Identification of learning needs of VET teachers and trainers

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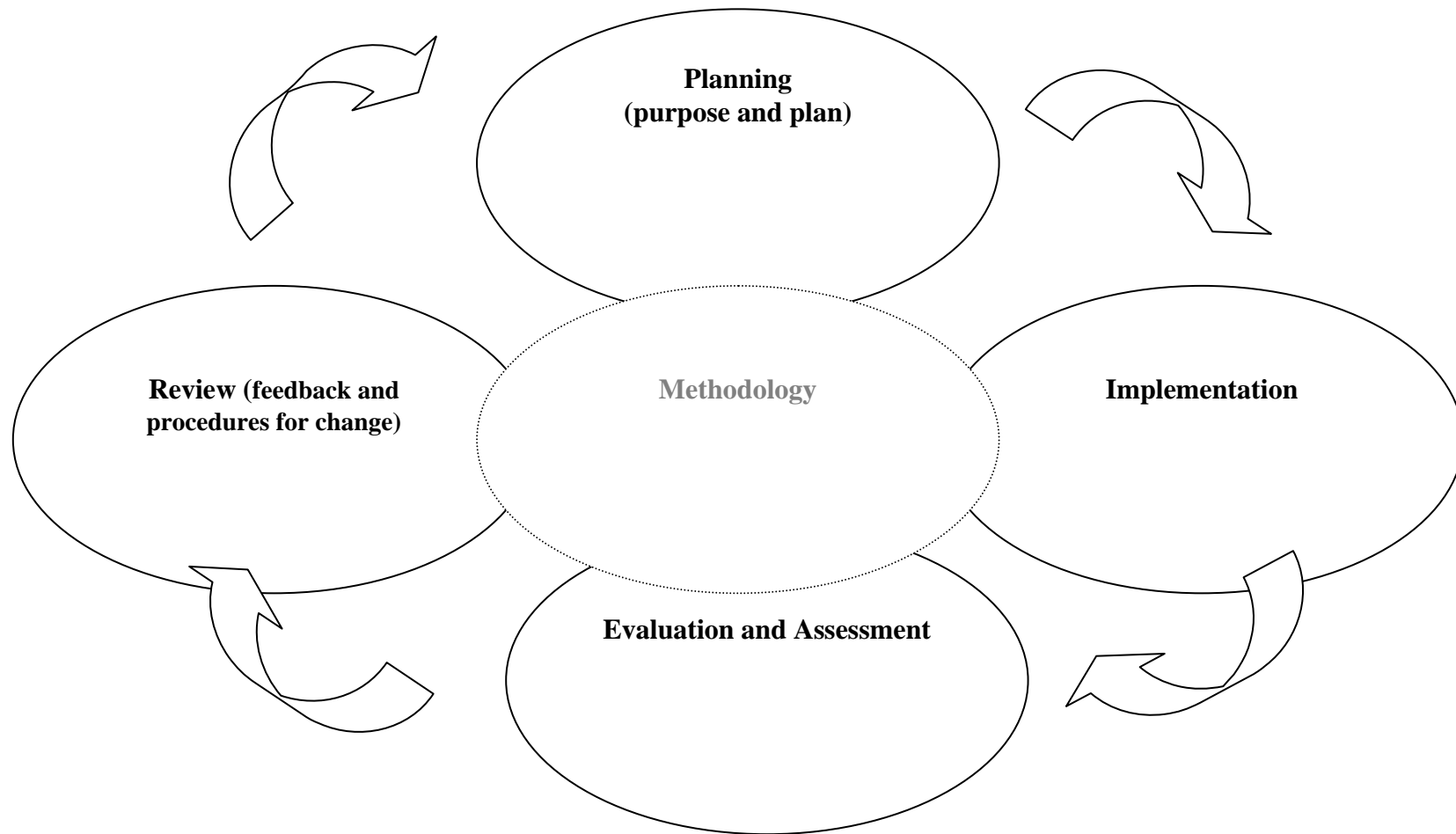
For learning and competence
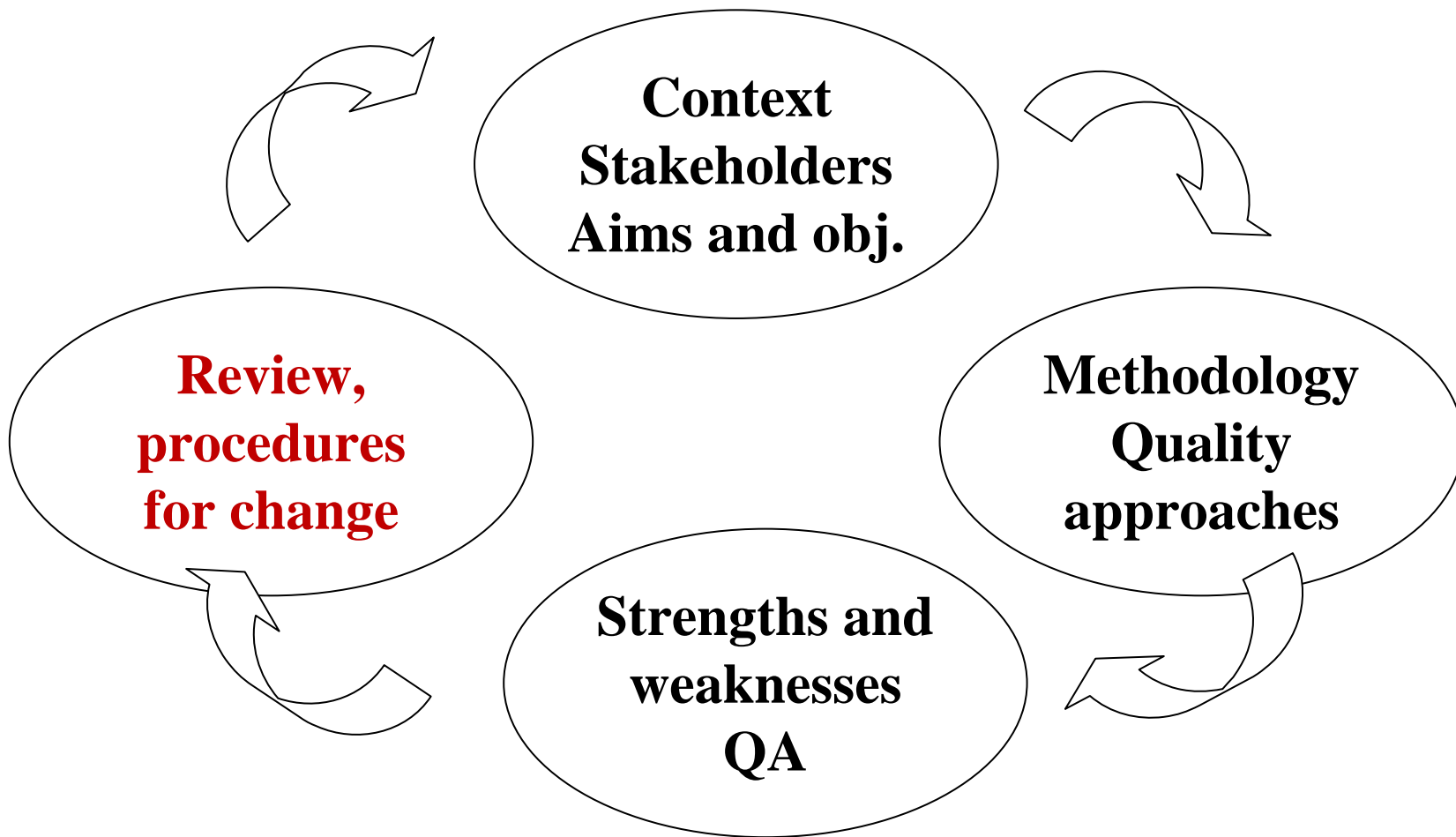
Background of the study

Copenhagen priority of "learning needs of VET teachers and trainers"

Common criteria and methods for the identification of the learning needs for VET teachers and trainers within qualify approaches

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Common Quality Assurance Framework (CQAF)

Planning (purpose and plan)

Implementation

Methodology

Review (feedback and procedures for change)

Evaluation and Assessment

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Data collection & analysis grid

**Context
Stakeholders
Aims and obj.**

**Methodology
Quality
approaches**

**Strengths and
weaknesses
QA**

**Review,
procedures
for change**

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Collected cases

18 cases from BE (Fl), DE, DK, FI, FR, IE, IT, MT, RU, UK

Common criteria and methods for the identification of the learning needs for VET teachers and trainers within qualify approaches

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Approaches to learning needs identification

Survey approach ➔ target group as source of information

Imperative-led ➔ top-down approach

Change process approach ➔ participative process

Source: Eurostat, Finnish National Board of Education

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Identified Quality Approaches

Participation & continuity

Openness & transparency

Clarity of purpose & validity

Relevance to labour market & socio-economic developments

Source: Eurostat, Finnish National Board of Education

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Outcomes - deliverables

Recommendations for policy makers

Guidelines for practitioners

Charter of right for the individual teacher & trainer

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To be discussed…

Are these recommendations/guidelines valid?

Do they bring added value?

Are they "usable" in your national contexts?

Are they too ambitious?

Are they not ambitious enough?

Do they foster a thinking of one competency profile for the working community/school?