

# newsletter



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## We are working on...

The TEVAL 2 partnership met in Cologne on June 27/28 for the last time before the Final Conference scheduled for October 19-30 in Lisbon. Following an experimentation and review process the partners made substantial amendments to the professional profile of the Teaching and Training Practitioner throughout July and August. Guidelines for the candidate practitioners and their evaluators have also been developed. The application of the revised profile to the implementation of the TEVAL Evaluation Model is currently being tested and the results will be presented at the Lisbon conference in October along with the case studies that continue to be researched by the partners.



## EQF challenge met by the TEVAL 2 Partnership

The emphasis on competence based learning and assessment methodologies within the proposed European Qualifications Framework (EQF) has had to be fully taken into account in the development of a framework of competence for the Teaching and Training practitioner.

In practice, this has meant benchmarking the TEVAL model to the generic descriptors in Level 5 & 6 of the EQF. These were agreed as the most relevant aspects of the current version of the EQF, and are as follows:

Figure 1. EQF Descriptors in Level 5 & 6

EQF DESCRIPTORS >	Knowledge	Skills	Competence
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups

Technical file

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The Professional Profile must be presented in a such way that a range of options for the evaluation of knowledge, skills and behavioural development can be taken into account. To meet this ambitious demand, tightly defined statements provide measurable performance criteria that can be used as reference points by the evaluator (or examiner) of Teaching and Training practitioners – and indeed by the practitioners themselves in their reviews of their own performance and professional contributions. Furthermore, the structure of the Professional Profile is flexible enough to be adapted for implementation within any national, regional, local and even organisational context.

## The Amended Professional Profile of the Vocational Teaching and Training Practitioner...

The first part of the TEVAL 2 Professional Profile for Vocational Teaching and Training Practitioners presents a brief summary of the expectations of various aspects of the role. This is followed by the TEVAL 2 framework of practitioner activities. The TEVAL Professional Profile is divided into three main areas for evaluation called "Domains".

- Domain 1 concerns the practitioner's self evaluation and continuous professional development. In other words - how they review their own performance as a learning facilitator and remain up-to-date in their subject.
- Domain 2 covers the operational roles carried out by practitioners in their interaction with learners. This includes their initial assessment of learners, the planning of effective learning programmes, design of effective learning session and support resources as well as their delivery techniques.
- Domain 3 specially considers practitioners who have a responsibility for the evaluation of competence in the workplace. Although this domain is presented as an "option" for workplace trainers, it also reflects the move from "Chalk and Talk" delivery in classroom to a "Learning by Doing" approach that can equalise the achievement potential of less academically inclined learners – a priority area of EU Vocational Education and Training strategy.

Each of these three Domains has been divided into sensible groups of activity called "Units of Competence". Following on from this initial Framework, each Unit is broken down into detailed criteria for performance and the knowledge requirements for each Element of competence. The Performance Criteria translate directly as Learning Outcome objectives for any professional development or training needs that may arise from the practitioner evaluation process.

Each unit describes exactly:

- what the practitioners need to be able to do
- what the practitioners need to know and understand
- the criteria that Evaluators must use to make a judgement about practitioner competence



## Background Information

### The impact of performance-based competence evaluation and validation on the V.E.T. practitioner

It is estimated that about 80% of our skill and knowledge is gained through experience –and not through formal classroom based learning. Whilst many people have some documented validation of their academic achievement from a college or university, their acquisition of further skills in the workplace is largely un-recorded. In addition, there are a great number of people at every level performing competitively throughout all economic sectors who have never received any vocationally specific education or training. Consequently, almost all of us have some difficulty in proving our competence outside an environment where we are able to demonstrate our skills and knowledge on a daily basis. The validation of these competencies would greatly facilitate our mobility throughout the labour market, and for professional advancement within our chosen sector – or even within the organisation that currently employs us. Work based qualifications will require an evaluation of the skills, knowledge and understanding that people have in a work situation.

In order to be credible in a European context, the standards of competence laid down for all occupations must be agreed by all of the stakeholders at a National level first. In addition, there has to be a robust quality assurance process to ensure that the validation process itself is fair and consistent across all sectors. Starting at the top, this quality assurance process will require strong partnerships between the National and regional authorities with responsibility for funding vocational education and training, the validating organisations ("Validating Bodies") who issue the certificates and diplomas, and the employers and employee representative bodies in the relevant sectors. Next in line in the quality assurance chain will be the nationally approved inspection regime, although this may need to radically revise its whole culture in order to inspect a delivery network that is at arm's length from the traditional institutionalised provision.

## Transnational Meeting in Cologne

The penultimate transnational partnership meeting took place in on June 27/28 and was hosted by UNIVATION at their offices in Cologne. The two days were taken up with:

- a partnership review of the model and the professional profile following the piloting process
- stocktaking of progress towards the final products
- the implementation and dissemination of the TEVAL initiative
- plans for the final conference
- work allocation for the final stages of the product



For additional information about the final conference in Lisbon on the 19th October 2009 please visit our website: [www.teval-ii.eu](http://www.teval-ii.eu)

### The Final Conference

The final conference "Evaluation of Trainers' professional Competences" will be hosted by ESEB and take place in **Lisbon, Portugal, on the 19th of October 2009.**

The target groups of the conference are:

- EU and national policy makers in education and training;
- VET managers;
- VET teachers and trainers;
- academic community;
- representatives of VET and education public and private organizations;
- other interested parts.

The conference aims to win over VET teachers, managers and trainers in different countries to implement the TEVAL Model in their organisation, to discuss and enhance the TEVAL Model and to let policy-makers and authorities in VET know what's new about the approach used in TEVAL and what may be beneficial about it. In detail the partners want to achieve:

- VET teachers, managers and trainers, academic community and representatives, policy makers and influencers at national and EU level understand TEVAL aims and outcomes and discuss the possible impacts of the project in the European scenario of education and training.
- VET teachers, managers and trainers, academic community and representatives discuss experiences from training practices and potential paths for further research.
- VET teachers, managers and trainers are well informed about the potential benefit of implementing the TEVAL Model and are involved in the intervention on evaluation politics and in measures in their organizations.

LISBOA, 19<sup>th</sup> OCTOBER 2009  
CECOA, rua da sociedade farmaceutica

European Conference

Evaluation of Trainers' Professional Competences

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TEVAL 2 - Innovative Evaluation Model in Teaching and Training Organisations  
LEONARDO DA VINCI - TRANSFER OF INNOVATION PROJECT



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