



Tool Nr. 10 – Qualification profile for Expert Adult Trainer (EAT) and Adult Learning Professional (ALP)

Competence Profile – Expert Adult Trainer

DESCRIPTION

The Expert Adult Trainer is the professional who is:

- A specialist, specialised in a certain scientific, technical or/and technological area/content
- Able to establish a pedagogical relation with the trainees during a training event/process, promoting the acquisition of knowledge and competences as well as the development of attitudes and behaviours in accordance with the professional profile required

Though being a content expert, as main identity, the Expert Adult Trainer is a facilitator in the learning process, able to prepare the setting for new environments, for specific learning contexts and methodologies (e-learning and other ICT – based learning, training in the workplace, coach and mentoring, etc.) and capable of supporting and guiding to adult learners, in their professional learning; he should be able to respect and valorise social diversity in the group of trainers and manage the different cultures and social backgrounds

AIM

This professional should be able to diagnosis, prepare, develop and evaluate specific training activities/events/processes/courses/sessions in a professional training context

Organizational CONTEXTS

- Vocational, Education and Training centres
- Professional (full-time) training or part-time/occasional training (in-company or externally)
- Business schools

Organizational ROLES

- Expert classroom trainer
- Expert e-trainer/b-trainer
- Expert workplace (on the job) trainer

Core Competences

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 and andragogical relation with each group of trainees by providing support, facilitating and encouraging the learning process
4. Adapt the learning processes/activities to individual learning pace and preferences
5. Evaluate the training efficiency and efficacy at a specific training event

Specialised /Additional Competences

By Specific Sectors:

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- Banking and Financial Sector

(...)

By Learning Contexts:

- E- learning/B-learning (Web) Context
- ICT learning
- Workplace Context

(...)

By Target-group:

- Training the trainers (...)

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

PREREQUISITES

Candidates for this qualification are assumed to have:

- Bachelor degree (in the field of expertise)
and / or
- 2 years of professional experience (in the field of expertise)

PREREQUIRED Competences

- Strong communication skills

EQF LEVEL 4

Competence Profile Adult Learning Professional

DESCRIPTION

The “Adult Learning Professional” (ALP) is a professional who has appropriate competences (relating to the professional and organizational role, as well as to the relationship with people inside and outside the organization) in order:

- “to design, manage and supervise training and learning patterns and initiatives according to different organizational context and training settings”⁸ , having a full awareness of “the developments occurring with reference to main variables as processes, methods, technology, communication”⁹.
- to evaluate and monitor the results and the quality of the training activities compared to the desired objectives and the existing quality standards.

AIM

To set a professional profile -referring to different organizational functions/roles- with specific competences and responsibility in order to:

- manage and coordinate

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- plan and design,
- evaluate and monitor

general and/or specific training activities and learning processes within an organizational context, according to a systemic approach and in a “stakeholders’ perspective”.

The ALP is oriented toward the learning approaches related to Life Long Learning Vision and Policies (based on the blending of formal, non formal and informal learning).

Organizational CONTEXTS

Professional/organizational contexts as:

- Private/Public companies and No-profit Sectors);
- Corporate Universities/Business Schools;
- Educational V.E.T. Training Institutions.

Organizational ROLES¹

As, for example:

- (Training) Project Manager;
- (Training) Project Leader;
- (Training) Methodologies and Contents Design(er);
- (Training) Process Tutor...

Core Competences²

1. Plan, implement and coordinate learning Programmes in a training organizational context
2. Design - working in teams - adult training and learning processes, through blending and integration of different methods, techniques and tools (including new media)³
3. Support and facilitate ICT and new media experts in the construction of effective learning processes and environment for adult learners⁴
4. Monitor and Evaluate the adult training activities and learning process and assess results with respect to the pre-defined objectives
5. Manage, improve and assure the quality of training and learning processes.

Specialised / Additional Competences

(For/By Specific Sector Or Specific Learning Context/Target Groups)

By Specific Sectors:

- Banking and Financial Sector (...)
- By Learning Contexts, e.g.:
- E- learning/B-learning (Web) Context
- ICT learning
- Workplace Context
-

By Target-group, e.g.:

- Training the trainers
- Training of adults (...)

¹ The ALP Profile includes competencies required –in the organizational contexts to different adult learning positions/roles.

² See “Core Competences Grids” for details on: Key Activities, Performance-Key Indicators, Knowledge/Skills/Attitudes for each core competency).

³ This competence requires knowledge and skills related to the blending of methodologies appropriate at an organizational level (and not merely from a didactical effectiveness perspective, as in the case for the Expert Adult Trainer Profile).

⁴ Includes activities like cost-benefit analysis on the use of technologies; “cooperation with IT experts” on their impact and adaptability to the organization, as in the case of e-learning investments, etc.

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CORE ATTITUDES

- Integrity⁵
- Empathic Approach
- Active Listening
- Leadership xxx
- Team working/People integration
- Reliability/Result orientation
- Systemic vision and approach⁶ XXX
- Proactivity
- Flexibility/Creativity
- Open mindness to change factors
- Synthetic thinking

PREREQUISITES⁷

- Higher educational degree
- Working experience in the field of adult training (mainly in planning, managing and supervise training initiatives).

PREREQUIRED Competences

- Effectively working in and with teams;
- Communicate, coordinate and collaborate (especially in teams) with adult learners, colleagues and other internal/external stakeholders; negotiate with heterogeneous groups of people and different professional/social and economic stakeholders;
- Identify problems, find solutions together and anticipate change factors within the society, the profession, the organization;
- General Management and marketing/customer orientation competences as: awareness of financial and budget constraints, fund-raising skills, internal/external markets analysis skills, etc.

EQF LEVEL From 5 to 6⁸

⁵ To be considered as a personal and professional consistency and transparency.

⁶ Awareness to social dimensions of adult learning.

⁷ These factors could vary according to the different profiles and to specific Core Competences.

⁸ Level 5 is referred to the Adult Learning professional competences (not to the overall working capacities and experience of the ALP).

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