



# PROVIDE

## Inventory of key competences

### Deliverable 11

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## Overview

The inventory of key competences gives an overview of 24 identified key competences for VET professionals. These competences are clustered into 5 competence areas: planning competences, competences related to the delivery of training, competences related to evaluation and validation and generic competences.

<b>1. Planning competences (incl. competence oriented learning)</b>			
1	P1	Planning, preparation	Assessing learners' needs and motivations
2	P2	Planning, preparation	Designing and constructing trainings and programmes
3	P3	Planning, preparation	Planning and designing the learning process
4	P4	Planning, delivery	Deploying different learning methods, styles and techniques
5	P5	Planning, delivery	Creating competence oriented learning offers:
6	P6	Planning, delivery	Creating an open learning environment
<b>2. Competences when delivering training/learning</b>			
7	D1	Delivery	Facilitating ICT based learning
8	D2	Delivery	Facilitating (open) learning processes
9	D3	Support	Advising/counselling on career and further life planning
10	D4	Support	Mentoring an intern/trainee/apprentice
<b>3. Evaluation of the learning process</b>			
11	E1	Evaluation, QM	Designing an evaluation process
12	E2	Evaluation, QM	Defining the right indicators and apply the right instruments for evaluation
<b>4. Validation of competence developments</b>			
13	V1	Validation	Assessing competences and competence developments
14	V2	Validation	Evidencing competence developments in terms of learning outcomes
15	V3	Validation	Integrating validation concepts promoted by the EU
<b>5. Generic Competences</b>			
17	G1	Personal/delivery	Being an expert in the content matter
18	G2	Self/personal	Lifelong learning
19	G3	Social/delivery	Motivating/empowering learners
20	G4	Social	Communication
21	G5	Social	Team work
22	G6	Social	Networking
23	G7	Social	Managing diversity
24	G8	Social	Intercultural communication

On the following pages each of the PROVIDE key competences is described in terms of abstract and general learning outcomes that relate to an ideal, which a professional working in this field should aspire.

## 1. Planning competences

### P1: Assessing learners' needs and motivations

**Description:** The learning professional is competent in assessing the prior experience of learners, identification of the perceived learning needs, demands, motivations and wishes of learners. This includes insights into the intrinsic motivation (e.g., self-generated willingness to learn), and the extrinsic motivation (e.g., responsiveness to external pressures from others, the reward of a diploma or mandatory requirements) of the learners, the learning trajectories and careers (including gaps) and the societal learning needs, including the key competences in lifelong learning. In assessing learning needs, the professional is able to listen carefully, deploy interview techniques, read body language, and deal with possible language difficulties and other disadvantages. The professional is able to respond to learning needs by deploying a wide range of teaching strategies and is able to see the background, expertise and knowledge of the learners as a learning resource to be used in the learning process.

### P2: Designing and constructing trainings and programmes

**Description:** The learning professional has the competence to design and construct study programmes for learners that are embedded in a wider curricular context and which allow the development of the learners into, or as, fully autonomous life-long learners. The programmes are based on relevant learning theory and the needs and demands of the learners, views on group dynamics, classroom management, the use of course ware and assessment. Furthermore, the professional is able to develop appropriate instructional and assessment instruments that are constructively aligned to aims and objectives and that are attuned to learning theories. The programmes should be deliverable by other learning professionals.

### P3: Planning and designing the learning process

**Description:** The learning professional is competent in designing the learning process for learners of different target groups. On one hand this competence entails the knowledge of the learning needs and deficits of the learners, the level of the learners and the heterogeneity of the group for whom the learning process is developed (if the learning takes place in a group setting). On the other hand the professional must have knowledge on the different learning phases, processes, styles, methods and programme designs that can be deployed to facilitate The learning process. The design of the learning process can be for individual () learners as well as for a group of () learners. The learning professional is able to use his/her own expertise and knowledge of relevant learning resources *and* the potential of the learners themselves to design the learning process. Furthermore, the learning professional is able to formulate and communicate the objectives of the learning process to give a larger picture of the learning process as a whole.

#### **P4: Deploying different learning methods, styles and techniques**

**Description:** The learning professional is competent in, and shows confidence in, using different learning methods (didactics), styles (approaches) and techniques including new media, ICT and social networks in the learning process of s. Didactics refers to specific methods to enable learners to learn and gain knowledge and skills. Approaches alludes to the different styles of transferring knowledge, which includes traditional teaching, facilitating, coaching and supporting learners in their own learning process. Furthermore the professional should be aware of relevant recent developments concerning new methods, styles and techniques, and of the new possibilities that come with this. Also, the professional is able to critically assess the value of new technologies for the learners.

#### **P5: Creating competence oriented learning**

**Description:** The learning professionals knows how to systematically plan, organise and elaborate a learning experience and the necessary conditions to launch, support, maintain and promote this experience. In order to do that they use guidelines on how to set and formulate competence oriented goals. They are familiar with ideas on self regulated and contextual learning. They know what kinds of (learning) activities support distinct competence developments. And know how to evoke these activities by means of actions, tasks, assignments and settings. They are able to create the open learning environments needed to ensure motivating, rich and reflective learning conditions (including required sources and resources, ICT infrastructure/equipment/software), or see to it that this is taken care of properly. They are well aware of, and capable in planning the learning conditions in such a way that the learners can work on the development of their competences in mutually beneficial ways.

#### **P6: Creating an open learning environment**

The learning professional is competent in creating open learning environments. The professional is able to design, develop, implement, and facilitate learning in open environments and can give support to learning professionals working with, or in, open learning environment and learners who use them to further develop themselves. Furthermore, the professional is able to assess the effectiveness of the open learning environment.

## ***2. Competences when delivering learning/training***

#### **D1: Facilitating ICT based learning environments**

**Description:** The learning professional is competent in facilitating and supporting ICT based learning environments. The professional is able to design, develop, implement, and facilitate ICT-based learning environments and can give support to learning professionals working with, or in, ICT-based learning environment and learners who use ICT to further develop themselves. Furthermore, the professional is able to assess the effectiveness of the ICT-based learning environment.

#### **D2: Facilitating (open) learning processes**

**Description:** The learning professional has the competence to guide learners in their learning processes and in further development toward, or as, fully autonomous lifelong learners. The professional supports the learner in reaching the objectives of the learning process and

in following the defined learning strategy. The professional is able to use different learning methods (didactics), styles (approaches) and techniques, including the use of new media and ICT. She or he is able to relate learning to everyday life and to attune the learning process to the living world of the learners. The professional is able to provide relevant and contextualised tasks and activities and assess the outcomes of these. The professional is flexible and has the ability to change the learning strategy when necessary. The professional ought to be able to align the learning process properly according to the delivery mode and context (traditional classroom, distance learning, in-service, workplace, etc.).

### **D3: Advising/counselling on career and further life planning**

**Description:** The learning professional is competent in advising learners in their career, life, further development and, if necessary, is able to refer s to other professionals (in case of professional help, illness etc.). The professional has knowledge on career information, work environments and educational offerings, and is able to assess the need for professional help. The professional has knowledge and understanding of the stages of development of the learner and has the ability to use tests to collect information on characteristics of the learner.

### **D4: Mentoring an intern/trainee/apprentice**

**Description:** The learning professional is competent to accompany a learner who is placed into his/her working environment. In many cases the professional may not have an educational background. However, it will certainly improve the efficiency and the impact of this important learning modality that the person has a basic understanding and skills and a positive attitude regarding this competence. In educational terms mentoring comes very near to the instructional model of a hospitation (learning from a model). It is most effective if the placement is taking part in a structured and planned way (e.g. as a project).

## **3. Evaluation competences**

### **E1: Designing an evaluation process**

**Description:** The learning professional is competent to design an evaluation process and to transfer it to other domains of work. He/ she is able to adapt the design according to the learning needs of the learners. In order to design an evaluation process, the learning process needs to have profound knowledge about a variety of evaluation methods and techniques, and is able to apply them according to the concrete group needs and the conducted training and the transmitted knowledge. He or she is self-reflective and uses methods of self-evaluation as well.

### **E2: Defining the right indicators and apply the right instruments for evaluation**

**Description:** The learning professional is competent in using appropriate evaluation instruments and to create and apply the right indicators to get reasonable results and to facilitate the evidencing of the evaluation results.

## 4. Validation competences

### V1: Assessing competences and competence developments

**Description:** The learning professional is competent to assess competence developments, and is aware of the importance of this task for learners, educators and staff who are in contact with the learners in different learning contexts. He/she is aware that the context may vary depending on learners' groups, the setting and the level of formalisation. It is also determined by the purpose of validation (internally to prove the efficiency of the learning or external to illustrate the potential of the learner).

Assessment can serve to check/measure the performances of learners or even be used as motivation to continue learning (summative assessment vs. formative assessment). Hence the assessment settings and methods have to be chosen in accordance to the context, the purpose and also regarding the available resources. Assessment can (ideally) be built in the learning process to achieve a holistic learning design.

### V2: Evidencing competence developments in terms of learning outcomes

**Description:** The learning professional is able to rate and evidence learners' competences and competence developments, providing evidence and to document (describe) learning outcomes. It requires knowledge on theories about competence development, the concept of learning outcomes, and skills how to describe them in a correct and meaningful way and a respective attitude to do so. It also requires knowledge and skills on quality assurance and criteria (validity, objectivity, reliability, level consistency). It relates to educators and staff who are in contact with the learners in different learning context.

The context may vary with the learners' groups, the setting and the level of formalisation. It is also determined by the purpose of validation (internally to prove the efficiency of the learning or external to illustrate the potential of the learner).

### V3: Integrating validation concepts promoted by the EU

**Description:** The learning professional is able to connect competence assessments and ratings with LEVEL5 to EUROPASS, EQF ECVET and/or other official frameworks. This requires knowledge on those frameworks and the whole validation approach as promoted by the European commission, skills in applying them and the respective attitudes concerning the aims and appropriate utilisation of these European systems. It requires knowledge on the structures, elements and principles of those tools and instruments as well as on the whole validation concept. This competence relates to the ability to transfer competences and competence developments into the systems based on EQR, to describe learning outcomes for qualifications, to rate learners according to those LO descriptions and to allocate the ratings in learning units and respective EQR-levels.

This competence is important for educators and staff who are validating learners in different learning contexts, be it in real validation situations related to the recognition of prior learning (validation shall be introduced in every members state by 2018) or in learning situations in which the assessment and documentation of competences plays a role. They should also know the connections and interfaces of these systems to Open Learning Environments (e.g. e-Portfolios). Finally they should know about the challenges and interfaces between the EU validation system and concepts like social, personal and organisational competences and key competences.

## 5. Generic competences

### G1: Being an expert in the content matter

**Description:** The learning professional is competent in using their own expertise in a specific field of study or a field of practice and is aware of relevant recent developments in the (academic) field of study or practice. This not only to *transfer* knowledge or skills but also, by selecting and providing resources, to enable learners to learn and develop *themselves*. Closely related to this competence comes the competence to choose and attune resources to the educational level and background of learners.

### G2: Being a lifelong learner

**Description:** The learning professional is competent in systematic reflection of their own practices, learning and personal development and is able to incorporate the findings of that reflection into their own professional practice.

The professional is able to see their own practice within the larger context of the institute, sector, the wider profession and society and is able to define their own role and responsibility within these contexts. With regard to this responsibility, the professional portrays consistency, authenticity, discipline and critical thinking. The professional is concerned about their own development, is willing to further develop and improve him/herself and sees him/herself as an autonomous lifelong learner. Furthermore, the learning professional has some basic organisational skills, such as time management.

### G3: Motivating/empowering learners

**Description:** The learning professional is competent in empowering the learners to develop themselves towards, or as, autonomous lifelong learners. The professional is able to use different styles and techniques to motivate, empower and inspire learners in their learning process and is able to make the relevance of the learning clear from a broader perspective. The learning professional is responsible for creating a stimulating learning environment for learners.

### G4: Being a communicator

**Description:** The learning professional is competent in communicating with others involved in professional practice, is able to establish a relation of trust and shows integrity through his/her way to communicate. In the communication with learners and with colleagues the VET professional is aware of different communication styles and techniques and that different situations and setting require different styles and techniques of communication. Communication is used by the educator as a means for interaction with learners and colleagues and through appropriate communication the professional can identify problems, can discuss them and find solutions in improving the learning process.

### G5: Being a team player

**Description:** The learning professional is competent in interacting with others involved in professional practice appropriately. In the collaboration the professional respects specific backgrounds, competences and skills of team/group members and has the ability to act as a team player. This involves communication skills like assertiveness, clarity and active listen-

ing, awareness of diversity in teams and potentials of teamwork. He/she has an attitude of appreciation for teamwork as efficient way of collaborating and source of creativity and is determined to contribute to the success of the entire team. He/she is aware of the roles and capabilities in the team and acts accordingly.

### **G6: Being a networker**

**Description:** The learning professional is competent in interacting with others involved in professional practice, is able to establish relationships and to build up a network of relevant contacts in his professional setting. In collaborating with colleagues and stakeholders, the professional has the ability to exchange knowledge and experience as well as to establish new contacts in a target oriented way. The professional is aware of his/her role in different context and knows feasible approaches to establish new contacts, taking into consideration the working contexts and roles of other stakeholders. He has internalised his/her own goals and recognises opportunities to promote these towards others.

### **G7: Managing diversity**

**Description:** The learning professional is competent in dealing with the heterogeneity and diversity in the historical, social, economic, religious background, learning needs, motivations, prior experience and knowledge, learning history, (learning) abilities, learning styles, age and gender of the learners and to understand their stages of development. This includes understanding of the value of diversity, respect for differences and the ability to incorporate or obviate any differences in the learning process. The professional shows empathy, is reliable, authentic and is loyal to the learners. Furthermore, the professional has the ability to analyse behaviour of learners and the group, the ability to identify possible problems and conflicts and to act strategically to prevent and/or manage possible conflicts and anger towards individual learners, the group and the professional him/herself. The learning professional is responsible for creating a safe learning environment which is based on mutual respect and cooperation in which the learners can develop into, or as, fully autonomous lifelong learners.

### **G8: Intercultural communication**

The learning professional is competent in interacting with others involved in professional practice with different cultural backgrounds, is able to establish a relation of trust and respect. Competence in communicating with other learners, colleagues and stakeholders