have pedagogical qualifications. VET teachers are in charge of finding a work placement for their students, where there will be a supervisor. Teachers and supervisors should regularly meet.

One of the issues is requirements to the supervisor. At the moment, the situation is surveyed to provide further guidelines.



## Belgium

Trainers in IVET are usually called teachers, they have teachers' diplomas in general subjects and 'pedagogical skill certificate' (CAP).

At federal level, there are financial incentives for companies to provide work placements and assigning workplace tutors and mentors for students in compulsory education and young adults up to the age of 26. Such tutors should have at least 5 years of experience in the profession and a certificate from a tutor training or from a skills validation. There are also some [sectoral training modules](#) for tutors (for example, in food, wood processing, textile, electricity, and others).

For trainers working for public operators such as Le FOREM, Ifapme, Bruxelles Formation, Vdab, recruitment is based on technical skills with at least 5 years of professional experience. Pedagogical training is organised by the operator (both initial and continuous training).

An interesting example was presented from Wallonia. Le Forem, Bruxelles Formation and Ifapme (public providers of VET) launched [Formaform](#), a training centre for trainers. Formaform's training strategy is based on the trainer's job description and relevant competence profile that includes 5 core competences:

- positioning in the organisational framework;
- developing training programmes;
- developing and implementing training activities;
- evaluating training and learning outcomes;
- managing one's own professional development

The five core competences are developed in initial training for newcomers or for existing trainers based on the needs. Further training is elaborated for additional competences (advanced initial training in the 2<sup>nd</sup> year of training activities) and for specific competences of a trainer and a professional (continuing training). Additional competences include the ability to inform, provide guidance, identify skill needs, work with heterogeneous groups of learners, and apply new teaching and training methods. Specific competences depend on the demand and changing situation; for example, communication skills or management skills can be enhanced.

FOREM looks into how they extend the training available for FOREM trainers to the benefit of in-company trainers at large. It is planned to develop a qualification that will be included in the national qualifications framework. The next PLA (May 2013) will explore this experience.



## Finland

In [Finland](#), VET is very popular. There are 3 ways to obtain a VET qualification:

- school-based (the Finnish VET is traditionally school-centred with schools equipped for hands-on practical learning);
- apprenticeship;
- competence-based (for adult learners).

It is the school that is in charge of finding a work placement for students. If a company decides to take in apprentices/trainees, according to the VET legislation, it should ensure that there is enough competent staff to take care of the students (one of the quality criteria).

Training of trainers is in the responsibility of education and training providers but it is a mutual interest of VET institutions and their partner enterprises. So VET providers find it important to build strategic partnerships with companies. Skilled workers or experienced foremen motivated to work as a workplace instructor/trainer can undertake a training programme.

Since 2000, the promotion of on-the-job learning and skill demonstrations led to the increased government support to training of the trainers (to date, 50% of trainers have been trained).

The [Finnish National Board of Education](#) designed an education programme for trainers/workplace instructors (revised in September 2012), which so far is not part of the national qualification system. The programme comprises 120 hours (3 ECTS) in formal setting. On average, it takes about 10 days three weeks to complete, but the completion of the programme is very flexible depending on the existing skills and training needs of the trainer; there is no set order of completion for the training modules, which means that participants may complete them in the order best suited to their own needs. The programme is applicable to all sectors. Attending training is recommended but not mandatory.

Training programmes are provided in modules:

- planning workplace training, skills demonstrations (IVET) and competence tests (adult education), including the knowledge of the education and training system, qualification requirements, etc.;
- mentoring students and assessing their learning;
- assessing the skills of the student (young) or candidate (adult) in competence tests.

A good way of training trainers is a collaboration of VET teachers and workplace trainers when teachers participate in working periods in enterprises or during supervisory visits to

enterprise when they guide trainers in how to guide their students in the on-the-job-learning period.

## Spain

The education and training system in Spain is rather permeable. Vocational education and training falls under the responsibility of the Ministry of Education, Culture and Sports (IVET) and the Ministry of Employment and Immigration (CVET). The management and delivery of vocational training is for the most part delegated to the regional education and employment departments. IVET includes more than 2000 schools and 700000 students.

The IVET and CVET systems are joined by the national catalogue of professional standards (including more than 600 standards) that are used to issue qualifications as IVET diplomas, as certificates of accredited CVET and through the formal process of validation and recognition of the work experience.

IVET and CVET are provided in public (75% for IVET and very few for CVET) and private institutions. In IVET, teachers usually hold a university degree and a pedagogical diploma (or Master's degree in pedagogy) while tutors (trainers) who implement work placement modules are under a quality charter that is signed between a school and a company but they usually do not have a pedagogical qualification. The responsibility for the quality of the work placement is with the teachers of the school (centre).

Teachers and trainers working for CVET represent wide variety of professionals: those who teach technical content at the theoretical level and those who teach the technical/practical content of vocational training in close-to-real employment situations.

## Poland

There is no qualification of VET trainers in the national qualification system.

There are two forms of practical training for VET students, both young people and adults that are based on:

- an employment contract between an employer and a student and the employer is responsible for the organisation and supervision of training;
- a contract between the employer and the school, which is then responsible for the organisation and supervision of training.

In both cases, the training is supervised by practical training instructors who can be skilled workers training full- or part-time. These instructors are required to have relevant competence and qualification in the field (a minimum of the title of 'master craftsman') and a pedagogical qualification. If the instructor has pedagogical qualifications but has no title of a 'master', vocational secondary school diploma and relevant professional experience can suffice.

The Ministry of National Education implements a project on the development and implementation of in-service training programmes for VET teachers/trainers in enterprises.