

CONTINUOUS VOCATIONAL TRAINING: TRAINER

In this study, *trainer* refers to an employee in companies or in VET providers organizations who trains workers or other adult people, supporting and facilitating their learning process. Trainers can work in private or public, small or large organizations; they can be full time or part-time employees. Many of them can be also free lance. Their target groups are adults involved in a continuing professional development process. As trainers they have generally responsibilities in the all learning process, such as needs analysis, planning, teaching, evaluation; their role and challenges differ strongly from in-company profiles and outside company profiles, from direct training and coaching, from employee and free-lance status. In this study the interviewed practitioners work above all in medium and large organisations.

The study identified the following sub-profiles:

- the *in company trainers* are generally full time employees. They are mainly responsible in direct teaching and training, planning and delivery design of training sessions; they often work in team and execute (individual) assessment and evaluation of practice;
- the *training coaches* work above all in large organizations (as employees or free lance), with a large number of employees (from hundreds to several thousands). They perform direct training including on the job coaching activities and professional development. In general, training coaches seem to work more individually, only some of them reported to work mainly in team. Their main target groups are middle management, employees in customer services, salesmen;
- the *content trainers* are experts of scientific or professional subjects. they work above all for VET providers or as free lance and are responsible for direct teaching;
- the *training designers* spend the majority of their working time in coordination, management, recruitment of trainers, planning training activities and in direct training. They try above all to design a successful setting for the learners. So, they often work in counselling and guidance. Sometimes they are also in charge of more complex functions as training department coordinator, account manager, project manager.

Within this context, the grid is a suggestion for a competence framework of the macro-profile *trainer* working in the CVET sector. It identifies competences that are necessary for carrying out the above mentioned functions. The grid is divided into 5 macro-areas: Administration, Training, Development, Quality Assurance and Networking. Taking into consideration the EQF framework, each area has been subdivided in: Activities, Knowledge, Skills and Competences. In the framework the main specific competences of sub-profiles are also described.

I ADMINISTRATION

Activities	Knowledge A trainer should know:	Skills A trainer should be able to:	Competences: autonomy and responsibility
Organisation and planning			
<p>plans, elaborates, organizes training activities</p> <p>draw up and collects papers and docements related to training activities</p>	<p>training design models</p> <p>core business processes, products, client profiles and organizational frame and structure</p>	<p>planning course content and methodology</p> <p>elaborate a master-plan of courses or/and other training activities</p> <p>business competence linking productivity to competences</p> <p>jobs analysis</p> <p>plan tailor- made training courses</p> <p>identify training delivery methods and prepare equipment and materials</p>	<p>EQF level 5: (in company trainer) These trainers have large autonomy in organising and planning courses but not in strategic decisions</p> <p>EQF level 6 – 7: (content trainer) These trainers are responsible in the definiton of detailed contents and have large autonomy in preparing training documentation.</p> <p>Both profiles can cooperate with plan designers to identify new trends and needs</p> <p>EQF level 7: (plan designer) Responsibility for team and trainers choice. Responsibility for designing training programmes .Internal and external communication account their department or project. Autonomy in innovation of pathways and methodologies.</p> <p>EQF l level 6 – 7: (coach) Responsibility lies more in counselling (to design pathway for individual development).</p>
Recruitment			
<p>recruits trainees and evaluates trainees requirements</p> <p>recruits, and evaluates training staff</p>	<p>recruitment and evaluation criteria</p> <p>assessment methods</p> <p>recruitment and management tools (contracts and agreements)</p>	<p>determine assessment criteria assess employees’ and/or trainees’ competences and skills</p> <p>recruit and select training staff</p> <p>recruit and select trainees and some specialized colleagues communicate and negotiate with trainees</p> <p>manage working teams in his structure</p> <p>leadership</p> <p>motivate and support staff counselling competence</p> <p>use self confidence and persuasiveness</p>	<p>EQF level 5-6: (in company trainer) (content trainer) These trainers are responsible for evaluating learning requirements, but starting from given guidelines or cooperating with specialized colleagues.</p> <p>EQF level 6: (plan designer) Responsibility in training requirements defination</p>
Finances			

II TRAINING			
Activities	Knowledge A trainer should know:	Skills A trainer should be able to:	Competences: autonomy and responsibility
<i>Training needs analysis</i>			
<p>translates training needs in training/curricula and programmes</p> <p>plans and manages training projects</p> <p>analyse training needs of trainees</p>	<p>need analysis methodologies</p> <p>training needs tools</p>	<p>identify and assess training needs</p> <p>identify training needs (in companies and “in situ”)</p>	<p>EQF level 5-6: (in company trainer) (content trainer) (coach) Good autonomy and responsibility in analysis at individual or group level</p> <p>EQF level 7: (plan designer) High autonomy and responsibility in analysis at sectorial, or territorial or company level</p>
<i>Training design</i>			
<p>sets up individual training plan</p>	<p>theoretical principles</p> <p>training design methods</p> <p>job analysis</p> <p>pedagogical tools</p>	<p>design and realize training pathways in company context (also in client enterprises) or institutional context</p> <p>design new planning learning programmes</p> <p>design training individual pathways</p>	<p>EQF level 5-6: (in company trainer) (content trainer) (coach) Good autonomy to implement training design at individual or group level .</p> <p>EQF level 7-8: (plan designer) Main autonomy and responsibility to design general or strategic plan or curricula . Good autonomy in creation and innovation of pedagogical methods and personal skills.</p>
<i>Teaching/training</i>			
<p>performs direct teaching/training</p>	<p>learning theory and methods</p> <p>adult learning theories</p> <p>training methods for adult people and work based learning approach</p> <p>main principles of pedagogy and psychology of education</p> <p>group dynamics and conflict solving methods</p>	<p>teach /train groups and individuals</p> <p>use e-learning and blended learning</p> <p>manage trainees relationships (and sometimes conflicts)</p> <p>plan modular and individualized training pathways</p>	<p>EQF level 6-7: (in company trainer) (content trainer) (coach) Full responsibility and good autonomy in direct teaching/ training and implementation of in-company training paths in accordance to changing organizational patterns.</p> <p>EQF level 6-7: (plan designer) High autonomy and responsibility in innovativation of pedagogical methods and personal skills developing.</p>

Supporting learners and coaching			
<p>facilitates the learning process and/or performs a coaching function (counselling, mentoring, tutoring)</p> <p>coaches on the job</p> <p>coaches and develops learning behaviour & attitudes</p>	<p>how to facilitate/ support learners and learning processes</p> <p>psychology, behavioural science and methods</p> <p>job analysis</p> <p>performance management</p> <p>learning and teaching theory and methods</p>	<p>guide and accompany learning processes</p> <p>motivate and encourage the participants, guiding to self directed-learning</p> <p>promote the empathy</p> <p>apply special psycho-behavioural techniques and empowerment</p> <p>counsel and guide</p> <p>apply special learning and teaching techniques</p> <p>identify learners profiles</p>	<p>EQF level 6: (in company trainer) Good autonomy and full responsibility to implement training design at individual or group level. (content trainer) Great responsibility in direct training, but the trend is to become a learning facilitator who gives advisory services, counselling .</p> <p>EQF levels 7: (coach) High autonomy and responsibility in the application of a wide range of theoretical and practical knowledge together with strong coaching competences. High autonomy and responsibility in tutoring and mentoring process at a company level.</p>
Training assessment			
<p>learning assessment</p>	<p>assessment principles and techniques</p> <p>main learning evaluation tools</p>	<p>evaluate learning outcomes</p> <p>monitor trainees' progresses/ development</p>	<p>EQF level 6-7: (in company trainer) (content trainer) (coach) Large autonomy in application of assessment tools with responsibility in results communication to trainees.</p>
<p>training evaluation</p>	<p>evaluation approaches at organisational level</p> <p>evaluation models for continuous training</p>	<p>identify different level of training evaluation (context, input, process, output, outcome, ...) and choose specific tools</p> <p>apply tools in training situation and communicate with trainees and commitment</p>	<p>EQF level 5-6: (in company trainer) (content trainer) (coach) Large autonomy in application of assessment tools with responsibility in results communication at company level.</p> <p>EQF level 7: (plan designer) High autonomy and responsibility in reviewing and developing learning evaluation system.</p>

III DEVELOPMENT			
	Knowledge	Skills	Competences:

Activities	A trainer should know:	A trainer should be able to:	autonomy and responsibility
<i>Staff development</i>			
manages, supervises or mentors trainers or other colleagues	<p>management methods</p> <p>team working theories</p> <p>co-operation and guidance techniques</p> <p>europaean project management</p> <p>continuous monitoring of the programme and results</p>	<p>be a good leader</p> <p>acquire human skills</p> <p>organize work team</p> <p>counsel and mentor</p> <p>be a professional and cooperative colleague</p> <p>manage team working</p> <p>listen, communicate and share experiences</p>	<p>EQF level 6: (coach) Autonomy in participation in project staff with responsibility for the results at individual level.</p> <p>EQF level 7: (plan designer) High autonomy and good responsibility in coordinate and supporting training staff.</p> <p>EQF level 5: (incompany trainer – content trainer) Autonomy in participation to project staff with responsibility in improving practices</p>
<i>Self development</i>			

<p>continuously updates and improve own skills and competences</p>	<p>systematic access to information about training of trainers, Literature, New Information and networks /platforms for trainers</p> <p>training offer on communication, leadership and motivational aspects</p> <p>new training methods in self educational development</p> <p>CVET pedagogy (andragogy) principles</p>	<p>acquire new communication skills</p> <p>use peer assessment tools</p> <p>be flexible and open on new training methods and ability</p> <p>to be curious , humil and desirous of discovering new ways of training</p> <p>determine own learning and development needs and communicate them to the management.</p> <p>select and read training offers</p> <p>be sensitive on psychology and sociology: trainees are often self-confidence</p> <p>profit from training market offer, internal networking, training institutions and professional organisations</p>	<p>EQF level 5-6: (content trainer , in-company trainer) Restricted autonomy in self-development initiative and capacity with mentoring and supervision of colleagues.</p> <p>EQF levels 6: (coach) Restricted autonomy in self-development initiative and capacity with mentoring and supervision of colleagues. A medium responsibility in the involvement in CPD and in the analysis of their own requirements.</p> <p>EQF Level 7: (plan designer) A large autonomy and full responsibility in considering the profession as a positive status High responsibility in innovation learning contents. Responsibility in HRM in his department (relationships between the members of his working team)</p>
--	--	---	---

IV QUALITY ASSURANCE

Activities	Knowledge A trainer should know:	Skills A trainer should be able to:	Competences: autonomy and responsibility
<i>Quality management</i>			

<p>evaluates training and learning process according to QA</p> <p>identifies and analyses strong and weak points of the training process</p>	<p>evaluation and assessment theory, principles and methods</p>	<p>use training evaluation models , indicators and reporting tools</p> <p>implement training evaluation techniques</p> <p>analyse weakness and strenghteness to prevent failure</p>	<p>EQF level 5: (content trainer) A certain autonomy to apply QA tools without specific responsibility in QA reporting</p> <p>EQF level 6: (coach) Autonomy and Expertise for monitoring and review of own and other competence/performance</p> <p>EQF level 5-6: (in company trainer) Responsible in signing QA reports , but the whole responsibility of the quality in the company or organisation depends on the manager Responsible in feedback by colleagues and trainees</p> <p>EQF level 7: (plan designer) Responsible for QA implementation in his department. Self responsibility. Responsible for feedback by (towards) colleagues.</p>
Quality audit			
<p>participates in QA audits</p> <p>participate in quality project group</p>	<p>Q.A principles and systems</p> <p>Quality Audit tools</p> <p>work organization in the company or institution</p>	<p>identify and follow QA audit procedures</p> <p>take part to the QA system in the organisation</p> <p>transform outcomes of feedback in change and innovation strategies</p> <p>coordinate feedback round with trainees</p> <p>use performance assessment tools</p>	<p>EQF level 5: (content trainer) Responsibility to follow QA tools procedures</p> <p>EQF level 6: (coach) responsibility in monitoring and reviewing competence/performance of trainees</p> <p>EQF level 5: (in company trainer) Responsible in giving feedback to trainees</p> <p>EQF level 7: (plan designer) Responsible for using audit results to improve training system and/or review training projects</p>

V ESTABLISHING AND MAINTAINING NETWORKING

Activities	Knowledge A trainer should know:	Skills A trainer should be able to:	Competences: autonomy and responsibility
<i>Local networking management</i>			
cooperates with training and labour market actors institutions, social partners, others education providers	<p>training market situation and trends</p> <p>institutional and organizational framework and professional networks and trainers community</p>	<p>promote cooperation and manage cooperative networks</p> <p>cooperate with partners in training projects and develop new local networking.</p> <p>communicate, have an open attitude towards other ideas and learning methods</p> <p>measure the impact of the network in training</p>	<p>EQF Level 5: (in-company trainer - content trainer - coach) Autonomy in participation to cooperation projects and to networking with responsibility for specific activities</p> <p>EQF Level 7 :(plan designer) Full autonomy and large responsibility in proposing cooperation projects and animating networks</p>
<i>External and international networking management</i>			
<p>cooperates with other networking (national and international)</p> <p>is involved in national or international projects</p>	<p>local, national and European training networks</p> <p>foreign languages</p> <p>different institutions which propose calls for tender (CE, Cedefop, Unesco...) call for tender answer methods</p> <p>EU programmes and initiatives</p>	<p>promote training programmes in partnership</p> <p>use foreign languages (English) in professional networking context</p> <p>Reliability and openness in communication and information sharing</p> <p>work in groups, share information and best practices</p>	<p>EQF Level 5: (in-company trainer - content trainer - coach) Autonomy in participation to national or transnational projects with responsibility for specific activities</p> <p>EQF Level 7: (plan designer) Full autonomy and large responsibility in proposing cooperation projects and animating national or transnational networks</p>