COMPETENCY STANDARS

Deliverable: IO1 – A3

Revision History

Version	Date	Author	Description	Action	Pages
3	29/04/20	CCSDE	Competency Standards/IO1-A3	C	20

(*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

Referenced Documents

ID	Reference		Title
1	IO1-A1 Survey		4EXPORT Survey

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Content

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1. Introduction

This document is a result of the 4EXPORT project, which intends to assist companies boost their internationalization, through the use of interdisciplinary apprenticeship training. Interdisciplinary apprenticeship has been proven to be a keyway to add to a company an innovative perspective regarding internationalization. Except for SMEs, the project also envisages to help apprentices, who will acquire innovative capabilities and employability skills, through their participation in interdisciplinary apprenticeship programmes. For achieving this goal, the project will produce a Curriculum programme for in-company tutors, which can be used in their training courses on the context of interdisciplinary apprenticeships.

The first step for the creation of the curriculum program is the definition of a comprehensive set of Common Competencies, that are essential for in-company tutors in order to successfully implement interdisciplinary apprenticeships and improve company's internationalization activities. In this document, the set of Common Competencies which include key competencies, skills and knowledge required for in-company trainers role is presented.

The definition of the knowledge, skills and competences is based on a questionnaire that partners distributed to their countries, and in particular to VET centers, potential trainers and in-company trainers answered this questionnaire. Overall, 120 questionnaires from Spain, Italy, Poland and Ireland have been gathered.

The questionnaire designed taken into consideration the on the Cedefop draft set of competences[1], in order to be ensured that the questionnaire will be of high quality and that the partners will have a solid base so as to produce the training material, addressing on actual needs of in-company trainers.

2. Results

In all the questions respondents evaluated the importance of the skills knowledge and competences that in-company trainers should have. For each category they had to provide a grade on a scale from 1 to 5 with 1 being the lowest and 5 being the maximum grade.

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[1] CEDEFOP, "In-company trainers: competence requirements, certification and validation" (Retrieved from: https://www.cedefop.europa.eu/en/events-and-projects/events/company-trainers-competence-requirements-certification-and-validation, last access 30/3/2020)

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2.1. Training Competences

Graph 1: Training (learning) needs assessment
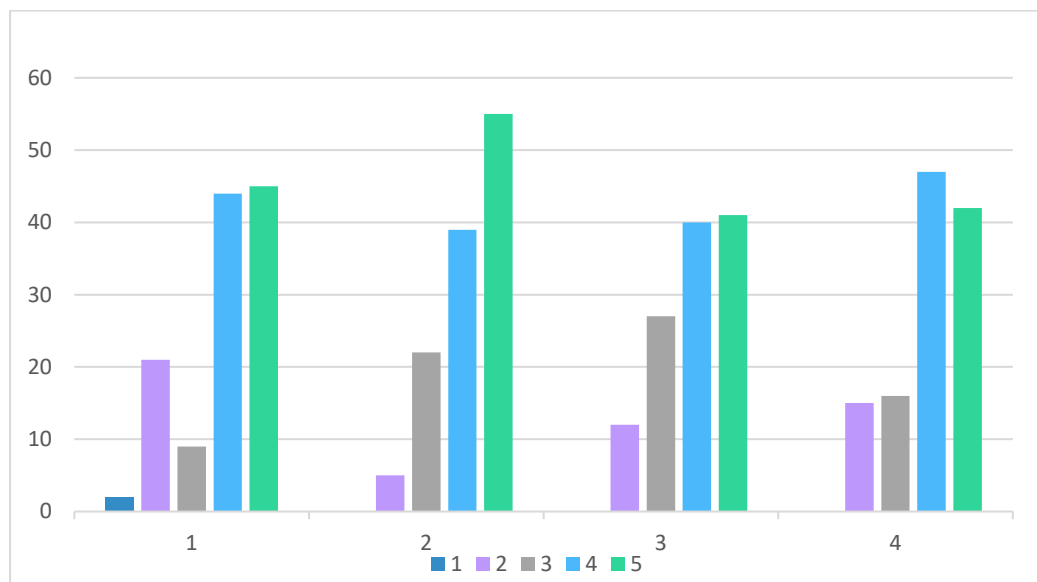
1: Ability to assess the existing competences of apprentices

2: Ability to identify competence gaps and training needs of apprentices

3: Ability to combine company's internationalization needs and learners' skills

4: Ability to make a distinction between short-term and long-term learning needs of apprentices

In the first section participants had to evaluate the skills and competencies that are relevant to the learning assessment of trainees. Based on their answers the most important competency is the Ability to identify competence gaps and training needs of apprentices, since this is the answer which evaluated with the highest grade (5).

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Graph 2: Training Design
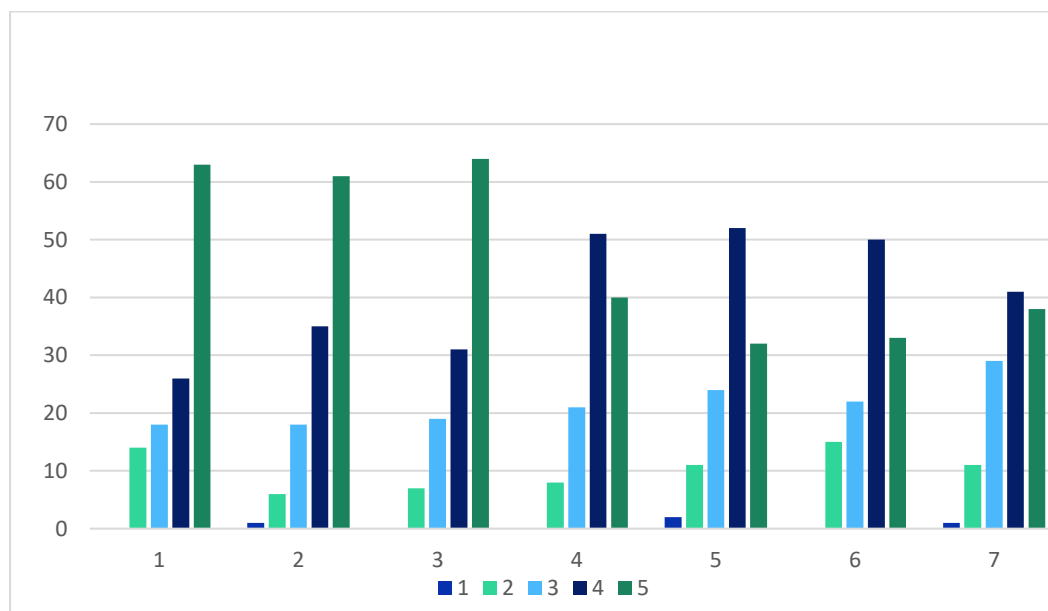
1: Ability to design a training program based on learning needs of apprentices

2: Ability to choose relevant content and methodology

3: Ability to design the training content by combining theoretical and practical parts

4: Ability to plan the time schedule of the program

5: Ability to design a training program devoted to the company's internationalization needs

6: Ability to choose the relevant structure for the training

7: Ability to offer the course in multiple delivery forms

Regarding the training design, the respondents defined 3 competencies to be the most significant, as they rated them with the highest rate (5). In particular, according to them the in-company trainers should have: the ability to design a training program based on learning needs of apprentices, the ability to choose relevant content and methodology and the ability to design the training content by combining theoretical and practical parts.

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Graph 3: Training Delivery
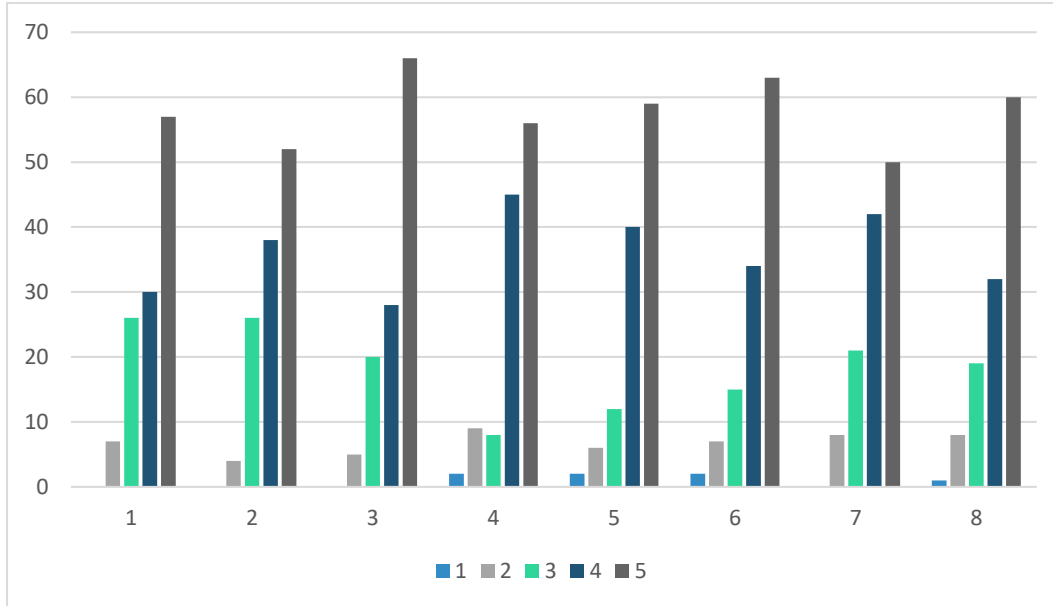
1: Knowledge of methods and techniques of training and learning facilitation

2: Knowledge of learning styles

3: Ability to create a positive learning environment

4: Ability to motivate learners to use their knowledge, skills and competencies for improving company's activities.

5: Ability to select and apply appropriate training methods and techniques

6: Ability to transfer the appropriate knowledge to the apprentices

7: Ability to integrate technology in training sessions

8: Ability to deal with special needs and diversity

Another category that the respondents evaluated is about the training delivery, in which they defined many of the competences proposed as essential for in-company trainers. More specific, according to them, in-company trainers should be in place to: create a positive

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learning environment, select and apply appropriate training methods and techniques, transfer the appropriate knowledge to the apprentices, and deal with special needs and diversity.

Graph 4: Assessment of Learning
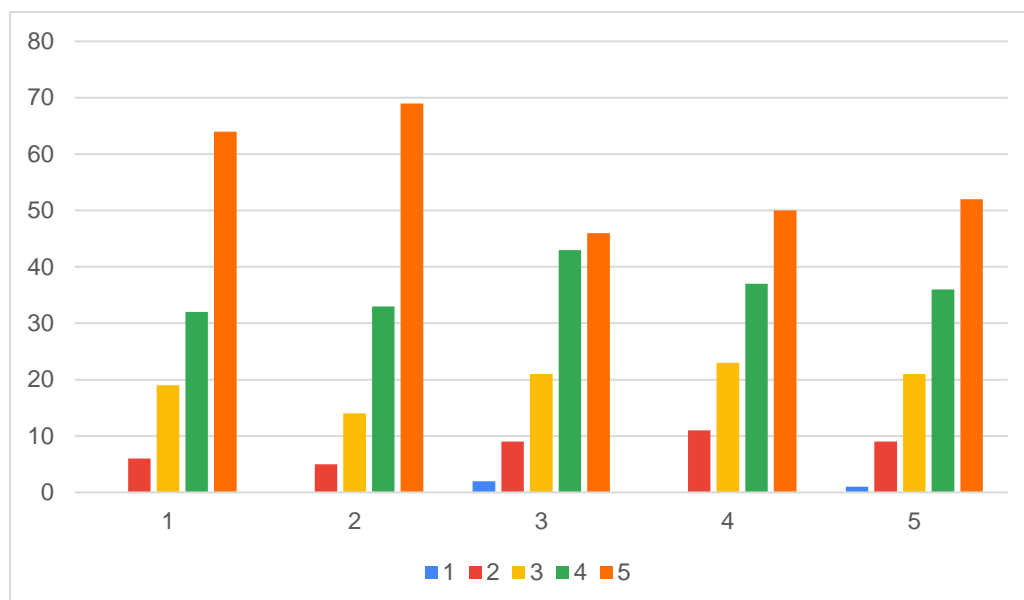
1: Ability to understand and evaluate the progress of the learners

2: Ability to provide feedback and guidance to learners

3: Ability to apply various assessment and evaluation methods

4: Ability to evaluate the training program and make improvements

5: Ability to evaluate the training methodology and make improvement

In the next category which refers to the assessment of learning, the participants evaluated two of the components of the question equally important, and thus in-company trainers should have the ability to: understand and evaluate the progress of the learners and to provide feedback and guidance to them.

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2.2. Personal Competences

Graph 5: Generic competences
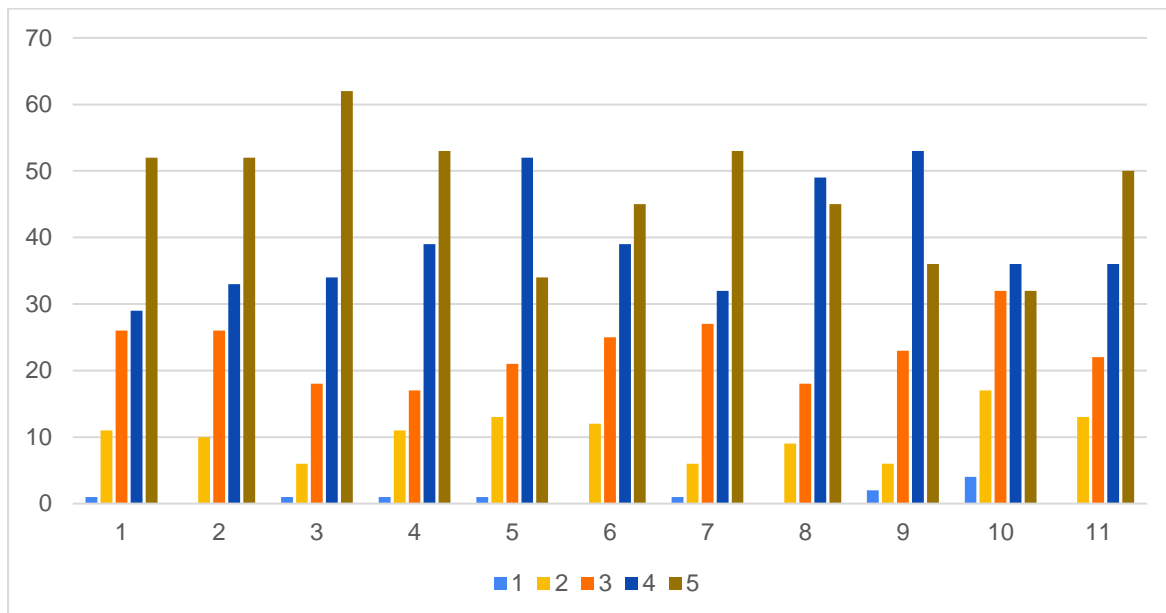
1: Presentation skills

2: Motivational skills

3: Listening and communication skills

4: Critical thinking

5: Coaching and mentoring skills

6: Conflict and crisis management

7: Problem solving

8: Personal development

9: Computer skills

10: Networking

11: Sensitivity to equality and diversity

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The next question included all the soft skills that in-company trainers should have, from which respondents evaluated the most significant, by giving choosing the highest grade (5) the following:, listening and communication, critical thinking and problem solving.

Graph 6: Cooperation and consultation
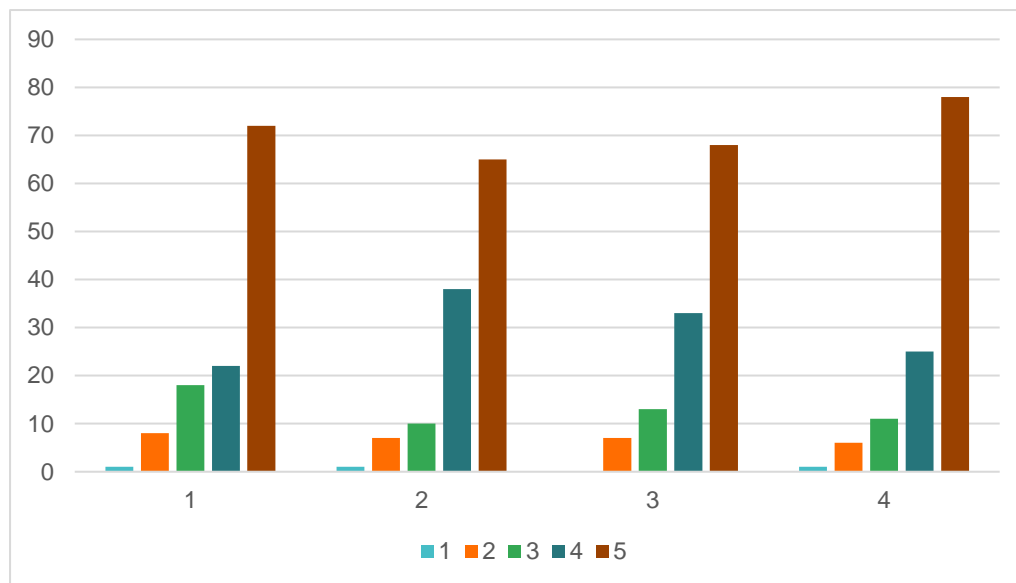
1: Showing interest in the apprentice by actively listening, asking question and observing him/her

2: Motivating the apprentice

3: Encouraging and supporting the apprentice

4: Encouraging the apprentice to participate actively in the learning process

In regards to cooperation and consultation, respondents evaluated all the relevant components with the highest rate, and thus in-company trainers should: show interest in the apprentice by actively listening, asking questions and observing him/her, motivate and encourage the apprentice, and encouraging them to actively participate in the learning process.

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Graph 7: Self-Assessment
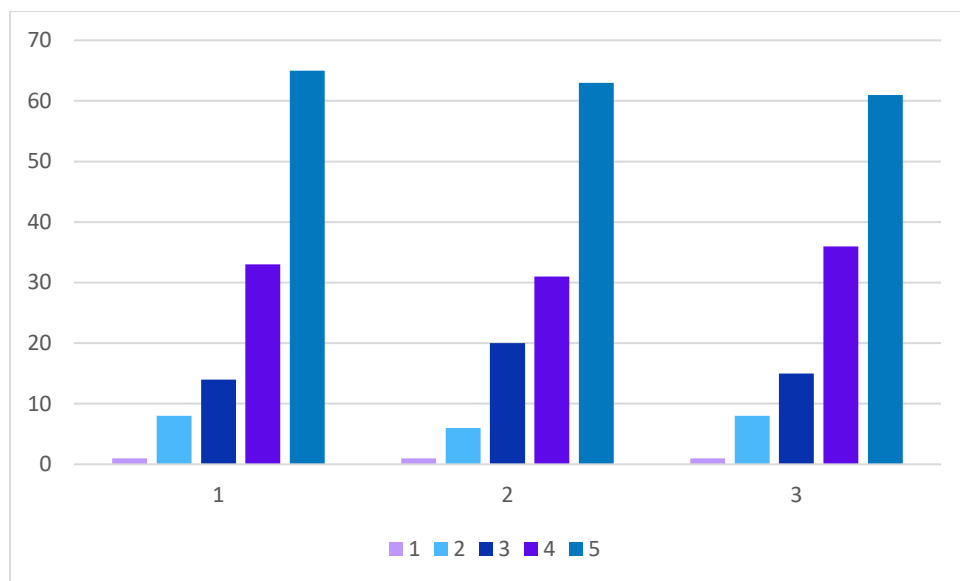
1: Ability to identify own knowledge and competence gaps and learning needs

2: Ability to identify relevant training options for improving his/her skills and competences

3: Ability to search and learn new learning methodologies and tools

The last set of questions is about in-company trainers self-assessment, and in this category respondents defined as the most significant competencies the following: ability to identify own knowledge and competence gaps and learning needs, ability to identify relevant training options for improving his/her skills and competencies, ability to search and learn new learning methodologies and tools.

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3. Competency Standards

Based on the results of the different studies made by the consortium, and according to the opinions of the stakeholders who participated in the research, the partnership has been able to establish a series of competences that are especially relevant to the project. In particular the competences that selected are those in which the highest grade (5) selected by the most of the respondents. Said competences are defined as follows:

COMPETENCES		DEFINITION
Training (learning) needs assessment	Ability to identify competence gaps and training needs of apprentices	Recognize the skills shortages of the apprentices, and provide a training tailored to close the existed skills gap.
Training Design	Ability to design the training content by combining theoretical and practical parts	Provide a hands-on training programme, in order for the trainees to implement the knowledge they acquired in practice.
	Ability to choose relevant content and methodology	Select training content and methodology relevant to the needs of apprentices and company's internationalization needs.
	Ability to design a training program based on learning needs of apprentices	Provide a programme that will be personalized to trainees, avoiding to provide generic knowledge that some apprentices may already have.
Training Delivery	Ability to create a positive learning environment	Create an environment where trainees will feel comfortable and confident to express their opinion.
	Ability to transfer the appropriate knowledge to the apprentices	Know how to transfer the essential knowledge, by using his/her skills and find suitable techniques.

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	Ability to deal with special needs and diversity	Create an environment where all trainees feel accepted or respected. Create a training progamme directed to their needs.
	Ability to select and apply appropriate training methods and techniques	Use different training techniques, such as case studies, quizzes, role playing, etc.
Assessment of learning	Ability to provide feedback and guidance to learners	Provide a constructive feedback to learners and guide them on how to achieve the desirable learning results.
	Ability to understand and evaluate the progress of the learners	Identify the progress of trainees in order to adapt the training course on the needs that should be covered.
Generic Competences	Listening and communication skills	Actively listening of trainees, understand the information provided by them, and provide them feedback.
	Critical thinking	Ability to analyze, observe and evaluate.
	Problem solving	Identify the issues occur, find possible solutions, evaluate them and select the most appropriate.
Cooperation and consultation	Showing interest in the apprentice by actively listening, asking question and observing him/her	Pay attention to learners, communicate effectively with them and provide useful feedback.
	Motivating the apprentice	Create a positive learning environment, assist learners to set goals and show them ways achieve them.
	Encouraging and supporting the apprentice	Support the apprentice not only during the learning

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		process, but also in their personal development.
	Encouraging the apprentice to participate actively in the learning process	Motivate learners to use the skills and knowledge they have during the training courses
Self-assessment	Ability to identify own knowledge and competence gaps and learning needs	Use performance indicators and assessments in order to define learning needs.
	Ability to identify relevant training options for improving his/her skills and competences	Recognize which are the most effective options, relevant to his/her skills and apply them in order to improve them.
	Ability to search and learn new learning methodologies and tools	Analyze different learning methodologies and tools, which will help him/her improve the necessary knowledge and skills.

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4. Conclusions

According to the answers, in-company trainers should have skills and competencies that are related to the assessment of learning needs, training design, training delivery, assessment of learning, cooperation and consultation and self-assessment methods.

Regarding the assessment of learning needs, the in-company tutor should be in position to identify competence gaps and training needs of apprentices, in order to develop a training programme adapted to their needs, aiming to cover these gaps.

Concerning the training design, in-company trainers should have the ability to design a training program based on learning needs of apprentices, so as will ensure that learners can be actively participate in the learning process, and learn things that are really important to them. Also, the tutor, should be in position to choose relevant content and methodology for creating a training programme, addressed to the needs and skills of trainees, and also include key components of company's internationalization needs. Additionally, the trainer should have the ability to design the training content by combining theoretical and practical parts, and thus provide a hands-on training course, ensuring in this way that learners will acquire a complete perspective on a specific topic.

When it comes to delivery of the training, in-company tutors, should know how to create a positive learning environment, so as to engage learners in the training process as much as possible. For achieving this, trainers must select and apply appropriate training methods and techniques, which will assist them to transfer the appropriate knowledge to the apprentices. Lastly, the trainers should have developed skills which will help them deal with special needs and diversity, so as all trainees have equal opportunities.

Trainers should be also in position to assess the learning process, by understanding and evaluating the progress of the learners, and provide feedback and guidance to learners in order to achieve the desirable result.

Furthermore, is necessary for the trainers to develop some soft skills, such as listening and communication, critical thinking, and problem solving.

In regards to cooperation and consultation, in-company trainers should show interest in the apprentice by actively listening, asking questions and observing him/her, motivate and encourage the apprentice, and encouraging them to actively participate in the learning process. Therefore, the proper communication among trainer and learner is crucial in order for a successful training course to be implemented.

Finally, it is trainers obligation to assess also their selves, except for trainees, and thus identify own knowledge and competence gaps and learning needs, recognize relevant training options for improving their skills and competencies. For improving their competence and

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knowledge gaps, should be able to learn new learning methodologies and tools, which will also help them improve their educational courses in general.

Having developed all these skills and competencies, in-company tutors will be in position to design and deliver an innovative and effective training to apprentices, and ensure in this way, that they will assist their company in its internationalization needs.

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5. Appendix

Description of Competences

Training Competences	Description	Personal Competences	Description
Assess the existing competencies of apprentice	Identify the skills and knowledge that apprentices already have so as to design a training programme which will utilize these skills and assist trainees to develop new ones.	Presentation skills	Ability to present the topic in an efficient way by using different techniques (e.g oral presentation, use of technology, etc).
Ability to identify competence gaps and training needs of apprentices	Recognize the skills shortages of the apprentices, and provide a training tailored to close the existed skills gap.	Motivational skills	Motivate learners to participate in the leaning process and help them to achieve their goals.
Ability to combine company's internationalization needs and learners´needs	Provide a training that will cover both company's and learners' needs so as to help company's internationalization activities.	Listening and communication	Actively listening of trainees, understand the information provided by them, and provide them feedback.
Ability to make a distinction between short-term and long-term learning needs of apprentices	Define the gaps that need to be covered first and the others need to be addressed in the long-term	Critical thinking	Ability to analyze, observe and evaluate.
Ability to design a training program based on learning needs of apprentices	Provide a programme that will be personalized to trainees, avoiding to provide generic knowledge that some	Coaching and mentoring skills	Advice, support and motivate the apprentice.

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	apprentices may already have.		
Ability to choose relevant content and methodology	Select training content and methodology relevant to the needs of apprentices and company's internationalization needs.	**Conflict crisis and management**	Ability to interfere when a conflict arise and solve it.
Ability to design the training content by combining theoretical and practical parts	Provide a hands-on training programme, in order for the trainees to implement the knowledge they acquired in practice.	**Problem solving**	Identify the issues occur, find possible solutions, evaluate them and select the most appropriate.
Ability to plan the time schedule of the program	Design a timetable which will explain how the training will progress over time.	**Personal Development**	Develop new skills and competences and acquire new knowledge.
Ability to design a training program devoted to the company's internationalization needs	Develop a training programme which will utilize apprentice's skills and knowledge so as to boost company's cross-boarder activities.	**Computer skills**	Ability to use computers and related technology in terms of communication, data processing, etc.
Ability to choose the relevant structure for the training	Select the right order that training materials should be presented.	**Networking**	Have many connections and be in place to efficiently to exchange information and ideas with them.
Ability to offer the course in multiple delivery forms	Use blended-learning strategies.	**Sensitivity to equality and diversity**	Treat equally to all learners and assist those with fewer opportunities.
Know methods and techniques of	Use different training methods, such as computer based	**Show interest in the apprentice by actively listening,**	Pay attention to learners, communicate

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training and learning facilitation	training, interactive training, hands-on training, etc.	**asking questions and observing him/her**	effectively with them and provide useful feedback.
Knowledge of learning styles	Using different learning styles, such as visual (e.g.images, diagrams, etc.), auditory (e.g. verbal instructions, discussions, etc.), reading (e.g books, articles, notes, ect.)	**Motivate and encourage the apprentice**	Create a positive learning environment, assist learners to set goals and show them ways achieve them.
Create a positive learning environment	Create an environment where trainees will feel comfortable and confident to express their opinion.	**Encouraging them to actively participate in the learning process**	Motivate learners to use the skills and knowledge they have during the training courses.
Motivate leaners to use their knowledge, skills and competences for improving company's activities	Besides providing apprentices with skills and knowledge, be able to encourage them to utilize them in the workplace.	**Ability to identify own knowledge and competence gaps and learning needs**	Use performance indicators and assessments in order to define learning needs.
Select and apply appropriate training methods and techniques	Use different training techniques, such as case studies, quizzes, role playing, etc.	**Ability to identify relevant training options for improving his/her skills and competencies**	Recognize which are the most effective options, relevant to his/her skills and apply them in order to improve them.
Transfer the appropriate knowledge to the apprentices	Know how to transfer the essential knowledge, by using his/her skills and find suitable techniques.	**Ability to search and learn new learning methodologies and tools**	Analyze different learning methodologies and tools, which will help him/her improve the necessary knowledge and skills.

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Integrate technology in training sessions	Use technological tools such as computers, tablets, smart phones, etc.		
Deal with special needs and diversity	Create an environment where all trainees feel accepted or respected. Create a training progamme directed to their needs.		
Understand and evaluate the progress of the learners	Identify the progress of trainees in order to adapt the training course on the needs that should be covered.		
Provide feedback and guidance to learners	Provide a constructive feedback to learners and guide them on how to achieve the desirable learning results.		
Apply various assessment and evaluation methods	Use different evaluation methods, such as tests, quizzes, informal observation, self-assessment, ect.		
Evaluate the training program and training methodology and make improvements	Identify if the training program and the methodology used have the desirable impact, so as to make improvements and adjustments if needed.		

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