

## **ANNEX G**

### **A SAMPLE OF COMPETENCE FRAMEWORKS FOR VET PROFILES (developed by the TTnet network)**

#### **1. INITIAL VOCATIONAL TRAINING: PRINCIPALS**

In this study *VET principal* refers to heads of publicly funded IVET institutions, such as vocational upper secondary institutions and further education colleges. A principal is the person in an educational institution that has overall responsibility for the running of this institution. This includes both administration, such as financial and HR management, and the pedagogical leadership of the institution. As the role and challenges of principals in small institutions differs from that of medium-sized or big institutions (cf. Defining VET professions pilot study), the principals interviewed for this study are in charge of institutions of a minimum of 50 staff.

The following grid is a suggestion for a competence framework. The aim is to identify competences that are necessary for successfully carrying out the responsibilities of the profession. The competences have also been tied in with the European Qualifications Framework (EQF). In this way the competences of vocational principals will begin to gain recognition and transferability across EU countries. For the purpose of clarity, we have divided the study into research on Administration, Training, Development, Quality Assurance and Networking, with each category subdivided (as in the EQF framework) into “Tasks, Knowledge and Skills and Competences”.

| <b>Activities (based on interviews and background info)</b><br><b>A principal:</b>                   | <b>Knowledge</b><br><b>A principal should know:</b>                               | <b>Skills</b><br><b>A principal should be able to:</b>   | <b>Competences: autonomy and responsibility</b>  |
|--|---|--|--|
| <b>General admin. and bureaucracy</b>  |   |  |  |
| -prepares meetings   | -meeting procedures   | -conduct efficient meeting and negotiate successfully  | Principals are generally autonomous in leading the administration and bureaucracy of their institutions. This autonomy varies to some degree as the actions must comply with national regulations and frameworks. The activities require substantial authority and autonomy. The principal should further be able to communicate qualitative and quantitative information, ideas, problems and solutions to both specialist and non-specialist audiences (EQF level 6).  |
| -signs documents   | -agreements, legislation & regulations  | -be systematic and organised   |  |
| -draws up annual reports and plans   | -what the administrative duties are   | -write and report, use modern technology   |  |
| -represents outside school   | -what the roles of stakeholders are   | -communicate and interact with different types of people   |  |
| -follows and implements changes in legislation and regulations                                       | -agreements, legislation & regulations  | - adopt policies to own operations, to distinguish the crucial against own context   |  |
| <b>Human resource management</b>   |   |  |  |
| -recruits staff & evaluates their work   | -agreements, legislation & regulations  | -interact and communicate also in difficult situations   | The level of responsibility and autonomy for human resource management (HRM) varies from country to country, from total autonomy and power to acting within a centralised HR system. However, a principal should be able to use detailed theoretical and practical knowledge in HRM. This can also involve a critical understanding of theories and principles. A principal should demonstrate leadership and innovation in contexts that are unfamiliar, complex and unpredictable and that require solving problems involving many interacting factors (EQF levels 6-7). |
| -acts as head of staff (salaries, sick leaves, reports, conflicts, planning workload, follow-up etc) | -agreements, legislation & regulations<br>-leadership and organisational theories | -write and report<br>-be systematic<br>-communicate and interact<br>-manage conflicts  |  |
| -leads staff meetings, manages teams   | -values in education<br>-leadership theories<br>-organisational theories          | -work in teams<br>-be an assertive & empowering leader<br>-motivate and support staff<br>-lead effective meeting & negotiation<br>-convey ethical, social and moral values<br>-tolerate differing perspectives |  |
| <b>Leading the organisation</b>  |   |  |  |
| -draws up annual plans   | - legislation & regulations<br>- financial conditions and restrictions            | -promote organisational values   | Principals generally have autonomy in forward and strategic planning. However, they need to take into account both the internal factors and external conditions and context.   |
| -does strategic planning   | -structure and workings of decision-making  | -integrate & adapt values and external preconditions into strategy   |  |

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|  | -education policies & trends                  |  | They should demonstrate leadership and innovation in contexts that are unfamiliar and complex and that require solving problems involving many interacting factors (EQF level 7).  |
| <b>Finances</b>                                |   |  |  |
| -draws up or supervises budgeting              | -financial resources<br>-budgeting principles | -support and lead financial operations                           | Principals are responsible for their institutional budget. In some countries they have full autonomy over the financial planning and execution. In some countries, on the other hand, they are only responsible for managing an allocated budget (EQF levels 5-8). |
| -carries out acquisitions & draws up contracts | -acquisition regulations                      | -analyse financial information to diagnose issues and challenges |  |

| <b>II Training</b>   |   |   |   |
|--|---|---|---|
| <b>Activities (based on interviews and background info)</b><br><b>A principal:</b> | <b>Knowledge</b><br><b>A principal should know:</b>   | <b>Skills</b><br><b>A principal should be able to:</b>  | <b>Competences: autonomy and responsibility</b>   |
| <b>Pedagogical leadership</b>  |   |   |   |
| -is responsible for implementing and developing curriculum                         | -learning theories<br>-future learning needs  | -adopt learning theories in planning future   | Principals are very or relatively autonomous regarding pedagogical leadership and developing the institutional expertise. They could also be said to be totally autonomous in developing and maintaining the institutional culture. In curriculum development the autonomy and responsibility varies most, depending on how much freedom of movement there is within the national (core) curricula. In any context they will need to respond to social, scientific and ethical issues that are encountered in work or study. They also need to interact and manage change within a complex environment (EQF level 7). |
| - is responsible for developing new study programmes                               | -learning processes<br>-labour market needs<br>-future trends and priorities (national & global)    | -analyse theories to recognize weaknesses and strengths   |   |
| -builds teams and institutional culture/atmosphere                                 | -organisational theories  | -communicate and interact   |   |
| -promotes the ideology of learning organisation                                    | -organisational theories  | - encourage team-work<br>-empower staff   |   |
| -is responsible for teacher/staff competences                                      | -future trends and priorities (national & EU)<br>-management theories                               | -be flexible and compassionate  |   |
| -carries out strategic planning and development                                    | -future trends and priorities (national & global)<br>-management theories                           | -be an assertive leader<br>-see the consequences of actions for the future                                  |   |
| <b>III Development</b>   |   |   |   |
| <b>Activities (based on interviews and background info)</b><br><b>A principal:</b> | <b>Knowledge</b><br><b>A principal should know:</b>   | <b>Skills</b><br><b>A principal should be able to:</b>  | <b>Competences: autonomy and responsibility</b>   |
| <b>Strategic leadership</b>  |   |   |   |
| -is responsible for developing offered education (study programmers, curriculum)   | -learning theories<br>-developments in learning theories<br>-national and European education policy | -see beyond existing boundaries (anticipate & forecast)   | Principals normally have full autonomy in developing their organisation and supporting innovation. This requires strong leadership skills with an emphasis on personal skills, authority and innovativeness. In addition successful development requires a clear understanding of the developments in the surrounding wider context. They must also be able to manage situations and contexts that are unpredictable and complex (EQF levels 7-8).  |
| -is responsible for developing the organisation                                    | -organisational theories  | -identify implications and risks of actions<br>-set challenging targets for future<br>- think strategically |   |

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| -supports innovation   | -future trends and priorities (national and EU)<br>-developments in society<br>-developments in WoW<br>-modern learning solutions<br>-learning in new environments   | -utilise knowledge of national/local trends to balance priorities<br>-use the knowledge and theories to anticipate the future<br>-adopt signals from the surrounding world to internal development<br>-recognise and support talent and expertise<br>-involve expertise of all members of staff<br>-recognise and credit contributions from staff<br>- support creativeness<br>-create a dialogue between experts within organisation |  |
| -manages change  | -change strategies<br>-opportunities and limitations in a given local or international climate<br>-management theories<br>-central information sources and decision-making structures nationally and internationally<br>-relevant surveys and research done on VET | -anticipate reasons for change<br>-tolerate differing perspectives<br>-adopt management theories in developing the organisation<br>-articulate vision to staff<br>-ensure ownership of organisation's strategic goals<br>-encourage atmosphere collaboration<br>-understand impact of context on decision-making<br>-understand how to overcome resistance<br>-help staff to overcome obstacles<br>-communicate and interact          |  |
| <b>IV Quality management</b>   |  |   |  |
| <b>Activities (based on interviews and background info)</b><br><b>A principal:</b> | <b>Knowledge</b><br><b>A principal should know:</b>  | <b>Skills</b><br><b>A principal should be able to:</b>  | <b>Competences: autonomy and responsibility</b>  |
| -creates Quality Assurance strategy  | -QA theory and methods; forecasting and anticipation theory and methods  | -anticipate the future<br>-analyse present status<br>-analyse necessary actions   | The principal is ultimately responsible for introducing, supporting and motivating staff in adopting QA systems and approaches. This |

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|  |   | -recognise need for goals and benchmarking  | requires a strong theoretical understanding of QA ideology, theories and systems as well as the adoption and implementation of these to support institutional development. Crucial is the principal's ability to involve all staff so as to embed the QA thinking into the everyday operations of the institution. A principal should demonstrate capacity for sustained commitment to development of new ideas or processes and a high level understanding of learning processes (EQF levels 7-8). |
| -is responsible for developing QA system                                     | -QA theory, systems and methods   | -apply QA theory and systems<br>-adapt systems and processes to deliver best results  |   |
| -is responsible for embedding QA and QA thinking into everyday work          | -QA ideology and methods<br>-learning and organisational theories   | -motivate and encourage staff<br>-help staff overcome barriers<br>-utilise networking and partnership   |   |
| -is responsible for improving quality of operations                          | -QA systems and indicators<br>-learning and organisational theories<br>-impact of performance and actions | -utilise the results of QA in development of own work and the institution<br>-apply a consistent approach<br>-set high priority on improving performance<br>-challenge and address poor performance |   |
| <b>V Managing networks</b>   |   |   |   |
| <b>Activities (based on interviews and background info)<br/>A principal:</b> | <b>Knowledge<br/>A principal should know:</b>   | <b>Skills<br/>A principal should be able to:</b>  | <b>Competences: autonomy and responsibility</b>   |
| -supports institutional development through networking                       | -national and international networks relevant to institution  | -use networks to gain information or communicate vision/development<br>-representation skills   | The principal's most important contribution to building and maintaining networks is encouraging staff to participate in cooperation with the outer world. The principal's role is a central one in making the networking activities permanent parts of the operations and in using the networking to support institutional development. A principal should be able to communicate with authority through engaging in critical dialogue with peers in a specialist community (EQF levels 6-8).       |
| -supports team-building and collaboration                                    | -organisation theory  | -motivate to collaboration  |   |
| -promotes international cooperation  | -about foreign culture and languages  | -support cultural awareness and sensitivity<br>-motivate staff  |   |
| - integrates international perspective into training                         | -international issues related to field  | -create motivation & awareness in staff   |   |



## 2. INITIAL VOCATIONNAL TRAINING: TRAINERS

In this study, trainers refer to employees in enterprises who integrate training and education functions into their jobs with varying degrees (from incidental to full-time teaching of trainees and apprentices). Many countries use the term (*workplace*) *instructor*. The trainers train and instruct students who are taking their initial vocational qualification in either apprenticeship training or an institutional qualification into which on-the-job learning or practical training is integrated. In this study the trainer sample includes 50 percent of full-time trainers and 50 percent part-time trainers.

Within this context, the main objective of the following grid is to establish a suggestion for a competence framework based on the desk research and interviews in the field with practitioners. In addition, data from the pilot project leading up to the current study has been included in the grid. The grid contains an outline of the competences necessary to carry out a number of activities in the working life of trainers. For the purpose of clarity, the grid is divided into five main areas of research namely Administration, Training, Development, Quality Assurance and Networking with each category subdivided into tasks, knowledge and skills. The categories are thus tied in with the European Qualifications Framework (EQF) which also serves the purpose of establishing the necessary competences.

| <i>ADMINISTRATION (Based on interviews and background information)</i> |  |   |   |
|--|--|---|---|
| <i>Activities</i>  | <i>Knowledge</i>                               | <i>Skills</i>                           | <i>Competences: autonomy and responsibility</i> |
| <b>IVET trainers should be able to:</b>                                | <b>IVET trainers should have knowledge of:</b> | <b>IVET trainers should be able to:</b> |   |
| <b>General administration and bureaucracy</b>                          |  |   |   |

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|--|--|---|---|
| - elaborate work schedules and take part in the drafting of contracts and agreements | - agreements, legislation and regulations<br>- administrative duties and routines                  | - be systematic and organised<br>- identify opportunities in the work process/context for learning  | <b>EQF level 4</b><br>IVET trainers should be able to:<br>Effectively and autonomously carry out administrative and bureaucratic tasks while exercising self-management. The IVET trainer is responsible for the monitoring, evaluation and possible improvement of the training. |
| - co-ordinate and co-operate with VET schools in terms of recruitment and reporting  | - principles and tools of project management<br>- agreements, legislation and regulations          | - interact and communicate<br>- team-work and negotiate<br>- network<br>- write and report  |   |
| - control and monitor the training   | - quality assurance processes<br>- occupational field<br>- agreements, legislation and regulations | - organise and have the general overview<br>- be systematic<br>- effectively participate in quality assurance of the training<br>- interact and communicate |   |
| <b>Finances</b>  |  |   |   |
| - calculate costs<br>- calculate working hours for payroll                           | - budgeting principles<br>- financial resources  | - analyse the financial situation<br>- calculate and keep the overview of the resources available   | <b>EQF level 3</b><br>IVET trainers should be able to:<br>Take the responsibility of certain concrete and well defined financial tasks and effectively and relatively autonomously carry out the tasks.   |
| <b>HRM</b>   |  |   |   |
| - co-ordinate with the HR department regarding education and CPD                     | - the company (in-depth)<br>- agreements, legislation and regulations                              | - interact and communicate<br>- conduct efficient and productive meetings<br>- motivate and support staff   | <b>EQF level 3</b><br>IVET trainers should be able to:<br>Effectively and relatively autonomously interact with the HR department and work with HRM on a general level.   |

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| <b>Organisation</b>  |  |  |  |
| <ul style="list-style-type: none"> <li>- participate in tests/exams</li> <li>- execute the continuous evaluation of the performance of the apprentice</li> </ul> | <ul style="list-style-type: none"> <li>- occupational field</li> <li>- quality assurance processes</li> <li>- evaluation techniques</li> </ul> | <ul style="list-style-type: none"> <li>- identify opportunities in the work process</li> <li>- interact and communicate</li> <li>- prepare and develop evaluation tools</li> <li>- effectively participate in quality assurance of the training</li> </ul> | <p><b>EQF level 5</b><br/>                     IVET trainers should be able to:<br/>                     Effectively and autonomously manage and supervise the assessment of the training of the apprentices with the objective of continuing to develop the performance</p> |

| <i>TRAINING (Based on interviews and background information)</i>   |   |  |  |
|--|---|--|--|
| <i>Activities</i>  | <i>Knowledge</i>  | <i>Skills</i>  | <i>Competences: autonomy and responsibility</i>  |
| <b>IVET trainers should be able to:</b>  | <b>IVET trainers should have knowledge of:</b>  | <b>IVET trainers should be able to:</b>  |  |
| <b>Methodology and technology</b>  |   |  |  |
| <ul style="list-style-type: none"> <li>- efficiently mix the apprentices</li> <li>- plan and engage in role plays, group work/discussions, project work</li> <li>- perform trainer-centred learning</li> <li>- initiate and monitor the rotation of the apprentice between departments in the company</li> </ul> | <ul style="list-style-type: none"> <li>- diversity management</li> <li>- learning theories</li> <li>- learning processes</li> <li>- occupational field</li> <li>- learning tools</li> </ul> | <ul style="list-style-type: none"> <li>- combine learning and work</li> <li>- detect learning opportunities in the work process</li> <li>- individualise the instruction</li> <li>- motivate and guide students towards learner autonomy</li> <li>- guide and motivate apprentices to productive self-directed learning</li> <li>- interact and communicate</li> </ul> | <p><b>EQF level 5</b><br/>                     IVET trainers should be able to:<br/>                     Effectively and autonomously manage the learning environment and deliver training of a high professional standard</p>             |
| <b>New trends in teaching and learning</b>   |   |  |  |
| <ul style="list-style-type: none"> <li>- follow trends in teaching and learning through official networks, contacts at the VET schools in the area, branch organisations for employers and membership in the local trade committee</li> <li>- participate in study tours and company visits</li> </ul>           | <ul style="list-style-type: none"> <li>- importance of being updated in his/her professional field</li> <li>- occupational field</li> </ul>   | <ul style="list-style-type: none"> <li>- establish and maintain networks</li> <li>- promote professional growth</li> <li>- interact and communicate</li> </ul>   | <p><b>EQF level 4</b><br/>                     IVET trainers should be able to:<br/>                     Keep themselves updated within their professional field and autonomously engage in external interaction with relevant parties</p> |

| <b>DEVELOPMENT (Based on interviews and background information)</b>  |   |   |   |
|--|---|---|---|
| <i>Activities</i>  | <i>Knowledge</i>  | <i>Skills</i>   | <i>Competences: autonomy and responsibility</i>   |
| <b>IVET trainers should be able to:</b>  | <b>IVET trainers should have knowledge of:</b>  | <b>IVET trainers should be able to:</b>   |   |
| <b>Roles</b>   |   |   |   |
| <ul style="list-style-type: none"> <li>- be a role model for young apprentices</li> <li>- mediate in conflicts at the work place</li> <li>- take on the roles as mentor, teacher and assessor</li> </ul>   | <ul style="list-style-type: none"> <li>- individual training plans</li> <li>- learning theories</li> <li>- learning processes</li> <li>- learning tools</li> <li>- importance of mentoring and coaching the apprentices</li> <li>- mentoring and coaching techniques</li> <li>- conflict mediation</li> </ul> | <ul style="list-style-type: none"> <li>- individualise the instruction</li> <li>- motivate and guide students towards learner autonomy</li> <li>- communicate and cooperate with youth in the training framework and develop their social competences</li> <li>- guide and motivate apprentices to productive self-directed learning</li> <li>- conflict mediate</li> </ul> | <p><b>EQF level 5</b><br/>IVET trainers should be able to:<br/>Take on multiple roles and autonomously diversify and develop the training activities with the overall objective of improving the performance of the apprentices</p> |
| <b>CPD</b>   |   |   |   |
| <ul style="list-style-type: none"> <li>- engage in regular CPD activities</li> <li>- develop necessary fields in order to perform as required</li> <li>- develop soft skills</li> <li>- keeping up with technical skills</li> <li>- remain up-to-date on vocational field</li> </ul> | <ul style="list-style-type: none"> <li>- developments in the world of work</li> <li>- developments in society</li> <li>- developments in learning theories</li> <li>- technological developments</li> <li>- future trends and priorities in EU and nationally</li> </ul>                                      | <ul style="list-style-type: none"> <li>- professional and personal growth</li> <li>- set challenging targets for the future</li> <li>- use knowledge to balance priorities and to prepare for the future</li> <li>- adopt theoretical knowledge to improve the daily working life</li> </ul>  | <p><b>EQF level 4</b><br/>IVET trainers should be able to:<br/>Autonomously identify CPD needs and engage in continuing development of skills necessary to match the requirements of the apprentices</p>                            |

| <b>QUALITY ASSURANCE (Based on interviews and background information)</b>   |  |  |   |
|---|--|--|---|
| <i>Activities</i>   | <i>Knowledge</i>   | <i>Skills</i>  | <i>Competences: autonomy and responsibility</i>   |
| <b>IVET trainers should be able to:</b>   | <b>IVET trainers should have knowledge of:</b>   | <b>IVET trainers should be able to:</b>  |   |
| <b>Reporting</b>  |  |  |   |
| <ul style="list-style-type: none"> <li>- report to the training manager or to the general manager</li> <li>- engage in regular meetings between trainers and management – also conflict preventing</li> </ul> | <ul style="list-style-type: none"> <li>- agreements, legislation and regulations</li> <li>- occupational field</li> <li>- evaluation principles and</li> </ul> | <ul style="list-style-type: none"> <li>- interact and communicate</li> <li>- team-work</li> <li>- efficiently conduct and take part in meetings</li> </ul> | <p><b>EQF level 3</b><br/>IVET trainers should be able to:<br/>Autonomously and effectively</p> |

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|  | techniques   | - write and report  | take part in QA activities   |
| <b>QA process</b>  |  |   |  |
| - take part in peer-reviews<br>- perform regular self-assessment | - evaluation principles and techniques<br>- QA principles and methods<br>- quality assurance processes | - interact and communicate<br>- team-work<br>- be systematic<br>- evaluate<br>- prepare and develop an evaluation tool<br>- utilise results of QA to develop own work and the institution | <b>EQF level 5</b><br>IVET trainers should be able to:<br>Autonomously contribute to the QA cycle in the company by providing QA-related input on others and own performance |

| <i>NETWORKING (Based on interviews and background information)</i>  |   |   |   |
|---|---|---|---|
| <i>Activities</i>   | <i>Knowledge</i>  | <i>Skills</i>   | <i>Competences: autonomy and responsibility</i>   |
| <b>IVET trainers should be able to:</b>   | <b>IVET trainers should have knowledge of:</b>  | <b>IVET trainers should be able to:</b>   |   |
| <b>Internal networks</b>  |   |   |   |
| - engage in strong internal networks with strong support from colleagues in e.g. the HR department<br>- engage in meetings between trainers, apprentices and management   | - organisation theory<br>- partnership roles and cooperation<br>- networking principles   | - convey the social value and responsibility of in-company training<br>- manage training relationship (and also related conflicts) in company and at local level<br>- efficiently conduct and take part in meetings<br>- interact and communicate<br>- team-work and negotiate<br>- network | <b>EQF level 4</b><br>IVET trainers should be able to:<br>Autonomously take responsibility of internal networking in the company for the benefit of the general quality of the training |
| <b>External networks</b>  |   |   |   |
| - co-operate with local public institutions and the local labour market<br>- network with employer organisations, trade committees and trade unions, vocational schools, education consultancy agencies and centres for further education | - national and international networks relevant to the institution<br>- partnership roles and cooperation<br>- networking principles | - convey the social value and responsibility of in-company training<br>- manage training relationship (and also related conflicts) in company and at local level<br>- interact and communicate  | <b>EQF level 5</b><br>IVET trainers should be able to:<br>Autonomously establish and manage external networks in order to develop the general   |

|                                    |  |   |   |
|------------------------------------|--|---|---|
| - engage in international networks | - foreign languages and culture<br>- international issues related to the field | - team-work and negotiate<br>- network<br>- understand different cultures and act accordingly | performance of the training provided and thus of the performance of the individual apprentice |
|------------------------------------|--|---|---|

### 3. CONTINUOUS VOCATIONAL TRAINING: TRAINING DESIGNER

Training Plan designers spend the majority of their working time in coordination, management, recruitment of trainers, planning training activities not directly linked to direct training. But they have to keep informed on new “good practices”, new ways of research teaching.

Most of the training plan designers have administrative and management responsibilities. 25% of their working time is spent on activities not directly related to training and on strategy decisions with the general management and colleagues, collegial coaching:

- Staff management , administration and coordination
- Internal and external management : relationship with companies
- Financial management

| <b>I ADMINISTRATION<br/>Activities</b>                | <b>Knowledge</b>   | <b>Skills</b>   | <b>Competences :</b>  |
|---|--|---|---|
| <b>A Training Plan Designer</b>                       | <b>A Training Plan Designer should know :</b>  | <b>A Training Plan Designer should be able to :</b>                               | <b>autonomy and responsibility</b>  |
| recruits trainers and manages them                    | specific job profile<br>recruitment and management tools<br>(contracts and agreements) | manage working teams in his structure<br>leadership<br>motivate and support staff | Responsibility for team and trainers<br>choice<br>Responsibility for Training<br>programmes |
| uses ICT (Trainee monitoring system) or<br>e-learning | ICT tools  | communicate<br>facilitate network with<br>technical competences                   | Internal and external communication<br>Account their department or project                  |

|  |   |   |   |
|--|---|---|---|
| translates training needs in training/curricula and programmes | training needs tools                                    | identify training needs (in companies and “in situ”)<br><br>design new planning learning programmes | Autonomy in innovation and creativity<br><br><b>EQF Level = 7</b> |
| relationship with companies / marketing                        | entrepreneurial world<br><br>training networks          | communicate and sell training programmes  |   |
| financial aspects  | software<br>budgeting principles<br>financial resources | follow the training processes<br>account the budget<br>analyse the financial situation              |   |

| <b>II TRAINING</b>   | <b>Knowledge</b>                                   | <b>Skills</b>   | <b>Competences :</b>   |
|--|--|---|--|
| <b>Activities</b><br><br><b>A Training Plan Designer:</b>      | <b>A Training Plan Designer should know :</b>      | <b>A Training Plan Designer should be able to :</b>   | <b>autonomy and responsibility</b>   |
| translates training needs in training/curricula and programmes | training needs tools<br><br>theoretical principles | analyse training needs (in companies and “in situ”)<br><br>lead programmes and train in them<br><br>design new planning learning programmes | Full autonomy in defining and implementing new pedagogical programmes<br><br>The tasks require leadership, innovation, autonomy, theoretical and professional skills |

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| supervises :<br>- trainers<br>- chiefs projects<br>- consulting<br>- results | trainers jobs principles<br><br>European project management<br><br>consulting principles<br><br>continuous monitoring of the programme and results<br><br>assessment knowledge and competences | manage work teams<br><br>work in co-production with many partners<br><br>listen, communicate, share experiences<br><br>reflect professional practices about strategy for training and assessment | <b>EQF Level = 8</b> |
|--|--|--|----------------------|

| <b>III DEVELOPMENT Activities</b><br><br><b>A Training Plan Designer:</b> | <b>Knowledge</b><br><br><b>A Training Plan Designer should know :</b>  | <b>Skills</b><br><br><b>A Training Plan Designer should be able to :</b>  | <b>Competences :</b><br><br><b>autonomy and responsibility</b>   |
|---|--|---|--|
| improves own skills and competences                                       | training offer on communication, leadership and motivational aspects<br><br>educational science and pedagogy<br>CVET | acquire new communication skills<br><br>be sensitive on psychology and sociology<br><br>reflect on his-her own development<br><br>be flexible | A full autonomy<br><br>A full responsibility for appraising the profession as a positive status<br><br>The responsibility for innovation in learning contents. |
| supervises others trainers  | management methods<br><br>team working   | be a good leader<br><br>acquire human skills<br><br>organize work team  | The responsibility for internal HRM in his department : good relationships between the members of his working team<br><br>EQF Level = 7                        |
| is involved in customer services  | commercial and marketing principles<br><br>financial aspects   | communicate<br><br>use software   |  |

| <b>IV QUALITY ASSURANCE</b>  | <b>Knowledge</b>                              | <b>Skills</b>   | <b>Competences :</b>  |
|--|---|---|---|
| <b>Activities</b><br><b>A Training Plan Designer:</b>                  | <b>A Training Plan Designer should know :</b> | <b>A Training Plan Designer should be able to :</b>   | <b>autonomy and responsibility</b>  |
| participates in quality project groups                                 | QA principles<br>Quality tools                | take part to the QA system in the organization<br>know the global work organization in the company or institution | Responsible for QA implementation in his department<br>Responsible for feedback by (towards) colleagues<br><b>EQF Level = 7</b> |
| identifies and analyses strong and weak points of the training process | Quality assurance system                      | transform outcomes of feedback in changes and innovation strategies   |   |

| <b>V ESTABLISHING AND MAINTAINING NETWORKS</b>        | <b>Knowledge</b>   | <b>Skills</b>   | <b>Competences :</b>  |
|---|--|---|---|
| <b>Activities</b><br><b>A Training Plan Designer:</b> | <b>A Training Plan Designer should know :</b>  | <b>A Training Plan Designer should be able to :</b>   | <b>autonomy and responsibility</b>                                  |
| cooperates with another network                       | local, national and European training networks<br>measure the impact of the networks in training | communicate , have an open attitude towards other visions and learning methods<br>listen<br>speak English | Full responsibility in animating networks<br><b>EQF Level = 7-8</b> |

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| <p>is involved in national or international projects</p> | <p>the different institutions which propose calls for tender (CE, Cedefop, Unesco...)</p> <p>call for tender answer methods</p> <p>financial aspects</p> | <p>manage cooperative networks</p> <p>design training programmes in partnership</p> <p>improve foreign languages to work with trans national partners</p> |  |
|--|--|---|--|

#### **4. CONTINUOUS VOCATIONAL TRAINING: TRAINING CONSULTANT**

Training consultants work on issues related to competence development for a whole range of organisations, including private companies and public institutions, such as regional authorities. They are either freelance or employed by a consultancy or a training provider. Their activities cover a broad range of services (from analysing client's demand to implementing training solutions) and activity areas (design and implementation of training programmes, needs analysis, training of trainers, competences analysis, supporting companies in the conception of training strategies and evaluation of results...).

Their main challenges of the moment have to do with:

- changes in trainees' attitudes, behaviours, expectations (trainee as someone who directs his or her own learning process) towards training, and the corresponding changes within trainer's role (trainer no more an instructor but a coach), Government policy and its implications;
- getting familiar with European Law on equality, disability, and labour law;
- understanding of the environment (factors influencing) of training (ideologies at (for) work, globalization, economical aspects, business and work organization, professional relations, life long learning policies, evolution of training needs and expectations about the conditions given for training activities - result "as quick as possible", only the specific training need wished -, financing), evolution of ICT and learning style;
- Changes in management practice and findings which challenge effectiveness of top-down systems
- Knowledge in system-, process- and decision-making analysis.

| <b>I ADMINISTRATION</b>   | <b>Knowledge</b>   | <b>Skills</b>  | <b>Competences :</b>  |
|---|--|--|---|
| <b>Activities</b><br><b>A Training Consultant:</b>  | <b>A Training Consultant should know :</b>   | <b>A Training Consultant should be able to :</b>   | <b>autonomy and responsibility</b>  |
| develops business and acquires new clients :<br>« tailor made » proposals for clients, commercial training offers, participates to international partnerships, projects)<br><br>manages the consultancy recruits and selects training staff or trainees<br><br>elaborates budgets and calculates cost of training concept/measure/project<br><br>manages infrastructure – PC-rooms, open learning<br><br>does examinations/ assessments | training market trends<br>contracts principles<br>cost calculation<br><br>commercial and client orientation<br><br>recruitment procedures and techniques<br><br>budgeting and cost calculation<br><br>multiple selection / assessment methodology<br><br>assessment principles, techniques and systems<br><br>system-, process- and decision-making analysis<br><br>e-learning systems | scan the environment of training<br><br>conceive, prepare, present proposals and calculate their cost<br><br>negotiate<br><br>work with a commercial and client orientation<br><br>assess and recruit trainees, training people for a training programme, project<br><br>elaborate budgets and control their achievement<br><br>plan and organize<br><br>lead a team | Full autonomy and full responsibility when he is free-lance<br><br>In other cases, he depends on a manager or a director.<br><br><b>EFQ level : 6-8</b> |
| liaises and maintains high profile with awarding bodies and standards-setting agencies.   |  |  |   |

| <b>II TRAINING</b> | <b>Knowledge</b>                           | <b>Skills</b>                               | <b>Competences :</b>               |
|--------------------|--|---|------------------------------------|
| <b>Activities</b>  | <b>A Training Consultant should know :</b> | <b>A Training Consultant should be able</b> | <b>autonomy and responsibility</b> |

| <b>A Training Consultant:</b>  |   | <b>to :</b>   |                               |
|--|---|---|-------------------------------|
| <p>provides consultancy and training advice to clients</p> <p>supports change and development through : audit, assessment of training strategies, programmes, systems, approaches, quality assessment, diagnosis, studies and surveys</p> <p>designs systems or tools for human resource development</p> <p>guides development teams, facilitates groups, provides management “mentoring”</p> <p>designs the trainer training programmes</p> | <p>theoretical understanding of the “functioning” of organizations</p> <p>culture of performance, of results</p> <p>management principles and practices</p> <p>methodologies of diagnosis, problem-solving and decision making</p> <p>aspects of employment law, equality legislation, etc.</p> | <p>listen to the requirements of the customer (commercial orientation)</p> <p>support an ethical, technical, methodological position towards the client</p> <p>write and negotiate training proposals, reports and calls for tender</p> <p>advise and counsel</p> <p>design, manage and or realize surveys, audits, diagnosis</p> | <p><b>EQF level = 7-8</b></p> |
| <p>detects competencies needs linked to training objectives</p> <p>identifies training needs</p> <p>designs a training strategy for a company or a sector</p>  | <p>work analysis</p> <p>training needs analysis methodology</p> <p>competency approaches and systems</p>  | <p>identify customer’s competency needs</p> <p>do a training needs analysis</p> <p>design a training strategy</p>   |                               |

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| <p>designs a training plan/learning strategy/system</p> <p>designs training programmes, modules, monitoring and evaluation systems</p> <p>develops training materials</p> | <p>design of training strategies, programme</p> <p>how people learn (learning styles, key factors involved in learning abilities, learning theories)</p> <p>how to facilitate and individualize the learning process</p> <p>how to motivate the trainees to participate (what is the best way to learn)</p> <p>be interested in e-learning systems and their tools</p> | <p>design a training programme, course</p> <p>use the results of prerequisite assessments to design individualized training paths</p> <p>integrate peer learning approach in the training process</p> <p>conceive and produce training material, e-learning modules</p> | <p><b>EQF level = 7-8</b></p> |
| <p>organizes and plans training, assessments</p>  | <p>planning, time management principles and techniques</p>   | <p>organize, plan surveys, trainings, peer learning</p> <p>monitor logistic aspects, evaluations</p>  |                               |
| <p>delivers training</p> <p>reviews progress and achievement during the training</p>  | <p>direct, on line training</p> <p>role, techniques, positions of the trainer</p>  | <p>deliver training (direct, on line)</p> <p>listen and respond to trainee's learning needs, support trainees' demands, anxiety, deal with stress</p> <p>transfer own expertise to learners</p>   |                               |
| <p>provides coaching, tutoring, mentoring</p>   | <p>coaching, tutoring, mentoring principles and techniques</p>   | <p>coach, tutor, mentor individuals</p> <p>support managers and trainees, help people reflecting on problems linked with working situations</p>   |                               |
| <p>assesses trainees</p> <p>evaluates learning processes, training programmes results</p>   | <p>methodologies for assessment, evaluation</p> <p>performance management principles</p>   | <p>design evaluation systems</p>  |                               |

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| elaborates and controls budget achievements | financial control and budgeting | calculate cost<br>elaborate budget and invoices  |  |
|   |                                 | <i>Training consultant needs also to be able to :</i><br>- deal with complexity,<br>- work with foreign languages, in intercultural situations<br>- work with an action-research orientation<br>- work with result oriented mind<br>- manage projects, have teams working on projects,<br>- reflect own practice, theorize own training practice, make links between theories and practice<br>- receive criticism<br>- update the domains he/she is in charge of |  |

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| <b>III DEVELOPMENT<br/>Activities</b> | <b>Knowledge</b>                           | <b>Skills</b>                                    | <b>Competences :<br/>autonomy and responsibility</b> |
| <b>A Training Consultant :</b>        | <b>A Training Consultant should know :</b> | <b>A Training Consultant should be able to :</b> |  |

|   |  |  |                             |
|---|--|--|-----------------------------|
| <p>cares on own professional development and keeps up-to-date on key issues</p> <p>attends seminars, training courses to keep up with all the developments in their training consultancy activities</p> <p>attends information events sponsored by government agencies and others</p> | <p>changes in the environment of training globalisation, business and work organization, professional relations, life long learning policies, changes in management practices, etc.</p> <p>changes in trainees' behaviour, expectations, trainer's role</p> <p>evolution of ICT and learning styles</p> <p>professional sectors, networks offering development opportunities.</p> <p>changes in legislation about training</p> | <p>scan and look after evolutions in the entrepreneurial world, in the world of training</p> <p>keep informed about new trends in training or learning methods, context, labour market evolution, sector and/or companies evolution</p> <p>deal with complexity</p> <p>reflect one's practice</p> <p>keep updated on new trends in assessing</p> | <p><b>EQF level = 8</b></p> |
| <p>guides development teams, trains trainers, coaches, tutors, new trainers</p>   |  | <p>train, coach, tutor trainers and training consultants</p> <p>communicate and listen and respond to trainee's learning needs</p> <p>transfer own expertise to learners</p>   |                             |
| <p>participates to professional work-groups, confronts with other professionals,</p>  |  | <p>have an open attitude toward other providers and actors</p> <p>communicate (interpersonal skills, leading and working in group)</p> <p>receive criticism</p>  |                             |

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| <p><b>IV QUALITY ASSURANCE</b></p> <p><b>Activities</b></p> <p><b>A Training Consultant :</b></p> | <p><b>Knowledge</b></p> <p><b>A Training Consultant should know :</b></p> | <p><b>Skills</b></p> <p><b>A Training Consultant should be able to :</b></p> | <p><b>Competences :</b></p> <p><b>autonomy and responsibility</b></p> |
|---|---|--|---|

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| schedules assessments, monitoring of progression for learning                 | QA principles (quality management manual)      | plan, organize   | <b>EQF level = 7</b> |
| assesses, verifies on-the-job assessments to meet vocational standards        | Quality Audit tools                            | verify quality of assessment through grids, questionnaires, surveys, etc.                              |                      |
| assesses results of trainees, training programmes, learning approaches        | the process used when conducting an evaluation | define criteria and approach for QA measuring design strategies for the assessment of learning         |                      |
| reviews training material on a regular basis to ensure it meets clients needs | limits of QA measurement                       | participate to QA measurement processes<br>evaluate trainers<br>conceive and implement data collection |                      |
| self assesses   |  | assess own work through exchange with trainees, clients, satisfaction questionnaires, etc.             |                      |

| <b>V ESTABLISHING AND MAINTAINING NETWORKS</b>  | <b>Knowledge</b>                               | <b>Skills</b>   | <b>Competences :</b>               |
|---|--|---|------------------------------------|
| <b>Activities</b><br><b>A Training Consultant :</b>   | <b>A Training Consultant should know :</b>     | <b>A Training Consultant should be able to :</b>  | <b>autonomy and responsibility</b> |
| cooperates with :<br>- schools, universities, suppliers of the e-learning tools, training institutions, employment agency<br>- consultant and trainer networks<br>- independent trainers and consultants<br>- employers, training managers within companies/organizations, training institutions<br>- former colleagues, consultants acting as partners | local, national and European training networks | initiate contacts and communicate with other members in networks,<br><br>develop awareness of other networks<br><br>speak foreign languages (including English)<br>listen to and understand others<br>learn from others<br><br>share experience and reflexion | <b>EQF level = 7</b>               |

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| works with other small consultancies, with trans-national partners, on joint projects | the different institutions, organizations which propose calls for tender (CE, Cedefop, Unesco...) |  |  |
| belongs to a professional network   | local, national and European professional sectors, networks devoted to training actors and issues |  |  |