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"*Defining VET professions*"
outcomes and conclusion

CVET profiles

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Data collection – CVET profiles (2005-2006)

country / profile	Belgium	France	Germany	Italy	Malta	UK
Adult trainer	⊗	⊗	⊗	⊗	⊗	⊗
In-company Training manager		⊗		⊗		⊗
Training manager in training agency	⊗	⊗	⊗	⊗	⊗	

Adult trainer

1. Occupational Context

The Adult trainer (AT) can work in small, medium-sized, large enterprises, public training institutes and company-owned institutes.

Their occupational context is characterised by the pluralism of providers, a largely marketplace character and a comparatively low degree of regulation by the State.

In several countries there are specific professional standards, in others national training programmes are in the process of being established.

2.Professional status

There are two main kind of AT:
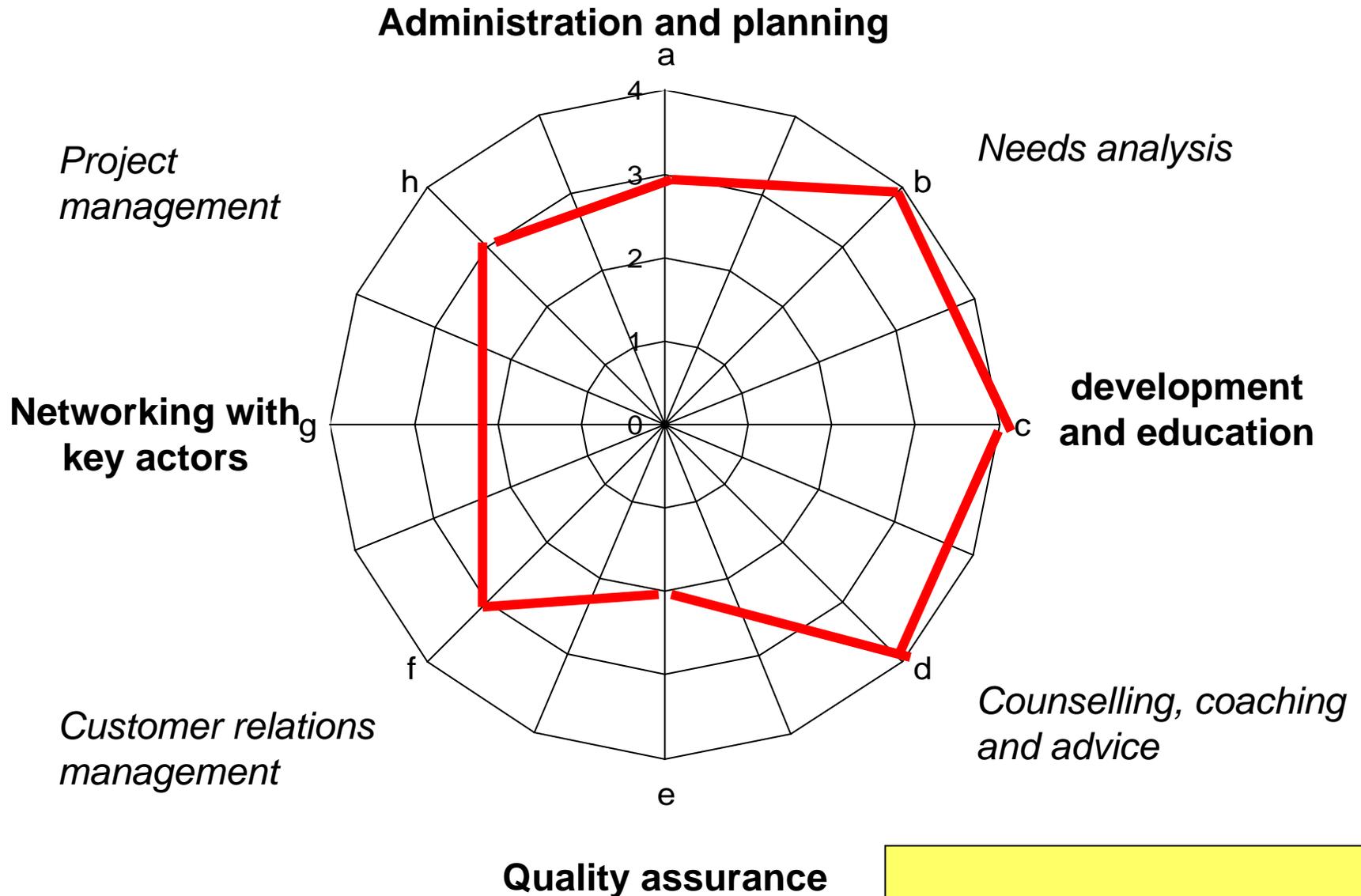
•salaried, with a permanent contract,

•free-lance.

Salaried trainers who work in the above types of firms/institutes tend to be paid less than teachers of public institutions. There are concerns about the level of teacher/trainers pay and also about qualifications and expertise.

The trainers outside the company work mainly on a fee basis as independent contractor.

3.Main responsibilities and activities

Administration and planning	•Identification of learning needs, challenges and individual learning requirements •Organization and planning of training/learning processes •administration
Development and education	•Contents teaching or learning facilitation
	•Supporting learners and learning processes •Learning resources organisation
Quality assurance	•Monitoring learners and the learning process
Networking with key actors	•Marketing of training products and/or services •Team meeting organization and encounters •Internal and external cooperation with colleagues

Competences areas

Administration and planning
a

Needs analysis

Project management

development and education
c

Networking with key actors
g

Counselling, coaching and advice
d

Customer relations management

Quality assurance
e

Profile: adult trainer

4. Trend and challenges

All CVET professions have to face a great change, but according to various forms, both at professional identity level and professional competences.

This subgroup is characterized by the prevalence of activities connected to the management of learning environments, with important innovations in action from the methodological point of view, in particular for the increasing role of the ICT and self-learning (i.e. web coaching).

Referring to, it is necessary also to consider 2 tension's elements, characterized:

☐• on the professional relationship point of view, by a tendency to the "privatization" of the professional relationship, until predominance, for many trainers, of the *free lance* professional status;

☐• on the professional contents point of view, by a tendency for the adults trainers to focus themselves on a social type job (more than technical), with competences related to guidance, tutoring, personal facilitation, towards profiles more and more of consultancy type.

Training manager in training agency

1. Occupational context

TMA refers (majority) to VET centres heads (Belgium, Germany, Italy, Malta), to "competences centres" or to CVET departments directors (France, Belgium).

The mission of TM is above all to manage own agency and the relationships with training institutions, public institutions, customers and providers.

TM can assume more and more responsibilities for training networks (with training agencies, public administration, companies, ..) al local or national and international level.

2.Professional status

The TMA is employed on a permanent contract within their institutions or organizations (Training agencies, Training centres, Public administration services, Vocational Colleges, employment or guidance departments).

The salary progress is generally moderate, but in some country there is a performance based system. In several countries the TMA are accountable to the public authorities.

3.Main responsibilities and activities

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Administration and planning	Labour and training market analysis
	Planning of training offer and other services
	Budget controlling and accountability
Development and education	Planning and coordination the training provision
	HRM management
Quality assurance	Quality management
	Customer relations management (CRM)
Networking with key actors	Promoting and/or selling training solutions and products
	Setting up relations with (local) stakeholders

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Competences areas

Administration and planning

Needs analysis

development and education

Counselling, coaching and advice

Quality assurance

Customer relations management

Networking with key actors

Project management
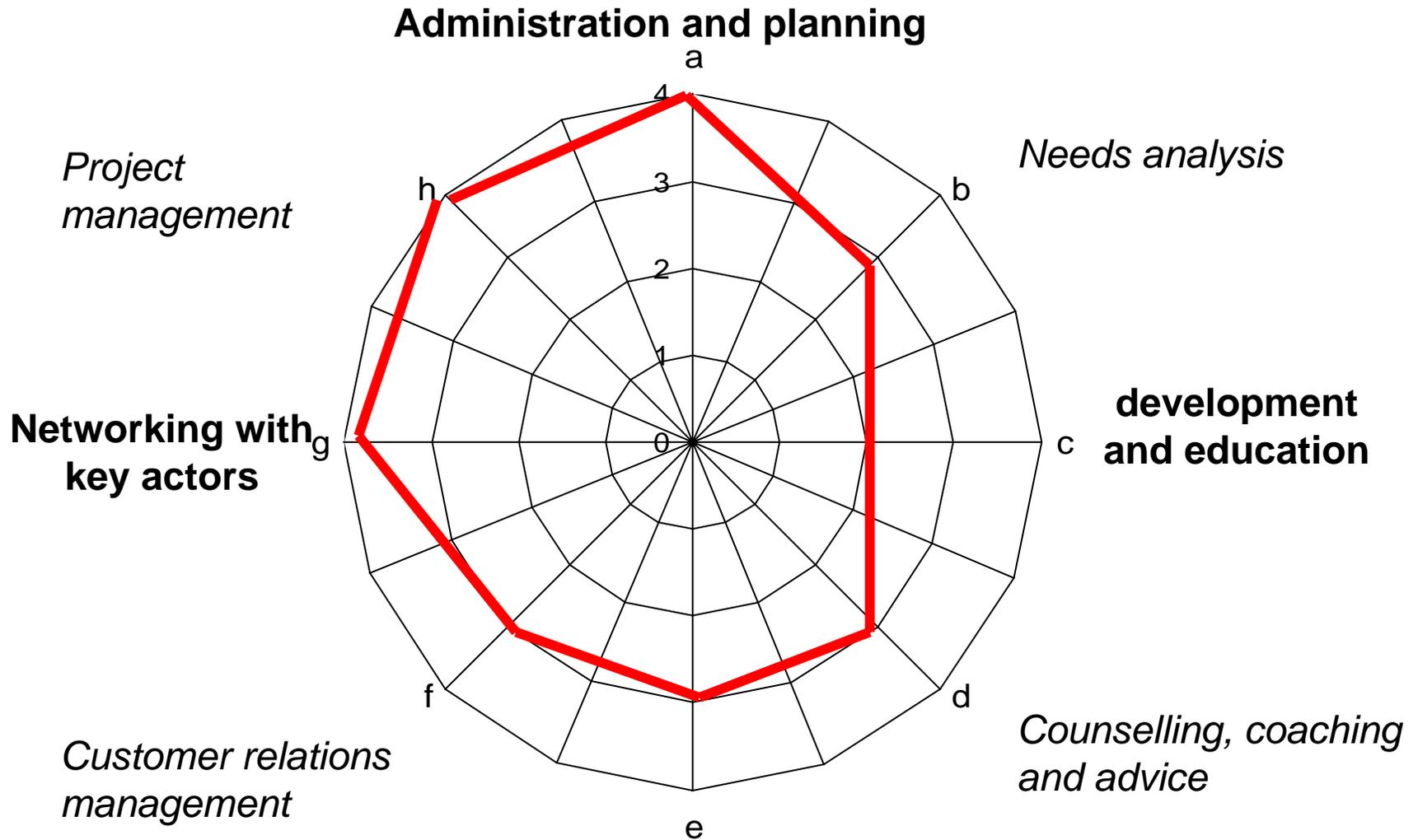
Profile: **training manager in training agency**

4. Trend and challenges

This subgroup is characterized generally by the prevalence of managerial activities and competences, but with a strong attention to the training market and to management of new learning environments and social demand. The pedagogic role is somewhat underrated.

The training centre heads expressed further aims, such as effective management of the training centre, to be a service provider for companies and their employees, to motivate the employees of the training centre to act as service providers.

In the next years, training agency will be pressed to work out shorter and more cost efficient training programs on a "deregulated" training market.

Training manager in-company

1. Occupational context

In general Training managers work in the largest companies (more 500 employees).

This function may be executed as head of a special training department.

He/she can assume responsibilities for all HRM related functions including the selection recruitment and personnel development.

2.Professional status

TM can work in private company or in a public administration unit.

All interviewees are employed on a permanent contract within their companies.
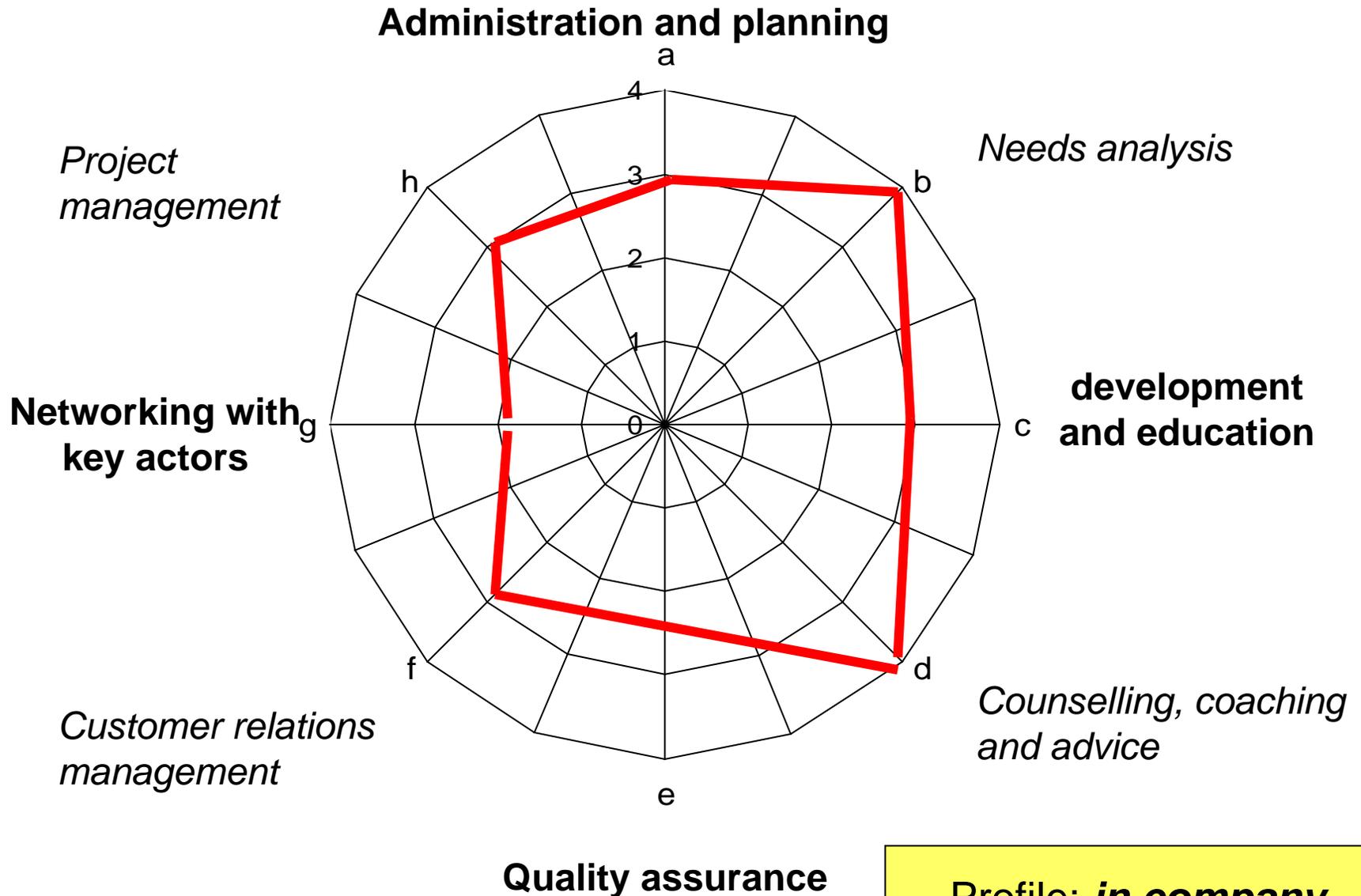
The TM mission is to provide learning opportunities to all the persons within the organizations to be able to meet the current and future business objectives.

The focus is above all on organizational and personnel development.

3.Main responsibilities and activities

Administration and planning	Needs analysis and recruitment
	Purchasing education services
	Training design and planning
	Monitoring and follow up
	Budgeting and controlling
Development and education	Planning and coordination the training provision
	HR management
Quality assurance	Quality management
Networking with key actors	Internal relations management
	External relation management

Competences areas

Administration and planning

Needs analysis

development and education

Counselling, coaching and advice

Quality assurance

Customer relations management

Networking with key actors

Project management

Profile: *in company training manager*

4. Trend and challenges

This subgroup is characterized by the prevalence of managerial activities and competences with a strong economical guideline; therefore the trend goes from people and "educational" pole towards the "business" (company) pole, but following people management strategy.

There was an overall consensus among the interviewees that is needed also a changing proactive culture (anticipation) and a continuous professional development perspective, to help integration between training and organization.
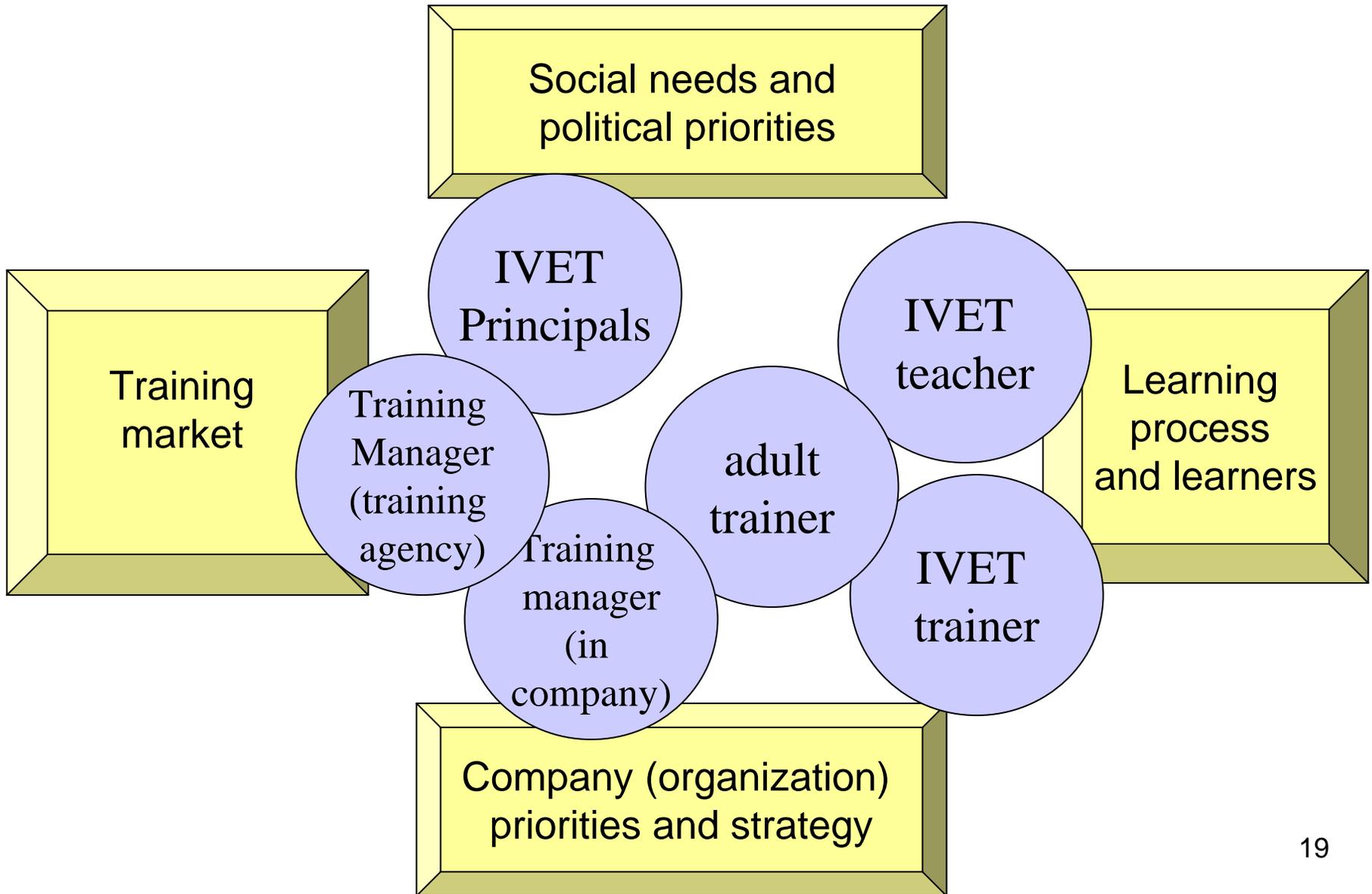
In some cases there is a tendency to enlarge coaching and advice functions (towards to be an internal *personal consultant*). In others, competence in e-services are required more and more. E-learning may modify and change our learning patterns.

In the future will be more important not only a transfer to trainees of (technical) competences, but also of "value system" above all with young people.

Conclusion

1. *VET professions: common factors affecting the professional identity*

2. *VET professions: a complex professional family with a difficult identity*

3. *Shortage of qualifications and appropriate continuing professional development (CPD)*

VET Professions identity focus

Social needs and political priorities

Training market

IVET Principals

Training Manager (training agency)

Training manager (in company)

adult trainer

IVET teacher

IVET trainer

Learning process and learners

Company (organization) priorities and strategy

Some issues to be addressed at policy level

The study showed also some lines of possible actions to improve VET professions, above all towards the following directions:

☐• support the development of common standards of competences as a pre-condition to enter the profession;

☐• support recognition and validation of experiential learning;

☐• encourage access to IVET and CVET programs;

☐• provide incentives to CPD;

☐• provide learning opportunities for new competences needed;

☐• support VET providers in designing innovative IVET and CVET programs based on emerging "core" competences.