

COMPETENCE GRID FOR EXPERT ADULT TRAINER

CORE COMPETENCES

A competent “EXPERT ADULT TRAINER” is able to:

- 1 - Adapt the body of content/knowledge and expertise to the different organisational contexts and target groups
- 2 - Plan, prepare and conduct specific training activities/events/processes/sessions/courses
- 3 - Establish a pedagogical relation with each group of trainees by providing support, facilitating and encouraging the learning process
- 4 - Adapt the learning processes/activities to individual learning need pace and preferences
- 5 - Evaluate the training efficiency and efficacy at a specific training event

CORE ATTITUDES

- Autonomy (as lifelong learner)
- Integrity
- Flexibility
- Empathy
- Active listening
- Pro-activity
- Encourage participation and interaction
- Creativeness
- Self-control
- Openness to criticisms and to auto-criticism
- Openness to change

Lifelong Learning Programme

Competence 1 - Adapt the body of content/knowledge and expertise to the different organisational contexts and target groups

PERFORMANCE DESCRIPTION		
Key activities	Key Performance Indicators	Type of competence
<ul style="list-style-type: none"> - Distinguishes clearly, within the field of expertise, the relevant subjects/contents/experiences for the participants - Speaks the language of the profession - Integrates his/her own professional expertise within the field of training - Advises in what concerns transferability of training in organisational settings 	<ul style="list-style-type: none"> - Participation in conferences, workshops, and training events in the field of expertise and interpersonal /coaching - Participation in networks of his/her expertise - Selection of contents with practical relevance for the training, in each specific situation - Application of technical terms and methodologies adopted in the professional practice, within the training - Switch between theory and practice during the contact with participants - Concrete identification of the different organisational settings - Studies published on training issues in his/her specialised area 	<i>Universal</i>
Description updating requirement	<i>3 years</i>	

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
A sound knowledge of: <ul style="list-style-type: none"> - Relevant recent developments in his/her field of expertise - Updated scientific, technical, technological and practical subject matters of training - The working market - Training planning in the different training events - Interpersonal communication techniques Knowledge about diversification of learning environments	<ul style="list-style-type: none"> - Communication skills - Team management skills - Ability to use the professional/technical language according to each group or individual characteristics - Ability to select the right learning resources - Ability to give contributions at networks 	<ul style="list-style-type: none"> - Be involved in professional situation in the working place - Dedication - Responsibility - Autonomy - Flexibility - Pro-activity - Creativity - Be strict 	A sound knowledge of: <ul style="list-style-type: none"> -Development referring to the internationalization and globalisation of the FSS -Transparency, compliance and integrity -Sectoral networking 	

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Competence 2 – Plan, prepare and conduct specific training activities / events / processes / sessions / courses

PERFORMANCE DESCRIPTION		
Key activities	Key Performance Indicators	Type of competence
<ul style="list-style-type: none"> - Participates in the diagnosis of training needs (to anticipate training needs) - Plans training activities /events / processes / sessions / courses concerning place of accomplishment, physical conditions, resources including media available, duration and support documentation - Designs training activities /events / processes / sessions / courses concerning the training needs, contents, aims, materials, activities, selection of methods, evaluation of outcomes - Conducts training activities /events / processes / sessions / courses concerning contents, aims, materials, activities, selection of methods, evaluation of outcomes 	<ul style="list-style-type: none"> - Involvement in meetings with the clients to become aware of their real training needs and to adequate the training materials, methods, etc - Balanced activities /events / processes / sessions / courses according to place of accomplishment, physical conditions, media available, duration and group - Balanced activities /events / processes / sessions / courses according to training needs, contents, aims, design of materials, methods, evaluation of outcomes and tools used 	<i>Universal</i>
Description updating requirement	<i>5 years</i>	

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>A sound knowledge of:</p> <ul style="list-style-type: none"> - Scientific, technical or/and technological updated subject of training - How to plan, deliver and implement didactical phases and units according to training needs and objectives - Mechanisms and learning processes - Learning styles (approaches) - Training planning - Pedagogical objectives - Methods and pedagogical techniques and tools - Principles of adult learning - Learning techniques (ICT, new media and networks) - Methods and tools of evaluation - Time managing <p>General knowledge about:</p> <ul style="list-style-type: none"> - Principles of organisational management, applied to the specific organisational learning context - Diversification of learning environments - Principles of educational quality assurance - Methods and techniques on information collecting and treatment (interviews, questionnaires, focus groups) 	<ul style="list-style-type: none"> - Ability to use, re-elaborate and integrate different methods, techniques, in different training activities, in a consistent way according to the main variables (objectives, target, schedule, planning, setting, etc) and according to different training typologies, settings and contexts, including learning styles and attitudes of participants - Capacity to analyse and synthesise concepts - Planning and organisational skills - ICT skills 	<ul style="list-style-type: none"> - Responsibility - Autonomy - Flexibility - Dedication - Pro-activity - Creativity - Leadership - Decision taking - Be strict 	<p>Increasingly important are:</p> <ul style="list-style-type: none"> - Learning on the job - Increase in demand of thorough knowledge of international systems - Knowledge of merging of business - Demand for the recognition of existing competences 	

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Competence 3 - Establish a pedagogical relation with each group of trainees by providing support, facilitating and encouraging the learning process

PERFORMANCE DESCRIPTION		
Key activities	Key Performance Indicators	Type of competence
<ul style="list-style-type: none"> - Facilitates the learning process and the pedagogical relation - Delivers and implements didactical phases and units according to training needs and objectives - Promotes group activities applicable to learning goals - Coordinates and adjusts learning content according to the knowledge, experience and culture of the group - Supports participants in broadening and deepening their knowledge and competencies 	<ul style="list-style-type: none"> - Use, re-elaboration and integration of different methods, techniques, in different training activities, in a consistent way according to the main variables (objectives, target, schedule, planning, setting, etc) and according to different training typologies, settings and contexts, including learning styles and attitudes of participants - Solutions presented on learning questions/problems - Adequate treatment monitored in identifying learning problems - In time feedback, as stimulation of the learning process 	<i>Universal</i>
Description updating requirement	<i>5 years</i>	

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>A sound knowledge of:</p> <ul style="list-style-type: none"> - Principles of adult learning - Mechanisms and learning processes - Pedagogical objectives - Learning methods, pedagogical techniques / tools - Games and activities that make the learning process effective - Interpersonal communication techniques - Group and interpersonal dynamics, including learning styles and attitudes of participants <p>General knowledge of:</p> <ul style="list-style-type: none"> - Principles of organizational management, applied to the specific organizational learning context - E-learning, b-learning, social learning methodologies - Learning techniques such as ICT, new media and social networks, relevant for the learning processes of adult learners - The changing in educational structures and the change of trainers roles - Use of audio and visual media - Time managing - Methods and tools of evaluation 	<ul style="list-style-type: none"> - Communication skills - Presentation and public speaking skills - Ability to promote the principle “learn how to learn” - Pedagogical animation skills - Team management skills - Negotiation skills - Problem/conflict solving skills - Ability to select the right learning resources to stimulate adult learners - Ability to use ICT, new media and social networks as educational tool - Planning and organisational skills - Heterogeneity and diversity management skills - Overcoming learning barriers skills - Capacity to analyse and synthesise concepts - Capacity to motivate, specially unmotivated trainees and their resistance to training - Ability to support a learning friendly atmosphere 	<ul style="list-style-type: none"> - Promotion of personal and professional self-development - Team spirit - Consensus building - Flexibility - Empathy - Active listening - Pro-activity - Encourage participation and interaction - Creativeness - Self-control - Openness to criticisms and to auto-criticism - Openness to change - Leadership - Be motivated - Decision taking 	<p>Groups may already have a rather high level of education which calls for a more controlled approach in case of training specialities</p>	

Lifelong Learning Programme

Competence 4 - Adapt the learning processes/activities to individual learning pace and preferences

PERFORMANCE DESCRIPTION		
Key activities	Key Performance Indicators	Type of competence
<ul style="list-style-type: none"> - Adjusts learning content according to the differences of knowledge, experience, culture and learning styles/paces of the participants - Adjusts learning methodologies/techniques and approaches according to the differences of knowledge, experience, culture and cognitive learning styles/paces of the participants - Supports participants in broadening and deepening their knowledge and competences - Manages trainees learning progression - Re-orientates trainees towards working processes 	<ul style="list-style-type: none"> - Monitoring of learning routes and, if necessary, adjust them - Solutions presented to learning questions/problems - Application of interpersonal communication techniques - Application of methods and techniques according to participants differences - In time feedback, as stimulation of the learning process - Implementation of necessary adjustments to learning processes - Support given to learning that takes place at the enterprise based on trainer's familiarity with enterprise reality 	<i>Universal</i>
Description updating requirement	2 years	

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p>A sound knowledge of:</p> <ul style="list-style-type: none"> - Mechanisms and learning processes - Pedagogical objectives - Methods and pedagogical techniques and tools - Interpersonal communication techniques - Group and interpersonal dynamics, including learning styles and attitudes of participants - Methods and tools of assessment <p>General knowledge of:</p> <ul style="list-style-type: none"> - Principles of adult training - Principles of organizational management, applied to the specific organizational learning context - New methodologies, such as e-learning, b-learning, social learning - Case studies writing 	<ul style="list-style-type: none"> - Communication skills - Develop behaviours to facilitate the pedagogical relation - Pedagogical animation skills - Team management skills - Problem/conflict solving skills - Ability to use the professional/technical language according to individual characteristics - Ability to select the right learning resources to stimulate adult learners - Ability to use ICT as educational tool - Ability to integrate different methods, techniques, in a consistent way according to the main variables (objectives, target, schedule, planning, setting, etc) and according to different training course typologies, settings and contexts, including learning styles and attitudes of each participant - Ability to promote the principle "learn how to learn" - Skills to manage unmotivated trainees and its resistance to training - Diversity management skills 	<ul style="list-style-type: none"> - Pro-activity - Flexibility - Autonomy - Fit into different social and professional settings - Empathy - Be motivated - Active listening - Encourage participation and interaction - Promote collaborative work - Encourage cordial relationship between trainer and trainee and between trainees - Self-control - Openness to criticisms and to auto-criticism - Decision taking - Openness to change - Be in good relation with himself and with the others - Leadership 		

Lifelong Learning Programme

Competence 5 - Evaluate the training efficiency and efficacy at a specific training event

PERFORMANCE DESCRIPTION		
Key activities	Key Performance Indicators	Type of competence
<ul style="list-style-type: none"> - Participates in the construction of the assessment and evaluation tools - Evaluates all the resources involved in the training process concerning the training activities/events/processes/sessions/courses - Assesses the training outcomes during and at the end of the training activities/events/processes/sessions/courses - Participates in the evaluation of the impact of the training in the professional performance in the working settings 	<ul style="list-style-type: none"> - Production of adequate evaluation tools for instance written examinations, questionnaires, simulations, etc - Reports on the information captured from the trainees on the different aspects of the planning and development of the training activities/events/processes/sessions/courses - Reports on the results obtained by the trainees at the end of the training activities/events/processes/sessions/courses - Reports on effective performance of the trainees, after the training as well as at the working place (and also its effects on others performance) - Analysis of learning transferability 	<i>Universal</i>
Description updating requirement	5 years	

Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
A sound knowledge of: <ul style="list-style-type: none"> - Methods of evaluation /assessment - Construction of pedagogical tools of assessment and evaluation - Construction of pedagogical grids for correction of tests/examinations or for behaviour observation in simulations General knowledge of: <ul style="list-style-type: none"> - Principles of Adult learning - Principles of project management - Principles of educational quality assurance 	<ul style="list-style-type: none"> - Ability to use and adapt the professional/technical language to the target group - ICT skills - Report writing skills - Capacity to analyse and synthesise concepts 	<ul style="list-style-type: none"> - Integrity - Flexibility - Autonomy - Transparency - Responsibility - Be strict 		Special attention may be given to the evaluation of working with figures and account matters