



**Leonardo da Vinci**  
Pilot projects

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**Professional development of trainers: Between *European/National qualification frameworks* and *educational development approaches***  
(Compendium of Workshop materials prepared based on the of work of the TTplus project)

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## Introduction to the compendium

This compendium has been produced in the context of the European cooperation project TTplus (“*A Framework for Promoting the Professional Development of Trainers*”). The project was launched as a “reference material” project in the context of the action programme Leonardo da Vinci. The key concept ‘Framework’ was not directly tied to the EU policies and to the development of European Qualification Frameworks (EQF for Higher Education (HE) and EQF for Lifelong Learning (LLL)). Instead, the project had the task to undertake case studies and policy analyses that would give a picture, how different models for promoting ‘training of trainers’ and/or ‘professional development of trainers’ can be supported with common instruments.

Below, the first sub-section informs of the conclusions of the TTplus project regarding future European cooperation in promoting the professional development of trainers (and the role of the European Qualification Framework(s) in this context). This sub-section also presents the role of follow-up workshops as instruments to work with problems that can be characterised as ‘unsettled issues’ (either from the perspective of introducing European frameworks or from the perspective of promoting the professional development of trainers).

Then, the second sub-section discusses the role of the proposed workshops for potential participants and for the users of knowledge. Firstly this sub-section explores the possibility to bring the unsettled issues into public discussion in the processes of preparing National Qualification Frameworks (NQF) on the basis of the EQF for LLL. Secondly this sub-section puts into discussion unsettled issues that overshadow the follow-up of the TTplus project (and the use of the results in different countries).

### I Emergence of the plan for follow-up workshops as a spin-off from the TTplus project

In general, the work of the TTplus project led to the conclusion that it is not appropriate to try to capture theme ‘professional development of trainers’ with one single framework (such as ‘core curriculum’ or ‘quality system’ or ‘framework for competence-based assessment’). Instead, the results of the TTplus project can be seen as support resources and instruments for a common European *Learning Area for Promoting Professional Development of Trainers*. In this respect the TTplus project takes into account conceptual, cultural and organisational differences in training contexts (and in the position of trainers).

Regarding the work package “*Articulation with the European qualification framework(s)*” the starting point has been the fact that the EU-level policies treat professional development of ‘teachers and trainers’ as a high priority area. Yet, the analysis of the Bologna process (preparing a European Higher Education Area) and the Copenhagen process (preparing a European Area for Lifelong Learning) have led to conclusion that the developmental agendas for teachers (linked to the Bologna process) and trainers (no specific links to the European main frameworks) are drifting apart. Moreover, it appears that the critical questions that have been raised in the early phase of the making of the EQF have been removed from the EU level and left to the processes that prepare national and sectoral qualification frameworks.

In the light of the above the key finding of the TTplus project has been the discovery of a zone of unsettled issues that have emerged in the debates on the EQF and will have an impact on the making of the national (and sectoral) qualification frameworks. In particular, the debates on the concept ‘competence’ appear to be unsettled although this concept is critical for trans-cultural understanding and for common developmental approaches. In a similar way the analysis pointed out that such unsettled issues also have overshadowed the work (and the follow-up) of the TTplus project.

Therefore, the conclusion of the analysis was to outline two sets of workshops to discuss the unsettled issues from two mutually complementing working perspectives:

## **II Use of the workshops in debates on EQF/NQF and in the follow-up of TTplus**

Below, six thematic workshops have been outlined to deal with two mutually complementing working perspectives. For each workshop there is a brief introduction, a set of mutually related inputs and key questions for the related discussion.

### **a) Workshops that are directly related to the EQF and to the preparation of the NQFs**

The first three workshops take the EQF/NQF as their starting point. The workshops proceed from more general issues (concerning the role of the frameworks) to conceptual debates (on different meanings of ‘competence-orientation’) and heading to the usability of the EQF descriptors and levels for mapping the competences of trainers.

These workshops have been designed to provide insights into the preparation of the frameworks as dynamic processes with many interfaces (to other developmental activities), overlaps (with each other) and contradictions (regarding the concepts and possible consequences). The treatment of the conceptual differences gives a possibility to consider, what kind of alternative perspectives are linked to different uses of terminology (and what kind of opportunities can be seen for learning from different approaches). The closer look at the EQF descriptors and reference levels (and related discussion on the basic and transversal competences of trainers) provides a basis for a reflective discussion on the limits of the EQF-approach.

Altogether these workshops provide inputs for reflective analyses on the country-specific processes and debates related to the EQF and NQF and on the consequences for the professional development of trainers.

### **b) Workshops that are directly related to the follow-up of the TTplus project**

The second working perspective takes educational development of training activities (and related support for trainers) as the starting point. The workshops start with mapping core problems, key challenges and available support structures (regarding the development of training and the work of trainers). Then the workshops draw attention to different curriculum models and to their implications for the work of trainers. Finally, the workshops discuss different possibilities for combining formal and non-formal learning to each other (with the help of web-supported learning (WSL) and by introducing specific measures for the recognition of prior learning (RPL)).

The second set of workshops has been designed as a basis for a trainer- and development-oriented approach to ‘open method of coordination’ (between different European training cultures and between alternative perspectives for promoting the professional development of trainers). In this respect the workshops:

- a) put common core problems and challenges into the centre and discuss the role of systems and institutions in the context of support structures and support measures (instead of putting institutional and organisational dividing lines to the centre);
- b) focus on the usability (from trainers’ perspective) and the consequences (for trainers’ work) in the discussion on different curriculum models (instead of putting conceptual and institutional dividing lines into the centre);
- c) discuss the use of WSL and RPL as means to support the combination of formal and non-formal learning with each other (instead of launching particular debates on e-learning as such or RPL as such).

Altogether, the latter set of workshops provides a basis for developing a working agenda that links the results of the TTplus project to other training cultures and to issues that remained open in the work of the project.

## **Workshop 1: Analysis of the consequences of EQF/NQF for reforms in VET and change agendas regarding professional development of trainers**

### **Introduction**

The first workshop puts into discussion general questions on the role of *European and National Qualification Frameworks (for Higher Education and for Lifelong Learning)*. The aim of the workshop is

- a) to raise awareness of the critical issues that have been put into debate on the European Qualification Frameworks,
- b) to draw attention to the functional differences between EQF and NQF (for LLL),
- c) to give a picture of the different functions of traditional qualification frameworks (in VET) and 'europeanised' qualification frameworks (in HE),
- d) to give a picture of anticipated and non-anticipated consequences (or risks) that are related to the introduction of the European Qualification Framework(s).

### **Selection of the inputs**

The inputs for the first workshop have been taken from originally German commentaries on the development of EQF, on the conceptual differences between diverse qualification frameworks and on the possible consequences of EQF. The selected inputs are small excerpts from articles (i.e. comparative and/or contrastive overviews). The relevance of the inputs for the workshop can be characterised in the following way

- **Input 1.1** (Comparative overview on the differences between NQFs and EQFs; source Bohlinger 2006) informs of the different roles of NQFs (as real qualification frameworks) and EQF (as a meta-framework and as a 'translation instrument' between NQFs).
- **Input 1.2** (Comparative overview on the differences between the traditional vocational qualifications/curricula in Germany and the 'europeanised' Bachelor qualifications; source Gerholz & Sloane 2008) informs of the conceptual differences between the traditional and 'europeanised' qualification frameworks and/or of contrasts between HE and VET.
- **Input 1.3** (Contrastive overview between anticipated and non-anticipated consequences of EQF; source Bohlinger 2006) informs of conceptual debates that are related to the acceptance of EQF and overshadow the further development of the NQFs.

### **Key questions**

The key questions that can be raised for discussion in the workshop are of the following kind:

- Is there a general awareness on the mutual relations between the EQF and the NQFs or are there other expectations? How can you characterise the situation in your country?
- Can you identify similar contrasts between 'traditional' and 'europeanised' qualification frameworks as Gerholz & Sloane with the German case? How would you characterise the relations between vocational qualifications/curricula and qualifications in HE?
- Can you identify similar contrasts between anticipated & non-anticipated consequences of the EQF as Bohlinger in the German case? Can you specify the expectations on the impact of EQF (optimism vs. fears related to particular issues)?
- Can you identify EQF-related changes in the position of (*vocational*) *teacher education* and of *training of trainers*? How are the mutual relations between the related programmes or schemes developing in your country?

### **Comments, results and conclusions**

## Input 1.1 Difference between National and European Qualification Frameworks

Table 1.1: Unterschiede zwischen Nationalen und Europäischem Qualifikationsrahmen  
In Anlehnung an HANF und REIN (2006).

NQF	EQF
Bezugssystem für anerkannte Qualifikationen sowie Lernergebnisse außerhalb dieser Qualifikationen	Bezugssystem für anerkannte Qualifikationen/ Qualifikationsrahmen
Entwickelt durch nationale Behörden, regionale und sektorale Körperschaften	Entwickelt in der Zusammenarbeit der Mitgliedsstaaten
Ausgelegt auf nationale Prioritäten	Ausgelegt auf Gemeinschaftsprioritäten
Instrument zur Anerkennung des Lernens von Individuen	Kein Anerkennungsmechanismus für Individuen
Wert beruht auf Kooperation der Akteure im nationalen Kontext	Wert beruht auf Vertrauen zwischen Mitgliedsstaaten
Qualität durch Praktiken nationaler Behörden und Institutionen gesichert	Qualität durch Praktiken nationaler Behörden + Institutionen bei der Verbindung von NQR und EQR gesichert
Niveaus durch nationale Richtgrößen definiert	Niveaus durch kontextunabhängige Lernfortschritte bestimmt

Source: Bohlinger 2006

## Input 1.2 Differences between the shaping of qualifications/ curricula in VET and HE

Table 1.2: Synoptische Zusammenstellung: Berufliche Bildung im Kontext lernfeld-  
strukturierter Bildungsgänge vs. Hochschulbildung auf der Bachelor-Stufe

Kategorien	Berufliche Bildung im Kontext lernfeldstrukturierter Bildungsgänge	Hochschulbildung auf der Bachelor
Perspektive	<i>Outcome-orientierung</i>	<i>Output-/ Outcomeorientierung</i>
Leitziel	<i>Berufliche Handlungskompetenz</i>	<i>wissenschaftliche Beschäftigungsfähigkeit</i>
Kompetenz-orientierung	<i>Fach-, Human- und Sozialkompetenz dazu querliegend Methoden-, Lern- und kommunikative Kompetenz</i>	<i>Wissen und Verstehen (Wissensverbreiterung und -vertiefung) Können (instrumentale, systemische und kommunikative Kompetenz)</i>
Curriculare Vorgaben	<i>formale wie inhaltliche Vorgaben in Form von Lernfeldern, Konkretisierung durch Schulen</i>	<i>formal-strukturelle Vorgaben durch Module, inhaltliche Ausgestaltung Aufgabe der Universitäten bzw. Studiengänge</i>
Curriculares Prinzip	<i>handlungssystematisch</i>	<i>tendenziell fachsystematisch</i>
Curriculare Arbeit	<i>aktive Curriculumrezeption</i>	<i>aktive Curriculumentwicklung</i>
Lern- und Didaktikverständnis	<i>handlungstheoretisch</i>	<i>i.S.d. HQ, kognitionstheoretisch</i>

Source: Gerholz & Sloane 2008

### Input 1.3 Analysis of anticipated and non-anticipated consequences of the EQF

Table 2.3: Konsequenzen der Einführung des EQF

Vorgabe	Absehbare Folgen	Nicht absehbare/ befürchtete Folgen
<b>Outcome-orientierung</b>	Externe Prüfungen zusätzlich zu formalen Bildungswegen. Systemwandel: Von der Inputkontrolle und der Organisationskontrolle beruflicher Bildung zur Generierung von Befähigungsnachweisen und Berechtigungen und eine stärkere Outcomekontrolle	Bewertung, Anerkennung und Zertifizierung von „irgendwie“ erworbenen KSC, staatliche Vorgaben werden reduziert und verschoben, Kontrollmechanismen für den Input begrenzt.
<b>Kompetenz-orientierung</b>	Berufsbildung konzentriert sich zunehmend auf arbeitsplatzbezogene Anforderungen. Förderung der Bildungsanbieter- und Zertifizierungsbranche	Veränderung des Berufskonzepts. Deregulierung des Arbeitsmarktes und der Lohnsysteme.
<b>Modul-orientierung</b>	(Künstliche) Zersplitterung existierender Bildungsgänge im Hochschul- und Berufsbildungsbereich, zumindest kurz- und mittelfristige Koexistenz modularisierter und nicht-modularisierter Berufsbildungs- und Hochschulwege.	Verlust des Anspruchs der Ganzheitlichkeit von beruflicher Bildung. Langfristig Auflösung von Bildungsgängen im herkömmlichen Sinne.
<b>Regulierungs-orientierung</b>	Austausch alter Regulierungen durch neue (ECTS, ECVET, diploma supplement, learning agreements, information packages). Zumindest vorübergehend erheblicher Mehraufwand, um den Regulierungsanforderungen gerecht zu werden.	Berufsausbildung soll ausschließlich durch Arbeitsmarktprinzipien reguliert werden. Prinzip der Beschäftigungsfähigkeit statt Berufsprinzip. Fokussierung von KSC statt beruflicher Handlungskompetenz.

Source: Bohlinger 2006

## Workshop 2: The conceptual differences regarding ‘competences’

### Introduction

The second workshop shifts the discussion from the frameworks as such to conceptual differences and to their implications for developmental initiatives. The aim of the workshop is

- a) to raise awareness of the different meanings of ‘competence-orientation’ in the context of the EQFs (for LLL and for HE),
- b) to draw attention to the conceptual differences between *atomistic* (mainly anglo-saxon) concepts that are related competence-based assessment and to holistic (mainly German) concepts that are related to shaping of holistic curricula and learning environments,
- c) to give a picture of relative differences between competence-oriented curriculum guidelines (in HE) and competence-oriented curriculum processes (in VET),
- d) to give a picture of conceptually different competence-oriented curriculum development approaches in workplace learning and in VET.

### Selection of the inputs

The inputs for the second workshop have also been taken from originally German sources with somewhat different relations to the EQF for LLL, to EQF for HE and to development of work process-oriented curricula. The selected inputs are small excerpts from articles (i.e. comparative and/or contrastive overviews). The relevance of the inputs for the workshop can be characterised in the following way

- **Input 2.1** (Comparative overview on the differences between ‘competences’ and ‘Kompetenz’; source Bohlinger 2006) illustrates the manifold differences between the Anglo-Saxon and the German concepts,
- **Input 2.2** (Contrastive overviews on the differences between competence-oriented curriculum guidelines in HE and in VET; source Gerholz & Sloane 2008) informs of the conceptual differences and of the relatively loose or integrative approach to ‘Kompetenz’.
- **Input 2.3** (Comparative overview of methodologies for preparing competence-oriented curricula; source Bauer 2008) informs of diverse methodologies that are used in designing customised curricula for workplace learning and/or for developing curricula for regular VET systems.

### Key questions

The key questions that can be raised for discussion in the workshop are of the following kind:

- Is there a general awareness on the fundamental differences related to the concept ‘competences’ between major VET cultures (as demonstrated by Bohlinger)? How can you relate the terminology that is used in your country in the light of such differences?
- Can you identify similar movements to competence-oriented curricula in HE as Gerholz & Sloane with the German case? How would you characterise the role of competence-orientation in vocational curricula?
- Are the methodologies for preparing curricula for workplace learning and VET generally known? Can you give specific examples of their influence in your country?
- Can you give examples that illustrate the role of competence-orientation in (*vocational teacher education* and of *training of trainers*)? How would you characterise the differences between the related programmes or schemes in your country from this point of view?

### Comments, results and conclusions

## Input 2.1 Conceptual differences between the German 'Kompetenz' and the Anglo-Saxon 'competences'

Table 2.1: Unterschiede zwischen Kompetenz und competences (In Anlehnung an CLEMENT (2003))

competences	Kompetenz
Objektbezogen	Subjektbezogen
Abgeschlossene Lerneinheiten zum Zwecke der Zertifizierung	Kategorie für breit angelegten potenziellen Dispositionsspielraum
Qualifikationsbezogen	Inhaltsbezogen
Ausbildungsstandards auf Basis beruflicher Aufgaben und Situationen	Ausbildungsstandards auf Basis der berufsfachlichen Wissens, Reflexionen und Erfahrungen
Wege zur Erreichung der Kompetenzen eher nicht formalisiert	Wege zur Erreichung der Kompetenzen hoch standardisiert und formalisiert
Kernidee ist die Bestätigung und Zertifizierung personaler Fähigkeiten und Fertigkeiten => Outputorientierung	Kernidee ist die Standardisierung eines Lernprozesses zur Erweiterung von Kenntnissen und d. Dispositionsspielraums => Inputorientierung

Source: Bohlinger 2006

## Input 2.2 Differences between competence-oriented curriculum guidelines for HE and VET (in Germany)

Table 2.2a: Hochschulqualifikationsrahmen – BA-/BSc-Stufe

Wissen und Verstehen		Können (Wissenserschließung)		
Wissensverbreiterung	Wissensvertiefung	Instrumentale Kompetenz	Systemische Kompetenz	Kommunikative Kompetenz
Wissen und Verstehen einer Domäne (Fach)	Kritisches Verständnis von Theorien, Prinzipien, Methoden	Anwendung des Wissens (Situierung)	Selbst gesteuert lernen Urteilen Weiterlernen	Probleme formulieren Fachdiskurse führen Verantwortung im (Lern-)team übernehmen

Source: Gerholz & Sloane2008 (Originally Sloane 2008a)

Table 2.2b: Kategoriales Kompetenzmodell

	<i>Fach (Domäne)</i>	<i>Person</i>	<i>Gruppe</i>
<i>Methoden- und Lernkompetenz</i>	Entdecken fachlicher Probleme Entwicklung von fachbezogenen Problemlösungen usw.	Thematisierung eigener Lern- u. Arbeitsleistungen usw.	Planung und Durchführung von Gruppenprozessen, Umgang mit Problemen in der Gruppe usw.
<i>Sprach- und Textkompetenz</i>	Umgang mit fachlichen Texten Fachkommunikation usw.	Kommunikation über und Verschriftlichung eigener Leistungen usw.	Gruppenprozesse besprechen, Arbeitsergebnisse der Gruppe dokumentieren usw.
<i>ethische Kompetenz</i>	Fachliche Verantwortung Einhalten von Sicherheitsvorschriften, Normen usw.	Verantwortung für die eigene Arbeit und für das eigene Leben usw.	Verantwortung für die Gruppe, Solidarität usw.

Source: Gerholz & Sloane2008 (Originally Sloane 2007a)

## Input 2.3 Comparative overview on competence-oriented curriculum development tools for VET and workplace learning

Table 2.3: Ausgewählte Konzepte im Vergleich

Konzept	Arbeitsaktivität	Kompetenz
Funktionsanalyse	Arbeit/Beschäftigung wird mittels abstrahierter, verallgemeinerbarer Funktionen gesellschaftlicher Subsysteme beschrieben.	Definition von Kompetenzstandard mittels der Kategorien Wissen, Fähigkeiten und Qualität der Arbeitsausführung.
DACUM (einschl. AMOD, SCID)	Arbeit/Beschäftigung wird mittels beobachtbarer Verantwortlichkeiten u. Aufgaben beschrieben. Beschreibungsdimensionen: Arbeitsschritte; Industriestandards, Werkzeuge, Geräte, Material, Wissen, Fähigkeiten, Einstellungen, Sicherheitsstandards und vom Arbeiter zu treffende Entscheidungen.	Beschreibung von Kompetenz als Summe von Wissen, Fertigkeiten und Einstellungen, die zur Ausführung von Aufgaben notwendig ist.
ETED	Arbeit/Beschäftigung wird durch ein Bündel an Arbeitsaktivitäten bzw. -situationen in organisatorischer und individueller Perspektive analysiert und beschrieben (z. B. Produktionsprozess, Arbeitsbedingungen, fachlich-technische Kompetenz, Organisation und Management, interpersonale Beziehungen bzw. Kommunikation)	Beschreibung der Kompetenz als Summe von Wissen, Fertigkeiten und (persönliche) Qualität (der Handlung)
Aufgabenanalyse und entwicklungslogisches Konzept	Arbeit/Beruf wird mittels paradigmatischer (kompetenzentwicklungsförderlicher) Arbeitsaufgaben beschrieben, die in die Dimensionen Gegenstand der Arbeit, Werkzeuge, Methoden und Organisation sowie Anforderungen an Arbeit und Technik ausdifferenziert werden.	Arbeitsprozesswissen (in Arbeit inkorporierte theoretische und praktische Wissen) wird als Basis der Aufgabenausführung definiert. Kompetenzentwicklung wird in vier aufeinander aufbauenden Wissenstypen eingeteilt.
Arbeitsprozessanalyse	Arbeit/Beruf wird mittels typisierter Arbeitsprozesse in den Dimensionen Auftragsannahme, -planung, -durchführung und -abnahme beschrieben. Die Arbeitsprozessschritte werden in Handlungsschritte, Arbeitsmittel und Methoden, berufliche Handlungsfähigkeit und Rahmenbedingungen unterteilt.	Kompetenz wird nach KMK-Definition in Fach-, Personal-, Sozial- und den Querschnittskompetenzen Methoden-, Lern- und kommunikative Kompetenz eingeteilt.

Source: Bauer 2008

## **Workshop 3: Usability of the EQF-descriptors and EQF-levels as a basis for promoting the professional development of trainers**

### **Introduction**

The third workshop shifts the discussion from general debates and conceptual reflections to the usability of the descriptors and reference levels in specifying the competences of trainers. The aim of the workshop is

- a) to raise awareness of the critical issues and contradictions related to EQF-descriptors and reference levels
- b) to draw attention to the internal modifications of the EQF-proposal regarding the role of 'competence' in the EQF- descriptors
- c) to draw attention to the contrast between linear and interactive approaches to describing competences and competence-oriented curricula,
- d) to discuss the question on the applicability of EQF reference levels in the context of professional development of trainers.

### **Selection of the inputs**

The inputs for the third workshop are documents that are firstly documents that present the work with EQF and secondly tools that are prepared for this workshop. The relevance of the inputs for the workshop can be characterised in the following way

- **Input 3.1** (Comparative overview on the changes made to EQF reference level 1 descriptors; source Markowitsch & Luomi-Messerer 2008) illustrates the tendencies to reduce complexity and to remove conceptual contradictions in the making of EQF.
- **Input 3.2** (Contrastive overviews on trainers' domain-specific and transversal competences; adapted on the basis of Gerholz & Sloane 2008) provide insights into the discussion on the interactive nature of trainers' competences.
- **Input 3.3** (Overview of the EQF descriptors and reference levels; source European Commission 2008) provides the basis for a discussion on the usability of the reference levels in the characterisation of trainers' professional development.

### **Key questions**

The key questions that can be raised for discussion in the workshop are of the following kind:

- What is the relative importance of the modifications that have been made to the EQF? Does this make the conceptual contradictions on 'competences' outdated?
- Try to use the proposed template for interactive characterisation of domain-competences and transversal competences of trainers? How can the interactive characterisation be related to the EQF-descriptors?
- Can you use the EQF reference levels to characterise the development trainers' competences (domain-competences/ transversal competences)?
- Is it possible to characterise trainers' career development as linear progress to higher reference levels? Can the possible stations in trainers' career development be characterised as progression in the context of training competences?

### **Comments, results and conclusions**

### Input 3.1 Overview on modifications of EQF-Descriptors between diverse versions

Tabelle 1: Übersicht über die drei Versionen der EQR-Deskriptoren für Ebene 1

Ebene 1	Version vom 8. Juli 2005 (Erstvorschlag) <sup>1</sup>	Version vom 4. April 2006 (Vorschlag für die TWG) <sup>2</sup>	Version vom 5. September 2006 (Endversion) <sup>3</sup>
Knowledge	Recall basic general knowledge	Basic general knowledge	Basic general knowledge
Skills	Use basic skills to carry out simple tasks	Basic skills to carry out simple tasks	Basic skills required to carry out simple tasks
Personal and professional competence			
(i) Autonomy and responsibility	Complete work or study tasks under direct supervision and demonstrate personal effectiveness in simple and stable contexts	Work and study under direct supervision in a familiar and managed context	Work or study under direct supervision in a structured context
(ii) Learning competence	Accept guidance on learning		
(iii) Communication and social competence	Respond to simple written and oral communication; Demonstrate social role for self		
(iv) Professional and vocational competence	Demonstrate awareness of procedures for solving problems		

Source: Markowitsch, K. & Luomi-Messerer, K. 2008 (Original Sources: (1) Europäische Kommission, 2005a, (2) Europäische Kommission, 2006b, (3) Europäische Kommission, 2006a)

### Input 3.2 Templates for analysing the interactive character of trainers' competences

Table 3.2a: Template for interactive characterisation of trainers' basic competences

	Occupational/ Domain-related competences	Didactic competences	Managerial competences
Methodological competences			
Social-communicative competences			
Ethical competences			

Source: Original, based on the model of Gerholz & Sloane, see above Table 2b

Table 3.2b: Template for interactive characterisation of trainers' transversal competences

	Multi-medial/ Learning-related competences	(Self-) Assessment competences	Intercultural competences
Methodological competences			
Social-communicative competences			
Ethical competences			

Source: Original, based on the model of Gerholz & Sloane, see above Table 2b

### Input 3.3 Overview of the EQF descriptors and reference levels

Table 3.3: The EQF descriptors and reference levels (final version)

	<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>
	In the context of EQF, knowledge is described as theoretical and/ or factual.	In the context of EQF, skills are described as cognitive (...) and practical (...)	In the context of EQF, competence is described in terms of responsibility and autonomy.
<b>Level 1</b> Learning outcomes relevant to Level 1 are	<ul style="list-style-type: none"> <li>• basic general knowledge;</li> </ul>	<ul style="list-style-type: none"> <li>• basic skills required to carry out simple tasks;</li> </ul>	<ul style="list-style-type: none"> <li>• work or study under direct supervision in a structured context.</li> </ul>
<b>Level 2</b> Learning outcomes relevant to Level 1 are	<ul style="list-style-type: none"> <li>• basic factual knowledge of a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>• basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools</li> </ul>	<ul style="list-style-type: none"> <li>• work or study under supervision with some autonomy</li> </ul>
<b>Level 3</b> Learning outcomes relevant to Level 3 are	<ul style="list-style-type: none"> <li>• knowledge of facts, principles, processes and general concepts, in a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>• a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tool materials &amp; information</li> </ul>	<ul style="list-style-type: none"> <li>• take responsibility for completion of tasks in work or study</li> <li>• adapt own behaviour to circumstances in solving problems</li> </ul>
<b>Level 4</b> Learning outcomes relevant to Level 4 are	<ul style="list-style-type: none"> <li>• factual and theoretical knowledge in broad contexts within a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>• a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>• exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change</li> <li>• supervise routine work of others, taking some responsibility for the evaluation and improvement of work or study activities</li> </ul>
<b>Level 5</b> Learning outcomes relevant to Level 5 are	<ul style="list-style-type: none"> <li>• comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</li> </ul>	<ul style="list-style-type: none"> <li>• exercise management and supervision in contexts of work/study activities where there is unpredictable change</li> <li>• review and develop performance of self &amp; others</li> </ul>
<b>Level 6</b> Learning outcomes relevant to Level 6 are	<ul style="list-style-type: none"> <li>• advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</li> </ul>	<ul style="list-style-type: none"> <li>• advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>• manage complex technical or professional activities/ projects, taking responsibility for decision-making in unpredictable work/ study contexts</li> <li>• take responsibility for managing professional development of individuals and groups</li> </ul>
<b>Level 7</b> Learning outcomes relevant to Level 7 are	<ul style="list-style-type: none"> <li>• highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</li> <li>• critical awareness of knowledge issues in a field and at the interface between different fields</li> </ul>	<ul style="list-style-type: none"> <li>• specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</li> </ul>	<ul style="list-style-type: none"> <li>• manage and transform work/study contexts that are complex, unpredictable and require new strategic approaches</li> <li>• take responsibility for contributing to professional knowledge and practice and /or for reviewing the strategic performance of teams</li> </ul>
<b>Level 8</b> Learning outcomes relevant to Level 8 are	<ul style="list-style-type: none"> <li>• knowledge at the most advanced frontier of a field of work or study and at the interface between fields</li> </ul>	<ul style="list-style-type: none"> <li>• the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research</li> </ul>

Source: European Commission (2008)

## **Workshop 4: Analysis of trainers' competences in terms of core problems, dependency structures and pedagogic transformations**

### **Introduction**

The fourth workshop shifts the discussion from the frameworks to the working contexts, challenges and support structures of trainers. The aim of the workshop is

- a) to put into discussion the concept 'core problems' and related concepts ('*societal challenges*' and 'pedagogic support structures') as starting points for analysing the professional development of trainers
- b) to draw attention to the interconnectedness (or separation) of 'core problems' in different training cultures,
- c) to specify the role of structural changes as challenges for training provisions and for the professional development of trainers,
- d) to make transparent the potential role of pedagogic support structures (and related stakeholders) in the professional development of trainers.

### **Selection of the inputs**

The inputs for the fourth workshop are mapping instruments (visualisations) that have been developed for the TTplus project and for the follow-up workshops. The relevance of the inputs for the workshop can be characterised in the following way

- **Input 4.1** (Visualisation of 'core problems') presents a landscape of core problems that relate training activities to their social counterparts and their societal boundary conditions.
- **Input 4.2** (Visualisation of structural changes and current challenges) enriches the landscape with insights into different structural changes that have to respond as challenges to training activities.
- **Input 4.3** (Visualisation of pedagogic support structures) enriches the landscape with insights into pedagogic support structures for trainers.

### **Key questions**

The key questions that can be raised for discussion in the workshop are of the following kind:

- What is the relative importance of the presented core problems for current training provisions and for the position of trainers? What kind of dividing lines or connective ties characterise the problem structures?
- What kind of structural changes overshadow the future development of training activities (and the position of trainers)? What kinds of shifts of emphasis (in future training activities) can be expected as a response to these challenges
- What is the contribution of pedagogic support structures regarding the quality of training and regarding the professional development of trainers? What is the role of pedagogic support structures regarding the renewal and change of training activities?
- What kinds of problem constellations, clustering of challenges and networking of support structures can be identified in specific regional and sectoral contexts? What kind of initiatives can be taken (have been taken) to promote knowledge sharing between different training contexts and related networks of expertise?

### **Comments, results and conclusions**

**Input 4.1 Core problems in developing training provisions/ contribution of trainers**

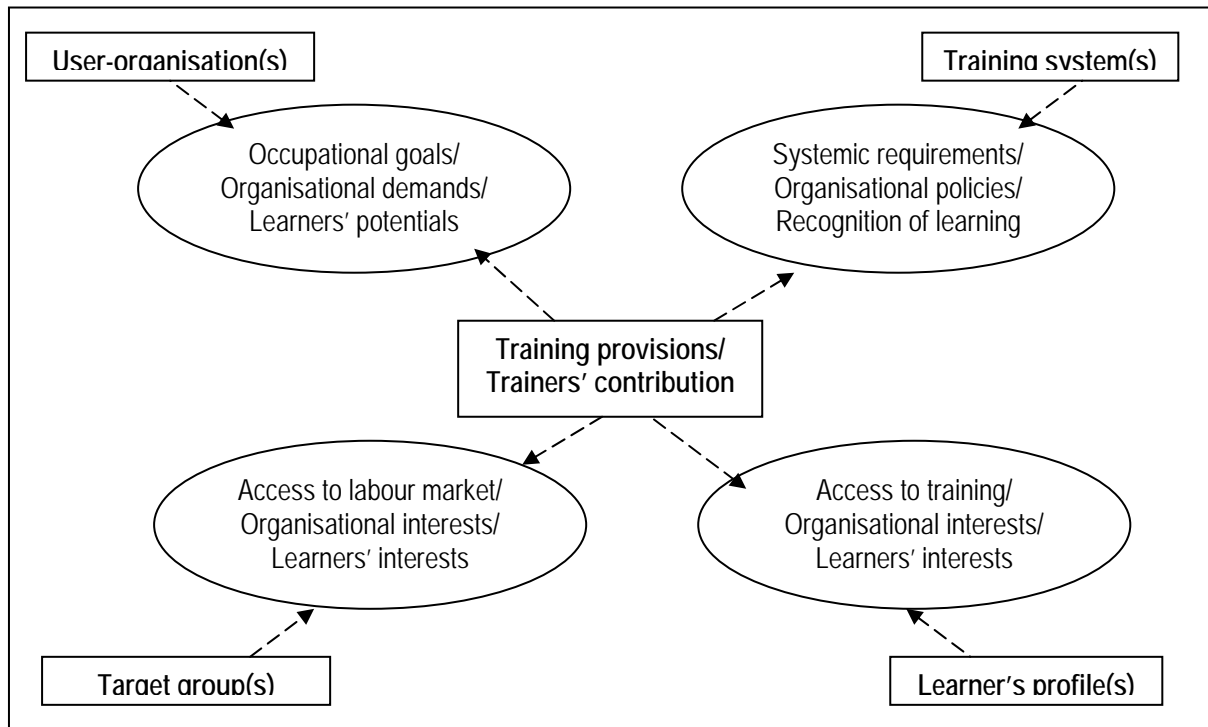


Figure 4.1 Mapping instrument for analysing core problems (and matching mismatching interests) regarding training provisions/ trainers' contributions (Source: Original)

**Input 4.2 Social challenges for developing training provisions/ contribution of trainers**

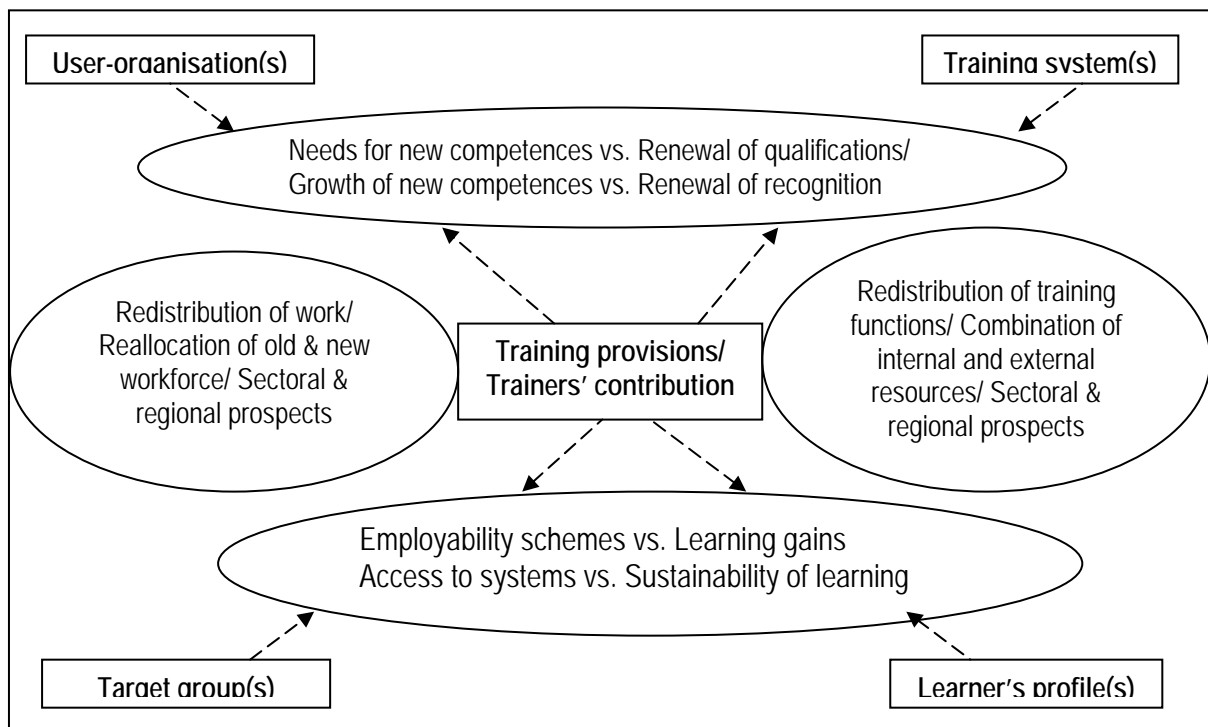


Figure 4.2 Mapping instrument for analysing social challenges (and changing boundary conditions) for developing training provisions/ trainers' contributions (Source: Original)

**Input 4.3 Support structures for promoting the development of training/ trainers**

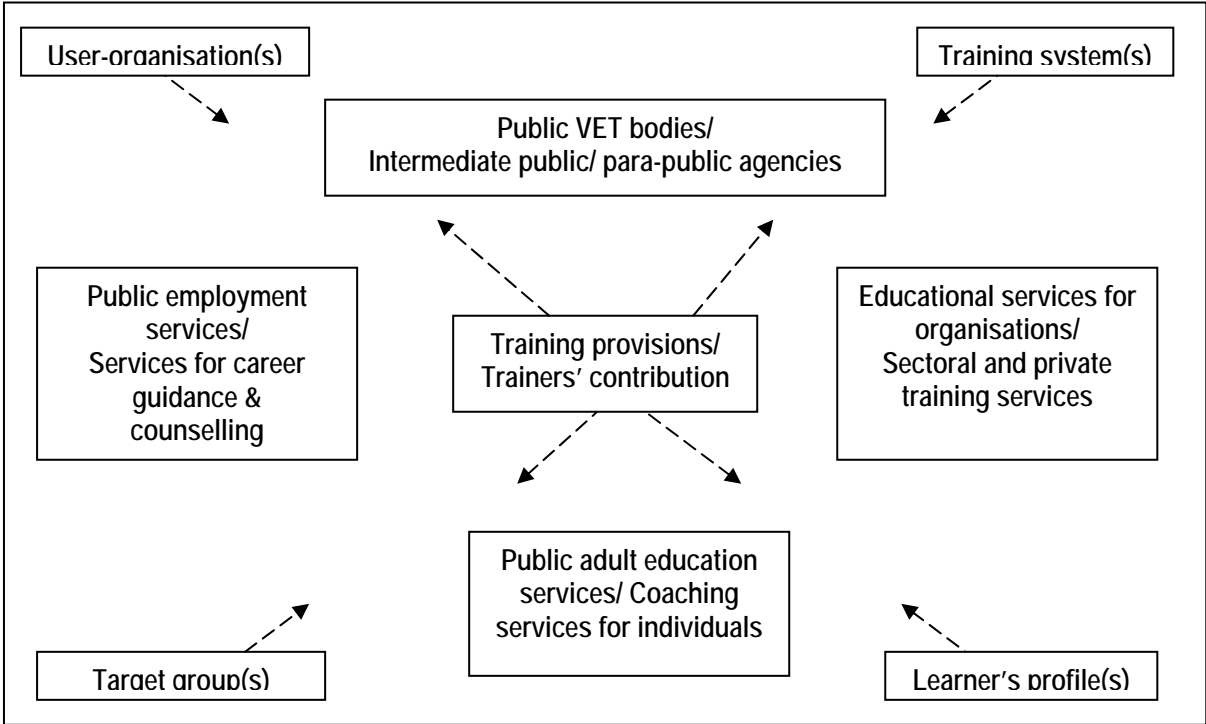


Figure 4.3 Mapping instrument for identifying educational support structures for promoting the development of training / trainers (Source: Original)

## Workshop 5: Analysis of different concepts of 'curriculum' as support for the professional development of trainers

### Introduction

The fifth workshop shifts the discussion from core problems to the use of curricula in training activities and in the professional development of trainers. The aim of the workshop is

- a) raise awareness of different curriculum models and their usability in training activities and in the professional development of trainers,
- b) to draw attention to **closed curriculum models** that characterise mandatory *'training of trainers' schemes* and to their implications for the use of curricula in VET,
- c) to draw attention to **interactive curriculum models** that characterise *work process-oriented curricula* and to the prospect for combining formal and non-formal learning.
- d) to draw attention to **open curriculum models** that characterise *organisational and community-based training & development projects* and to their implications for the continuing professional development of trainers.

### Selection of the inputs

The inputs for the fifth workshop are tools that have been prepared for TTplus project and for the follow-up workshops. The relevance of the inputs for the workshop can be characterised in the following way

- **Input 5.1** (Templates for analysing the curricula of *'training of trainers' schemes*) present some statements on the predominantly closed curriculum models that are used in these schemes and on the role of domain-competences and transversal competences. Then some hypothetic statements are presented on the consequences for the curricular competences of trainers.
- **Input 5.2** (Visualisation of an interactive curriculum model; adapted on the basis of Gerholz & Sloane 2008) provide insights into the discussion on the role of interactive curriculum models in building bridges between subject-based learning and workplace learning in VET. The visualisation provides also a basis for discussing the role of interactive curriculum models in training models for advanced training professionals.
- **Input 5.3** (Visualisation of an open curriculum model; adapted on the basis of Gerholz & Sloane 2008) provides insights into the role of 'curricula' in problem- and project-based learning arrangements (e.g. in organisational and regional contexts).

### Key questions

The key questions that can be raised for discussion in the workshop are of the following kind:

- What is the relative importance of curricular know-how in training contexts and in the professional development of trainers?
- To what extent do 'training the trainers' schemes use closed curriculum architectures? What kind of consequences does this have for the curricular competences of trainers? What consequences does this have on the use of curricula in actual training provisions?
- What kind of use can be made on interactive curriculum models in vocational curricula that include workplace learning? What kind of use can be made of such curricula in training for advanced training professionals?
- What kind of use can be made of open curriculum models in organisational or regional *training & development projects*? What is the role of trainers as curricular actors and what is the contribution to the professional development of trainers?

### Comments, results and conclusions

## Input 5.1 The role of closed curriculum models in *training the trainers* schemes

Table 5.1a: Closed curriculum models and *basic competences* of trainers

	Domains/ Linkages to occupational competences	Didactics/ Use of learning arrangements	Management/ Linkages to work process
Training for trainers	<i>The schemes are generic and do not make specific linkages to the participants' occupational competences.</i>	<i>The schemes are based on standard events with fixed contents (on planning and organising learning events).</i>	<i>The schemes focus on training as a separate action context and as the domain of specialised trainers.</i>
Consequences for the competences of trainers	<i>Trainers perceive a gap between occupational competences and generic pedagogic know-how; need for bridging measures.</i>	<i>Trainers tend to reproduce teaching-driven didactics; lack of familiarisation with pedagogic support for self-organised learning activities</i>	<i>Trainers tend to design and manage training activities as separate events; lack of networking with counterparts in organisations.</i>

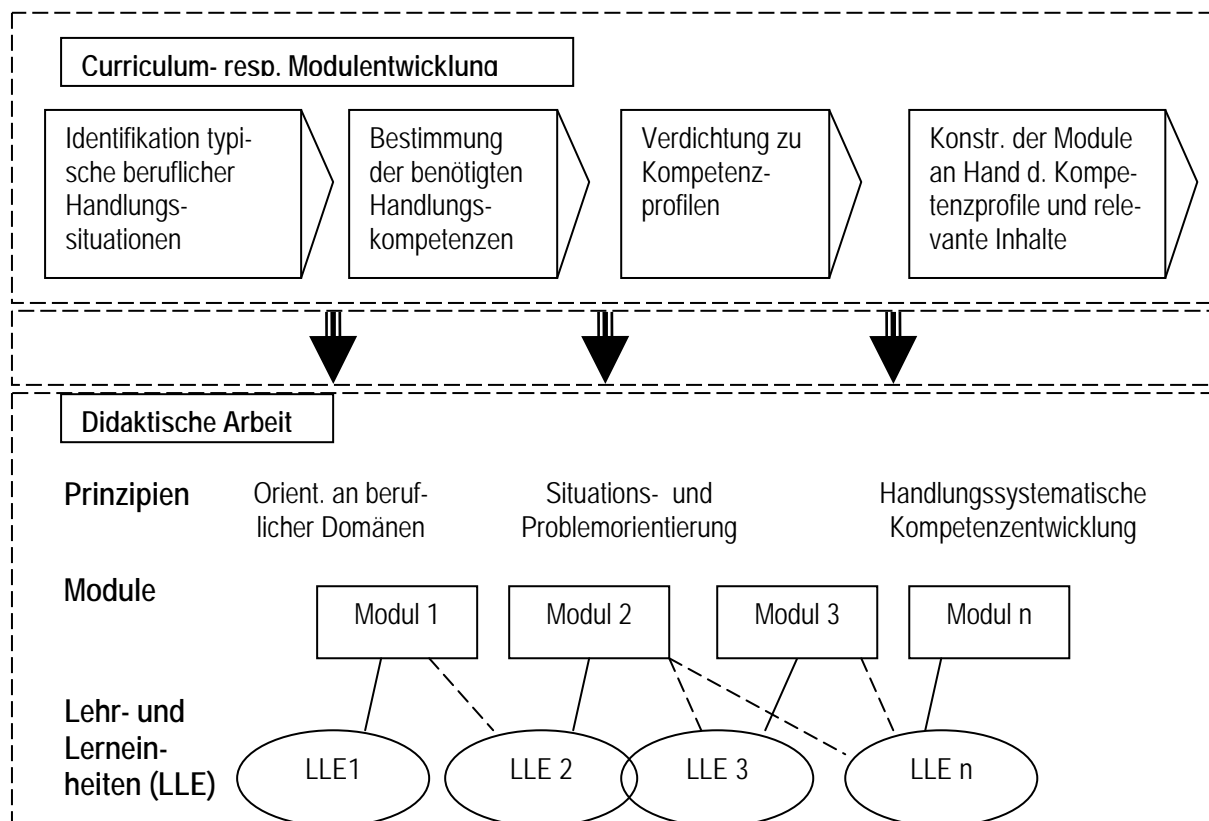
(Source: Original)

Table 5.1b: Closed curriculum models and *transversal competences* of trainers

	Multi-medial competences	Assessment competences	Intercultural competences
Training for trainers	<i>The schemes do not include specific support for working with digital media.</i>	<i>The schemes include courses in traditional assessment methods.</i>	<i>The schemes do not include specific support for trainers' intercultural competences.</i>
Consequences for the competences of trainers	<i>Trainers' capability to integrate the use of digital media to training is dependent on their individual interests.</i>	<i>Trainers tend to reproduce traditional assessment methods; lack of familiarisation with portfolios &amp; RPL.</i>	<i>Trainers have not been trained to work with culturally heterogeneous groups of trainees.</i>

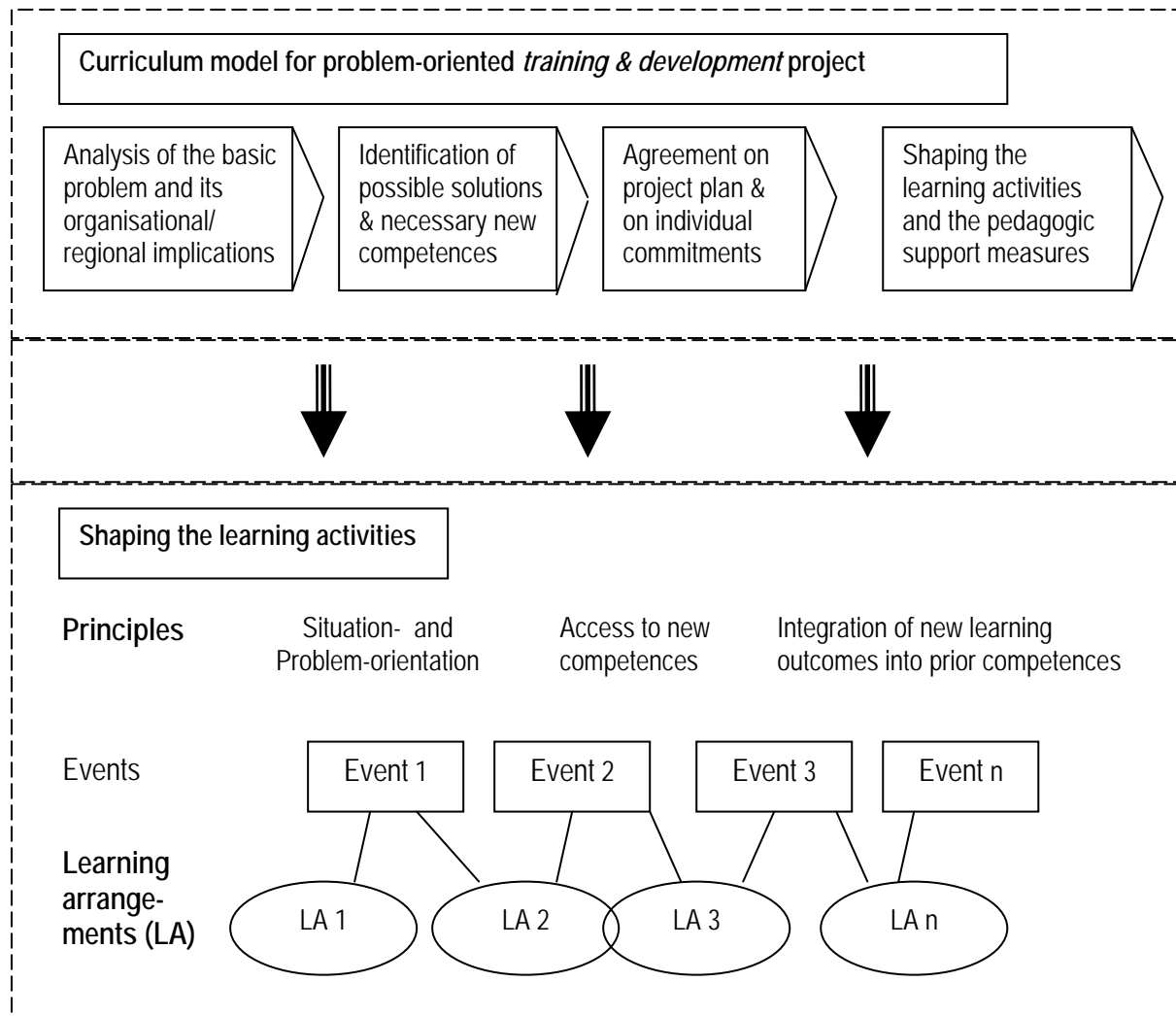
(Source: Original)

## Input 5.2 The role of interactive curriculum models in VET and HE curricula



Source: Gerholz & Sloane2008 (Slightly adapted)

**Input 5.3 The role of open curriculum models for organisational/ regional *training & development projects***



Source: Original (Based on the model of Gerholz & Sloane (2008), see above)

## **Workshop 6: Usability of ‘recognition of prior learning’ as support for the professional development of trainers**

### **Introduction**

The sixth workshop shifts the discussion from curricula to specific approaches and instruments for linking formal and situated learning to each other. The aim of the workshop is

- a) to raise awareness of different approaches to web-supported learning (WSL) and to recognition of prior learning (RPL) in VET and in professional development of trainers,
- b) to examine minimalist, integrative and proactive approaches to web-supported learning and to RPL.
- c) to examine the possibilities to integrate web-supported learning and RPL to curricula,
- d) to examine the role of web-supported learning and RPL in continuing professional development of trainers.

### **Selection of the inputs**

The inputs for the sixth workshop are tools that have been prepared for TTplus project and for the follow-up workshops. The relevance of the inputs for the workshop can be characterised in the following way

- **Input 6.1** (Templates for analysing different approaches to use of WSL and RPL) gives a picture on the progress from minimalist approaches to integrative and proactive uses of WSL and RPL in VET and in professional development.
- **Input 6.2** (Templates for analysing the integration of WSL and RPL to curricula) provide insights into the possibilities of trainers to use WSL and RPL in the context of VET and workplace learning.
- **Input 6.3** (Templates for analysing uses of WSL and RPL in professional development) provide insights into the possibilities of trainers to use WSL and RPL as support for their own professional development.

### **Key questions**

The key questions that can be raised for discussion in the workshop are of the following kind:

- What is the relative importance of WSL and RPL in the training culture of your country? In what way are these themes included in the training of trainers?
- How would you characterise the use of WSL and RPL taking into account the minimalist, integrative and proactive approaches? How would you characterise the role of trainers in this development?
- Can you give examples on models for integrating WSL and RPL in vocational curricula in your country? What is the role of trainers in such initiatives?
- Can you give examples on models for using WSL and RPL in organisational or regional learning projects? What is the role of trainers in such initiatives?

### **Comments, results and conclusions**

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## Input 6.1 Templates for analysing the combination of formal & non-formal learning

Table 6.1a Different approaches to web-supported learning

	For whom?	How?	What for?
<b>Marginal use of traditional ODL</b>	adult learners, special target groups	<b>correspondence courses/</b> contact seminars	university extension schemes/ learning on the job schemes
<b>Interactive use of blended learning</b>	university students, training of professionals	<b>project seminars/</b> self-organised team learning	integrative learning in university curricula / CPD schemes
<b>Proactive use of web-supported learning</b>	adult learners, workpl. learners, tr. of professionals	<b>online communities,</b> local facilitation, self-org. learning	problem-based learning in regional/ orgnis. contexts

Source: Original

Table 6.1b Different approaches to recognition of prior learning

	For whom?	How?	What for?
<b>Minimalist use of RPL</b>	<ul style="list-style-type: none"> <li>special target groups,</li> <li>university students with special learning experience</li> </ul>	<ul style="list-style-type: none"> <li>reflective portfolio process</li> <li>presentation portfolio for the assessment of learning</li> </ul>	<ul style="list-style-type: none"> <li>orientation to labour market</li> <li>individual adjustment of studies (credits for prior l.)</li> </ul>
<b>Interactive use of RPL</b>	<ul style="list-style-type: none"> <li>vocational learners (VET)</li> <li>organisational learn. (CPD)</li> </ul>	<ul style="list-style-type: none"> <li>multi-functional portfolio</li> <li>developmental portfolio</li> </ul>	<ul style="list-style-type: none"> <li>integration of complex work process-oriented learning</li> </ul>
<b>Proactive use of RPL</b>	<ul style="list-style-type: none"> <li>professional learners (incl. trainers &amp; training specialists)</li> </ul>	<ul style="list-style-type: none"> <li>developmental portfolio</li> </ul>	<ul style="list-style-type: none"> <li>evidence on training-related knowledge acquisition</li> </ul>

Source: Original

## Input 6.2 Template for analysing the integration of non-formal learning to curriculum

Table 6.2 Integration of WSL and RPL to vocational curricula via new media

	What?	How?	What for?
<b>Blogs</b>	Learning logs and situation analyses	Separate blog postings, commentaries, summaries	Sharing knowledge on work-related learning
<b>Wikis</b>	Joint learning resources/ project products	Co-writing and co-editing wiki pages	Evidence of group work and collaborative learning
<b>e-Portfolios</b>	Focused overviews on individual and shared learning	Use of specific platforms that link diverse artefacts	Reflective overview on learning within the curriculum

Source: Original

## Input 6.3 Template for analysing the integration of non-formal learning to continuing professional development (CPD)

Table 6.3 Integration of WSL and RPL to CPD for trainers with the help of new media

	What?	How?	What for?
<b>Blogs</b>	Longitudinal learning logs and episode analyses	Separate blog postings, commentaries, summaries	Insights into individual learning history/ interests
<b>Wikis</b>	Joint learning resources/ project products	Co-writing and co-editing wiki pages	Access to learning communities and their work
<b>e-Portfolios</b>	Cumulative overviews on individual & shared learning	Use of specific platforms that link diverse artefacts	Reflective overview on one's development/ prospects

Source: Original

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