



# Trainers in continuing VET: emerging competence profile







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# Foreword

The European Union will not resume growth driven by higher productivity and innovation without highly skilled workers who can contribute to innovation and entrepreneurship (European Commission; Danish Technological Institute, 2012). Companies do not only need new skills, the right competences and innovative thinking; where appropriate, the existing workforce must constantly update their knowledge, skills and competences to meet new demands and future changes. Training at the workplace plays an important role and is increasingly recognised as an efficient way to equip people with transversal and job-specific skills. It also contributes to the European 2020 headline target stipulating that, by 2020, 15% of the population aged 25 to 64 should participate in lifelong learning.

The quality and competences of trainers in continuing vocational training (CVET) and adult learning, as a condition for ensuring high quality workplace training, have been among the strategic objectives of European cooperation in vocational education and training (VET) (Council of the EU; European Commission, 2010). Enterprises in Europe believe that the EU can potentially play an important role in promoting competence development in enterprises and in ensuring better quality trainers (European Commission; Danish Technological Institute, 2012).

In this publication, Cedefop looks at examples of initiatives set up in the Member States on developing competence requirements for trainers in continuing vocational training and adult learning. Based on this analysis, an emerging competence profile of a trainer is proposed. We believe that this work can be a starting point towards establishing a competence profile of trainers, which has just been called for by the European Commission (European Commission, 2012).

This publication will also provide an input to the work of the thematic working group on the professional development of trainers in VET, launched by the European Commission in 2012. Cedefop jointly coordinates the group and provides its expertise towards developing guiding principles for the continuing professional development of trainers, one of the objectives of the Bruges communiqué.

Christian F. Lettmayr  
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# Preface

This publication is based on the outcomes of a Cedefop study on certification processes and competence requirements supporting the professionalisation of in-company trainers (1). It also builds on Cedefop's work on the changing roles and professional development of VET teachers and trainers (Cedefop, 2010b; Volmari et al., 2009) and the studies supported by the European Commission (European Commission; Institute of Technology and Education, 2008; European Commission; Buiskool et al., 2010).

By presenting competence requirements for trainers in continuing vocational education and training from 19 examples from nine countries, wherever possible with specific reference to trainers in enterprises, the publication offers a snapshot of the situation in the Member States as regards competences and professional development of trainers. It is intended to start a discussion rather than give all the answers.

Taking into account that trainers in enterprises are a diverse group, this analysis covers:

- those who work as freelancers or in institutions for continuing training that deliver training to enterprises and in enterprises;
- employees in companies who carry out induction of newcomers and/or provide training to others, full time or part time.

Chapter 1 gives a brief overview of the approaches taken in the selected Member States on developing competence requirements for trainers in continuing vocational training and adult learning. Chapter 2 gives descriptions of the selected examples of initiatives in detail. The descriptions follow a similar structure: a brief overview of the practice, its target group(s), main approach and activities, its link with the validation of non-formal and informal learning, and outcomes, if available. There is emphasis on trainer competences. Chapter 3 takes this analysis a stage further by bringing together the common areas of competence and drawing an emerging competence profile of a trainer in continuing

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(1) Framework contract DG EAC FC 19/06, Order 127.

vocational training. Key messages summarise general conditions for the development and implementation of initiatives related to competences of trainers in CVET.

The publication addresses education and training decision-makers, professional associations of trainers, employers who look for high quality training in their companies, and trainers themselves. All those who are interested in improving the professional status of trainers in continuing vocational education and training can find useful information and ideas for reflection.

This publication draws on and contributes to the work of the thematic working group on the professional development of VET trainers, set up by the European Commission in 2012 and jointly coordinated with Cedefop. The group works to identify best practices and develop guiding principles with respect to changing competences and the profiles of VET trainers to contribute directly to the objectives of the Bruges communiqué (Council of the EU; European Commission, 2010).

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# Introduction

Ensuring the quality and competences of trainers in vocational education and training (VET), especially, in continuing vocational education and training (CVET) <sup>(2)</sup> and training at the workplace, are among the strategic objectives of the European cooperation (Council of the EU; European Commission, 2010).

In learning at the workplace, the young become familiar with the world of work; those in employment develop their potential and continuously upgrade their skills. Training in companies can also help reduce the number of those who are low-skilled and increase the participation of adults in lifelong learning. A total of 60% of Europe's enterprises provide training for their employees (Cedefop, 2010a) and some studies suggest that trainers in enterprises probably comprise the largest trainer category across Europe (European Commission; Institute of Technology and Education, 2008). A Cedefop study (Cedefop, 2011d) pointed to a positive influence of VET on the economic performance of companies, especially when new knowledge and the competences of higher qualified workers are transferred to others.

Trainers in CVET are a heterogeneous group as is the CVET landscape across Europe. For this analysis trainers in CVET are those who work with adult learners either:

- in enterprises, carrying out induction for newcomers and/or providing training, full-time or part-time; or
- outside enterprises, as freelancers or in institutions for continuing training, public and private, that also deliver training to, and in, enterprises.

The Bruges communiqué (Council of the EU; European Commission, 2010) invited the Member States to improve initial and continuing training for VET trainers, so they have opportunities to acquire the right set of competences and become prepared to take up the broader and more complex training-related tasks they face today. In its communication

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<sup>(2)</sup> Continuing vocational education and training (CVET): education and training after initial education and training or after entry into working life aimed at helping individuals to improve or update their knowledge, skills and competences required on the labour market, to acquire new skills for a career move, or retraining or to continue their personal and/or professional development (Cedefop, 2008).

*Rethinking education: investing in skills for better socio-economic outcomes* (European Commission, 2012), the European Commission pointed to the need to improve training opportunities for working adults, including incentives for adult training by companies, and to establish a competence framework or professional profile for trainers in initial and continuing VET.

In most countries, there is no unified approach to qualifications and competence requirements for trainers in CVET. Trainers are usually not required to hold a particular training qualification, but need to be qualified practitioners or skilled workers and have a certain period of work experience in the field (Cedefop, 2010c). Consequently, trainers in enterprises do not usually possess a strong identity as trainers and do not benefit from policy initiatives on CVET. Further, there are few interest groups to support trainers in Europe. Therefore, strategic action at policy level to define competences and support professional development of trainers in CVET is called for (Cedefop, 2011c; European Commission, 2012).

The examples presented and analysed in this publication indicate that, over the last decade, some countries increased attention to defining and developing the competences and qualifications of trainers in CVET. The examples present opportunities created for trainers in CVET, including part-time trainers in enterprises, to have their competences certified and their qualifications upgraded. Most initiatives were established in the last five years or less, but many have already experienced increased interest from trainers and their employers.

CHAPTER 1.

# Approaches to trainer competences

The need to make the training profession better recognised on the labour market has become obvious. To support national strategies for lifelong learning, some countries developed subsidising mechanisms for continuing training and upgrading workforce skills. One of the ways to ensure the relevance and quality of training supported by public funding was to ensure that it is delivered by qualified trainers, so some countries worked to develop mechanisms to assess and certify trainer competences. By addressing the trainers in continuing training, these mechanisms contribute to raising the professional status of, and expanding professional development opportunities for, trainers in continuing VET, including trainers in enterprises.

Approaches range from developing competence descriptions, such as occupational profiles and standards, to establishing certification processes and qualifications <sup>(3)</sup>. Certification is an effective route for trainers to achieve professional recognition. It is linked with validation of non-formal and informal learning, which is often an integral part of the certification process (for example, in Ireland, Greece, France, Austria and Romania). Validation of non-formal and informal learning sometimes shortens the trainer's pathway to a certificate or qualification. Certification might be linked to a training programme or both to validation of non-formal and informal learning and a training programme. There are also national processes for the accreditation of training providers that include the individual certification, which can be combined with a national register of trainers (e.g. in Greece or Cyprus).

Validation and certification are based on concrete competence requirements, which serve as clearly defined and agreed reference points (Cedefop, 2009) for building curricula for trainers and for assessing the competences gained at work. The requirements are stated in various documents:

- (a) occupational standards, describing the profile of a person providing training;
- (b) qualification standards, describing the learning outcomes (knowledge, skills and competences) that everyone with a trainer's qualification is expected to possess;

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<sup>(3)</sup> See glossary of terms used in the text.



- (c) codes of practice of professional organisations, describing the activities of a trainer and related competences to which members should adhere;
- (d) job descriptions, describing training-related tasks that an employee should carry out in the company and required competences.

Greece, Cyprus, Romania and the UK have defined national competence standards and set up national regulations for trainers in adult education and continuing VET. Austria and the UK have developed comprehensive initial training programmes for trainers. In some cases, the development of competence or qualification standards was a response to EU or national guidelines and requirements. For example, the ‘preparing to teach in the lifelong learning sector’ qualification (PTLLS, UK) (Section 2.2.6.) was introduced to provide all trainers in the sector with an opportunity to meet a basic minimum standard as required by the national regulation. Romania developed the occupational standard for trainers (Section 2.1.4.) as part of a comprehensive system of accrediting training providers at the national level and as a means of creating standardised training programmes for trainers.

Sectoral and professional organisations, key training providers and associations of trainers in industries also worked to improve the professional status and define the competences of CVET trainers. Some sectoral organisations, which are also training providers (AFPA, France) (Section 2.1.6.), apply their standards for training their own training staff. In other cases, sectoral organisations promote good practice and provide incentives for their members to get their competences recognised and certified; for example, the BDVT eV (Germany) (Section 2.2.1.) and the Expert group of customer-certified trainers (Austria) (see Box 3) put their certified trainers on a list available to employers.

Individual companies and employers (e.g. AEL and Koskisen Oy, Finland) (Section 2.3.) that provide regular and structured training to their employees sometimes develop their own competence profiles or job descriptions, which are then supported by a training programme for trainers. Such companies act on the understanding that highly competent trainers ensure the high quality in-company training needed for company competitiveness and productivity.

Most national and sectoral certificates and standards are voluntary. Mandatory requirements tend to apply only to trainers who wish to offer publicly-funded training to companies. As the funding agent, the state

expects that the funded training is of high quality and meets objectives; one way to ensure that is to set requirements for trainer qualifications and/or competences. Sometimes, the state requires training staff for such schemes to undergo state-provided training programmes too. Company-level competence requirements are more likely to be mandatory for in-company trainers.

Competences tend to be described as broad competence areas or in modules/units of training programmes. In many cases, competence standards are based on learning outcomes, i.e. they describe the knowledge, skills and competences training professionals should have (for example, the national standard for trainers in Romania (Section 2.1.4.); the 'train the trainer' qualification in Ireland (Section 2.1.5.); PTLLS and OPITO certificates in the UK (Sections 2.2.6. and 2.2.2.)).

Most initiatives make no distinction between core/mandatory and optional competences. Exceptions are: the vocational education pedagogue certificate (BP), Germany (Section 2.1.1.); Sparkassenakademie, Austria (see Box 4); WBA trainer certificate, Austria (Section 2.2.5.); national occupational standards for trainers, Romania (Section 2.1.4.); and the certificate in learning and development practice (CLDP), UK (see Box 1). Compulsory competences tend to be related to the delivery of the training. In Ireland, regardless of the role, all trainers should possess all the core competences (Section 2.1.5.).

Some initiatives developed separate competence sets, based on the activities that trainers carry out or the roles they perform in the company. For example, the TP FPA qualification (France) (Section 2.1.6.) builds on two main areas of activity for a trainer of adults: preparation and facilitation of training and contributing to the elaboration of training; and supporting learners on their learning paths. The qualification actually includes two certificates. The WBA (Austria) (Section 2.2.5.) provides separate certificates for different professions within adult education: educational managers, teachers/trainers, guidance counsellors and librarians. The competence matrices in Ireland (Section 2.2.4.) differentiate five roles of training and development specialists: administrator, instructor, learning specialist, business partner, and human resources (HR) development strategist. In Romania, the occupational standards for trainers provide for two levels of qualification (Section 2.1.4.): the secondary education level for trainers in apprenticeship/work placement schemes and the higher education level for trainers who deliver theoretical and practical training, usually working for training providers.

Some treat the different roles as additional tasks which might be taken on by in-company trainers, such as marketing of training or quality assurance. In such cases, sets of optional competences are defined for specific roles. The CLDP qualification (UK) (see Box 1) lists mentoring, coaching, and evaluating learning as optional activities. In Romania, the occupational profile for trainers with higher qualifications (Section 2.1.4.) includes four optional competences: marketing of training, designing a training programme, organisation of training programmes at different levels, and quality assurance.

More discussion on the required competences follows in Chapter 4.

**Box 1. The certificate in learning and development practice (CLDP), the Chartered Institute of Professional Development, UK**

The certificate is a foundation level qualification, i.e. a course preparing students for specific area of employment. The CLDP is meant for junior training administrators, those responsible for training without formal qualifications and those who aspire to a career in training and development, regardless of the sector. It was launched by the Chartered Institute of Professional Development (CIPD) in 2010. The certificate is a 28-credit learning-outcome-based award, which is included in the national qualification and credit framework (QCF) at a level equivalent to level 4 of the EQF. The unit-based structure ensures flexibility of its acquisition and tailoring to the needs of the learner, including a possibility for competence assessment and validation of

non-formal and informal learning:

- developing yourself as an effective learning and development practitioner;
- understanding organisations and the role of learning and development;
- recording, analysing and using learning and development information.

Optional units include:

- undertaking a learning needs analysis,
- preparing, designing, delivering and evaluating learning and development activities,
- developing coaching or mentoring skills for the workplace,
- contributing to the process of job analysis,
- supporting change within organisations.

<http://www.cipd.co.uk/qualifications/choose/foundation/CLDP.htm>

Many initiatives have been developed on the assumption that trainers are experienced employees with expertise in a specific subject, but acquire pedagogical expertise on the job while training others. Therefore, assessing and validating the competences acquired in non-formal and informal contexts are important elements in some cases. They also help to

identify better the learning needs of trainers (for example, new pedagogical approaches, learning psychology, group management) and tailor further training.

Participation in previous training courses is recognised for Vinepac (see Box 2) and occupational standards for trainers in Romania (Section 2.1.4.), while prior informal (experiential) learning is recognised for the PPT Krems study programme (Austria) (Section 2.1.7.), the HRDA system for assessing and certifying training providers (Cyprus) (Section 2.1.3.), certifying trainers in Greece (Section 2.1.2.) and the IITD competence standards (Section 2.2.4.). Both prior learning and prior experience are recognised in the CLDP (UK) (see Box 1), the WBA (Austria) certification process (Section 2.2.5.), and the AFPA qualification in France (Section 2.1.6.). The AFPA qualification of trainer of adult education (TP FPA) can be awarded through the validation of non-formal and informal learning or through a training course; many certifications are done by validating prior experience.

Experiencing the validation of non-formal and informal learning can be a hands-on learning experience for trainers on how to work with competence and/or occupational standards, to assess learner competences and skills against such standards and to identify gaps.

Most examples analysed aim at ensuring flexibility of access and provision. Flexibility is found in the structure of the courses (modular approaches, compulsory and optional parts), methods of delivery (full-time, part-time or weekend courses, fast and regular tracks) and the variety of learning methods. Learning methods include blended learning, preparing assignments, conducting research, and simulation exercises.

Another important feature is that learning methods tend to be closely related to the reality of trainers' work. In some examples, the focus is on closely linking the content of the learning to working practices. For example, the WBA higher level qualification (Austria) (Section 2.2.5.) and the PPT study programme (Austria) (Section 2.1.7.), even though taking a more academic approach, require that each candidate's thesis is linked to their work as adult educators. Application-based projects and 'transfer orders', part of the PPT programme, also take into account the working environment of the learners. In Cyprus, the certification of trainers (Section 2.1.3.) includes a visit to the trainer's company or training venue to assess training competences in a real life context. During validation, trainers are sometimes asked to reflect on their competences and describe how they used them in their work, giving examples of circumstances where they could use the outcomes of their learning. This not only increases the relevance of training

but also demonstrates benefits to companies and stimulates effective cooperation of business and VET.

As the certification is voluntary in most examples, candidates are expected to cover certain costs, which vary significantly across countries. Most trainers, especially the self-employed, fund their own certification. For those employed in companies, the employers can bear part of or all costs, award a grant or release from work to participate in training and certification. In some countries (Austria, Germany), eligible candidates can request public funding through professional development provisions. In featured company-level initiatives (OPITO, UK (Section 2.2.2.); AEL, Finland (Section 2.4.1) and Koskisen Oy, Finland (Section 2.3.2.)) all costs are covered by employers.

The following chapter details 15 examples of competence standards and profiles and the processes of certifying and validating non-formal and informal learning to which they are linked. Apart from background information on each case, specific focus is on the competence requirements and expectations that are set for trainers in CVET.



CHAPTER 2.

# Examples of practice

## 2.1. National level

### 2.1.1. Certified vocational pedagogue, Germany

#### Overview

A nationally recognised certification procedure for a vocational pedagogue was introduced in 2009 and is regulated by German federal law. The new regulation provides a unified structure for training possibilities for in-company trainers at national level.

The qualification is available at three levels:

- (a) entrance: a trainer's aptitude, an educational qualification from responsible trainers in companies who supervise trainees in the dual system required by the regulation (the ordinance on trainer's aptitude, AEVO);
- (b) middle: a certified pedagogue in initial and continuing vocational training (Geprüfter Aus- und Weiterbildungspädagoge) (AWP);
- (c) highest: a certified vocational pedagogue (Geprüfter Berufspädagoge/ Geprüfte Berufspädagogin) (BP).

The certification for these qualifications supports initial vocational education and training (IVET) and CVET training staff and external trainers to meet the increasing requirements of in-company training. It is also possible for in-company trainers to upgrade their qualifications. The certificate is granted for an unlimited period.

The qualification is promoted by the DIHK (Deutscher Industrie- und Handelskammertag, the German Association of Chambers of Industry and Commerce), IHKs (regional Chambers of Industry and Commerce), the Ministry of Education, training providers and BeNet (Berufspädagogennetzwerk), a national network promoting the interests of professional trainers/pedagogues.

#### Target group

Trainers who take the BP exam are a heterogeneous group: a master artisan in industrial production, who has been primarily in charge of training and now wishes to expand his or her competences and range of functions; people working in adult training at training providers;



people who work in the social and health sector and wish to obtain core qualifications in pedagogy and training.

### Main approach and activities

The BP qualification is obtained through an exam at a chamber of industry and commerce. The exam includes written components, an interview with experts, project work, and a presentation. The exam is based on three subsequent modules, A, B and C, each subdivided into 'fields of action'. Modules A and B are mandatory while module C provides for the choice of specialisation. The exam includes mandatory and optional elements.

Many regional chambers and other training providers offer training programmes to help candidates to prepare for the exam. Based on the national regulation, the DIHK developed outcome-oriented curricula that serve the IHKs and training providers as guidelines on designing their programmes. Programmes can be full-time or part-time and last from 6 to 30 months. These preparatory programmes are not mandatory and not a precondition for taking the exam: the amount of preparation depends on the candidate's prior knowledge and experience.

### Competences required

Certified vocational pedagogues are able to organise and implement training measures of various kinds. They counsel, assess and guide trainees during and after the training programme. They identify and integrate new qualifications into work and learning processes. They can introduce and advise on new training methods in their organisations/companies.

Module A concerns the core processes of vocational training, learning processes and guidance, planning and management processes, more specifically:

ability to design and manage individual and group learning processes; ability to identify the learners' talents and skills; learning guidance; methodological planning of learning processes, including state-of-the-art methods, media and technologies; ability to plan and develop a training process, taking into consideration the corporate, professional, pedagogical, economic, organisational and target-group relevant aspects, analysis of labour market and technological developments and legislative background to qualification requirements; identification of short-, medium- and long-term training

needs; planning of cooperation with training networks, partners and customers; ability to prepare, budget and promote training in a market- and customer-oriented way; quality management; leadership skills; and development of team performance.

Module B focuses on the ability to plan, organise and implement vocational training and ensure its quality in a specific field of vocational training: IVET, CVET and personnel development or counselling. Examples of competences include:

IVET: designing a training programme for a nationally recognised occupation; developing networks for collaborative training; guidance to trainees, especially those who need additional psychological, social and pedagogical support; recruiting trainees; designing and implementing exams;

CVET: designing innovative training programmes, based on training needs analysis; training guidance for employees in work processes and for those who are less familiar with learning; coaching; designing and implementing exams;

personnel development: ability to identify the existing professional, social and methodological competences within a company; plan and implement their improvement and expansion; ability to plan and monitor projects of personnel development; ability to support corporate cooperation; counselling for the management.

Module C is a project where trainers demonstrate highly specialised know-how for specific pedagogical functions, such as online tutoring, training programme design, exam design, developing teaching materials, and management of training providers.

The competences of the qualification are not sector-specific.

### [Link to the validation of non-formal and informal learning](#)

Trainers who have already taken and passed the AWP exam may request exemption from certain components of the BP exam. Candidates may also request exemption from other components of the exam if they have passed a comparable exam held by a public or a nationally recognised training provider during the preceding five years.

## Outcomes

The certification was introduced in the second half of 2009 and no figures are available yet on the number of participating trainers. At present, both the AWP and the BP certification are predominantly used by the training sector with little use in the trade, services and industry sector.

Currently, several federal states are discussing the possibility of opening the procedure to vocational school teachers, most of whom do not possess the degree needed to receive more favourable remuneration in line with the German collective agreement for public services. The BP certification might help to achieve a higher ranking for vocational school teachers and reduce shortage of them, as higher pay might make the job more attractive to young professionals.

## More information

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[http://www.bmbf.de/intern/upload/fvo\\_pdf/aus\\_und\\_weiterbildungspaedagoge.pdf](http://www.bmbf.de/intern/upload/fvo_pdf/aus_und_weiterbildungspaedagoge.pdf)

[http://www.bmbf.de/intern/upload/fvo\\_pdf/berufspaedagoge.pdf](http://www.bmbf.de/intern/upload/fvo_pdf/berufspaedagoge.pdf)

<http://www.dihk-bildungs-gmbh.de/>

[http://wis.ihk.de/ihk-pruefungen/weiterbildungsprofile/weiterbildungsprofil/gepruefter-aus-und-weiterbildungspaedagoge.html?no\\_cache=1](http://wis.ihk.de/ihk-pruefungen/weiterbildungsprofile/weiterbildungsprofil/gepruefter-aus-und-weiterbildungspaedagoge.html?no_cache=1)

<http://www.ausbilder-weiterbildung.de/start.shtml>

<http://www.berufspaedagogen.net>

### 2.1.2. National certification system for trainers of adults, Greece

#### Overview

The national certification system for trainers of adults has been developed since 2006 by the National Accreditation Centre for Continuing Vocational Training (Ekepis) (from November 2011 merged into the National Organisation for Accreditation of Qualifications and Vocational Guidance (Eoppep). It aims to upgrade the qualifications of adult trainers and increase the quality of continuing training provided through EU-funded projects and schemes.

The certification process is based on the occupational profile of adult trainer that was developed in consultation with stakeholders, such as associations of adult trainers, adult training institutes and the social partners. The profile also served as a basis for the training programme that was designed afterwards: it has to be renewed every five years and it was revised in 2011.

#### Target group

Trainers working on EU-funded projects are required to be certified; as of January 2013, the same will be required of trainers in nationally-funded schemes. Certification is not required for employer-funded training.

#### Main approach and activities

To qualify for the certificate, candidates should demonstrate their educational qualifications and relevant professional experience; the higher the educational level of a candidate, the fewer years of experience required. The requirements range from a higher education or postgraduate degree plus three years of professional experience in the field gained in the past seven years, to primary school certificate plus eight years of relevant professional experience gained in the last 15 years. All candidates are put on an introductory register; experience in teaching or training is not required for this. After certification, the trainers are transferred into the register of certified trainers.

Candidates who have all necessary prerequisites can proceed directly to the certification procedure. Others have to take a distance learning training programme and then undergo certification. In the updated system after 2011, there will be more flexibility with three paths to choose from:

(a) self-assessment and immediate certification;

- (b) guidance on whether to follow the training programme or some of its modules and then certification;
- (c) a training programme and subsequent certification.

The training programme consists of 300 hours divided among 12 units: 75% is delivered in distance learning and 25% in contact with a training coordinator. It includes three written assignments, four sessions with the training coordinator and a 20-minute demonstration of actual training to a team of five other candidates and a training coordinator. The demonstration is either recorded and assessed by Eoppep evaluators or is performed before other candidates and a committee for certification who assesses it on the spot and then recommend (or not) the candidate for the certification. The second possibility arises when the candidates go for certification without following a training programme or there were problems assessing the recorded demonstration.

Candidates can try three times in 24 months to pass the certification procedure. The certificate has to be renewed every five years. If a trainer has provided 150 hours of training in five years, the renewal is granted on the basis of the evidence of that. If not, he/she should take part in the Eoppep continuing training programme.

Inclusion in the certified trainers register gives trainers:

- (a) direct access to potential employers (adult training institutions and other clients);
- (b) the right to provide training in EU-funded schemes;
- (c) the possibility to participate in continuing training programmes;
- (d) regular updates on all developments in lifelong learning, European policies, events, studies, etc. through a quarterly newsletter.

Certified trainers can become evaluators themselves; however, evaluators are required to have a postgraduate degree (master or doctor) in pedagogics, adult education or human resource management, plus five years of professional experience in the field of study, and should have successfully completed the 'train the trainer' programme.

## Competences required

According to the occupational profile, trainers of adults should have knowledge in a professional field or work area with emphasis on critical comprehension of underlying theories, principles and processes. They should be able to apply educational techniques and pedagogic methods, support the active participation of learners, help adults to learn and adapt to change.

The training programme is focused on developing pedagogical competences in:

- socio-economic aspects of adult learning,
- the role of trainers of adults, including linking training with employment and team processes,
- educational theories for adult learning,
- adult learner profiles,
- training design, methods and materials,
- assessment.

## Link to the validation of non-formal and informal learning

Qualified candidates do not need to undertake training; they can submit their dossiers directly for certification.

## Outcomes

From 2006, 15 000 trainers have been included in the introductory register of trainers, of which more than 8 000 have been certified. These include trainers of adults in information and communication technologies (ICT), languages, and specific subject areas who work with employees, but also with the unemployed in publicly- and EU-funded programmes. Around 70 trainers have been certified as 'trainers in in-company training centres' but this figure is not indicative as some trainers can be certified and registered under their professional field as trainers in engineering, chemistry, etc.

The experience of Greece (mainly the format of the training programme underlying the certification, in terms of distance learning, proportion of hours, and demonstration of training skills) has been used in the development of trainers' certification in Cyprus (Section 2.1.3.).

## More information

<http://www.ekepis.gr/index.php/el/structure-and-program-certification/dmv-trainers/teacher-certification-dbm>

### 2.1.3. National certification system of vocational trainers as part of the accreditation of training providers, Cyprus

#### Overview

Over the past few years, the Human Resource Development Authority (HRDA), a national agency for the promotion of vocational training and human resource development in all sectors of the Cypriot economy, has been developing a national system for accrediting training providers. This is based on minimum competence standards and includes elements of validation of non-formal and informal learning of trainers, including in-company trainers. Extensive consultations with the social partners, public bodies, and representatives of education and training institutions led to a flexible and inclusive certification system emphasising on-the-job trainer experience as a key element for certification and aiming to upgrade the competences of existing trainers. The system has been developed based on the experience of the national certification system for trainers of adults in Greece (Section 2.1.2.).

#### Target group

The system is open to all training providers in Cyprus; however, as of January 2013, certification will be compulsory for individuals who provide publicly-funded training, i.e. subsidised by the HRDA, with the aim of improving the quality of training provided outside formal education and training.

#### Main approach and activities

Implementation of the system includes four steps:

- (a) development of an introductory register of trainers: all interested trainers will register before certification;
- (b) provision of training programmes for trainers to acquire the required level of competences for certification;
- (c) assessment of trainers' teaching competence and certification;
- (d) publication of a register of certified trainers.

To be eligible for certification, trainers should be one of the following:

- (a) secondary education graduates with at least three years of professional experience as trainers;

- (b) secondary education graduates with at least two years of professional experience as trainers and successful completion of the HRDA programme Education of vocational trainers;
- (c) postgraduates in vocational education and training/continuous education/lifelong learning/adult education with one year professional experience as trainer.

The training programme will be based on blended learning (online and face-to-face learning) and will be approximately 180 hours; 40 hours face-to-face and 140 hours distance learning. The training will cover the main tasks, knowledge, skills and competences of a vocational trainer as described in the occupational profile.

Candidate assessment will be done by a two-party committee using different methods, such as:

- assessment of a real classroom situation or a simulation of a training session,
- visiting the trainers' company or classroom to assess training ability in real circumstances,
- oral examination and interview,
- written examination,
- case studies, role play and essays.

### Competences required

A vocational trainer occupational profile describes work tasks and related knowledge, skills and competences. Even though initially there were plans to develop a competence framework that had both general and specific (by sector of employment) competences, as a result of public consultations, it was finally decided that the competence framework would only cover general competences.

The key competences are divided into four categories:

- (a) training needs assessment:

assessment of needs of various sectors of the economy, of organisations and of individuals, setting priorities of needs, using various data collection techniques, identifying demographic, social, professional and training characteristics of the trainees;



(b) design of training programmes and courses:

design and organisation of the training content, including introductory and closing sessions, setting learning objectives, selection of training methods and techniques;

(c) implementation of training programmes and course delivery:

preparing the course material, selecting audio-visual aids, arranging the training venue, delivery of training, creating a positive learning environment, time management, group management, using body language;

(d) training programme and course assessment:

design and implementation of an assessment, selecting appropriate methods and tools, identifying objects of assessment, analysis of results, communicating results and feedback, identifying areas for improvement.

All competences are mandatory to get certified.

### Link to the validation of non-formal and informal learning

Certified trainers from another nationally or internationally recognised institution can directly go through the assessment procedure and gain certification.

### Outcomes

As the system has just been put in place, it is early to speak about outcomes and results.

### More information

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<http://axiopistosyn.anad.org.cy/>

#### 2.1.1.4. National occupational standard for trainers, Romania

##### Overview

The National Adult Training Board (CNFPA) awards certificates based on occupational standard for trainers. The standard was developed at national level as one of the key outcomes of a cooperation project on quality assurance of vocational education for adults with the German Federal Ministry of Economic Cooperation and Development and the German Agency for Technical Cooperation (GTZ) (currently known as GIZ, Deutsche Gesellschaft für Internationale Zusammenarbeit); the project took place between 2004 and 2006. The qualification of trainers was validated by the sectoral committee, Education and professional training, research, culture, sport, in 2007.

The standard aimed to make the qualifications of Romanian trainers more transparent across Europe. It was also to ensure compliance with national legislative requirements stipulating that all providers of training services accredited by the CNFPA must prove that their authorised training programmes are delivered by professional trainers qualified according to the established occupational standards (as of January 2010).

##### Target group

The standard targets:

- (a) trainers (*formator*) who carry out theoretical and practical training activities and usually work for training providers (qualification at the higher education level);
- (b) foremen-instructors (*maistru instructor*) who deliver practical training in secondary vocational education establishments and on-the-job tutors/supervisors in work placements in enterprises (a qualification at the secondary education level).

It has been explicitly stipulated that trainers should not deliver training to those who have higher qualifications than themselves.

##### Main approach and activities

The standard has been developed to clarify the concept and professional status of a trainer. A trainer was defined as a specialist who designs,

delivers, evaluates and revises theoretical/practical activities and/or programmes to develop and enhance professional competences in specialised centres or at workplace.

The standard is used to develop and implement coherent and standardised training programmes for trainers and trainers of the trainers and to validate and certify the competences acquired in non-formal and informal contexts.

Training modules for CVET trainers have been developed and put in place based on these competences. The training (360 hours for trainers at the qualification level of higher education and 140 hours for trainers at secondary level) is split between theoretical and practical preparation in simulation conditions (six weeks and two weeks accordingly) and 'real time' training (four weeks and two weeks accordingly).

### Competences required

A common set of competences was proposed for all trainers: IVET, CVET and apprenticeship/workplace trainers. The standard comprises four compulsory competences for all categories of trainers and four optional competences, which pertain to trainers with higher level qualifications.

#### Compulsory competences:

##### (a) planning training activities:

identifying the training objectives in terms of learning outcomes according to the needs of participants and current legislation; establishing the overall training programme strategy; planning the learning environment and documents; choosing adequate physical environment; acquiring and developing support materials;

##### (b) running training activities:

informing trainees about the training programme; increasing their motivation, engagement and self-assessment; implementing in-class training; managing conflict; providing feedback to the trainees;

##### (c) evaluating trainees and ensuring the quality of training:

using evaluation methods and tools; organising evaluation sessions; recording evaluation results and preparing evaluation reports on the training programme/activity;

(d) applying specialised training methods and techniques:

encouraging critical self-assessment and self-development; promoting learning through peer learning and group work; working in teams with other trainers and related personnel; renewing personal training approaches, methods and techniques; developing more general learner competences, such as job market exploration, information searching, and career development.

#### Optional competences:

(a) marketing of training:

recommending a training programme most relevant to the learning needs and objectives;

(b) design of training programmes:

establishing an overall training programme strategy by identifying theoretical and practical parts, relevant techniques, time planning, evaluation sessions and performance indicators;

(c) practical organisation of training programmes and sessions at different levels:

negotiating a training programme with a funder; establishing working units (groups or individuals); arranging breaks, transportation, meals, if necessary;

(d) VET programme quality assurance:

monitoring the effectiveness of a training programme; conceiving evaluation portfolios; reviewing the training programme; promoting quality assurance standards and methods to the training provider and beneficiaries.

#### [Link to the validation of non-formal and informal learning](#)

One of the routes to certification is through assessment and recognition of the competences acquired by attending unauthorised programmes and/ or acquired by non-formal and informal learning. This kind of certification

takes place in authorised evaluation centres. Between 2007 and 2009, the CNFPA certified 1 108 trainers and 10 trainers of trainers through this procedure.

## Outcomes

Introduced in 2007 as a result of a partnership between national, sectoral and external parties, the occupational standard has provided key support for the training, validation of non-formal and informal learning, and certification of trainers in Romania. It has also supported longer-term developments in the certification and quality assurance of authorised 'train the trainer' programmes.

One important issue under discussion is that the occupation of trainers was included in the classification of occupations in Romania (COR) in the group of occupations, which by definition require the completion of higher education. As a result, the standard initially elaborated for all categories of trainers can be used in practice by VET providers only for trainers who hold a higher education degree and not for trainers with the qualification level of secondary education, who are trainers in apprenticeship schemes and work placements. The solution would be to shift the occupation into a different group to allow access to training for graduates of pre-university high school or post-high school education.

The standard is well known and used by authorised training providers; however, to date, enterprises and their in-house trainers did not use the standard for training and certification so far.

## More information

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<http://www.cnfpa.ro/index.php?lang=ro&l=studii5>

[http://www.cnfpa.ro/Files/Proiecte/A17\\_STUDIU\\_EXPERIENTA\\_NATIONALA\\_S1.pdf](http://www.cnfpa.ro/Files/Proiecte/A17_STUDIU_EXPERIENTA_NATIONALA_S1.pdf)

### 2.1.1.5. 'Train the trainer' qualifications, Ireland

#### Overview

The Further Education and Training Awards Council (FETAC) is the statutory body that awards quality assured qualifications that are part of the national framework of qualifications (NFQ) from levels 1-6. FETAC offers major and minor awards. Major awards are made up of a number of minor awards commonly known as modules or component certificates. Learners receive a component certificate for each module they successfully complete and once they have successfully completed the required component certificates for a major award they automatically become eligible for the overall certificate.

The 'train the trainer' minor award at level 6 of the NFQ was designed to equip learners with the knowledge and skills necessary to design, deliver, assess and evaluate training programmes and it was a temporary measure to meet needs during the reorganisation of the qualifications system in Ireland that took place over the last decade. The qualification is not a statutory requirement for in-company trainers (or trainers in general) to work within the industry in Ireland. It is not at a degree level; in some training situations a higher qualification may be required.

In 2013, the award will be replaced with a major award in training needs identification and design that will include a special purpose element on training and development. The special purpose award recognises specific, relatively narrow ranges of learning, typically required for particular occupations. The standard for the major award is developed by a group of key stakeholders who decide on its learning outcomes. The group is led by the Irish Institute of Training and Development and comprises representatives of the trainers' network, HETAC (higher education), Skillnets, and others. The move towards the major award is an effort toward the professionalisation of the training sector; it has the potential to become a recognised qualification in the training and development sector, if the companies realise the benefits of qualified training professionals.

#### Target group

There are no limitations on who can undertake a programme leading to the award; it is used as a qualification for those who wish to be trainers (not specifically in-company trainers) or work in the training industry. Interviews with FETAC employees suggest that those seeking the award are most likely people with particular expertise in a subject (technical knowledge) who wish to use it to become a trainer.

## Main approach and activities

Applicants to the programme should have level 5 certificate of the NFQ, leaving certificate or equivalent qualifications and/or relevant life and work experience. Training programmes leading to the award are often provided by private training companies, which should be accredited by the FETAC. A minor award can be completed in about 30 contact hours whereas a major award will require 240 or more hours.

## Competences required

The learning outcomes of the qualification are grouped into six units. It is expected that the award holders will:

- understand different learning styles;
- understand the functions and processes of learning and training;
- evaluate different approaches to training;
- appreciate the importance of training at individual, social and economic levels;
- work effectively with various learner groups;
- design, deliver and evaluate training programmes;
- develop and implement appropriate assessment methods.

The six units of learning outcomes and some sample competences are as follows:

### (a) theory of training and adult learning:

comparing and contrasting concepts of training and education; applying theoretical concepts to training practice; understanding group dynamics; identifying prerequisites for effective communication in groups; understanding key principles and methodologies of adult learning; knowledge and critical assessment of theorists, such as Dewey, Gardner, Piaget and others;

### (b) role of the trainer:

awareness of the values that inform training practices; demonstrating good training practice; understanding different learning styles, training styles and conflict resolution techniques; identifying personal training and development needs;

(c) training needs analysis and programme design:

identifying job roles and relevant behaviour; identifying and analysing training needs; compiling learning objectives; designing learning programmes based on identified needs; ensuring the conformity of the programme to the relevant certification requirements;

(d) preparing for training delivery:

planning a session; choosing appropriate methods; producing exercises; selecting and preparing tools and/or visual aids;

(e) delivery and assessment:

establishing and promoting a positive learning culture; effective listening and feedback skills; providing a formative feedback to learners; assessing learners' achievements against learning objectives; planning and applying fair and consistent summative assessment;

(f) evaluation of training delivery:

evaluating a training programme and learner progress towards the learning objectives; gathering learner feedback on the effectiveness of the programme; identifying areas and preparing a plan for improvement.

All the learning outcomes are mandatory to receive the award certificate.

### [Link to the validation of non-formal and informal learning](#)

According to the new system, providers willing to offer a recognition service will have to have a separate agreement with the quality assurance section of the FETAC and have their policy as regards the recognition of prior learning approved by the FETAC policies committee. Creating a portfolio demonstrating the achievement of the learning outcomes listed in the award would be a usual route to recognition of prior learning.



## Outcomes

In 2007 (the year the minor award was introduced), 13 people received the certificate, this number grew to 3 486 by 2011. Some networks of trainers, for example the Irish safety and health trainers' network, encourage their members to gain the 'train the trainers' certificate.

## More information

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<http://www.fetac.ie/>

[http://public.fetac.ie/AwardsLibraryPdf/E30179\\_AwardSpecifications\\_English.pdf](http://public.fetac.ie/AwardsLibraryPdf/E30179_AwardSpecifications_English.pdf)

[http://www.fetac.ie/fetac/documents/Common\\_Awards\\_System\\_for\\_FET\\_leaflet.pdf](http://www.fetac.ie/fetac/documents/Common_Awards_System_for_FET_leaflet.pdf)

### 2.1.6. Qualification of a professional trainer of adults, France

#### Overview

The Association for the vocational training of adults (Association pour la formation professionnelle des adultes, AFPA) is one of the main providers of continuous professional training in France. AFPA training courses lead to a recognised vocational qualification, *titre professionnel* (TP). The qualification of a professional trainer of adults (Formateur/trice professionnel(le) d'adultes, TP FPA) has existed since 1997. It has to be revised every five years as part of quality assurance and was last revised in 2008. It is a broad occupational category essentially defined by trainers who 'contribute, through their pedagogical and technical expertise, to the social and professional development of individuals and help them to access/maintain professional activity and/or employment'.

As with other AFPA qualifications, that for professional trainers of adults:

- (a) includes a list of competences grouped into main domains of activity which correspond to independent certificates of professional skills and competences (*certificat de compétences professionnelles, CCP*). Two types of activities have been identified for the profession of a trainer of adults, corresponding to two CCPs that together form the TP FPA: CCP preparation and facilitation of training (*préparer et animer des actions de formation*) and CCP contributing to the elaboration of training and supporting learners on their learning paths (*contribuer à l'élaboration de dispositifs et accompagner des parcours de formation*);
- (b) is registered in the national repertory of qualifications;
- (c) is awarded by competent authorities at regional level (DIRECCTE) under the authority of the Ministry of Employment;
- (d) can be either obtained through participation in a training course in AFPA campuses or through the nationally recognised procedure of validation of non-formal and informal learning (*validation des acquis de l'expérience, VAE*).

The competence framework is based on two documents regularly produced by the AFPA:

- (a) the occupation, activities and competence framework (*référentiel emploi, activités compétences, REAC*), a report produced every five years by a specialised service within the AFPA in cooperation with a network of professional trainers of adults and experts in training course design (including representatives of in-company trainers) and taking into account sectoral dialogue developments. The report is then validated in working groups with social partners representing the sector, experts, Ministry representatives, etc. The document maps new developments in the profession, classifies the typical/main activities of trainers of adults and establishes the list of required competences for each of these activities. The latest update was in 2008;
- (b) the certification framework (*référentiel de certification, RC*), developed on the basis of the REAC, a detailed description of the competences for each main activity and corresponding evaluation methods and standards/thresholds. The RC is also validated by a tripartite commission, which includes representatives of the employers, trade unions, the ministries in charge of employment, education and industry and the CEREQ, Centre of Studies on Qualifications. The latest update took place in 2009.

### Target group

The TP FPA and its competence framework are relevant for various categories of trainers including in-company staff. In the context of TP FPA, candidates can be:

- (a) individuals, including in-company trainers, who seek to improve their qualification and, potentially, employment prospects;
- (b) individuals supported by their employer, in most cases, as part of the company's training plan, and using their individual right for training and training leave;
- (c) groups of in-company trainers from the same company/training centre in the so-called 'collective' VAE supported by an employer.

In order to qualify, trainers must have a proven relevant professional experience of at least three years (including unpaid but relevant activities).

## Main approach and activities

The TP FPA is accessible through AFPA representations in all regions of France, with several AFPA campuses. The AFPA provides information to potential candidates at local, regional and national levels and offers support to in-company trainers who wish to apply. Specialised VAE counsellors help candidates choose an appropriate qualification, reflect on and present their professional experience and prepare for the assessment. Guidance is provided in the form of collective workshops of 10 hours.

A candidate prepares a portfolio describing his/her professional experience, activities and acquired competences (*dossier de synthèse de pratique professionnelle*) and a written report on the specific training scheme that led him/her to develop the competences in question. A jury of professionals in the field then analyses the two and also interviews the candidate.

Candidates usually apply for the full qualification but the two CCP's that comprise it can be awarded independently depending on the candidates' competences. If only one CCP is awarded (the partial validation), it remains valid for five years, during which the candidate can undertake further training needed for the other CCP or can continue to acquire necessary professional experience and get it reassessed later.

The procedure requires a high level of candidate commitment and involvement, as it is based on reflection and self-assessment and is time-consuming. The experience points to the need for more guidance and preparatory meetings with the candidates.

The AFPA regularly monitors developments in the sector through qualitative surveys, interviews and consultation to assess and maintain the relevance of the competence frameworks.

## Competences required

The competence framework of the TP FPA serves as a reference point for developing the course curriculum leading to the qualification and for evaluating candidate aptitudes at the final exam or in the VAE process. The framework is not sector specific; it focuses on general competences and pedagogical expertise rather than on technical competence.

Each of the two certificates of professional competences in the TP FPA has requirements specific to one of the main activities. There are also transversal competence requirements common to both.

### (a) CCP preparation and facilitation of training:

- devising a training programme based on the demand and context;
- elaborating a pedagogical scenario and preparing necessary materials, equipment and venue for the training;
- evaluating learning outcomes: measuring learner achievements against the objectives; analysing results and developing new actions if needed;
- identifying and dealing with individual obstacles to learning; identifying the preferred learning modes of groups and learners and adapting the pedagogy accordingly;
- assessing and following up on the training;
- using ICT tools to support learning;
- teamwork, conflict management, communication.

### (b) CCP contributing to the elaboration of training and supporting learners on their learning paths:

- identifying and mobilising stakeholders in developing a training path (for example, guidance professionals, companies/employers, members of the evaluation jury, experts);
- contributing to detailing training activities within existing or new training programmes; adapting to the specific requirements, context, resources and/or developing necessary pedagogical materials and tools;
- guiding learners in their professional integration and projects by identifying skill and competence gaps and devising the means to fill them;
- following up learner progress by contributing to their assessment and elaboration of learning paths; defining steps in the learning pathways; helping identify difficulties and acting as a mediator if problems are beyond the trainers' responsibilities;
- identifying the objective of the training; gathering quantitative and qualitative information; evaluating the training against the objectives; preparing reports on the results of the training;
- awareness of job search techniques.

### (c) Transversal competences common for both CCPs:

- managing logistical aspects of training (material, administrative and pedagogical resources);

- collecting updated information on pedagogic, technical, commercial, socio-economic and legal aspects related to training and applying it to training strategies and practice;
- using opportunities to contact companies to clarify training needs;
- self-assessment of professional practice, continuous development of personal competences;
- social and professional responsibility: respecting health and safety regulations, encouraging non-discriminatory attitudes, raising awareness of learners about sustainable development, citizenship, consumption.

### Link to the validation of non-formal and informal learning

The qualification can be obtained through the validation of non-formal and informal learning and has the same value as those obtained through a training course: about a quarter of candidates qualify this way.

### Outcomes

In 2010, 760 candidates obtained the adult trainer qualification, among them 563 through a training programme and 197 through the validation of prior experience. There are no data on the breakdown of participants by categories. However, it is assumed that this opportunity is of interest to in-company trainers who often do not have a qualification in training but have developed relevant skills and competences in their work.

According to the AFPA, and based on the qualitative feedback they receive from participants, in-company trainers undergoing validation benefit by acquiring a recognised qualification, which helps them secure, improve or expand their employment and career prospects, and by reflecting on their professional practice as a trainer and increasing awareness of their skills and competences.

As the AFPA employs trainers of adults, the organisation developed internal plans to ensure that the AFPA 'in-house' trainers had their professional experience recognised, thus, raising the quality of the services provided.

### More information

<http://www.rncp.cncp.gouv.fr/grand-public/visualisationFiche?format=fr&fiche=247>  
<https://www.banque.di.afpa.fr/Commun/GetFile.aspx?i=%7B20DFD937-A1BA-4818-AC8A-8342370853A8%7D>  
<https://www.banque.di.afpa.fr/Commun/GetFile.aspx?i={50966EC4-758B-4D42-A499-9FEF579384F3}>

### 2.1.7. Study programme in professional teaching and training, Austria

#### Overview

The study programme in professional teaching and training (PPT) of the Danube University Krems was developed to address the lack of theoretical basis in traditional ‘train the trainer’ programmes, plus the need for a programme leading to a recognised diploma/qualification. It is a unique programme in Austria aimed at professionalising adult training, including in-company training.

#### Target group

The programme targets in-company trainers, company human resource and training managers, freelance trainers and teachers in adult education, lecturers, coordinators in vocationally-oriented higher education institutions, colleges and adult education institutions, CVET departments of associations and others.

#### Main approach and activities

The study programme offers two certificates:

- (a) a certificate of academic expert (three semesters of study, 60 European credit transfer and accumulation system (ECTS) credits, the completion of all courses, an application-based project and a project thesis);
- (b) a Master of Arts (MA) (four semesters, 90 ECTS credits, the completion of all courses, an application-based project, a project thesis and a master’s thesis).

Candidates should meet general university entrance requirements and have several years of work experience.

The programme is based on:

- (a) integrated learning management; it covers all areas of competence, all levels and forms of learning;
- (b) the process model of competence management, an education cycle (*Bildungskreislauf*): learning starts with the working situation, goes

through defining learning needs, setting learning objectives, creating learning situations, evaluating learning outcomes;

- (c) blended learning: content is continually transferred into practice through 'transfer assignments' implemented in the students' companies or training and supported by teachers or peer groups through an online forum.

The student working environment forms an integral part of the study programme, which leads to immediate transfer of learning outcomes into work and is regarded as one of the key success factors. The studies are based on the application project work and a master thesis related to the students' professional tasks and contexts.

The university provides a special learning platform for graduates to stay in contact after completing the studies and continue the exchange of information and networking; for example, some graduates offer training for the programme participants as extra modules.

### Competences required

The study programme consists of nine modules corresponding to sets of competences:

- (a) core processes of competence development:

- concepts of competences, competence areas, competence diagnostic and competence profiles;

- (b) transfer of knowledge and know-how:

- theoretical input on learning processes and ways of acquiring knowledge; practical advice on how to offer training, seminars and presentations that motivate the trainees and build on their previous knowledge;

- (c) developing socio-communicative competence:

- theoretical models and concepts used to analyse communication processes, own communication behaviour and methods to work effectively with working and training groups;



(d) developing action competence:

basic competences in project management; the case study method; application of problem-based learning; evaluation methods and indicators for education measures;

(e) experiential learning and work-integrated learning:

forms of support to informal learning in different work or life situations; theoretical and practical basics on moderation and coaching, the role of projects in companies and organisations; basics of quantitative and qualitative research methods;

(f) self-directed and self-organised learning:

an overview of e-learning concepts; use of learning platforms; designing e-learning elements; defining a particular research interest for the master thesis, quantitative and qualitative methods in education research; individual coaching interviews on the planned thesis;

(g) innovation skills:

knowledge management concepts and tools and their practical application in case studies for promoting continuing education and training;

(h) collective, organisational learning:

support to change management and willingness to change through innovative learning processes in organisational development; learning in large groups and the theory of collective intelligence;

(i) international and intercultural aspects of training.

### [Link to the validation of non-formal and informal learning](#)

Prior learning is recognised in different ways:

- (a) relevant parts (credits) of an attended higher education programme (bachelor, master, diploma), regardless of its completion, can be recognised;
- (b) participation in training programmes with no formal certificates or diplomas can be recognised;
- (c) for persons without the general university entrance qualification, relevant experience in in-company training can give access to the three-semester study programme for an academic expert. On successful completion, candidates can continue to the master's degree.

### Outcomes

The programme started in 2007-08 and up to 2011, 25 trainers have graduated, mainly with the master's degree.

### More information

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<http://www.donau-uni.ac.at/en/studium/teachingtraining/index.php>  
[http://www.donau-uni.ac.at/imperia/md/content/department/wbbm/erwachsenenbildung/professional\\_teaching/studienfuehrer-lehrgang-5-neu.pdf](http://www.donau-uni.ac.at/imperia/md/content/department/wbbm/erwachsenenbildung/professional_teaching/studienfuehrer-lehrgang-5-neu.pdf)

## 2.2. Sectoral level

### 2.2.1. Trainer's occupational profile and certificates, Germany

#### Overview

BDVT eV (Der Berufsverband für Trainer, Berater und Coaches) is a professional association of trainers, counsellors and coaches, operating a network of 17 independent training providers across Germany. The BDVT Academy (established by the BDVT eV in 2010) is an institution that provides quality assurance in training and further education, offers training and further education in training, advising and coaching through the BDVT examination and BDVT certificates: the BDVT business trainer and the BDVT sales trainer.

The occupational profile was developed to provide a common understanding of the trainer occupation in Germany; it gives trainers a clear idea of the requirements and quality standards as well as helps third parties to select the best trainers for their needs. The profile has been developed entirely by the BDVT, without involving other stakeholders; however, more than 100 individuals from BDVT sections have been involved. The profile has existed for 25 years and is continuously reviewed and improved; the latest revision of 2009-11 included an international aspect so that BDVT trainers could work internationally.

#### Target group

The profile is not sector- or company-specific and is not restricted to certain types of trainers. Employers in many sectors use the profile as a guideline for their trainers, both employees and self-employed. BDVT trainers work mainly for private enterprises.

#### Main approach and activities

The occupational profile serves as a competence standard for trainers and as a framework for all BDVT training programmes. Training takes place in the BDVT Academy and in the training centres that have cooperation agreements with the BDVT eV specifying curriculum requirements, examination regulations, etc. Anyone wishing to participate in a training programme should usually meet certain requirements; for example, training for a certified BDVT business trainer requires an academic degree or completed vocational training and at least three years of professional experience.

The training programmes consist of 180 to 220 hours to prepare candidates for BDVT trainer certification, of which 80 hours are specialisation related. The occupational profiles make about 90% of the content comparable across all training centres, though these also exercise some flexibility. There are minimum requirements that the training centres should comply with.

If a company runs its own 'train the trainer' centre and wishes to have trainers certified, the BDVT can arrange a training programme to meet the company's specific needs. In-company trainers can get 100-hour training in didactics and methodology, which is increasingly sought by large enterprises.

The BDVT trainer's certificate is granted for an unlimited period but, by accepting the occupational profile, its holders agree to participate continuously in further training and updating their competences. One of the strengths of the certification is that the exam certifies expertise both in training and in corporate processes.

### Competences required

The occupational profile includes competences for such professional fields of activity as organisational and staff development, executive training, leadership behaviour, training and continuing training, sales training, and personal competences. The competences are not mandatory but give a clearer idea of what makes a good trainer.

The following are examples of competences by field of activity:

(a) organisational development:

identifying training needs and setting clear and measurable goals; developing structures for information, communication and interaction; promoting teamwork skills among employees; strengthening employee identification with the company and its goals;

(b) staff development:

qualification analysis for current and future tasks; providing support to recruiting and selecting new employees; career planning, development planning; analysing the demand for labour and recruiting strategies;

(c) executive training:

leadership behaviour; communication and negotiation skills; conflict management; strategic management; coping with stress; team training; 'train the trainer' approaches;

(d) training and continuing training:

coaching and supervision; chairing meetings and conferences; intercultural training; continuous improvement processes; techniques for developing creativity; presentation techniques; project management; problem solving techniques; total quality management (TQM); time management;

(e) sales training:

techniques for successful argumentation; concluding successful sales; dealing with objections; customer-oriented behaviour; key account management; telephone training; preparing and wrapping up negotiations.

In terms of personal competences, trainers should act as role models and flexibly perform the roles of trainers, coaches, process initiators and guides. They should use the methods in an authentic manner, communicate effectively and observe their learners. They are expected to have interaction, problem-solving, leadership and motivational skills, to be able to manage stress and to be self-reflective and responsible.

### [Link to the validation of non-formal and informal learning](#)

In-company trainers who have gone through the shortened (100 hours) methodical-didactical training programme and then decide to go for a complete training programme can get their prior learning recognised. Recognition is also possible for other potential trainers, such as the highly experienced, but the decisions are usually taken on a case-by-case basis and there is a minimum of one to two training modules that should be completed.

## Outcomes

Since its introduction in 2002, more than 750 candidates have been certified as BDVT trainer. Despite the economic crisis, the BDTV reported increased demand in 2011, pointing to the value of the certification to trainers.

## More information

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<http://www.bdvt.de>

<http://www.bdvt-akademie.de/>

<http://www.bdvt.de/images/stories/Medien/PDF/Akademie/Berufsbilder.pdf>

## 2.2.2. Certificate of an in-company competence assessor, UK

### Overview

OPITO is an employer and trade union led organisation responsible for developing and sustaining a safe, skilled and effective workforce in the oil and gas industry in the UK. OPITO works with industry employers, education providers and partnership organisations and leads on the policy skills interests of the industry. It is responsible for developing competence standards and industry-related training activities throughout the UK.

Companies increasingly develop their own in-house competence management systems (CMS) and the OPITO conducts objective third party measurement against a range of criteria associated with an effective CMS.

Certified competence assessors (CASS) organise and manage the assessment of competences of the existing staff who seek validation of non-formal and informal learning against an OPITO approved competence standard to carry out their jobs. They also provide feedback, identify training needs and organise continuing training, if applicable.

### Target group

The qualification is open to individuals who are technically competent in the technical area and are expected or willing to carry out assessments.

### Main approach and activities

To be certified, competence assessors should hold current occupational expertise as specified in the relevant standard and an assessor's qualification recognised by the awarding body; they should also have proven instructing/teaching experience. The OPITO competence assessor's qualification (introduced in 2008 and revised in 2010) is one of the qualification options for an assessor.

The training programme leading to the qualification (a minimum of 14 contact hours divided between theoretical and practical exercises) includes three mandatory units to achieve the learning outcomes: the introduction to competence assessment and sources of evidence, carrying out the assessment, and giving feedback on performance and record-keeping. The award also includes a one-hour written test on underlying knowledge and demonstrable skills of the learning outcomes of the standard.

Within 12 months of completing the training programme, candidates should submit to the training provider the evidence of assessment conducted at the workplace. Review of this evidence leads to a judgement on competence and issue of the certificate. It should be noted that the holders of the OPITO CASS certificates are qualified to assess only OPITO qualifications.

### Competences required

OPITO CASS certification is based on learning outcomes. Upon completing the training programme, the assessor should be able to:

(a) explain:

- the purpose, content, procedures and processes of the assessment;
- main benefits of the competence systems and competence assessment, responsibilities of the parties involved;
- language and formats of competence standards;
- the value of different evidence sources;
- how to advise candidates during planning;
- the methods of assessment and the preferred ones to use;
- the importance of consistency in assessment decisions;
- record keeping requirements;
- how to maintain confidential information;
- how to deal with difficulties, disputes or appeals;
- the need to update the assessment plan to reflect progress;
- where and when to provide motivating feedback;
- how assessments are quality assured;
- the role of OPITO and its requirements relative to 'competence' within the oil and gas industry;

(b) demonstrate:

- how to involve candidates in assessment planning;
- how to carry out effective assessment;
- how to make an assessment decision based on collection of evidence;
- how to feed back results in a way that continues to motivate the candidate;
- how to keep pertinent records.



## Outcomes

No information is available.

## More information

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<http://www.opito.com/uk/home.html>

[http://www.opito.com/uk/library/industry\\_training\\_standards/09\\_Competence\\_Assessor\\_Training\\_Standard.pdf](http://www.opito.com/uk/library/industry_training_standards/09_Competence_Assessor_Training_Standard.pdf)

### 2.2.3. Occupational standard for network trainers, France

#### Overview

AFIP, the Association of trainers in the pharmaceutical industry (Association des formateurs de l'industrie pharmaceutique), represents in-company trainers and trainers employed by private providers working in the sector and aims at promoting the training profession in the sector.

In 2008, the AFIP developed an occupational standard for the profession of network trainers (*formateurs reseau*) in cooperation with the French professional association of pharmaceutical companies (Les entreprises du médicament, the LEEM).

#### Target group

The standard applies to trainers providing scientific/commercial training to sales representatives. In pharmaceutical companies, this occupation can also be labelled trainer (*formateur*), technical/commercial trainer (*formateur technique/ventes*) or product trainer (*formateur produits*).

#### Main approach and activities

The standard aims to describe accurately the role of trainers beyond training support and to make their activities and competences more explicit. It serves as general guidelines for:

- elaborating competence-based job descriptions;
- defining objectives for in-company trainer professional development;
- evaluation and self-evaluation of trainers;
- facilitating internal and/or external job mobility.

#### Competences required

The occupational standard includes three groups of competences that are further broken down into seven competence units and a number of specific competences, with no distinction between compulsory and optional competences.

##### Design and development of:

(a) individual and collective training activities:

- awareness of company strategy, the legislative framework, the quality charter of the industry; defining pedagogic objectives for

each training module based on identified needs; identifying relevant content and preparing a programme; elaborating a pedagogical sequence; developing and acquiring support materials for the trainer and learners;

(b) e-learning activities:

identifying contexts when e-learning brings value-added; setting objectives; defining the content; awareness and respect of the principle of e-learning pedagogy;

(c) evaluation tools for training and e-learning activities:

elaborating evaluation schemes; designing and/or selecting evaluation tools; validating the tools with other teams; analysing the results and designing corrective action, including a continuing training plan.

### Facilitating:

(a) collective training sessions:

introducing training objectives, rules of the game; clarifying the learners' expectations; preparing and delivering presentations; facilitating group interaction; coordinating the speakers;

(b) individual training/coaching sessions:

understanding individual learning needs; defining individual objectives; facilitating coaching sessions; following up on the coaching session with feedback to human resource management.

### Transversal competences:

(a) IT skills to support training activities and management:

ability to use word processing, presentations, spreadsheets, web search tools; project management for more complex training schemes;

- (b) ability to search for information on the field of expertise, pedagogics, professions and occupations of the learners; to analyse the information and write formal documents.

Overall, the approach and structure of the standard are relevant and have high level of trust from those stakeholders involved in its elaboration and validation. However, as there are no plans to update the standard now, there are concerns about its usability due to the quickly changing tasks and activities of trainers: for example, the standard does not include social and communicative competences, which are gaining importance in training.

### [Link to the validation of non-formal and informal learning](#)

No information is available.

### Outcomes

The publication of the standard was welcome by training managers and trainers in the pharmaceutical industry as an innovative practice. However, it is not used systematically in companies and there is no monitoring on its application by the AFIP members.

### More information

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<http://www.afip-formateurs.com>

[http://www.afip-formateurs.com/conf2008/refer\\_formateurs\\_afip0108.pdf](http://www.afip-formateurs.com/conf2008/refer_formateurs_afip0108.pdf)

## 2.2.4. Competence matrices, Ireland

### Overview

The Irish Institute of Training and Development (IITD) is a professional association representing approximately 2 000 members involved in or concerned with human resource development and training in Ireland. The IITD's members operate in all sectors: business, industry, consultancy, voluntary, public sector, education and community. In a 2008 report on future skills, education and qualifications, the IITD pointed to a need for greater clarity on the differing occupational roles of trainers and for defining relevant competences for each role, as well as to the need for formal qualifications and continuing professional development.

### Target group

The competence standard and competence matrices are useful but not mandatory for all types of trainers, for companies buying training services and for companies providing training services.

### Main approach and activities

Interested specialists will prove their competences against the standards and will be registered on the five relevant registers according to the role they perform. The registers will serve as indicator of trainer competence and as a selling point for employers and users of training services. The standards will also serve as a quality assurance tool in the industry.

### Competences required

Five roles for specialists in training and development were defined, regardless of the job they hold: administrator, instructor, learning specialist, business partner and HRD strategist.

The standards are based on two broad categories (foundation and technical), each broken down into five macro competences. For each role, macro competences are further described in up to five specific competences.

The competences of an instructor are presented below to illustrate a competence matrix; the competences for other roles can be found at the IITD's website.

## Foundation competences:

### (a) strategic perspective:

awareness of the inter-relationships between business functions; identify problems and opportunities for the organisation and taking appropriate action; translating existing business strategy into medium-term and operational objectives;

### (b) business results:

liaising with learning specialist to ensure mutual agreement on learning outcomes and objectives of programmes; determining competence gaps; using appropriate ways to transfer and applying learning on the job; using meaningful evaluation tools to measure return on investment and contribution to business objectives;

### (c) communication:

demonstrating effective communication skills with colleagues; ensuring communication styles to accommodate diverse participant requirements; promoting open expression of ideas and encouraging communication without fear of consequence; demonstrating and promoting ethical conduct;

### (d) relationship management:

developing positive relationships with all stakeholders; exhibiting an empathetic approach and sensitivity to each individual learner's needs; accepting and appreciating feedback; projecting a positive approach to the objectives of those sponsoring the intervention;

### (e) leadership:

exhibiting initiative in planning and organising projects; creating a sense of enthusiasm among participants; encouraging commitment and initiative from participants; leading by positive example.

### Technical competences:

(a) talent management:

helping colleagues individually to set development objectives and acquire knowledge and skills; giving timely development feedback to others; contributing to the development of a culture of continuous learning; supporting the learning and development/HR team's goals;

(b) managing learning:

contributing to a positive learning environment; ensuring completion of all relevant training documentation; compiling annual, quarterly, and monthly training schedules; continual communication of training information; collating information from diverse sources and keeping up to date with new trends;

(c) change management:

demonstrating willingness to challenge the way things have been done and helping others appreciate how things could be done better; supporting changes and improvements; helping others to understand how they can best adapt; analysing information in a methodical and structured manner;

(d) design and delivery:

preparing logistics for training delivery; creating and maintaining a positive learning environment during training activities; demonstrating best practice in the delivery of training; demonstrating ethical conduct and upholding equality standards;

(e) measurement and evaluation:

utilising set process to assess learning against objectives; carrying out effective and relevant evaluation at reaction and learning levels; submitting proposals for training process changes required; monitoring on-the-job progress of trainees.

### Link to the validation of non-formal and informal learning

Specialists who apply for the registers have to prove their competences by supplying evidence on where they acquired them. An expert panel examines the evidence and validates the competences. The emphasis is on where the applicant applied the learning. Following that, trainers are placed on the relevant register.

### Outcomes

No information is available.

### More information

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<http://www.iitd.com/>



## 2.2.5. Adult educator qualifications, Austria

### Overview

The Academy of Continuing Education, WBA (Weiterbildungsakademie), was founded in 2007 as a result of a three-year European Social Fund (ESF) project that involved various institutions of adult education and their umbrella organisation KEBÖ (Konferenz Erwachsenenbildung Österreich, Austrian Conference of Adult Education Institutes). The project aimed to set quality standards, develop a model for the validation of on-the-job learning and enhance the profession of trainer in Austria. The WBA developed a new approach to the national-level recognition of formal, non-formal and informal learning of adult educators.

The learning-outcome-based programme provides an opportunity to acquire two qualifications in training, educational management, guidance and counselling, or library and information management:

- certified adult educator (Zertifizierte/r Erwachsenenbildner/in),
- graduate adult educator (Diplomierte/r Erwachsenenbildner/in).

The programme is based on competence profiles that have been elaborated for the four specialist groups.

### Target group

The WBA targets representatives of four main professions in adult education who might be interested in having their competences certified: educational managers, teachers/trainers, guidance counsellors, and librarians.

### Main approach and activities

Candidates should have all competences listed in the profile(s), either acquired through training or validated by the WBA staff. When the acquisition of all required competences has been proven, candidates attend a three-day certification workshop: here they work in small groups with a trainer, perform various tasks (role play, simulations) that help verify their competences, engage in discussions and have a multiple-choice test on basic knowledge of adult learning and educational theories. The assessment is based on the accomplishment of tasks but also on the feedback of the trainer and the group and self-reflection.

For the graduate diploma, candidates need to select their specialisation and write a thesis which relates to their work as adult educators. The certificates are granted for unlimited period and do not

need to be renewed. As of March 2011, the diploma graduates can pursue a master's programme in adult education/continuing education at the University of Klagenfurt.

### Competences required

The curriculum of the **certificate programme** is the same, except for the area of specialism, and comprises what can be considered as core competences of adult education practitioners:

(a) education theory:

- understanding the individual and social meaning of education, knowledge of basic educational assumptions on adult learning and adult educational processes and basics of learning theory;

(b) didactic competence:

- basic knowledge for planning and implementing educational activities for adults, applying various methods and leading a group;

(c) competence in educational management:

- basic knowledge of the design, planning, organisation, administration and evaluation of educational activities for adults;

(d) competence in guidance and counselling:

- basic knowledge for counselling and guiding persons in learning processes, developing processes or orientation processes;

(e) competence in library and information management:

- basic knowledge about the Austrian system of public libraries and their relevance for society; information management for researching, evaluating and processing information;

(f) social competence:

- ability to communicate effectively, including use of speech in a way that is adequate to the situation;

(g) personal competence:

ability to reflect critically on oneself and one's acting in a professional context, awareness of one's own potential and abilities and ability to pursue further personal development.

The **diploma programme** in teaching/training/group management requires that the candidates have:

(a) didactic competence:

knowledge of didactic and methodological aspects of adult education, needs analysis; planning, preparing, implementing, and evaluating teaching; ability to use media in training; ability to direct learning processes, understanding and using group dynamics for training situations; methods of assessment and ways of providing effective feedback;

(b) subject-related competence:

knowledge of the relevant subject, on the topic of the educational activity and the learners' professional field;

(c) education theory:

awareness of topics and processes in education and training on a national and international level and their influence on professional practice, for example, gender and diversity, intercultural education, relevant EU documents, lifelong learning;

(d) social competence:

using communication in adult-relevant group situations; demonstrating positive attitude; showing linguistic confidence in oral and written communication; managing conflict;

(e) personal competence:

awareness of personal resources, self-management and time-management; awareness of personal learning biographies and their

strengths and weaknesses; ethical behaviour, problem-solving skills, understanding of one's roles; motivating learners; self-reflection;

(f) competence in guidance and counselling:

knowledge for counselling approaches, psychological theories; guiding persons in learning processes, developing processes or orientation processes; using various techniques (interviewing, questioning);

(g) management competence;

(h) competence in library and information management:

identifying learner information needs; searching, evaluating and processing information;

(i) competence in scientific practice:

ability to interpret and quote correctly scientific findings, research results and statistics; respecting author's and copy rights, using proper citation style;

(j) competence in dealing with relevant literature and literature reviews:

ability to acquire and summarise information from literature on adult learning and on the subject;

(k) reflexive competence demonstrated in a written work (thesis):

ability to describe and critically reflect on a topic and/or professional practice with regard to their personal professional acting and behaviour, with regard to their own and others' perceptions.

### [Link to the validation of non-formal and informal learning](#)

Recognising work experience and learning outcomes gained on the job was one of the main goals of the WBA.

First, candidates prepare an online portfolio of their formal, non-formal and informal learning where they list all available certificates and evidence of their work experience (training courses, seminars, conferences, lectures, etc.) and submit hard copies to the WBA. The WBA staff members then assess them against the curriculum and assign the respective number of ECTS points. Competences related to educational theory cannot be accredited through the validation process as this is considered the core of the programme curriculum.

Based on the assessment, candidates assisted by a trained WBA counsellor clarify the remaining competences needed for the qualification and identify available training options (including WBA accredited courses and institutions).

## Outcomes

From 2007, when the WBA started, to February 2011, around 1 000 persons registered for the certification, 346 obtained the certificate and around 100 a diploma. Feedback from the certified and graduate trainers points to positive effects on their self-confidence.

The competences are mandatory to obtain the qualifications but are not mandatory on the labour market. There are some indications that this might change. For example, the AMS' internal quality assurance system regards the WBA certificate as high-quality qualification. The VHS Wien (Volkshochschulen Wien, Adult Education Centre Vienna), which has around 700 employees and around 4 000 freelance trainers, discusses the possibility of adopting the WBA certificate as the internal quality standard for their staff in the long term.

On an international level, the WBA is recognised as a model of good practice by the OECD, Cedefop, the Observal project (European Observatory on Non-formal and Informal Learning) and the European inventory on validation of non-formal and informal learning.

## More information

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<http://wba.or.at/studierende/ueberblick.php>

<http://wba.or.at/studierende/wba-Zertifikat.pdf>

[http://wba.or.at/studierende/wba-Diplom\\_Lehrende.pdf](http://wba.or.at/studierende/wba-Diplom_Lehrende.pdf)

## 2.2.6. Qualification ‘preparing to teach in the lifelong learning sector’, UK

### Overview

The ‘preparing to teach in the lifelong learning sector’ (PTLLS) qualification was launched in 2007 as an introductory certificate covering the basics of teaching in adult education; in a sense, it is an attempt to have a ‘one size fits all’ introductory teaching skills certificate. It is one of the three new generic qualifications introduced in the government’s commitment to improve teacher training in the lifelong learning sector in England. Other qualifications are the certificate in teaching in the lifelong learning sector (CTLLS) and the diploma in teaching in the lifelong learning sector (DTLLS). The PTLLS qualification provides clear progression opportunities for those who wish to develop a career in training and is accessible to a wide range of professionals.

As of 2011, the PTLLS is replaced with ‘teach in the lifelong learning sector’ awards at level 3 and level 4 of the national qualification and credit framework. Currently, the qualification is under review with the following issues being considered: the number of credits might underestimate the actual effort required to achieve the PTLLS; the development of skills to use technology for learning could be included in the training programme with some mandatory elements; and more focus could be given to the teacher/trainer responsibility to develop learners’ broader skills, such as literacy, digital literacy, critical thinking, employability, etc.

### Target group

New teachers in the lifelong learning sector recruited after September 2007 must achieve the PTLLS qualification within one year of appointment and progress to licensed practitioner status within five years according to the Further education teachers’ qualifications regulation of 2007. Teachers in the lifelong learning sector are understood in a broader sense as teachers, lecturers, tutors, trainers, instructors and other professionals involved in delivering learning to adults who are employed in various places: colleges of further education, community learning and development centres, places of work, adult education centres, libraries, archives and information services, private training organisations, sixth form colleges, prison and young offender institutions, voluntary and charity organisations, universities, etc.

## Main approach and activities

There are six awarding organisations (AO) approved for PTLLS. They do not offer courses directly, but provide the details of course content and assessment, together with a range of quality assurance measures, to training providers who can apply for 'validation' from the AO. Successful validation means they are able to offer the AO qualification.

At the start of the course, there is an initial assessment of literacy and numeracy skills, preferred learning style and any evidence available for validating non-formal and informal learning. The methods of teaching PTLLS and the length of the course vary by provider: for example, it can be a fast-track two-day course for experienced trainers or a part-time course spread over a term. Much of the course is subject to continuous assessment when learners monitor their progress and identify areas that require more work.

An internal verifier assesses the level (three or four) of the five competences of the candidates who have to complete three assignments: prepare a lesson plan; deliver a 15-minute mini lesson on a subject that the candidate has not taught before (micro-teach); and evaluate the micro-teach and develop own practice.

## Competences required

The PTLLS qualification is based on four learning outcomes and requires that a candidate should understand:

(a) own role, responsibilities and boundaries of the role in relation to teaching:

identifying key aspects of current legislative requirements and codes of practice in the specific context; identifying issues of equality and diversity and ways to promote inclusion; understanding the qualities of a teacher, such as responsiveness, communication skills, creativity; understanding the need for record keeping;

(b) appropriate teaching and learning approaches in the specialist area;

(c) how to deliver inclusive sessions which motivate learners:

establishing ground rules with students to underpin appropriate behaviour and respect for others; using effective techniques and approaches to motivate and engage learners; communicating with students and providing effective feedback; reflecting on and evaluating own teaching;

(d) the use of different assessment methods and the need for record keeping:

identifying and using different assessment methods depending on various contexts.

### Link to the validation of non-formal and informal learning

The tariff of qualifications was developed to link post-16 initial teacher training qualifications available in England prior to September 2007 and the new teaching/training qualifications. Trainers who gained their teaching/training qualification before September 2007 can map it to the PTLLS, CTLLS and DTLLS and identify opportunities for recognition of prior learning. The tariff is considered an example of good practice in recognising the skills of teachers and in-company trainers.

### Outcomes

While the qualification has been taken up by public sector employers, there is little evidence to suggest it is used more broadly within the private sector as a way of supporting the development of in-company trainers.

There is evidence suggesting that the PTLLS is used by organisations providing professional development for trainers beyond the lifelong learning sector: for example, all trainers in England, Wales and Northern Ireland delivering security industry authority (SIA) licence-linked qualifications are required to hold a PTLLS or a recognised equivalent certificate. Some training providers have also indicated that the PTLLS qualification often appeals to persons with a professional background in hairdressing, retail, fitness, health and safety, nutrition, IT software, the National Health Service (NHS) and customer services. The armed services and the police service use the PTLLS widely to support trainers and also regard it as part of a much broader progression route for officers when they return to civilian life.

### More information

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<http://www.legislation.gov.uk/uksi/2007/2264/contents/made>

<http://www.excellencegateway.org.uk/>

<http://www.excellencegateway.org.uk/node/64>



## 2.3. Company level

### 2.3.1. Trainer competences for customer-oriented training provision, Finland

#### Overview

The Foundation for Occupational Advancement (AEL) is one of the leading providers of technical training for adults in technology, transport and business administration in Finland. Training services vary from tailored solutions for companies, open courses and seminars, to formal vocational training leading to qualifications within the framework of the official VET and CVET system.

Before 2004, AEL designed and provided training in the way that suited its organisational structure; around 20 independent groups offered courses to their clients with little coordination. With the change of management, the company is set to become a leading human resource development partner for organisations; orientation to the client and partnerships were defined as cornerstones of the new strategy of a proactive approach to the changing operational environment.

AEL believe that, to be successful in CVET, an education and training organisation needs to be able to act flexibly and provide training interventions that are tailored to the users (companies or individuals). Instead of providing ready-made solutions, a holistic approach was developed, based on customer needs, use of interest group-centred methods and team work.

The new focus of the company led to close examination of the required and existing trainer competences and skills and identifying the support and training needed for them to acquire such competences. An electronic register of competences has been designed to help address these issues.

#### Target group

The competence register supports in-company trainers of AEL.

#### Main approach and activities

Every year, trainers voluntarily enter information about their continuing professional development and updated qualifications, competences and skills, work experience, and even hobbies. The information is based on developmental discussions with the trainer's supervisor complemented by

team evaluation. Developmental discussions also help identify any further learning needs and set out a support plan.

To design and deliver a training course, a team is set up based on the goals and learning needs of the client. The electronic register of competences helps identify the most relevant trainers for a specific training assignment and meet the customer's training needs best.

To promote its own continuous professional development, AEL supports and provides training for their trainers both internally and in cooperation with vocational teacher education and training centres. An AEL Academy has been established to improve the development of teaching and training staff. AEL also encourages and supports trainers to acquire formal vocational qualifications – the specialist in competence-based qualifications (*näyttötutkintomestarikoulutus*) – and to participate in studies for teachers to increase their competences in the world of work (*opettajan työelämäosaamisen opinnot*) by cooperating with the vocational teacher colleges in Finland.

### Competences required

The main requirements for trainers are high competence in their field, motivation to train and share one's expertise, and interest in further professional and personal development. As a key competence, trainers should be able to adapt their expertise to the tasks at hand. They should be aware of best ways to achieve set training goals, create appropriate learning environments, and use a palette of pedagogical solutions and available resources. In support, more emphasis was placed on the skills and competences of trainers in team working, consulting skills, marketing skills and customer orientation, flexibility and innovative capability, creating and implementing pedagogical solutions in various learning environments, including workplace training.

AEL set minimum competence standards that AEL trainers should meet:

(a) solid professional competences:

field-specific expertise both at theoretical and practical level  
(considered as most important);

(b) pedagogical competences (pedagogical qualifications are not required for all trainers);

(c) social competences;

(d) developmental competences:

■ willingness to recognise and further develop customers' and own competences.

All AEL trainers should be able to provide training in and outside companies.

[Link to the validation of non-formal and informal learning](#)

No information is available.

[Outcomes](#)

No information is available.

[More information](#)

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<http://www.ael.fi/?lang=en&ref=header>

### 2.3.2. **Company-supported training for in-company trainers, Finland**

#### Overview

Koskisen Oy is one of the leading mechanical wood processing companies in Finland and internationally with over 1 000 employees, most of whom are qualified workers in wood technology. One third of the staff hold the title of master craftsman or journeyman, but the company has a target for all employees to have a qualification in wood processing.

The company places great emphasis on continuing training, both new employees and old, to ensure that it has competent and motivated workers (which they may not find in the labour market) to be competitive and reach its goals. The introduction of the on-the-job-learning and competence-based qualifications as a result of the reform of the Finnish VET system requires companies to provide learning environments not only for existing staff, but also for pupils from vocational schools, students from universities of applied sciences, and students from employment office courses.

Various forms of training are in place in the company and about 60 qualified workers act as workplace trainers alongside their tasks. The company's main goal is that training in the company is of high quality, hence, in-company trainers need high quality training too.

#### Target group

The 'train the trainer' programme targets qualified workers who act as workplace trainers in addition to their tasks.

#### Main approach and activities

The company cooperated with the Salpaus Further Education (a regional college providing vocational education and training, staff development services and general upper-secondary education in the Lahti region) to develop a systematic 'train the trainer' programme. Salpaus Further Education provides training to Koskisen Oy trainers, which is designed to meet the needs of the company and, at the same time, ensures the link of the training content to the national qualifications recommendations for in-company trainer/instructor.

Cooperation with a public vocational training provider enabled some financial mechanisms and a link to formal VET. The costs for the training the trainers are divided between the company and the state.

## Competences required

Koskisen Oy has no formal competence profile for its trainers but a person who wishes to train other workers in addition to his/her tasks needs to have:

- professional know-how, solid expertise (formal qualification and experience) in the field or occupation,
- motivation to act as an in-company trainer,
- understanding of training methods,
- strong interpersonal skills.

The training programme comprises four main areas:

- (a) vocational education and training and cooperation between institutions and enterprises

understanding the general structure and objectives of the vocational education and various training organisational forms in their field, planning work-based learning, and serving as an interface between school and working life;

- (b) student-centred guidance:

creating various learning opportunities for students, developing individual work-based learning situations for students with different backgrounds, managing conflict situations in a constructive manner, accommodating different learning styles, supporting open communication, positive interaction and motivating atmosphere;

- (c) on-the-job learning;

- (d) skills demonstrations, student assessment according to the agreed criteria and objective, providing constructive feedback.

## Link to the validation of non-formal and informal learning

For Koskisen Oy as a company, recognition of prior learning is not a priority. Salpaus Further Education, on the other hand, has the obligation to apply the principles, and run the process, of recognising prior learning, if a student asks for it.

## Outcomes

Around 60 skilled workers have been trained as qualified trainers and each year a new group is formed, depending on the needs of the trainers and

the company. The company offers a continuing training opportunity to its workers with the guiding principle that the training programmes they start should lead to a qualification; investing in the training of the in-company trainers has increased the completion of formal qualifications.

As an indirect impact, team working culture and working environment have improved, a movement towards more equal, less hierarchical employee structure, and lower staff turnover levels have been observed.

### More information

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<http://www.koskisen.com>

[http://www.oph.fi/download/49229\\_tyopaikkaohjaajien\\_koulutusohjelman\\_perusteet.pdf](http://www.oph.fi/download/49229_tyopaikkaohjaajien_koulutusohjelman_perusteet.pdf)

CHAPTER 3.

# Emerging competence profile of a trainer in continuing training

There have been several studies at EU level that sought to define competences for CVET trainers. The aim is to improve opportunities for acquiring and continuously updating their professional and transversal skills and adapting to changing roles.

In 2008, a study supported by the European Commission (European Commission; Institute of Technology and Education, 2008) concluded that establishing minimum requirements for trainer basic skills and competences was frequently used by countries to enhance trainer status and employment. The study identified three levels of competences relevant to in-company trainers:

- (a) vocational (work-related);
- (b) pedagogical and social (supporting didactic processes and ensuring effective transfer of knowledge);
- (c) management (quality assurance and cooperation with other stakeholders).

A Cedefop study on training professionals (Volmari et al., 2009) put trainer competences into strategic and operational dimensions of administration, training support, development and quality assurance, and networking. The expected competence areas for trainers included:

- (a) organisation and planning,
- (b) project management, planning and preparation of training,
- (c) support to learning,
- (d) assessment and evaluation,
- (e) developing oneself,
- (f) developing workplace (company),
- (g) quality management.

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



- (a) being an expert in a field of study/practice;
- (b) being responsible for the further development of adult learning;
- (c) being a fully autonomous lifelong learner;
- (d) being a communicator, team player and networker;
- (e) didactical competence;
- (f) empowering adult learners;
- (g) coping with heterogeneity and diversity in groups.

Analysis of the examples presented in this publication reveals an emerging competence profile of a trainer in CVET, in which the following groups of competences seem of most importance.

#### **(a) Competences related to their specific technical domain**

There is no common approach in defining such competences; most of the examples analysed in this publication imply that trainers possess a qualification in the specific field in which they train. Strong subject-specific or vocational skills are usually one of the reasons why employees are assigned to train other staff in the company. Based on the examples, it is not possible to state the level of qualification in the field of expertise that trainers are required to possess. However, Volmari et al. (2009) pointed out that trainers 'generally always must possess professional matter mastery in his professional field at a higher or corresponding level as the skills and competences' they are going to develop in their learners.

The Eurotrainer study (European Commission; Institute of Technology and Education, 2008) maintained that VET trainers, in general, had well developed vocational competences, but in many cases lacked pedagogical, social and management competences. Trainers' technical knowledge and skills are often taken as a given. However, if trainers are to remain skilled to work in the industry, they need to keep their technical skills up-to-date.

Knowing the developments in the industry and sector is important for in-company trainer capacity to help the companies to look forward, identify emerging needs and address future challenges. Some of the examples analysed refer to the need to maintain an understanding of sectoral and occupational developments, such as relevant legislation, regulations, and

occupational profiles. The AFIP (France) (Section 2.2.3.), for example, places great emphasis on developing the sector-specific skills of trainers at all levels of experience.

### **(b) Competences related to serving the company's strategy and improving competitiveness through training**

Of all training professionals, company-specific awareness is unique to in-company trainers and is unlikely to be required of trainers working in formal education and training institutions. Trainers should know very well their company's core business, structure, activities, working methods, processes and strategies as well as its skills needs and gaps. For example, a learning specialist in Ireland is expected to 'know the core business process and administrative routines of the company' while an instructor should be able to 'identify problems and opportunities for the organisation and take appropriate action' (the competence matrices, Section 2.1.5.). It should be noted though that awareness of company strategy can only be acquired within and not from the outside. More ways to develop company-related competences should be explored in the future.

### **(c) Pedagogical competence**

Most examples analysed in this publication were initiated to improve trainer understanding of teaching and learning methodologies, especially as regards adult learning, and enable them to use methods appropriate to the specific groups of learners they work with; some focused only on this expertise. It is considered that trainers in CVET, and especially in enterprises, most lack competences from this group. For example, in the WBA certification of trainers (Austria) (Section 2.2.5.), it is considered that trainers cannot acquire the competences related to educational theory on the job.

Sometimes this group of competences are specified outright; for example, a good command of pedagogy (TP FPA, France) (Section 2.1.6.); or theory of training and adult learning (FETAC, Ireland; training programme for trainers in Greece) (Sections 2.1.5. and 2.1.2.). In other cases they are referred to as understanding appropriate teaching and learning approaches (PTLLS, UK) (Section 2.2.6.).

Some initiatives expect trainers to know the theory of training design. The ability to carry out training needs analysis at individual and company level is another area of competence that can be supplementary to training tasks and is encountered in most examples; it can be specific to training managers only.

The continuing shift towards learning outcomes in training requires trainers to have awareness of this approach and ability to apply it in their work. Trainers should focus on knowledge, skills and competence to be acquired by trainees, rather than on completing a stage or spending time in training (European Commission, 2012).

Optionally, trainers can be expected to design or develop training materials. The occupational profile of a certified vocational education pedagogue in Germany (Section 2.1.1.) includes, among others, design of individual and group learning processes and training programmes, development of teaching materials, ability to identify trainee skills, ability to plan vocational training activities and ability to organise a network for collaborative learning.

Pedagogical competence also includes skills related to the practical implementation of training: time planning, distribution of content, creating a positive and inclusive learning environment, observing and understanding group dynamics, group management, and selecting methods appropriate to specific learner abilities and needs, including special education needs.

Assessment of learner progress and learning outcomes is another important part of trainers' work. Trainers should be aware of summative and formative assessment methods, able to choose the most appropriate assessment methods for the training delivered and learning objectives, as well as provide feedback to learners on their progress and develop further steps to improvement. Trainers can also be expected to evaluate the effectiveness of training programmes.

#### **(d) Transversal competences to support the learning process of other adults**

This group of competences is very broad and diverse; it is not specific to the training role of trainers but cuts across various activities and tasks and can support completing such tasks more effectively.

To face heterogeneous groups of learners, trainers need to have social and interpersonal competences, conflict management, understanding multiculturalism, critical thinking, and communication skills. Social competences were identified as the most important one a trainer should have (European Commission; Institute of Technology and Education, 2008). Trainers should also be able to use ICT to support learning and engage in networking and communities of practice. Autonomy, responsibility and ability to work in teams and cooperate with other professionals are also among expected competences and skills. Development of these competences is strongly supported by the certification and training

programmes presented in the examples. Often candidates are required to demonstrate their teaching and training skills in practice: workshops, peer teaching, colloquia, simulations are much appreciated by trainers who go through the process. For example, in the certification of trainers in Greece (Section 2.1.2.), candidates are required to teach for 20 minutes on a subject of their choice to a group of five fellow candidates, the training coordinator and observers; this counts towards the certificate. In Austria, in the professional teaching and training programme at the Danube University Krems, participants acquire skills in knowledge management and apply peer learning through workshops and projects (Section 2.1.7.).

As agents of lifelong learning, trainers in CVET should be positive role models of lifelong learners themselves. The following competences are found in many of the examples analysed: self-reflection and the ability to identify one's own strengths and weaknesses; the ability to assess one's own teaching; and responsibility for continuing professional development and further learning.

Another emerging group of transversal competences covers administration and project management. The study on competences for adult learning professionals (European Commission et al., 2010) pointed to administrative tasks that trainers are increasingly required to perform, such as addressing potential trainee enquiries and using ICT to record achievement.

The BDVT eV trainer's certificate (Germany) (Section 2.2.1.) describes technical trainer competences (identifying training needs, promoting teamwork, strengthening employee identification with the company and its goals, analysis of staff potential, development planning, career planning, project management) and personal ones (the ability to communicate effectively, problem-solving skills, leadership and motivation). In Ireland, the professional standard for trainers (Section 2.1.5.) covers transversal competences only and includes three main groups: personal, technical and business competences (stakeholder management, awareness of innovative and emerging technologies, identifying learning needs).

# Key messages

Apart from the trainer competence profile from the analysis, the following general conditions can guide decision-makers in developing and implementing initiatives to support the professional development of trainers in CVET, including trainers in enterprises, and equip them with knowledge, skills and competences required on the labour market. These key messages can be used as a basis for reflection in individual countries, sectors or companies.

The development of measures/initiatives to support competence development of trainers in CVET should be based on a thorough needs assessment and analysis.

Although many trainers have no formal training qualification and may not wish to acquire one, for others, formal qualification may be a good opportunity for career progression and continuing professional development. Identifying the needs of all stakeholders would lead to better acceptance of a policy or practice among professionals, employers and other stakeholders of continuing training and especially of in-company training. Thorough analysis supports selecting an appropriate approach: a competence standard, a certificate, a training programme or a validation procedure. The certification procedure for the vocational pedagogue (Section 2.1.1.) was introduced in Germany to meet demand from metal industry companies that faced the challenge of dealing with a highly heterogeneous pool of employees in terms of their age, origin and qualification levels.

Peer learning, learning from the experience of other countries, including through using the opportunities provided by EU funds, for example, the Lifelong learning programme, especially, Leonardo da Vinci and ESF, makes it possible not only to transfer an effective solution but also to take into account the lessons learned and save the development time and, possibly, costs.

The occupational standard of trainers in Romania (Section 2.1.4.) was developed as a result of cooperation between the German and Romanian governments. The HRDA in Cyprus (Section 2.1.3.) used the expertise of the national certification for trainers of adults in Greece (Section 2.1.2.) to develop the national accreditation system of training providers. To fill the gap in the validation of non-formal and informal learning of adult trainers

in Europe, Romania led a multinational cooperation project, Validation of informal and non-formal psycho-pedagogical competences of adult educators (Vinepac) (see Box 2), with Germany, Spain, France and Malta to develop the guidelines.

**Box 2. Vinepac project (2006-10): developing a psycho-pedagogical competence profile for adult trainers**

**Vinepac** was a Leonardo da Vinci cooperation project of seven partner institutions from Germany, Spain, France, Malta and Romania which was led by the Romanian institute for adult education (IREA).

The project developed a competence profile for adult trainers and instruments for the validation of the competences acquired in non-formal and informal settings. The competence profile is applicable to trainers, tutors, counsellors, curriculum planners and evaluators, irrespective of the sector/domain of their expertise. The profile focuses on the minimum psycho-pedagogical competences needed for an adult trainer. The profile is not linked to any certification though.

The competences are grouped into five areas:

- knowledge: the psycho-social profile of an adult learner, adult learning specificities; the group to be trained;
- training management: learning needs analysis of individuals and groups, preparing and delivering a training programme according to defined needs, group dynamics and structure; using relevant technology and resources;

- assessment and valorisation of learning: providing advice on learning based on learner needs, strengths and goals; using regular assessment to monitor and develop learning; providing feedback to learners on their performance, supporting learner self-evaluation;
- motivation and counselling: sharing information with learners and colleagues on learning resources, education and training opportunities and support services; directing learners to other resources when one's expertise has been exceeded;
- personal and professional development: analysis of one's own learning needs and opportunities for professional development; interest for self-development.

The competence profile was mainly used to support trainer self-assessment. However, a follow-up project, Capival (2010-12), was started to disseminate and apply the tools developed more broadly. The Capival project resulted in a training course for assessors and validators of adult educator pedagogical competences.

<http://www.vinepac.eu/>  
<http://www.capival.eu/home>

Time and resources permitting, piloting an initiative is an effective way to validate its applicability and quality in close-to-real contexts and make necessary adjustments and improvements.

Having developed competence standards for training professions, the Irish Institute of training and development piloted the assessment process with a group of 20 IITD employees; these went through the application process, provided evidence of their learning outcomes for the required competences and then played the role of assessors (Section 2.2.4.). In this way, both perspectives, applicant and assessor, were tried and taken into account. In Austria, when the WBA qualification standards (Section 2.2.5.) were developed, a group of 15 applicants were invited to collect and provide evidence from their professional practice to prove their competences.

Active involvement of as many as possible relevant stakeholders into developing and implementing policies and practice from its start are important.

Consulting a broad spectrum of CVET stakeholders, including experts in the field and in training, sectoral committees, employment agencies, and social partners, brings multiple perspectives into play when developing standards, curricula and procedures and also increases acceptance, dissemination and support of the initiatives. 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 of school graduates or apprentices, or of employees trained at the workplace.

When developing the national system for assessing and accrediting training providers in Cyprus (Section 2.1.3.), the HRDA involved the main social partner organisations, chambers of commerce, ministries of education and employment, education and training bodies, such as the Cyprus Pedagogical Institute and the University of Cyprus, and non-profit organisations to make up the sectoral technical committee of professional qualifications. This helped to reach consensus on the competences that in-company trainers should possess. Surveys, focus groups, web-based questionnaires, meetings, events, and the use of advisory and development groups, are other frequent methods of stakeholder involvement.



The consultation process can take some time but the resulting benefits outweigh the time spent. For example, in Germany, the development of the certification procedure for the vocational training pedagogue (Section 2.1.1.) took six years from its initiation to passing the law. As a result of active engagement, though, the qualification is supported and promoted by regional chambers of industry and commerce and the sectoral employer association Nordmetall.

Cooperation with, and support from, a well-known and respected organisation in the field can add credibility to the tools and products developed and increase dissemination among trainers and employers.

The Austrian Chamber of Commerce certifies trainers using feedback from customers and maintains an online database of certified trainers (see Box 3), widely used by companies for selecting highly-qualified trainers for

### Box 3. Expert group of customer-certified trainers (Austria)

The Austrian Chamber of Commerce designed a **customer-certified trainer certificate** which serves as seal of quality and competence for companies looking for high quality trainers in management consulting, ICT and commercial bookkeeping.

Trainers are assumed to be experts in their field of expertise; however, nobody can better validate their performance than customers (learners) whose main interest is to fulfil their learning needs and objectives. Among other documents on their qualification, continuing professional development and work experience, candidates have to present to a review committee at least three projects that have been assessed by at least two customers (companies); competences acquired and demonstrated on the job are validated and recognised in this way.

From five groups of competences, the last three are assessed from customer feedback:

- formal professional/vocational education,
- practical work experience,
- subject-specific competences,
- methodological competences,
- social competences.

Customers evaluate the trainer's performance on a four-point scale using an assessment form, and an average rating is calculated. Further assessment of the trainer's competences takes place during a professional interview with the review committee which decides on the certification of the trainer.

<http://www.ubit.at/wirtschaftstrainer/Downloads/Folder07.pdf>

their employees. The OPITO is an industry-owned organisation supporting the development of the oil and gas sector; their certificate (though only one of the possible options) is widely-used by employers (Section 2.2.2.). The Chartered Institute of Professional Development (CIPD, UK) is known nationally and internationally and its certificate in learning and development practice (see Box 1) is recognised as robust.

Possibilities for closer cooperation between public and private sector should be better exploited. Using the capacity and expertise of the formal education and training sector can benefit institutional and company-based initiatives in developing the pedagogical and transversal competences of trainers. Companies might have their own qualification and competence requirements but bringing these closer together, nationally for example, would be beneficial for all.

As pedagogical competences are a central concern of most of the examples analysed, guidance from national education and training authorities can provide insights into the latest policy developments and priorities, especially for bottom-up initiatives. The pedagogical and methodological expertise of education and training institutions can help sectoral organisations or companies identify learning needs, design a customised training programme, and assess and validate employee competences. For example, the Koskisen Oy wood company (Finland) (Section 2.3.2.) cooperated with the Salpaus Further Education Consortium to develop and deliver a training programme for its trainers. Not only did this help to ensure a customised programme based both on the needs of the company and on the national qualification recommendations, it also secured financial subsidies as the training is delivered by a public institution.

Trainer profiles and competence standards should be supported by relevant 'train the trainer' programmes.

Competence standards/profiles help trainers better understand their role, compare their competences against a benchmark, and identify learning and training needs to meet the standard. Employers can use competence standards to support training staff continuing professional development. It is important that there are training programmes that ensure the opportunities to acquire the missing competences or to update the existing ones to the required level. For example, the BDVT eV

occupational profile of a trainer is a framework for all BDVT eV provided training programmes (Section 2.2.1.) while the Sparkassenakademie (Austria) (see Box 4) uses the trainer competence profile to train bank employees who want to be trainers in line with the needs of the company.

#### Box 4. Trainers' profile of the training institute of the Sparkassen-Erste Bank Group (Austria)

The trainer competence profile (*TrainerInnenanforderungsprofil*) is a minimum company-developed competence standard to ensure the quality of in-company training provided by the Sparkassenakademie in all branches of the bank in Austria. It serves as basis for their 'train the trainer' programme targeted at employees who wish to be trainers in the company.

The profile requires the trainers to have:

(a) subject-specific competences (not defined by the profile): several years of relevant subject-specific work experience; willingness for continuous training;

(b) social competences: positive attitude, motivational interviewing, identifying the needs of others, empathy, integration capability, dealing with difficult situations, solving conflicts, communication skills;

(c) trainer competences: identification of training needs, design and implementation of training sequences, delivering information in a practice-oriented way, managing groups, creating conducive learning environments, engaging participants in the learning processes, giving and receiving feedback, presentation skills, time

management, setting learning objectives and quality assurance;

(d) personal competences: identification with the company, willingness to cooperate with other trainers, to get involved with new things, to optimise personal competences; self-reflection, enthusiasm, motivation, persuasion, evaluation and ability to act in difficult situations.

The training programme is wrapped up with a final exam where candidate competences are assessed by a review committee that takes decisions about certification (introduced in 2010). The certificate is valid only in the Sparkassen-Ernst Bank Group. Generally, prior learning and work experience are not recognised in the process. Introduction of certification and standardised training programmes in all branches improved general quality as well as trainers' self-confidence, communication and presentation skills.

Providing guidance and support to trainers, especially skilled workers in companies seeking certification and validation of their competences, is important to help them place their competences in the competence frameworks or modules of a training programme and find an appropriate professional development solution.

As stressed in the European guidelines on validating non-formal and informal learning (Cedefop, 2009), guidance is a central element of any validation process. In some initiatives, candidates for validation are supported by counsellors who provide relevant information, advise them on the process and on how to present better their prior learning, and suggest institutions and courses where the missing competences can be acquired. In the example of the TP FPA of the AFPA (France), guidance is provided in 10-hour collective workshops (Section 2.1.6.). In 2011, Eoppep (Greece) revised the certification process to introduce guidance and support elements (Section 2.1.2.).

To be able to demonstrate the benefits of the initiatives to learners, trainers and their employers, it is important to measure the impact they have on the quality of training and the skills and competences of the employees and, in the long term, on the productivity, innovation and competitiveness of companies.

As most of the examples presented are relatively new, no impact assessment has been performed; the available information is self-reporting and difficult to compare and assess. It should be pointed out, though, that for best results, an impact assessment or evaluation mechanism should be embedded in the design of the initiative from the start. In most cases, the promoters collect participant feedback on their satisfaction with the programme and, sometimes, after the programme about the effect on their practices. For example, the WBA (Austria) (Section 2.2.5.) collected feedback shows that the newly acquired qualifications have a positive effect on trainer self-confidence, while the Sparkassenakademie (Austria) (see Box 4) noted changes in the training delivery techniques used by in-company trainers, such as better presentations, group work and role play.

As the ultimate goal of all initiatives supporting trainers' professional development is improving workforce skills and competences to meet company needs, it is not enough to gather trainer or learner feedback after the training. For example, Koskisen Oy company in Finland (Section 2.3.2.),

investing in training that should lead to a qualification, observed increased completion of formal qualifications by its employees.

Continuous monitoring and evaluation, as well as regular revision of implementation and outcomes, provide for continuous improvement of the programme/process to keep them relevant to the needs of companies and learners.

Some examples foresee regular revision and update of content to take into account changes in the sector, in the economy, work organisation, national legislation and user feedback. The clearest example of such a change is the CIPD, UK (see Box 1) which, following a review, replaced a 15-year-old qualification in training practice with the certificate of learning development professionals. This took into account the latest developments, the need to address new roles of coaching and mentoring, and the companies' suggestions for more flexible approaches. A revision of the certification procedure for trainers of adults in Greece in 2011 led to introducing an e-portfolio of competences and put more stress on virtual networking among the certified trainers (Section 2.1.2.).

The AFPA (France) updates its principal documents every five years. The revision takes into account developments in adult education, new competence and skill needs, and sectoral social dialogue developments in workforce competences (Section 2.1.6.). This helps ensure that the full qualification and its components are up-to-date.

The renewal of certificates by trainers is a good way to ensure that they remain active and maintain their skills. Some certificates are limited in duration and need to be renewed after three or five years (certified trainers in Greece, Section 2.1.2.; WBA certificate in Austria, Section 2.2.5.). Trainers usually have to prove that they provided a certain amount of training since the previous certification or they should demonstrate active participation in a professional association.

The link to learning outcomes ensures that learning objectives are achieved and increases flexibility in selecting training methods.

Most of the examples presented in this publication are based on the learning outcomes approach, where a competence standard defines a set of knowledge, skills and competences that trainers should have. This approach is very effective when training programmes are delivered by

various providers. It also supports trainers in achieving a certificate or qualification, when the validation of non-formal and informal learning is part of the certification process. For example, the FETAC 'train the trainer' certificate (Ireland) award depends on demonstrating the relevant learning outcomes rather than completing certain training (Section 2.1.5.); different training providers can adapt their programmes based on the specific needs of their learners. The learning outcome approach can also support modular delivery of training, thus, making it more attractive to employees who train part-time in companies.

Raising awareness about the initiative, even if it is voluntary, its outcomes and benefits among training practitioners, companies, social partners and sectoral organisations, and professional associations is very important in ensuring good take-up and acceptance.

In-company trainers are often hard to reach; skilled workers who train other employees often do not identify themselves with training professionals. They are not informed nor do they look for information about the available opportunities for certification, validation of competences acquired on the job, and professional development. In the examples presented, organisations use various ways of promotion and dissemination, such as training catalogues, websites, professional networks, social networks, circulating materials, newsletters, and participation in sectoral trade fairs.

If the initiative is within a company, extensive advertising is usually not needed as the training is for company purposes; however, demonstrating the impact of professional development of trainers on the quality of their work can be beneficial for the company's management, trainers and learners. For example, the BDVT eV (Germany) (Section 2.2.1.) attributes increased interest in the trainer occupational profile and relevant training programme to regular promotion in a monthly one-page advertisement in a trade journal (the *Manager-Seminare*) and positive press coverage.

# Glossary of terms used in the text

**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 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.

**Assessment:** the process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria (learning expectations). Assessment is typically followed by validation and certification. In literature, assessment generally refers to appraisal of individuals whereas evaluation is more frequently used to describe appraisal of education and training methods or providers.

**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). Competence is described in terms of responsibility and autonomy.

**Continuing education and training:** education and training after initial education and training or after entry into working life aimed at helping individuals to improve or update their knowledge and skills, to acquire new



skills for a career move or retraining, or to continue their personal and/or professional development.

**European credit transfer and accumulation system (ECTS):** a systematic way of describing a higher education programme by attaching credits to its components (modules, courses, placements, dissertation work, etc.). ECTS is based on the student workload required to achieve the learning objectives of the programme. The student workload of a full-time study programme in Europe usually totals around 1 500 to 1 800 hours per year; in such cases one credit accounts for around 25 to 30 working hours.

**Knowledge:** the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. Knowledge is described as theoretical and/or factual (e.g. programming languages, design tools).

**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.

**Lifelong learning:** all learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons.

**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.

**Skill:** an ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European qualifications framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

**Validation:** 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.

# List of abbreviations

<b>AEL</b>	Foundation for Occupational Advancement (Ammattienedistämislaitossäätiö)
<b>AFIP</b>	Association of trainers in the pharmaceutical industry (Association des formateurs de l'industrie pharmaceutique)
<b>AFPA</b>	Association for the vocational training of adults (Association pour la formation professionnelle des adultes)
<b>BDVT</b>	Professional association of trainers, counsellors and coaches (Der Berufsverband für Trainer, Berater und Coaches)
<b>BP</b>	vocational pedagogue (Berufspädagoge/Berufspädagogin)
<b>CCP</b>	certificate of professional skills and competences ( <i>certificat de compétences professionnelles</i> )
<b>CEREQ</b>	Centre of Studies on Qualifications (Centre d'études et de recherches sur les qualifications)
<b>CIPD</b>	Chartered Institute of Professional Development
<b>CLDP</b>	certificate in learning and development practice
<b>CNFPA</b>	National Adult Training Board of Romania
<b>CTLTS</b>	certificate in teaching in the lifelong learning sector
<b>CVET</b>	continuing vocational education and training
<b>DIHK</b>	Association of German Chambers of Commerce and Industry (Deutscher Industrie- und Handelskammertag)
<b>DTLLS</b>	diploma in teaching in the lifelong learning sector
<b>Ekepis</b>	National Accreditation Centre for Continuing Vocational Training (from November 2011 merged into the National Organisation for Accreditation of Qualifications and Vocational Guidance (Eoppep))
<b>Eoppep</b>	National Organisation for Accreditation of Qualifications and Vocational Guidance
<b>ESF</b>	European Social Fund

<b>ECTS</b>	European credit transfer and accumulation system
<b>FETAC</b>	Further Education and Training Awards Council
<b>HR</b>	human resources
<b>HRDA</b>	Human Resource Development Authority
<b>IHK</b>	Chambers of Industry and Commerce (Industrie- und Handelskammern)
<b>IITD</b>	Irish Institute of Training and Development
<b>IVET</b>	initial vocational education and training
<b>Observal</b>	European Observatory on Non-formal and Informal Learning
<b>PPT study programme</b>	study programme in professional teaching and training
<b>PTLLS</b>	preparing to teach in the lifelong learning sector qualification
<b>QCF</b>	qualification and credit framework
<b>TP FPA</b>	vocational qualification of a professional trainer of adults (titre professionnel du (de la) formateur/trice professionnel(le) d'adultes)
<b>VET</b>	vocational education and training
<b>WBA</b>	Academy of Continuing Education (Weiterbildungsakademie)



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ANNEX

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## Trainers in continuing VET: emerging competence profile

Cedefop looks at 19 examples of initiatives set up in the Member States on developing competence requirements for trainers in continuing vocational training and adult learning: a brief overview of the practice, its target group(s), main approach and activities, competences required, a link with the validation of non-formal and informal learning, and outcomes, if available. Based on this analysis, an emerging competence profile of a trainer is proposed.

The publication builds on Cedefop's work on the changing roles and professional development of VET teachers and trainers and contributes to the work of the thematic working group on the professional development of VET trainers, set up by the European Commission in 2012 and jointly coordinated with Cedefop.

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