



## Road to excellence in the training Quality process. Key competences of the trainer tutor in the teaching-learning process (ROQET)

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**ROQET Newsletter Nr. 2**

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### **EDITORIAL**

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In order to develop, implement and adapt to the reality of different partner's countries in ROQET Project, a competency assessment system for teachers of vocational training centres, we develop a **Competency Map** and will work out an **Excellence Profile** of professional trainer's activity, which is established a collection of information process *based on a survey* completed by all the participant countries in the Project.

Below this short editorial you will see a summary of national survey about the self description professional activity, process of consensus about competences, and the Competence Map.

We hope you enjoy this newsletter and that our work encourages you to join us!

#### **Survey of Self Description Professional Trainer Activity (March 2011)**

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The objective is to get information concerning the opinion of trainers, taking into account they know their function the most so they can describe in detail the corresponding tasks as well as the knowledge, skills and attitudes required for their proper carrying out for an excellent performance.

The gathering of information for carrying out the descriptive study of the professional activity of trainer done through an **structured survey** based on 4 fundamental aspects to be taken into consideration for the drawing up the competences map for the occupation: *Definition of mission, Description of tasks, Enumeration of soft competences, Enumeration of technical competences.*

The questionnaire used has a mixed structure. Participants of the survey:

- Trainers. 6 per training center connected to each participating country in the project, divided equally between trainers with specialities with theoretical-practical contents to develop in classroom and those providing training in workshops.
- Responsible of the participants VET centres

After the analysis of data gathered through the survey for self-description of trainer professional activity, it has been observed the need to reach to a **consensus** in those competences where discrepancy existed, equal or greather than 50%, between the opinion of trainers and that of headmasters/training responsables.

Therefore, each partner organized a meeting with the attendance of the participating headmaster/training responsible and trainers along with technical staff of the project. As result, each training organization obtained:

- A common vision of the competences considered as necessary for the performance of the training activity by the trainer-tutor.
- An unanimous clasification of the level each competence should have.

## Competence Map

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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 the KNOW-WHAT of a person: his/her theoretical knowledge.
- **Skill**: refers the KNOW-HOW of a person: how s/he puts such knowledge into practice.
- **Attitude**: refers 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.

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 competences:** *orientation to excellence; innovation; organization; communication; resilience; critical judgement.*
- **Hard competences:** *didactic technique; didactic strategy.*

## ROQET partners meeting in Slovenia

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The 2nd partners meeting hosted by School Centre Velenje, CPI and PIA, 04-05 May 2011. In Velenje and Ljubjana. The meeting was attended by 14 representatives from 8 institutions partners of.

The partners discussed the definition and development of Competence Map and share their opinions about different approaches. The meeting enabled partners to establish the next actions to be undertaken and plan in advance some of the tasks and events that are scheduled for the end of the current year.



## Next events on the pipeline for ROQET

### Next project meeting

Lisbon, October 2011

Events:

### The Creative Learning Conference

Lisbon, 26 October 2011

<http://www.creativelearningconference.com/equipa.asp?id=6>

For more details about the ROQET results, please visit to our website:

[www.self-assessment-in-vet.eu](http://www.self-assessment-in-vet.eu)