



Road to excellence in the Training Quality Process.
Key competences of the trainer tutor in the teaching-learning process

COMPETENCES MAP

TRAINER PROFESSIONAL ACTIVITY

May 2011



Competences Map - Background

ROQET aims to test and validate, in case, a procedure for self-assessment of competences of training staff –trainers- in VET. Based on criteria of voluntariness and anonymity, the self-assessment will allow to detect improvement areas of trainers' competences, making it possible to do comparative analysis between trainers' answers and those from trainees as well as an aggregate analysis at the level of training center.

There are numerous definitions of "trainer" in the field of Lifelong Learning though CEFOP (European Centre for the Development of Vocational Training, 2008) offers a detailed description of the concept:

"Person who fulfils one or more activities linked to the (theoretical or practical) training function, either in an institution for education and training, or at the workplace. The trainer focuses his/her tasks in the design, organization and implementation of training activities, transferring knowledge, know-how and skills, and in the support in apprenticeship processes, providing advice, instructions and comments for the development of apprentices' skills".

Likewise, several terms, with their respective definitions, align themselves with the concept of "trainee". According to the Glossary of the Lifelong Learning Programme 2007-2013, s/he is the "person undergoing vocational training, either within a training institution or training organisation or at the workplace".

Concept of competence

Competence is the ability of a person or group to put into practice the attitudes, knowledge and skills (formally obtained or through experience). Nevertheless, competence is described in the European Qualifications Framework as one of the elements integrating the learning outcomes, along with the knowledge and skills; competence here is defined in terms of "responsibility" and "autonomy" exerted in the development of certain activities.

Nevertheless, in the frame of ROQET Project and from the perspective of the Human Resources Management, the term "competence" is a concept to include 3 aspects: **KNOWLEDGE, SKILLS AND ATTITUDES.**

Knowledge: refers to the KNOW-WHAT of a person: his/her theoretical knowledge.

Skill: refers to the KNOW-HOW of a person: how s/he puts such knowledge into practice.

Attitude: refers to the WILLINGNESS of a person: his/her motivation and disposition to put into practice those knowledge and skills.

They can be classified in social (soft) and technical (hard) competences:

Soft competences gather socio-cognitive skills and strategies a person holds.

Hard competences group the required skills for putting into practice the technical and specific knowledge linked to the performance of a certain job.

Structure of the Competences Map

The Competences Map is a tool for the professional development of trainers, composed of a set of six soft competences and two hard competences as a basic part of their professional profile.

Each competence is structured by:

Name of the competence

Definition: accurate explanation of its meaning

Keys of competence: basic aspects the competence is based on that act as framework

Evidences: noticeable behaviours that help as guide to carry out such keys and that demonstrate the competence is being put into practice

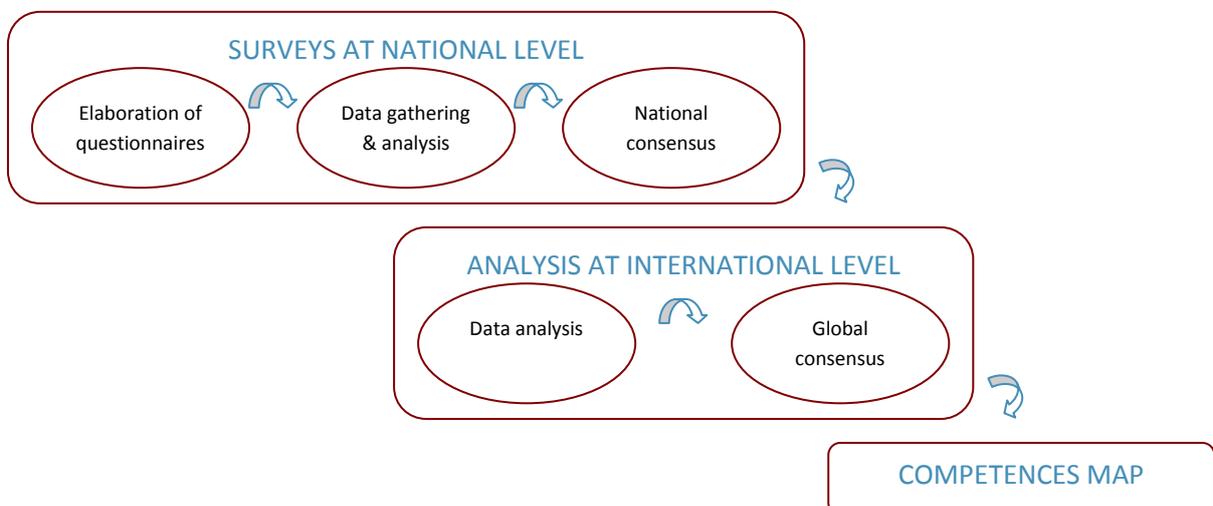
The structure of the Competences Map follows the distinction between soft and hard competences:

Soft competence: orientation to excellence; innovation; organization; communication; resilience; critical judgement.

Hard competences: didactic technique; didactic strategy.

Working methodology

The partnership has followed a working pattern to reach the Competences Map, shaped by 3 main stages:



Competences

ORIENTATION TO EXCELLENCE	
<p>To boost continuous improvement in the field of VET from the overall management of the training center, including the ability to be adapted to different contexts and cultural environments, to the daily management of the classroom itself, prioritizing the parameters of service quality and students service.</p>	
KEYS OF COMPETENCE	EVIDENCES FOR SELF-ASSESSMENT
<p>Norms acceptance Disposition to understand, comply with and act according to established directives and norms</p>	<ul style="list-style-type: none"> • I receive instructions to fulfill in the training environment, acting according to what is established (regulations, working procedure, ...) • I transfer the applicable norms to trainees, explaining their content and monitoring their performance
<p>Service attitude Disposition to act, feel and/or think regarding the necessities of students in a way for his/her actions to guarantee their satisfaction</p>	<ul style="list-style-type: none"> • I take care of knowing the difficulties trainees may encounter during the learning process • I reply to doubts, suggestions, complaints and claims trainees may have presented
<p>Attention to groups of interest Predisposition to reach the expectations of the groups of interest showing commitment for the identification of problems of any kind and providing solutions for their solution</p>	<ul style="list-style-type: none"> • I take care of knowing the expectations from the groups of interest • I try to be resolute when inconvenients come up, acting to minimize their negative effect
<p>Continuous improvement Commitment to do the things right and eagerness to constantly improve</p>	<ul style="list-style-type: none"> • I promote dialogue with trainees to know what can be improved in the training-learning process • I incorporate improvements in the process according to the contributions of trainees (suggestions, satisfaction pools, complaints, etc.)

INNOVATION	
<p>To keep oneself up-to-date in new trends, products, methodologies, etc. that contribute to his/her professional development and for a positive application in classroom.</p>	
KEYS OF COMPETENCE	EVIDENCES FOR SELF-ASSESSMENT
<p>Creativity and innovation Ability to present new resources, ideas and methods and to incorporate them in actions</p>	<ul style="list-style-type: none"> • I propose activities to put into practice the latest trends in the subject matter to deal with • I put into practice didactic strategies aimed at a significant learning by trainees (approximation to reality, extrapolation, discovery, etc.)
<p>Change adaptation Ability to easily accept and face with flexibility and versatility new situations and persons, accepting changes in a positive and constructive way</p>	<ul style="list-style-type: none"> • I adapt and contextualize the content of the course to the social and labour reality of the environment the trainees will accede to • I keep a close contact with the target group in order to know its peculiarities to cover its collective needs and to try the potential development of each individual
<p>Self development Ability to take advantage of learning opportunities from own experience as well as from others, looking at the same time for tools and means to be up-to-date and to find the most advisable way to put the knowledge into practice at work</p>	<ul style="list-style-type: none"> • I reflect on the suggestions, proposals and constructive critics I get from trainees and I try to learn from them • I take advantage of my experience to be ahead of the critical aspects in the development of the training action (difficulties in the learning process, in management, organization, resources, etc.)



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To set strategies for the attainment of an aim, coordinating the persons and the appropriate means and planifying the required actions for its fulfillment.	
KEYS OF COMPETENCE	EVIDENCES FOR SELF-ASSESSMENT
Management ability Ability to manage own tasks and processes effectively and efficiently, using the resources available	<ul style="list-style-type: none"> I know the procedures to follow for the correct development of the training action, showing a responsible and committed attitude for act according to them I accomplish the tasks related to my teaching activity with rigorously and with responsibility (processing of documents, evaluation of trainees, etc.)
Planification and control Ability to effectively determine phases, stages, aims and priorities for the attainment of objectives through the development of actions plans including the required resources and control systems	<ul style="list-style-type: none"> I design the training action taking into consideration the contents, resources, methodology, evaluation system, etc. to use for the accomplishment of the planned objectives I use tools that allow me to verify the fulfillment of the planning and its effectiveness (checklist, control of stages, etc.)
Time management Ability to establish priorities for the execution of tasks, based on the planning of strategies to minimize the time and to optimize their development	<ul style="list-style-type: none"> I plan the daily activities to be developed in classroom in order to optimize the time available and to adapt it to the contents of the course I fulfill the terms/deadlines to reach the objectives of the training action
Resources management Ability to optimize and to achieve a return on the resources available, in order to improve the working method and to contribute to the effectiveness of the training-learning process	<ul style="list-style-type: none"> I manage and use again the resources available in order to maximize their exploitation in the interests of the learning process I select the more appropriate resources at each given moment according to the objectives, contents, trainees, time available, etc.

COMMUNICATION	
To create and keep communication and collaboration channels in classroom, strengthening the connections trainer-trainee to favor both individual and team work.	
KEYS OF COMPETENCE	EVIDENCES FOR SELF-ASSESSMENT
Team work Ability to work with other people in order to reach common goals	<ul style="list-style-type: none"> I design teaching and learning strategies to promote collaborative and globalized activities, getting trainees involved for the attainment of a common goal I instigate trainees to be proactive (contribution of ideas, solutions, proposals, suggestions, etc.) that I try to realize into actions in classroom
Verbal aptitude Ability to effectively express oneself showing a technical and professional language to allow a proper dialogue with trainees	<ul style="list-style-type: none"> I try to be specific in my explanation in order to catch the attention and interest of trainees I express myself by a technical and professional language, adapted to the target group, using precise terms/words to allow me to transfer concepts related to the subject matter of study
Written communication Ability to write ideas clearly and gramatically correct in order to be understood undoubtedly	<ul style="list-style-type: none"> I structure and adapt the texts in a way to facilitate the understanding by trainees (didactic material, activities, evaluations tests, etc.) I verify texts are completed and free of mistakes, either concerning grammar or related to formal presentation.
Listening Disposition and ability to receive and understand any important information by oral communication	<ul style="list-style-type: none"> I invest all my attention to understand the information I receive, trying to interpret its correct meaning I provide my interlocutor the information about what I think I have understood (feedback)



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RESILIENCE	
To recognize and understand own and other people's feelings, keeping under control emotional conditions to result in constructive attitudes.	
KEYS OF COMPETENCE	EVIDENCES FOR SELF-ASSESSMENT
Self control Ability to keep own emotions under control and to avoid negative reactions to provocations, opposition or hostility from others or under stressful conditions	<ul style="list-style-type: none"> • In difficult situation, I communicate my intentions, ideas and/or feelings in an open and direct way and act honestly and respectfully • I show myself assertive, accepting the differences of opinion without being offended neither developing a negative attitude against the others
Conflicts management Ability to effectively resolve situations, events or conflicts where interest are put at stake that can affect the relationships among persons and/or jeopardize the objectives, interests or the image of the training center	<ul style="list-style-type: none"> • I try to conciliate and mediate fairly in conflicts, putting into practice actions that contribute to reach to a solution • I favour dialogue as means for conflicts resolution
Stress tolerance To keep a firm character under pressure and/or opposition, keeping control while replying in stressful situations	<ul style="list-style-type: none"> • I downplay negative situations controlling the emotions that can directly influence my attitudes • I try to find an answer in view of difficulties, avoiding any kind of block and maintaining myself firm and calm

CRITICAL JUDGEMENT	
To use cognitive strategies aimed at reaching an intelligent performance while taking decisions	
KEYS OF COMPETENCE	EVIDENCES FOR SELF-ASSESSMENT
Analysis capacity Ability to identify, understand and evaluate the different variables affecting the attainment of an objective, setting the possible feasible alternatives taking into account their impact in the expected levels of quality and efficiency	<ul style="list-style-type: none"> • I structure ideas and arguments in a clear, coherent and synthetic way • I present points of view and consider others' in a reflexive way
Critical capacity Ability to evaluate data and to make logical decisions with impartiality and from a rational point of view	<ul style="list-style-type: none"> • I analyze objectively the factors influencing my decision making • I take decisions in an aseptic way, analysing the context to dismiss emotional elements that can have an influence on them
Decision making Ability and decisiveness to make the right decisions based on own analysis of the particular situation, taking the risks with responsibility and maturity	<ul style="list-style-type: none"> • I take decisions concerning possible incidents in the training process (I look for and propose solutions, I measure their possible impact, etc.) • I take decisions assessing the possible alternatives and assuming the possible consequences

DIDACTIC TECHNIQUE	
To favour learning environments that take into consideration the use of interactive means of communication, taking advantage of their informative, communicative and motivating value.	
KEYS OF COMPETENCE	EVIDENCES FOR SELF-ASSESSMENT
Dynamization Ability to use techniques for the integration of social and cognitive processes activated during communication	<ul style="list-style-type: none"> • I use elements that reinforce the individual motivation of trainees, keeping their interest and facilitating a constant feedback (combination of theory and practice, development of activities to facilitate their transfer at workplace, etc.) • I use basic techniques of group dynamics
ICT Ability to work with computing programmes as didactic support	<ul style="list-style-type: none"> • I use computing programmes as means to, based on multimedia, express and create, to write, to draw, to do presentations, etc., that I use in classroom • I use specific software as didactic support (digital blackboard, individual or group monitoring, etc.)

DIDACTIC STRATEGY	
To define and develop the training-learning process, analyzing the progression of trainees and the fulfillment of the foreseen objectives.	
KEYS OF COMPETENCE	EVIDENCES FOR SELF-ASSESSMENT
Focus on groups of interest Ability to design the training-learning process, adapted to the needs of the different interest groups	<ul style="list-style-type: none"> • I identify the collective characteristics of the group as well as the individual ones (abilities, previous knowledge, attitude in view of learning, etc.) that can influence the development of the training action in order to focus the training-learning process to the trainees' qualification needs • I programme my classes daily, scheduling the contents and activities to be developed in order to reach the foreseen objectives • I integrate professional orientations in the development of the learning process
Evaluation Ability to design and objectively put into practice monitoring tools and learning evaluation tests	<ul style="list-style-type: none"> • I design monitoring and evaluation tools, which application allow to know the progress of trainees • I develop a training monitoring, planned according to the foreseen objectives, guiding trainees to the acquisition of professional competences • I verify and evaluate objectively the qualification level reached by trainees, getting them informed about the results



Link between processes map and competences

There is a clear connection between the competences and the processes which form the backdrop of quality in training. Following it is shown a flowchart representing the interactions between both concepts. They are classified in terms of strategic, key and supporting processes.

Strategic processes provide directives for the rest of processes:

- Planning and monitoring of management
- Evaluation, monitoring and continuous improvement

Key processes concern essential activities of the training service with impact amongst trainees:

- Trainees recruitment
- Training-learning
- Links to employment

Supporting processes give support to remaining processes represented in the map:

- Administrative management
- Resources management



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