



Defining VET professions

- methodology and outcomes

Rasmus Frimodt

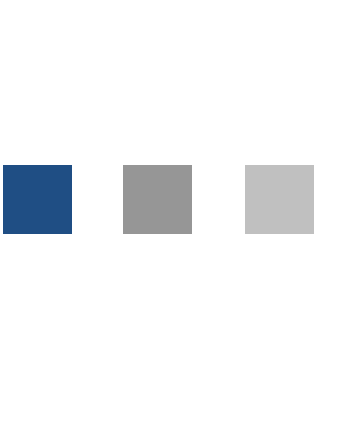
**The Danish Institute for Educational Training of
Vocational Teachers (DEL)**

TTnet Annual Conference, Thessaloniki, 7 December 06

Introduction

- Overall objective of the project to contribute to the EQF by identifying the qualification levels, the qualifications and the competences of specific profiles within IVET and CVET
- 13 national TTnet networks participated
- 6 profiles studied
 - IVET teachers
 - IVET trainers
 - Adult trainers
 - In-company training managers
 - Training managers working in training agency
 - Principals in IVET institutions

Methodology and definitions

- 
- Pilot project
 - Explorative and competence-based approach
 - Two main phases
 - documentary work (desk reserach)
 - interviews in the field
 - Competences defined in terms of
 - knowledge
 - skills
 - wider competences
 - Interim results presented, discussed and validated 2005-06

Analysis of professional profiles: IVET

IVET Teacher

- Data collection in four countries: SK, DK, LT and CZ
- Profile: IVET teachers recruited among skilled workers or craftsmen
- Occupational context
 - qualification requirements
 - teacher training and work experience
 - conditions of work
 - salaries
 - in-service continuing training
 - influence

Roles, responsibilities and activities/tasks

- Administration and planning
 - participation in curriculum design
 - planning of teaching
 - team-work in education process
- Development and education
 - guide and coach students
 - perform teaching activities
 - participation in VET reforms



Roles, responsibilities and activities/tasks

- Quality assurance
 - evaluation and assessment
 - continuing professional development (CPD)
- Networking with key actors
 - maintaining links with original craft and labour market
 - co-operation with parents, management and colleagues



<i>Responsibilities</i>	<i>Activities/tasks</i>	<i>Competences: knowledge, skills and wider competences</i>
Administration and planning	Participation in curriculum design Planning of teaching Team-work in the education planning process	Knowledge of subject/field corresponding with needs of curriculum knowledge of learning theories and pedagogical and didactical principles knowledge of the principles of curriculum design the ability to transform knowledge into the education process the ability to integrate cross disciplinary knowledge into curriculum design Team-work ability Sharing one's expertise
Development and education	Guiding and coaching students with regard to their performance and future educational choices Performing teaching activities Participation in VET reforms	Knowledge of subject/field corresponding with needs of curriculum knowledge of and ability to use tools of pedagogical communication knowledge of educational legislation and VET system ICT skills Ability to transform knowledge into the education process Ability to adapt teaching to the individual needs of students and the institution Ability to use assessment and diagnostic tools Communication skills Human skills, empathy and tolerance, e.g. respecting psychological, social and cultural aspects Sensitivity to social relations in the classroom Conflict management Willingness to develop oneself

<i>Responsibilities</i>	<i>Activities/tasks</i>	<i>Competences: knowledge, skills and wider competences</i>
Quality assurance	Evaluation and assessment Continuing Professional Development (CPD)	Knowledge of the theory of assessment and evaluation ability to apply the theoretical knowledge on assessment and evaluation to the educational process
Networking with key actors	Maintaining links with original craft, labour market and technological development Co-operation with parents, school management and colleagues	Knowledge of the developments in one's own field and society at large Networking skills (e.g. setting up and maintaining contacts) Ability to search and process new vocational information from the field/craft Ability to manage meetings with parents, colleagues and other stakeholders Communication skills Inter-personal skills Problem-solving skills



IVET Trainer

- Data collection in three countries: DE, PT and DK
- Profile: IVET trainers in apprenticeship/work placements in SMEs
- Occupational context
 - qualification requirements
 - pre-service training and work experience
 - conditions of work
 - experience
 - working hours



Roles, responsibilities and activities/tasks

- Administration and planning
 - planning and structuring the in-company training
 - selection of workplaces and tasks corresponding to expected learning outcomes
 - participation in local/regional commissions
 - organising and managing training projects
- Development and education
 - perform teaching activities
 - teaching, training and coaching of instructors
 - assessment of learning outcomes



Roles, responsibilities and activities/tasks

- Quality assurance
 - choice of assessment and evaluation system
 - participation in local/regional commissions (examinations)
- Networking with key actors
 - co-operation with external partners, other enterprises etc.
 - co-operation with schools/enterprises in exchange activities



<i>Responsibilities</i>	<i>Activities/tasks</i>	<i>Competences: knowledge, skills and wider competences</i>
Administration and planning	<p>Planning and structuring the in-company training</p> <p>Selection of “typical” workplaces and working tasks corresponding to expected “learning outcomes”</p> <p>Participation local/regional training commissions</p> <p>Organising and managing of training projects</p> <p>Coordination and/or guidance of other (part-time) trainers</p>	<p>Knowledge of one’s own occupational field</p> <p>knowledge of learning theories and principles</p> <p>Knowledge of the principles and tools of project management</p> <p>Ability to moderate team meetings</p> <p>Ability to identify opportunities in the work process/context for learning</p> <p>Willingness to professional growth</p> <p>Ability to communicate the roles and responsibilities of trainers and training, with regard to medium and long-term goals of the company</p> <p>Communication skills</p> <p>Interpersonal skills such as team-working and negotiation skills</p>
Development and education	<p>Setting up learning goals and outcomes (catalogue)</p> <p>Individual and team teaching</p> <p>Assessment of learning outcomes</p> <p>Setting up individual training plans</p> <p>Follow up of the learning process/progress</p>	<p>Knowledge and mastery of specific matter</p> <p>Ability to combine learning and work</p> <p>ability to detect learning opportunities in the work process</p> <p>Willingness to professional growth</p> <p>Ability to individualise the instruction</p> <p>Ability to motivate and guide students towards learner autonomy</p> <p>Ability to communicate and cooperate with youth in training framework and develop their social competence</p> <p>Ability to guide and motivate apprentices to productive self-directed learning</p>



<i>Responsibilities</i>	<i>Activities/tasks</i>	<i>Competences: knowledge, skills and wider competences</i>
Quality assurance	Assessment and evaluation and orientation of apprentices Participation in local/regional commissions (examination)	Knowledge of evaluation principles knowledge of QA principles knowledge of legislation and regulations ability to prepare and develop an evaluation tool
Networking with key actors	Cooperation with external partners, other enterprises, schools, training institutions, trainers' networks Cooperation with schools/enterprises in exchange activities	Knowledge of partnership roles and cooperation knowledge of networking principles Ability to convey the social value and responsibility of in-company training ability to manage training relationship (and also related conflicts) in company and at local level Communication skills Interpersonal skills such as team-working and negotiation skills

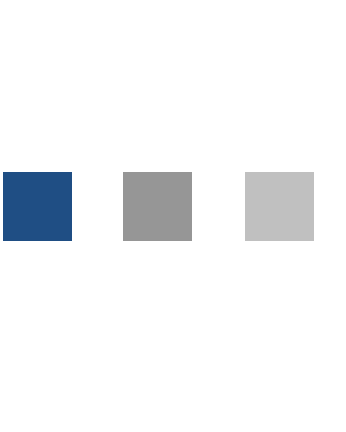


IVET Principals

- Data collection in three countries: UK, EE and FI
- Profile: Head of IVET institutions that provide initial VET qualifications
- Occupational context
 - qualification requirements
 - pre-service training and work experience
 - conditions of work
 - salaries
 - working hours



Roles, responsibilities and activities/tasks

- 
- Administration and planning
 - reporting
 - forward planning
 - finances
 - Development and education
 - recruitment
 - staff management
 - delegation and enabling teamwork
 - professional development of staff

Roles, responsibilities and activities/tasks

- Quality assurance
 - self-evaluation
 - follow-up and utilisation of evaluation results
- Networking with key actors
 - marketing of the institution
 - networking with the world of work, education administration and other institutions



<i>Responsibilities</i>	<i>Activities/tasks</i>	<i>Competences: knowledge, skills and wider competences</i>
Administration and planning	Reporting Forward planning Financial management	Knowledge of legislation knowledge of anticipation and forecasting theory knowledge of educational policy and priorities knowledge of finances and economics ability to analyse and synthesise data Reporting skills Ability to detect signals of change and trends
Development and education	Recruitment Dismissal CPD of staff Encouraging collaboration and institutional development	Knowledge of legislation and regulations Knowledge of human resource management theories Leadership skills Conflict management skills Communication skills Human skills, e.g. sensitivity to emotions, willingness to listen, empathy



<i>Responsibilities</i>	<i>Activities/tasks</i>	<i>Competences: knowledge, skills and wider competences</i>
Quality assurance	Self-evaluation of institution Follow-up and utilisation of QA results	Knowledge of QA ideology, systems, theory and tools Ability to adapt QA theory into practice ability to utilize evaluation results for development
Networking with key actors	Marketing of the institution Networking with the world of work, education administration and other institutions Internationalisation	Knowledge of political priorities knowledge of marketing strategies ability to set up and maintain networks with relevant parties Communication skills Social skills Language skills Cultural competence



IVET summary

- The role of professionals is becoming more heterogeneous and complex
- More responsibility and autonomy
- Professionalisation of staff
- Focus on soft competences – HRM
- Need of continuing professional development - CPD





Thank you for your attention!!!

rasmus.frimodt@delud.dk