

**Thematic working group
on professional development of VET trainers**

**PEER LEARNING EVENT
“Portrait of in-company trainers: competence requirements,
certification and validation”**

19 - 20 September 2012, Alkmaar (Netherlands)

BACKGROUND NOTE

1. OBJECTIVES

The European Commission in cooperation with Cedefop set up a **thematic working group** on professional development of trainers in vocational education and training (VET) to contribute to the strategic objectives and deliverables set out in the [Bruges Communiqué](#) (2010). More specifically, by 2014 the group should formulate guiding principles on changing competences and profiles, continuing professional development and recognition of trainers. During its first meeting ⁽¹⁾, the group discussed the focus and main activities and agreed on issues to be explored during peer learning activities.

The **objective of this peer learning activity** is to take stock of the situation with in-company trainers in the participating countries and throughout Europe and to reflect on the competences they need. So far studies have covered a limited number of countries and the same examples were discussed. This peer learning activity can significantly expand the knowledge about competence requirements in all Member States, including legally stipulated at national level, as regards in-company trainers operating in both initial and continuing vocational training in the following situations:

- workplace tutors and mentors in apprenticeship type schemes;
- skilled workers who conduct induction of newly recruited staff and continuing training of co-workers in addition to their regular tasks.

Discussions will focus on:

- in-company trainers as a profession or recognised occupation, pathways to becoming a trainer, for example, qualifications, certification procedures, recognition and validation of prior learning and of competences acquired on the job;
- qualification and competence requirements to in-company trainers, examples of skill/competence profiles for trainers set at national, regional, sectoral or even company levels;
- collaboration mechanisms between in-company trainers and VET institutions.

⁽¹⁾ More information about the meeting at: <http://www.cedefop.europa.eu/EN/events/19344.aspx> [accessed on 21.7.2012.]

2. POLICY CONTEXT

The EU calls on the Member States to improve their education and training systems for growth, inclusion and sustainability. Economic growth will result from higher productivity and innovation, but it will not happen without people with the right knowledge, skills and competences. Companies need:

- new (highly) skilled workforce with new knowledge, skills and competences, innovative thinking and capacity that should be provided by the education and training systems, more specifically initial VET (IVET) and higher education;
- existing workforce equipped with new knowledge, skills and competences to adapt to technological and sectoral developments in business.

The [Bruges Communiqué](#) (2010) stresses the need to make work-based learning in enterprises part of all initial VET programmes to enhance their attractiveness and relevance to today’s and future labour market needs. Work-based learning helps the young to become familiar with the world of work, while learning on the job increase opportunities for those in employment to develop their potential and continuously upgrade their skills. A recent [Cedefop’s study](#) (2011) ⁽²⁾ pointed to a positive influence of VET on the economic performance of companies, especially when new knowledge and competences of higher qualified workers were transferred to other workers. 60% of Europe’s enterprises provide training for their employees ⁽³⁾. Enterprises in Europe also consider that the EU can potentially play an important role on promoting competence development in enterprises and in ensuring better quality trainers ⁽⁴⁾.

Some studies suggest that in-company trainers probably comprise the largest training category across Europe ⁽⁵⁾. The need to up-skill the low-skilled and older employees increases the proportions of on-the-job training and leads to the situation when more employees in the companies take up the responsibility for training as part of their everyday duties. Therefore, the quality and competences of in-company trainers are among the strategic objectives of the European cooperation as a condition for ensuring high quality workplace training. The [Bruges Communiqué](#) (2010) invited the Member States to improve the initial and continuing training for VET trainers so that they have opportunities to acquire the right set of competences and be prepared to take up broader and more complex training-related tasks they face today.

⁽²⁾ Cedefop (2011). The impact of vocational education and training on company performance. Luxembourg: Publications Office of the European Union. http://www.cedefop.europa.eu/EN/Files/5519_en.pdf [accessed on 21.7.2012.]

⁽³⁾ Cedefop (2010). Employer-provided vocational training in Europe: Evaluation and interpretation of the third continuing vocational training survey. Luxembourg: Publications Office of the European Union. http://www.cedefop.europa.eu/EN/Files/5502_en.pdf [accessed on 21.7.2012.] (See Table 1 on page 19).

⁽⁴⁾ According to the survey of large European enterprises ‘Challenges and trends in continuing development of skills and career development of the European workforce’ conducted by the Danish Technological Institute for the first European Business Forum, June 2012). http://eutrainingforum.teamwork.fr/docs/survey_report.pdf [accessed on 21.7.2012.]

⁽⁵⁾ European Commission, Directorate General for Education and Culture (2008). Eurotrainer - Making lifelong learning possible: A study of the situation and qualifications of trainers in Europe. Brussels: European Commission. http://ec.europa.eu/education/more-information/doc/eurotrainer1_en.pdf [accessed on 21.7.2012.]

3. IN-COMPANY TRAINERS IN EUROPE: QUALIFICATION REQUIREMENTS, OPPORTUNITIES FOR CERTIFICATION AND VALIDATING LEARNING AND EXPERIENCE GAINED ON THE JOB

Existing studies, outcomes of previous peer learning activities⁽⁶⁾ and the former TTnet work pointed to the fact that in most European countries an in-company trainer is not a regulated profession. Generally, in-company trainers in continuing VET (CVET) are not required to have formal qualifications in training⁽⁷⁾ while trainers in IVET responsible for practical part of programmes work in a more regulated environment.

According to the 2010 Cedefop's policy report⁽⁸⁾, some countries (Austria, Estonia, Denmark, Germany, and Sweden) require VET teachers and trainers to combine an academic degree with occupational and didactical skills. In Germany and Ireland, full-time trainers generally have a master level qualification. In the Netherlands⁽⁹⁾, practical trainers responsible for training students/apprentices in companies are expected to have didactic skills such as being able to instruct, guide, motivate and assess students/apprentices. In contrast, formal qualification requirements or competence requirements to practice as an in-company trainer outside the 'dual system' traditionally did not exist.

To enhance the status, qualifications and core competences of and to improve professional development opportunities for in-company trainers, national and sector-based initiatives have recently evolved in many countries⁽¹⁰⁾. Some countries (Cyprus, Greece, Romania and the UK) worked to define a profile and create regulations or standards; others (Austria and the UK) have comprehensive initial training programmes for VET trainers. Some others have established accreditation systems for training providers that set out competence requirements for the training staff (Romania)⁽¹¹⁾. Some examples will be presented briefly in the following sections.

Certification is one of effective alternative routes for in-company trainers towards professional recognition and higher esteem. It is an opportunity for them to:

- get their prior learning and expertise gained on the job assessed and validated;
- get their qualification/competences certified, both through participating in continuing professional development and through the validation of prior learning.

⁽⁶⁾ More information on peer learning activities held under the Education and Training 2010 work programme in the sub-cluster Teachers and Trainers in Vocational Education and Training can be found on Internet at: <http://www.kslll.net/PeerLearningClusters/clusterDetails.cfm?id=11> [accessed on 21.7.2012.]

⁽⁷⁾ For example, during the PLA in Germany (2009) it was noted that in some countries, trainers should have a formal higher education diploma or attend a CPD course that leads to an officially recognised certificate. The report is available at: http://www.kslll.net/Documents/PLA_Bonn%20summary%20report.pdf [accessed on 21.7.2012.]

⁽⁸⁾ Cedefop (2010). A bridge to the future: European policy for vocational education and training 2002-10 Luxembourg: Publications Office of the European Union. http://www.cedefop.europa.eu/EN/Files/3058_en.pdf [accessed on 21.7.2012.]

⁽⁹⁾ Cedefop ReferNet Netherlands (2010). Netherlands: VET in Europe. Thessaloniki: Cedefop, 2010. http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/vetreport/2010_CR_NL.pdf [accessed on 21.7.2012.]

⁽¹⁰⁾ The indications of efforts of formalising and upgrading professional qualifications of trainers were already mentioned during the PLA on the professionalization of teachers and trainers in VET in Germany in 2009. It should be noted that main focus of the discussion remained on teachers' competences. The report is available at: http://www.kslll.net/Documents/PLA_Bonn%20summary%20report.pdf [accessed on 21.7.2012.]

⁽¹¹⁾ Cedefop (2011). Assuring quality in vocational education and training: The role of accrediting VET providers. Luxembourg: Publications Office. http://www.cedefop.europa.eu/EN/Files/3061_en.pdf [accessed on 21.7.2012.]

Although many trainers have no formal training qualification and may not wish to acquire it, for others formal qualification may be a good opportunity for career progression and continuing professional development. Getting a qualification or a certificate targeted to a wider group (for example, adult educator) increases chances for mobility and employability on the labour market (including between sectors) and serves as a guarantee of the quality of provided training.

In **Germany**, trainers employed by the Federal Agency for Employment are required to have technical, social and methodological competences. There is a voluntary certification procedure at national level for two occupational profiles (a certified pedagogue in IVET and CVET and a certified vocational education pedagogue - CVEP) with qualifications at EQF levels 6 and 7, which were introduced in 2009. Master artisans in charge of training or adult trainers working for training providers take the CVEP certification exam to obtain core qualifications in pedagogy and training and expand their competences. The certificate also provides for permeability with some bachelor programmes.

In **Greece**, the EOPPEP (the National Organisation for Accreditation of Qualifications and Vocational Guidance) certifies trainers who wish to provide publicly-funded training on the completion of a training programme. Certification leads to the inclusion in the trainers' register. Candidates sign up to an initial register and once they have completed the certification process, they are listed on a register of 'certified trainers'.

In **Ireland**, on the other hand, the register of trainers was discontinued when the national framework of qualifications had been put in place. FÁS⁽¹²⁾ (Training and employment Authority) requests that training providers register directly with FETAC (The Further Education and Training Awards Council) as training providers of programmes that are mapped to the NFQ and lead to a FETAC qualification.

In **Cyprus**, the HRDA (the Human Resource Development Authority) will provide training for providers of the publicly-funded training to get a certification, which will be compulsory from January 2013. The certification is open for all training providers, not specifically in-company trainers.

In the **UK**, a voluntary national-level certificate, 'Preparing to teach in the lifelong learning sector' (PTLLS), serves as a basic minimum standard for teaching adults. Trainers who achieve the PTLLS are eligible to deliver government-funded training aimed at improving skills of the workforce and the performance of the economy.

In **Finland**, more generic guidelines, not related to one specific qualification, exist about the profiles of trainers involved in the delivery of publicly funded training. In **France**, publicly-funded CVET is carried out by publicly owned training providers, such as the [AFPA](#) (the French Association for vocational training of adults).

In **Romania**, there is an occupational standard for trainers irrespective of the sector in which they practice. From January 2010, all training providers accredited by the National Council of Adult Training (CNFPA) should use trainers qualified to the standard. The

⁽¹²⁾ The FAS Employment Services and Employment Programmes are now part of the Department of Social Protection. FAS training programmes are still delivered in 2012. <http://www.fas.ie/en/fasservices.html> [accessed on 21.7.2012.]

standard is based on two levels of qualifications: secondary education for trainers in apprenticeship/work placements and higher education for trainers who deliver theoretical and practical training. Trainers prove that they meet the standard by participating in an assessment and validation of their competences by an assessment centre authorised by the National Adult Training Board (CNFPA). However, trainers who provide training as part of internal company functions are not necessarily concerned.

As can be observed from these examples, most often qualification and/or competence requirements to trainers are compulsory in publicly-funded training schemes (including those funded through the EU structural funds, but voluntary for privately-funded training. Many of initiatives address broader groups of professionals, such as adult educators.

Certification is intertwined with the **validation of prior learning** and experience, which is often an integral part of a certification process (Austria, France, Greece, Ireland, Romania). In-company trainers who have developed skills and competences through their professional experience get their competences formally recognised and can ‘prove’ their abilities in the labour market. It makes it possible to identify their learning needs (for example, new pedagogical approaches, learning psychology, etc.) and to tailor further training. The degree of applying the validation of prior learning varies considerably across the Member States. Most often cited example is the procedure of the [AFPA](#) in **France** that awards a certificate (*‘titre professionnel’*) of a ‘professional adult trainer’; a considerable number of certifications are done through the validation of prior experience.

Sectoral and professional organisations also focus on improving the professional status and defining competences of in-company trainers.

In **Austria**, there are certification procedures and training courses offered by education and training providers (universities) and by individual employers. For example, trainers in management consulting, ICT, commercial bookkeeping can become a ‘customers’ certified trainer’ (*‘Akkreditierte WirtschaftstrainerInnen’*). The process is run by the Austrian Chamber of Commerce (WKO) that certifies trainers on the basis of the clients’ assessment. It is not mandatory but works as a good stimulus for keeping trainers’ competences up-to-date. Sparkasse, on the other hand, set a minimum competence standard that serves as a basis for their training for bank employees who wish to be trainers. It helped to standardise the competence requirements for trainers in the academy and local branches in nine Austrian provinces.

In **Germany**, a *Berufsbild* trainer certificate based on a competence profile was developed by the [BDVT e.V.](#) (*‘Der Berufsverband für Trainer, Berater und Coaches’*), the biggest association of professionals in the field of training. The profile was first developed because there had not been a clear definition and common understanding of the trainer occupation in Germany. It is relatively well recognised and accepted among trainers but has no legal status. It serves as a competence standard for BDVT trainers and sets out the framework for all related BDVT training programmes.

In France, the [GNFA](#) (*‘Groupement National pour la Formation Automobile’*), one of the main training providers in the automobile sector in **France**, developed job profiles and assessment grids for junior trainers and confirmed trainers.

In **the UK**, the certificate in learning and development practice (CLDP) is a qualification launched by the Chartered Institute of Professional Development that provides current and aspiring trainers to gain knowledge and skills for training and development. It is used in all sectors, especially, in financial and retail and by local authorities.

Flexible pathways to certification and mechanisms for validation of prior learning and experience for in-company trainers can contribute to developing necessary competences and ability to apply innovative approaches and use project-based learning adapted to the needs of the company they work for. Availability of flexible training options can help address the diverse needs of this heterogeneous group, in-company trainers, allowing most appropriate and cost-effective ways of updating their competences and ensuring quality.

4. OVERVIEW OF EMERGING COMPETENCE REQUIREMENTS

Most of the policies and initiatives for certification and validation of competences of in-company trainers are based on concrete competence requirements that are expressed in various documents, such as national occupational standards, qualification standards, competence standards and frameworks, codes of practice of professional associations, company-specific job descriptions and the like. The European guidelines for validating non-formal and informal learning⁽¹³⁾ suggest that validation is inconceivable without a clearly defined and agreed reference point, such as an occupational or competence profile/standard.

Competence standards (as found in many initiatives) tend to be based on learning outcomes and describe the knowledge, skills and competence that training professionals should have. Competence standards serve a dual purpose: they are a reference point for building curricula for trainers and for assessing the competences they gained on the job. Competence standards and profiles can help individuals aspiring to become or practicing trainers to understand better their role and the expectations of the employers and the society at large. Competence standards can help increase transparency and comparability of competences of in-company trainers to support learners and companies.

A brief overview of what competence areas are in the focus of national and sectoral initiatives relevant for in-company trainers (among other training professionals) points to a common understanding that in-company trainers need to combine:

- competences related to a specific technical domain;
- competences related to serving the company strategy and enhancing the competitiveness of their company through the training;
- transversal competences necessary to facilitate the learning process of other adults.

In **Germany**, the occupational profiles of a certified pedagogue in IVET and CVET and a certified vocational education pedagogue include, among others, design of individual and group learning processes and training programmes, online tutoring, development of teaching materials, ability to identify skills of the trainees, ability to plan vocational training activities, be aware of nationally recognised qualification, organising a network

⁽¹³⁾ Cedefop (2009). The European guidelines for validating non-formal and informal learning. Luxembourg. Publications Office, 2009. <http://www.cedefop.europa.eu/EN/publications/5059.aspx> [accessed on 21.7.2012.]

for collaborative learning, leadership skills. The *Berufsbild* trainer certificate of the BDVT Academy describes technical (for example, identifying training needs, promoting teamwork, strengthening employees’ identification with the company and its goals, analysis of staff potential, development planning, career planning, project management) and personal (such as ability to communicate effectively, problem-solving skills, leadership and motivation) trainer competences.

In **Greece**, a 12-unit training programme that precedes the certification of trainers includes educational theory of adult learning, adult learner styles, training methods, training and training material design, assessment, team work, and new roles of trainers.

In **Romania**, the occupational profile of a trainer includes four mandatory competences (applicable for all trainers) – planning training activities, running training activities, evaluating learners, knowledge of methodology; and four optional competences (for trainers with higher qualifications) – marketing of training, designing a training programme, organisation of training programmes at different levels, quality assurance.

In **France**, the AFPA certificate of ‘professional adult trainer’ includes two blocks of competences: preparation and facilitation of learning activities and elaboration of a training scheme and follow up of training pathways. Competence framework for trainers in the automobile industry of the GNFA defines the following core competences for all trainer profiles: knowledge of the company and the automobile sector, training competences (pedagogy, sense of responsibility), sense of responsibility and autonomy and social skills (including communication, group management).

In **the UK**, a professional standard for teaching in the lifelong learning sector puts emphasis on competences in a specific area and includes six domains: professional values and practice, learning and teaching, planning for learning, assessment of learning, access and progression.

In **Ireland**, the professional standard for trainers covers transversal competences only and includes three main groups: personal, technical and business competences (for example, stakeholder management, awareness of innovative and emerging technologies, identifying learning needs, etc.). Regardless of the role, all trainers are expected to possess all the core competences.

One of the essential aspects of developing competences of in-company trainers is linking it to their practice. Not only it increases the relevance of training, but also demonstrates benefits to companies and stimulates effective cooperation of business and VET.

In **Austria**, the Danube University Krems provides a professional teaching and training programme (PPT), which takes into account the working environment of the participants. It is based on project work, and master theses of the participants need to be linked to their professional tasks and environments. The participants acquire skills in knowledge management as well as apply peer learning through workshops and projects. It is available to in-company trainers among other adult educators.

In **Norway**, the Akershus University College offers a training programme to in-company trainers, which combines theoretical learning and day-to-day work in enterprises. This

overcomes the employers' unwillingness to invest in training the trainers as trainers continue training at the workplace with specific tasks related to the company's business. It also provides for trainers' networking as they meet in workshops.

Based on the emerging common competence areas expected from in-company trainers in numerous initiatives, there have been efforts already made to define trainers' competences at EU level to enable in-company trainers to face the dual challenge of:

- having and continuously updating their professional (job-specific) and transversal skills;
- being able to transmit them to their learners (trainees).

Eurotrainer study (2008)⁽¹⁴⁾ identified three levels of competences as relevant to in-company trainers:

- vocational
 - training work-practice related, basic vocational and technical skills;
- pedagogical and social
 - facilitating didactic processes,
 - working with young people,
 - integration the function of training,
 - mentoring,
 - corporate learning,
 - effective transfer of knowledge;
- management
 - supporting secondary processes, such as quality assurance and monitoring,
 - project management
 - cooperating with different departments and external training institutions.

The study concluded that while vocational competences were well developed among VET trainers, most lacked pedagogical, social and management competences.

Volmari et al. (2009)⁽¹⁵⁾ put trainers' competences into strategic and operational dimensions of administration, training facilitation, development and quality assurance and networking. Among expected competence areas, they identified: organisation and planning, project management, planning and preparation of training, facilitation of learning, assessment and evaluation, developing oneself, developing workplace (company), quality management. Some of the competences included:

- knowing the core business of the company;
- teamwork and communication skills;
- knowing training programmes: learning objectives and outcomes;

⁽¹⁴⁾ European Commission, Directorate General for Education and Culture (2008). Eurotrainer - Making lifelong learning possible: A study of the situation and qualifications of trainers in Europe. Brussels: European Commission. http://ec.europa.eu/education/more-information/doc/eurotrainer1_en.pdf [accessed on 21.7.2012.]

⁽¹⁵⁾ Kristiina Volmari, Seppo Helakorpi and Rasmus Frimodt (Eds). (2009). Competence framework for VET professions: handbook for practitioners. Helsinki: Finnish National Board of Education. http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/560/111332_Compentence_framework_for_VET_professions.pdf [accessed on 21.7.2012.]

- awareness of learning theories, teaching strategies and methods;
- ability to motivate and guide learners;
- skills in conflict resolution and diversity management;
- knowledge of assessment principles and techniques, etc.

Buiskool et al (2010)⁽¹⁶⁾ looked at competences for adult learning professionals that included in-company trainers. Based on the 13 tasks applicable to trainers, they listed the following core competences:

- personal competence: being a fully autonomous lifelong learner;
- interpersonal competence: being a communicator, team player and networker;
- professional competence: being responsible for the further development of adult learning;
- expertise (theoretical/practical knowledge): being an expert in a field of study/practice;
- didactical competence;
- competence in empowering adult learners;
- competence in coping with heterogeneity and diversity in groups.

A close look at most of the identified competence descriptions and competence frameworks for in-company trainers reveals that their main focus is on developing trainers’ pedagogic and transversal skills and not on the specific technical skills that trainers should have. Technical knowledge and skills of trainers are taken as a given, and the emphasis is placed on helping in-company trainers recognise and improve their skills related to training design, delivery and assessment, and other transversal skills such as ICT skills, languages etc. However, if trainers are skilled workers in enterprise with training responsibility, they continue to work in the industry and need to follow the latest developments in the industry and keep their skills up-to-date too. Knowing the developments in the industry and sector is important for in-company trainers’ capacity to help the companies to look forward, identify emerging needs and address future challenges.

Cooperation and involvement of business in developing competence frameworks and supporting training programmes for trainers is indispensable as they are the main users of the learning outcomes either of school graduates or apprentices or of employees trained at the workplace. [The agenda for new skills and jobs](#) (2010) foresees support to ‘knowledge alliances’, i.e. ventures bringing together business and education/training institutions to develop new curricula addressing innovation skills gaps and matching labour market needs. Definitely companies might have their own qualification and competence requirements but bringing such requirements closer together, for example, at national level, would be beneficial for all.

⁽¹⁶⁾ Buiskool, S., Broek, S.D, van Lakerveld, J.A., Zarifis, G.K., Osborne, M. Key competences for adult learning professionals. <http://ec.europa.eu/education/more-information/doc/2010/keycomp.pdf> [accessed on 21.7.2012.]

5. POINTS FOR INPUT AND DISCUSSION

To stimulate the discussion and achieve the learning objectives of the PLA, participants are invited to reflect on and prepare input to the following questions:

1. Which of the following training situations is applicable in your country?
 - trainer of apprentices and/or trainer in an alternance scheme;
 - trainers who conducts practical classes in a VET school;
 - mentor of VET students;
 - a skilled worker in a company who introduces new workers into company and supervises and trains them;
 - a skilled worker who trains his/her colleagues;
 - company employees who work as full-time trainers;
 - external training consultants.
2. What are the routes to follow for an aspiring in-company trainer in your countries? Has there been any qualification for VET trainers developed in the national qualification system in the last 5 years? Is it referenced to the national qualifications framework (NQF) and if so, to which level?
3. Are there any legally stipulated requirements at national (regional) levels as concerns competences of:
 - workplace tutors and mentors in apprenticeship type schemes;
 - skilled workers who conduct induction of newly recruited staff and continuing training of co-workers in addition to their regular tasks?

What are these requirements? What are the main areas of competence, sets of skills? It may include quality assurance requirements to institutions.
4. Are there any sector-level requirements as concerns competences of the groups above? What are these requirements? What are the main areas of competence, sets of skills?
5. How are trainers in enterprises informed about these requirements and support mechanisms?
6. Are there any arrangement for cooperation between schools and companies to ensure the exchange of expertise and mutual learning as well as joint projects of VET teachers and in-company trainers? Please provide examples.

The participants can prepare their own questions to the group as concern competence requirements to the trainers in their countries.

At the end of the discussion, participants should be able to develop a feasible summary of core competences that in-company trainers practicing both in IVET and CVET contexts should have and, based on those, identify learning needs of in-company trainers. In this way, the group will set the scene for the second peer learning activity that will address the opportunities for continuing professional development of in-company trainers. Based on the outcomes of this first PLA, the second PLA will look into where and how trainers can acquire and update their competences and skills. PLA can also examine assessment mechanisms for trainers' work and providing feedback for its improvement and CPD.

ANNEX

LIST OF TERMS USED IN THE NOTE ⁽¹⁷⁾

Accreditation of an education or training provider - process of quality assurance through which accredited status is granted to an education or training provider, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards.

Alternance training - education or training combining periods in an educational institution or training centre and in the workplace. The alternance scheme can take place on a weekly, monthly or yearly basis. Depending on the country and applicable status, participants may be contractually linked to the employer and/or receive a remuneration.

Apprenticeship - systematic, long-term training alternating periods at the workplace and in an educational institution or training centre. The apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation.

Certification - the process of issuing a certificate, diploma or title formally attesting that a set of learning outcomes (knowledge, know-how, skills and/or competences) acquired by an individual have been assessed and validated by a competent body against a predefined standard.

Competence - proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development OR ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).

Learning outcome(s) - set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of learning process, formal, non-formal or informal.

Mentoring - guidance and support provided in various ways to a young person or novice (someone joining a new learning community or organisation) by an experienced person who acts as a role model, guide, tutor, coach or confidant.

Qualification - formal qualification: the formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work.

Regulated profession – an occupational activity access to which is directly or indirectly subject to legislative, regulatory or administrative provisions concerning the possession of specific qualifications.

Validation of learning outcomes - confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.

⁽¹⁷⁾ Sources: Cedefop (2011). Glossary: Quality in education and training. Luxembourg: Publications Office. <http://www.cedefop.europa.eu/EN/publications/17663.aspx> and Cedefop (2008). Terminology of European education and training policy. Luxembourg: Publications Office. http://www.cedefop.europa.eu/EN/Files/4064_en.pdf [accessed on 21.7.2012.]