

# Defining VET Professions

## Cluster 1:

### - Initial VET Teachers and Trainers

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## **Aim of the project**

To contribute to the EQF by identifying the qualification levels, the qualifications and the competences of three specific profiles within IVET

## **Three profiles to be studied**

- Heads of VET institutions providing IVET qualifications
- IVET teachers recruited among skilled workers or craftsmen representing the craft in VET
- IVET trainers in apprenticeship/work placements

## Composition of Cluster 1

### School Heads

Leader: Kristiina Volmari, TTnet Finland,  
Participating countries: UK and Estonia

### IVET Teachers

Leader: Jette B. Harrebye, TTnet Denmark,  
Participating countries: Czech Republic,  
Slovakia and Lithuania

### IVET Trainers

Leader: Herold Gross, TTnet Germany,  
Participating countries: Denmark and Portugal

# Methodology

- Point of departure in good practice and existing national standards
- Data collection grid
  - Desk research
  - Semi-structured interviews with professionals, social partners, Ministry of Education etc.
- On the basis of the data collection
  - Analysis of roles, responsibilities and competences of VET professional profiles
- Validation by TTnet

# Interim conclusions/findings

## Sub-group 1: School Heads

- Definition

*"School heads are defined as director/principal etc., highest position, persons having overall responsibility (pedagogical, administrative and financial) in public sector institutions providing initial vocational qualifications"*

- General characteristics

- Heavy workload:
  - all heads report 60-80 hour working weeks
- Skills and knowledge for the job acquired "on-the-job"
- Motivation for becoming a school head is wanting to make a difference
- Emphasis on administration, finances and HRD

- New challenges
  - Relatively autonomous leadership, business-like responsibility of the school
  - Quality assurance
  - Building collegiality and networks
  
- Competencies
  - Respect of human values: fairness, honesty
  - Ability to delegate
  - Good communication and networking skills
  - Respect of educational values and principles: equality, transparency, inclusion, cost-effectiveness
  - Command of legislation, political priorities, QA principles
  - Familiarity of research and statistics

## Sub-group 2: IVET Teachers

- Definition

*"IVET teachers recruited among skilled workers or craftsmen who represents the crafts in VET. This teacher type can teach practical as well as theoretical subjects according to the educational system"*

- General characteristics

- Initial pedagogical/didactical teacher training compulsory
- 3-5 years of practical experience required before employment
- In-service continuing training emphasised – often compulsory
- Salary equal or lower than public school teachers

## • Challenges

- Emphasis on quality assurance framework
- Teachers working in teams but with a high degree of autonomy in their own teaching
- Focus shifting from teaching to learning – the student is to be responsible for own learning
- Schools becoming more autonomous and this influences the teacher role

## • Competencies

- Emphasis put on the necessity of the teacher to have capabilities to deal with marginalised groups (extra teacher resources, in-service continuing training, pre-service training etc.)
- IT integrated in teaching – depends on the subject. E-learning used by teachers but not frequently
- Emphasis put on participation in professional/pedagogical networks. Most common for younger teachers



## Sub-group 3: IVET Trainers

- Definition

*"IVET trainers in apprenticeship/work placements (on-the-job learning) employed in a SME"*

- General characteristics

- Degree of regulation diverges between countries
- No special conditions for trainers (salary, working hours etc.)
- No special pedagogical requirements
- Trainers have extensive professional experience before being a trainer
- Rarely full-time

- Challenges

- Not a common picture – the training and the trainer diverge according to country/entreprise/sector
- Shift in perception of responsibility and participation by the trainers and trainees – the trainee is given more influence on own education
- Emphasis on more learner-centred methods – use of logbook
- Emphasis on evaluation and quality assurance

- Competencies

- Ability to translate a general concept of training into an individual training plan for the trainee in the specific entreprise context
- Ability to apply self-evaluating methods and learner centred methods
- Application of IT in training

**Thank you for your attention!!!**

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