

LdV Partnership CERTITRAIN

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“CERTITRAIN scope - CVET Trainer definition”

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Scope of the CERTITRAIN project

The CERTITRAIN project addresses CVET Trainers: trainers, in-company trainers, training managers managing learning services providers or training departments in non-training companies and organization. These 3 different categories of CVET trainers will have an impact on the future CVET trainer certification scheme and its competences specifications that need to be developed. Trainers, in-company trainers and training managers do not have the same competences. Some are similar to each category, and some are specific. The certification of competences will be possible for those 3 categories.

Linked to these 3 categories of actors, we would like to define in a future project a certification scheme based on competence map that will also differentiate, for each category of CVET trainers, 3 competences' levels: beginner, professional, master.

The project consortium wants to be aligned with international standards addressing quality management and providing guidance and tools for companies and organizations who want to ensure their products and services consistently meet customer's requirement, and who want to ensure that quality is consistently improved. The CVET trainers' competences that will be identified by the project partners will refer to processes that composed the quality management system of learning services providers and of companies and organizations' training department. Processes will be split between management processes and training development processes such as needs analysis, context/framework analysis, conception/design, development/production, implementation, learning process, and evaluation/optimization.

CVET Trainer definition

In the context of the CERTITRAIN project, CVET trainer's definition is capturing in-company trainers in a CVET context as well as CVET trainers in training institutes and adult educators (agreed in Luxembourg, 18 Oct 2013), and training managers.

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

- “in enterprises, carrying out induction for newcomers and/or providing training, full-time or part-time;
 - Workplace tutors and mentors
 - In-company trainers
- outside enterprises, as freelancers or in institutions for continuing training, public and private, that also deliver training to, and in, enterprises¹”
- in enterprises and outside enterprises, as managers organizing in-company trainings and or organizing trainings delivery to and in enterprises

¹ Source: CEDEFOP, Study April 2013, “Trainers in continuing VET: emerging competence profile” , http://www.cedefop.europa.eu/EN/Files/4126_en.pdf

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References and definitions used by project partners

Continuing vocational training (CVT)

1. http://www.cedefop.europa.eu/EN/Files/3d_Continuing_Vocational_Training_Survey_Manual.pdf

Continuing vocational training is a training measure or activity which has as its primary objective, the acquisition of new competencies or the development and improvement of existing ones and which is financed at least partly by the enterprises for their persons employed who either have a working contract or who benefit directly from their work for the enterprise such as unpaid family workers and casual workers.

Persons employed holding an apprenticeship or training contract must not be taken into consideration for CVT. (These could be relevant candidates for IVT - see definition Nr. 3). The training measures or activities must be planned in advance and must be organised or supported with the special goal of learning. Random learning (see definition Nr. 44) and initial vocational training (IVT) are explicitly excluded.

Continuing vocational education and training (CVET)

2. Cedefop Glossary Definitions: http://www.cedefop.europa.eu/EN/Files/4106_en.pdf

Education or training after initial education and training – or after entry into working life aimed at helping individuals to:

- improve or update their knowledge and/or skills;
- acquire new skills for a career move or retraining;
- continue their personal or professional development (Cedefop 2011, p.39).

Trainer

3. Cedefop Glossary Definitions: http://www.cedefop.europa.eu/EN/Files/4106_en.pdf

“Anyone who fulfills one or more activities linked to (theoretical or practical) training, either in an institution for education or training, or at the workplace.”

Comments:

(a) two categories of trainer can be distinguished:

- professional trainers are training specialists whose job may coincide with that of the teacher in a vocational training establishment;
- part-time or occasional trainers are professionals in various fields who take on, in their normal duties, part-time training activities, either in-company (as mentors and tutors of recruits and apprentices or as training providers) or externally (by occasionally offering their services at a training establishment);

(b) trainers may carry out various tasks:

- design training activities;
- organise and implement these activities;
- provide training, transfer knowledge, know-how and skills;
- help apprentices develop their skills by providing advice, instructions and comments throughout the apprenticeship. Source: Cedefop, 2008c; AFPA, 1992 (Cedefop 2011, p. 185)

Trainers in VET

4. Thematic working group on trainers in VET² was launched by the European Commission and CEDEFOP (Jan 2011 – Feb 2014) http://www.evta.net/bruges_wg/vetwg.pdf

“Trainers in VET are trainers at a workplace, operating in both initial and continuing training in the following situations:

- *workplace tutors and mentors in apprenticeship schemes,*
- *skilled workers who carry out induction and continuing training of recruits and coworkers in addition to their regular tasks*

- *training specialists working in the training departments of large companies*
- *trainers working in establishments for continuing training that deliver training to enterprises as external service providers.”*

Two categories – 3 functions

- Categories: in-company trainers, trainers
- Functions: Tutor, trainers, training management

In-company trainers

5. CEDEFOP, OPEN INVITATION TO TENDER , AO/ECVL/IJE/ In-company trainers professional development /006/13 , ‘Supporting continuing professional development of trainers in enterprises’ , Tender Specifications

In-company trainers

See 2.1.1. Introduction : *“The increased focus on workplace learning, its quality and outcomes leads to the awareness of the significant role of those who provide formal and non-formal learning in companies, full time or as part of their job tasks (for the purpose of this study, they will be referred to as **in-company trainers**)”*

2.1.2. Defining a trainer: *“There is no unified approach across the countries to defining a trainer in VET. In many countries, there is no distinction between teachers and trainers working in initial VET. As a general trend, teachers usually work in VET schools while trainers operate in the work-based environment (Belgium, Cyprus, Finland, Germany, and Sweden). In most countries with school-based VET, there are teachers of general subjects, teachers of vocational subjects (both theory and practice) and teachers of practical training/trainers. In countries with developed apprenticeship systems, there are also trainers in the workplace (Austria, Denmark, Finland, France, Germany, Hungary, Netherlands, Sweden, and Switzerland).*

The situation in continuing VET and adult learning (whenever such distinction is made) is more complex, but nevertheless, in most countries one encounters VET teachers/trainers in school-based contexts (if CVET is provided through VET schools, for example, in Latvia, Lithuania, Poland), full-time in-company trainers, skilled workers performing such training-related functions as induction of new employees to the company and/or training other employees and also external trainers who usually work as freelancers or for training providers.

² http://ec.europa.eu/education/lifelong-learning-policy/doc/exchange/vet_en.pdf

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The current study focuses on in-company trainers of employed adults. For the purpose of the study, there are defined as follows:

“ skilled workers who conduct continuing training of co-workers in addition to their regular tasks (as part of their job tasks), including

- tutoring and mentoring,
- and/or full-time company employees called trainers (or equivalents); this also refers to owners and managers of SMEs who often ensure the training function themselves .”

Trainers working in the context of apprenticeship-type schemes for young people are excluded from the scope of this study.

The in-company learning to be considered in this study is intentional, planned and structured learning activities ensured by enterprise and in enterprise and addressing people in employment. The unemployed are out of scope of this study.”

6. EUROTRAINER, study from 2008, http://ec.europa.eu/education/more-information/doc/eurotrainer1_en.pdf

“The focus of the EUROTRAINER study was placed on employees who work in small, medium or large enterprises/companies and who are involved in the provision of initial and continuing training to colleagues in the same enterprise. Concretely, the consortium defined the target group as: people, who stimulate learning and integrate initial and/or continuing training and education functions into their jobs to various degrees (preferably by actively engaging in carrying out training activities) and who are employed by a private or public enterprise. “

Trainers in CVET

7. CEDEFOP Study, April 2013

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;
- outside enterprises, as freelancers or in institutions for continuing training, public and private, that also deliver training to, and in, enterprises.