



**Towards a common competence framework for VET
professions
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Kristiina Volmari TTnet
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What has happened 2008–2009?

Merging of IVET and CVET profiles

- ◆ Teachers
- ◆ In-company trainers
- ◆ Principals/Training centre managers

=> More substance in results: 167 interviews in 17 countries

=> More generic: loss of detail but improved applicability in different country & time contexts

Validation in 21 European countries => results merged into grids

What do we have now?

II TRAINING

Activities	Knowledge	Skills	Competences
TRAINING NEEDS ANALYSIS			
<ul style="list-style-type: none"> — analyse training needs of trainees — analyse training needs of companies 	<ul style="list-style-type: none"> — training needs tools — need analysis methodologies and processes — developments in respective field — socio-economic context 	<ul style="list-style-type: none"> — identify and assess training needs 	<p>Trainers are responsible for analysing the training needs of the individual trainees and/or groups of trainees – both initially and on a continuous basis. Trainers are relatively autonomous in performing the training needs analysis. (EQF level 4-5)</p>
TEACHING/TRAINING AND TRAINING DESIGN			
<ul style="list-style-type: none"> -preparing the workplace for receiving the student, — set up individual training plan — mix the apprentices/trainees team-work — plan & set up training using varying approaches — perform trainee-centred learning — mediate in conflicts at the work place 	<ul style="list-style-type: none"> — occupational field — learning theories — learning processes — learning tools — teaching methods — training design methods and principles — conflict mediation — diversity management 	<ul style="list-style-type: none"> — combine learning and work — detect learning opportunities in the work process — individualise the instruction — guide and motivate trainees to productive self-directed learning — interact and communicate — conflict mediation — translate knowledge and professional background into learning activities — use various learning environments 	<p>Trainers are responsible for planning and exercising learning activities. The trainer manages the learning environment and adapts the training process to the learner's needs on a relatively autonomous level (EQF level 5)</p>
SUPPORTING LEARNERS			
<ul style="list-style-type: none"> — familiarisation of the student to the organisation, equipment, procedures/routines, ---- — facilitates the learning process — individualisation & personalisation — perform and accept the role as mentor, tutor and coach — coach, support, motivate and develop behaviour and attitudes on the job 	<ul style="list-style-type: none"> — learning processes — mentoring and coaching techniques — learning theory — psychology and behavioural science — performance management 	<ul style="list-style-type: none"> — motivate and guide trainees towards learner autonomy — guide and motivate trainees to productive self-directed learning — communicate and cooperate with trainees and develop their social and behavioural competences — effectively apply different learning and teaching techniques 	<p>Trainers are responsible for supporting the learners in the learning process by taking on multiple roles and autonomously diversify the approach in order to continuously support and guide the trainees (EQF level 5)</p>
Assessment			
<ul style="list-style-type: none"> — continuously assess the trainees — plan and organise tests/ exams 	<ul style="list-style-type: none"> — assessment principles, tools and techniques — occupational field — legislation and regulations 	<ul style="list-style-type: none"> — monitor and evaluate learning outcomes and the trainees' progress — interact and communicate — interpersonal & intercultural skills — language skills — use and develop an evaluation/assessment tool 	<p>Trainers are responsible for assessing the trainees on the basis of their performance - both on a continuous basis and in the form of official exams and tests. The level of autonomy varies from country to country as the nature of the action depends on VET system and rules and regulations. However, the autonomy is generally quite high. (EQF level 4-5)</p>

What should we have?

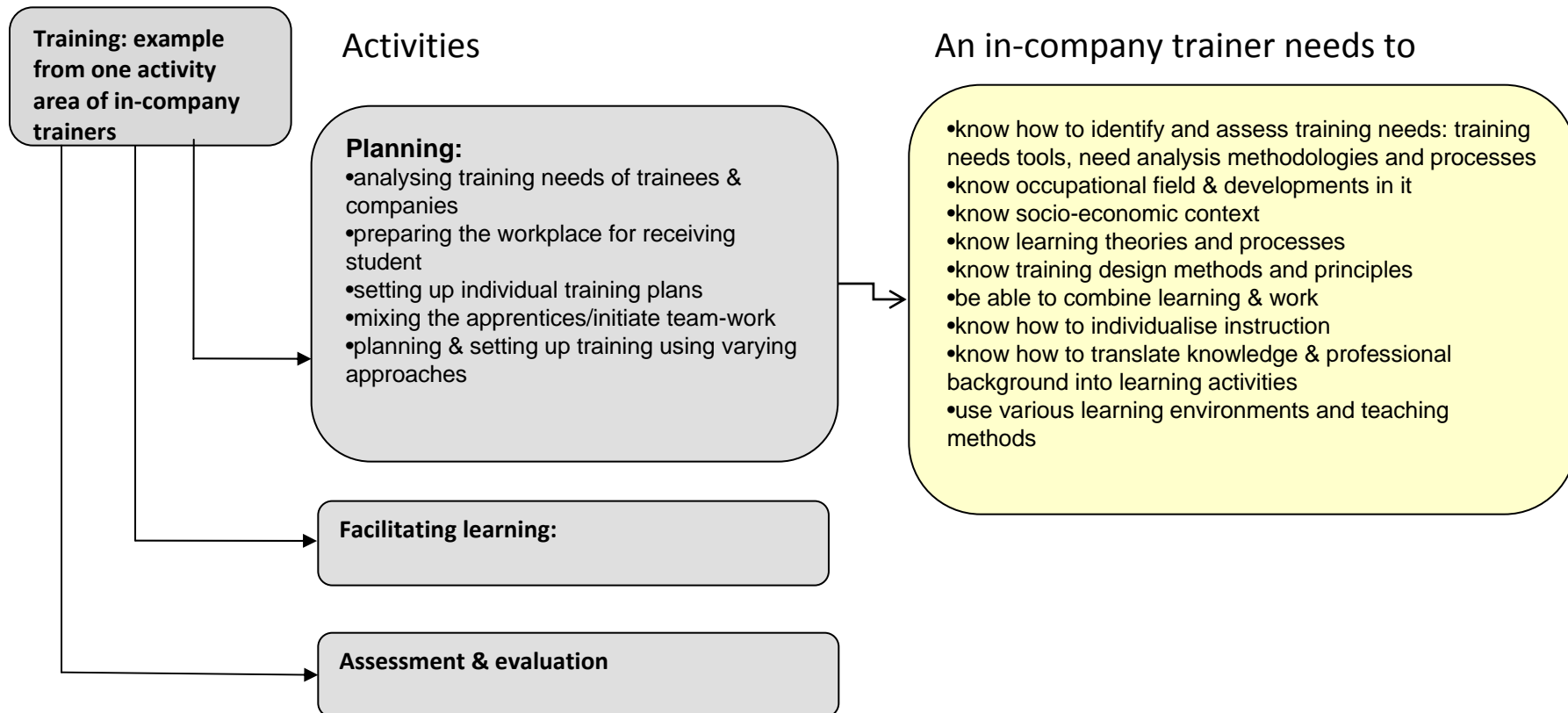
Handbook or guide for practitioners and decision-makers

Final report for policy-making and research

On-line resource: existing frameworks & specialised functions

(e.g. international coordinators, eLearning specialists, tutors/coaches)

Handbook for practitioners



Contents of handbook

Introduction

- Background: policies, future developments
- Use of competence framework and handbook

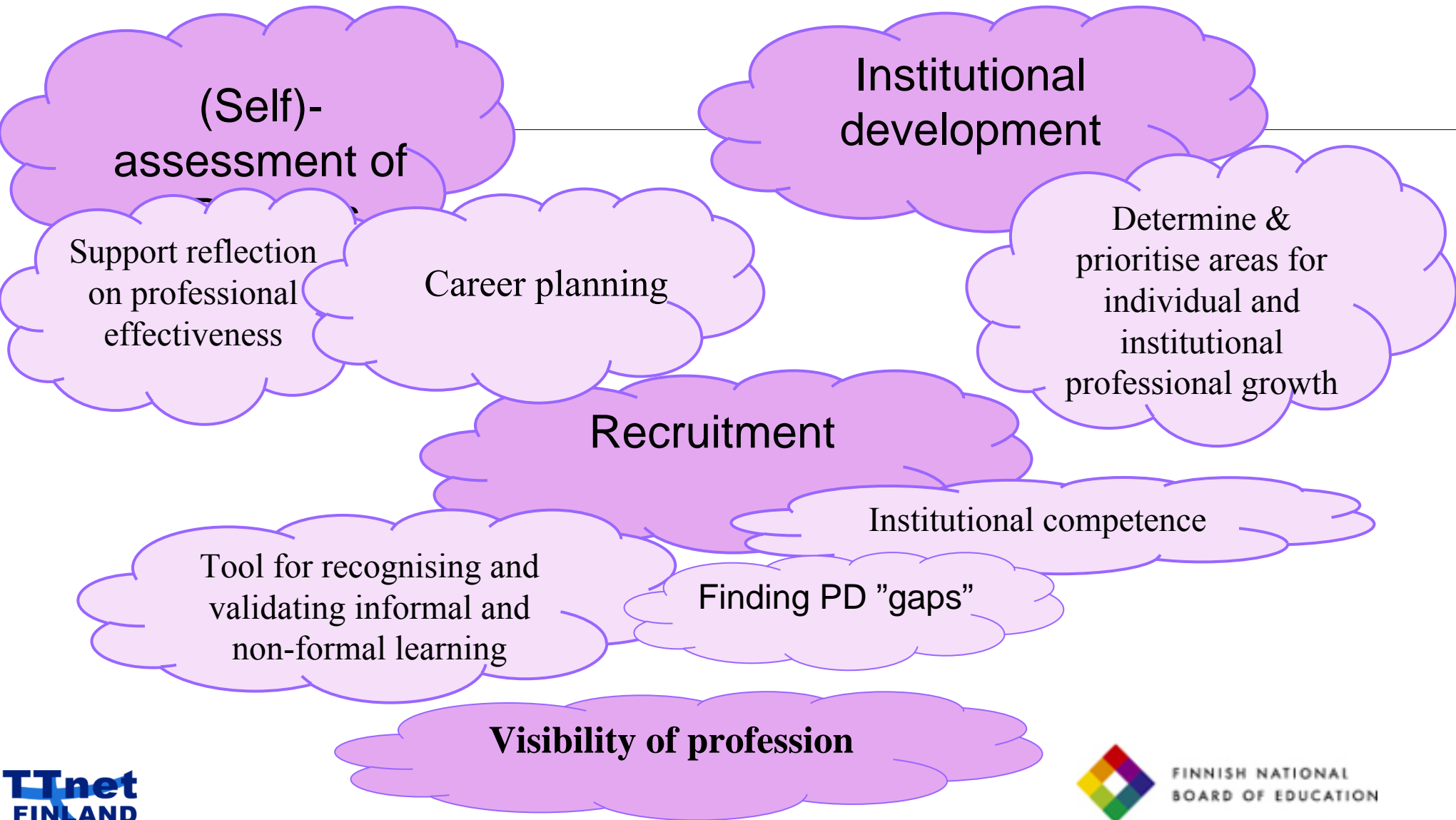
Profiles

Introduction: who are they, limitations, issues and concerns arising from the study etc.

Graph + text discussing the most challenging aspects/difficult areas

Conclusions: recommendations etc.

What can a competence framework be used for?



Why?

- ☺ Quality in education and training
- ☺ Equality of students
- ☺ Transparency
- ☺ Transferability
- ☺ Recognition and validation of non-formal and informal learning
- ☺ Mobility