

Quadultrainers

QUADULTRAINERS Validation and Testing Report

Partners Meeting Berlin, 28th June 2010

Outline of the validation protocol

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The piloting activities begun with the submission of the Guidelines for Piloting at the end of March 2010 and finished by the 15th of June 2010.

The piloting activity took place in different pilot sites.

A report has to be filled in by the responsible of the initiative at the end of the validation activity.

Outline of the validation protocol

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Country	Lead Partner	Date
Belgium, Brussels	FEBELFIN ACADEMY	31 st March 2010
Italy, Rome	AIF- SCIENTER - EBTN	20 th April 2010
Italy, Rome	EBTN	4 th May 2010
Germany, Berlin	BSEL	5 th May 2010
Germany, Berlin	BSEL	27 th May 2010
Portugal, Lisbon	IFB	27 th May 2010
The Netherlands, Amsterdam	NIBE-SVV	2 nd June 2010
The Netherlands, Groenekan	NIBE-SVV	11 th June 2010

Outline of the validation protocol

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The activities aimed to:

- a) Validate the qualifications prototype and its methodological application.
- b) Collect feedback from piloting institutes in order to verify the consistency and effectiveness of the prototype.
- c) Collect feedback from involved target groups (at least 50 in 5 EU countries: Italy, Belgium, Germany, Nederland e Portugal) so to verify the consistency and effectiveness of the system.
- d) Validate the qualifications prototype with relevant stakeholders at European level so to assess its applicability in different contexts and to make sure that it is coherent with the EU policy directions.
- e) Integrate the results of the piloting phase into the matching of the proposed qualification towards the European Qualification System.

Outline of the validation protocol

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The main approach proposed was Focus Groups organized according to the following scheme:

Target groups for validation countries	Target groups for piloting countries
<ul style="list-style-type: none">- banking training institutes- banks- other stakeholders and experts	<ul style="list-style-type: none">- banking training institutes- Internal Banks Trainer(s)- Professional Trainer(s)- banks management- other stakeholders and experts- employees- trainees
Methods and tools	
<ul style="list-style-type: none">- focus group- web based debates	

Objects of validation in the focus group sessions

1. Usability of competences framework

1. Identification of the characterizing competences units in each field

1. Competence fields descriptions

1. Competence assessment model

Results of the piloting activities

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The results of the validation and piloting activities proceeding from the template provided are presented here below. They are structured as follows:

- The results of the Focus groups are presented in a comparative perspective for what concerns the first part of the Focus groups template (Number of participants, Professional profile, Organisation category, Experience in the field) and the responses to the whole validation process are shown through citing the most relevant quotations made by the participants and noted down by the rapporteurs.

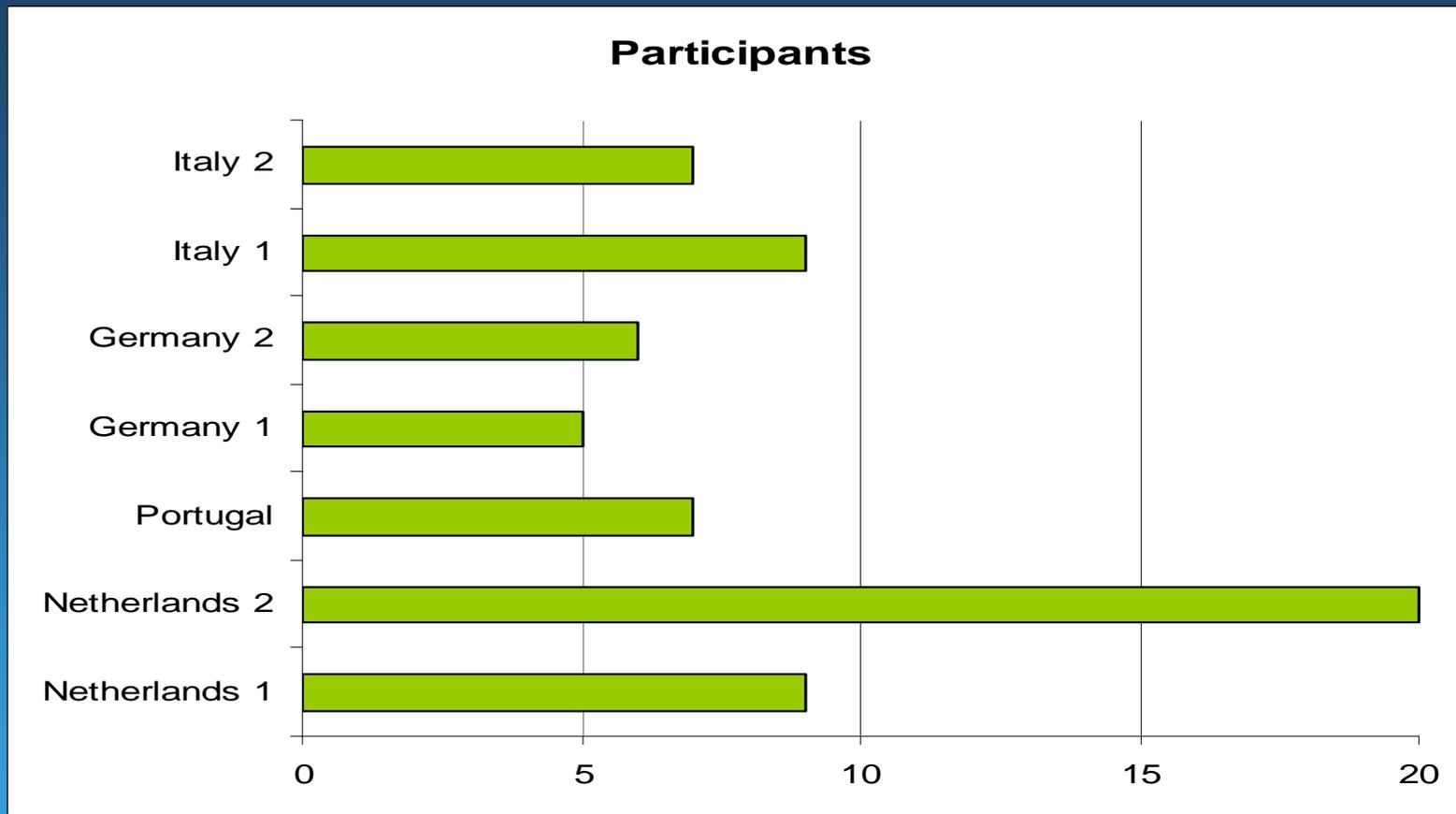
Results of the piloting activities

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- The quotations have been aggregated according to the main topic they deal with. Quotations proposing the same change are cited only once and the fact that they are shared changes will be underlined in the conclusions. The complete reports of each Focus Groups is annexed to the Validation and Testing Report.
- The results of the Quadultrainers Metacommunity Web based debate/questionnaire are presented in percentage, showing the answer more frequently chosen by the users.

Focus Groups Results

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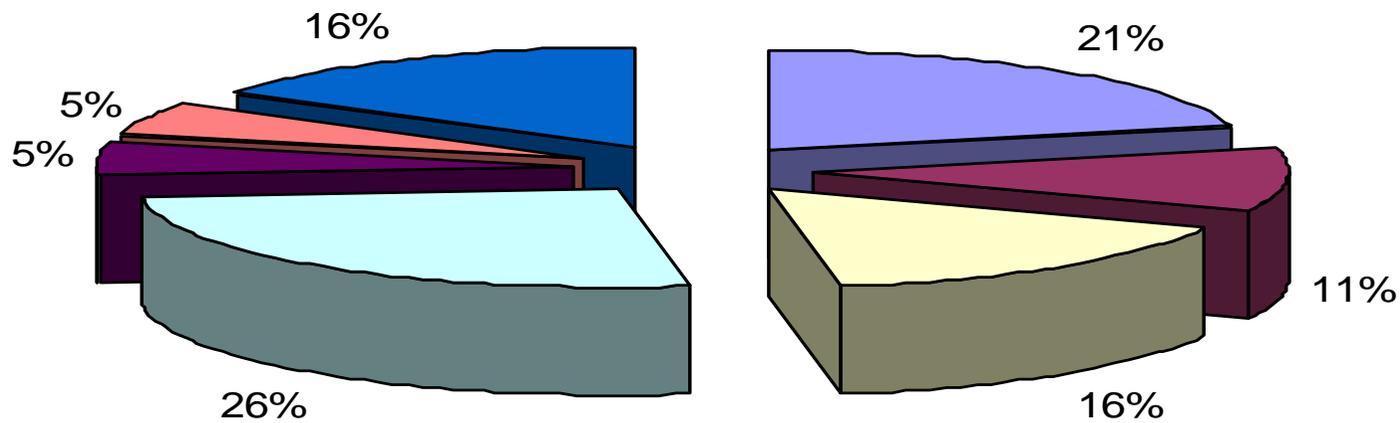


Main professional role: Expert Adult Trainers, Project Managers, Training Consultants, Adult Trainers, Training Managers, Trainers, Human resources experts, Trainer of trainers, Researchers, Certification experts, Quality management representative, Learning Coach.

Focus Groups Results

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Organisation category

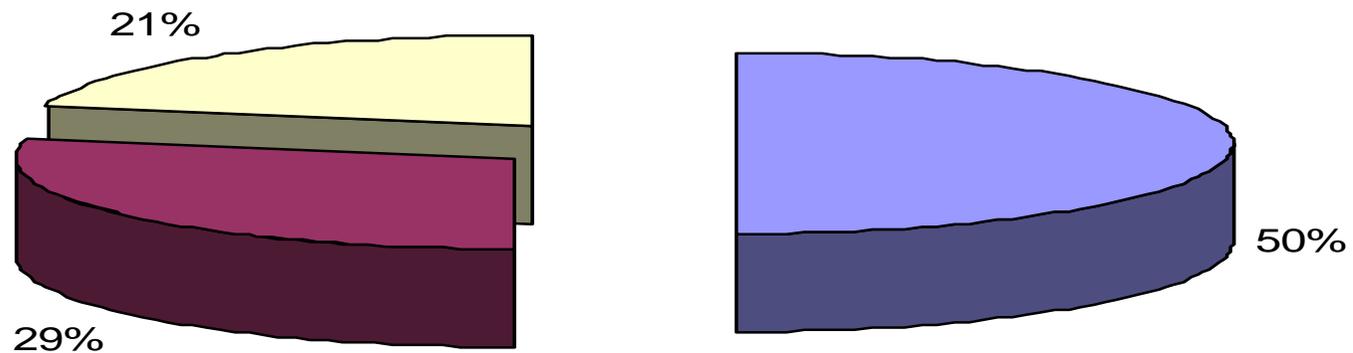


- Bank
- Financial services organisation
- Academic organisation
- Non-governmental organisation
- Insurance
- Governmental organisation
- Other

Focus Groups Results

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Experience in the field



Advanced Intermediate Beginner

Focus Groups Results

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Example of quotations proceeding from the responses to the whole validation process:

- “This competence framework can also be used as a tool to diagnose training needs, to evaluate performance and to manage careers. With this framework it would be possible to separate training from certification and to create a quality stamp assumed by private organizations. It was referred that the competence profiles, besides certification, identification of training needs and job progression tool can be used as reference training. This framework can be useful as far as the training follow-up is concerned because it facilitates the adjustment of the training paths of each function to the organizational reality.”
- “Lacking of capacity to anticipate training needs as core competence and/or Key Performance Indicator- for both of the two Adult Trainer Profiles. No clear definition of the background and expertise of the profiles.”

Results of the Metacommunity

INSTITUTES: 8	YES	NO	BLANK
1) Competence Framework and Formats			
Is the design of the competence framework clear?	100%	0%	0%
Is the design of the competence framework usable?	100%	0%	0%
Is the template adopted complete or is anything missing?	75%	25%	0%
Any suggestions to make it better ?	0%	75%	25%
2) Usability of competence framework			
Could the proposed framework be integrated in the existent training design process?	88%	12%	0%
Is the proposed framework consistent with the needs of training design?	88%	12%	0%
Is the proposed framework adaptable to the assessment and certification process ?	100%	0%	0%
Is the competence framework usable for career planning?	100%	0%	0%
Do you see any other possible use of the framework?	0%	88%	12%
3) Identification of the core competences			
Are the identified characterising competences corresponding to the observable practices (in your organisation), for the ALP and the EAT?	88%	12%	0%
Are they all concentrated in a single profile (for the ALP and the EAT)?	12%	88%	0%
4) Competences description			
Are the identified characterising competences descriptions appropriate for the professional role?	100%	0%	0%
5) Competence assesement			
Are the adopted methods efficient in assessing the competences?	75%	25%	0%
Are the adopted methods comprehensive for competences assessment?	75%	25%	0%

Conclusions

- The competence framework was well welcomed and received a good feedback but at the same time there are remarks to better clarify some parts and to reformulate the words which sound too much subjective. The goal of the changes proposed is to have a competence framework of easy use and not subjected to different interpretations.
- On the whole the Adult Trainer Profiles got a positive feedback, the mentioned competences all are relevant and their descriptions are appropriate. Some competences could be broadened or supplemented, for instance the more cited was the awareness of new training techniques and new media competence in both profiles.

Finally the core competences described for EAT and ALP are, in the organizational realities, transversal to different profiles and not concentrated just in two profiles.

More detailed/specific/accurate changes are listed above in the quotations.

- Assessment approach is considered comprehensive and potentially efficient, but some doubts are expressed on its precision in assessing competencies

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Thank you for your attention!

Edited by Scinter