International comparative analysis of qualification requirements for training specialists in the context of the creation competence profile for Modular Training Trainer

Introduction

This report is designed to establish the context for the EMCET 2 project and specifically to describe the context of such qualification requirements in terms of European policy and analysis within the EU Education and Training 2010 programme. The report identifies an EQF - compatible approach that will facilitate the development of a Modular Training[1] Trainer. Although this approach is drawn from the recent experience of the National Qualification and Credit Framework [QCF] for England, Wales and Northern Ireland, the approach draws on a model of Training Trainers that has potentially wide application across the EU.

Methodological assumptions

The report assumes that the policy statements and communiqués of the European Council in 2002, 2004 and 2006 are based on an accurate analysis of the situation. It must however be pointed out that these documents are principally concerned with the situation within the formal initial Vocational Education and Training [VET] systems.

It is assumed that any viable approach to the development of a competence profile, or more generally, an occupational *Standard*[2] will involve reference not only to a National Qualification System or in future, a National Qualification Framework [NQF], but also to European Frameworks. This topic will be revisited below.

Results of comparative analysis

The development of the competencies of Teachers and Trainers has been a major priority area since the start of the Copenhagen Process

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[1] Modular Training is defined as a "System in which the training content is divided into independent units or modules of learning." Source: Cedefop European Training Thesaurus http://libserver.cedefop.europa.eu/ett/en/tr1589.htm

[2] A National Occupational Standard is "a crucial aspect of ensuring that a qualification is relevant to the occupational sector it serves is by taking into account the recognised professional standards for the sector or industry." See http://www.sqa.org.uk/sqa/23172.html

in 2002. This priority has been reinforced in subsequent reviews in 2004 (Maastricht) and 2006 (Helsinki).

"**In improving the attractiveness and quality of VET, more emphasis should be placed on good governance of VET systems and providers in delivering the VET agenda, through: responsiveness to the needs of individuals and the labour market, including anticipation of skills needs. Particular attention should be paid to the needs of small and medium-sized enterprises; highly qualified teachers and trainers who undertake continuous professional development;**"[3]

A significant factor in this process is the Decision to implement the European Qualification Framework [EQF][4] that will require Member States to use *Learning Outcomes*. A frequently used definition is "statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of learning."[5]

This will imply that each specialist framework will need to identify generic levels of competence. Following the above conclusion from the Helsinki Communiqué, the needs of the labour market and especially those of small and medium-sized enterprises should be a significant element is defining the competence requirements.   The ways in which this will be achieved will vary according to the law, policy and practice of the country concerned. There may also be sectoral differences and it is important that the national frameworks are flexible enough to accommodate these differences.[6]

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[3] Page 6. The Helsinki Communiqué can be downloaded from http://www.minedu.fi/vet2006/communique.html?lang=en

[4] On 24 October 2007, the European Parliament voted in favour of adopting the Recommendation on the establishment of the European Qualifications Framework for lifelong learning (EQF). The EQF will link countries' qualifications systems, acting as a translation device to make qualifications more readable to Member States, employers and individuals and so enable individual citizens to move to another country to work or study. http://ec.europa.eu/education/policies/educ/eqf/index_en.html

[5] Adam S (2004), Using Learning Outcomes: A consideration of the nature, role, application and implications for European education of employing 'learning outcomes' at the local, national and international levels. http://www.bologna-bergen2005.no/EN/Bol_sem/Seminars/040701-02Edinburgh/040620LEARNING_OUTCOMES-Adams.pdf

[6] For example, the needs of trainers concerned with differing occupations and having different types and levels of occupational competencies. Consider for example the EQF Outdoor Activities project described at http://www.eqfoa.eu/index.php?page=general_presentation

For example, the typology used in the Polish research suggested three Levels:

Level I – Trainer Beginner has basic methodological knowledge and documented practical experience (min. 3 years) within modular approach.
Level II – Trainer Specialist has specialised methodological knowledge and documented practical experience (min. 5 years) within modular approach, he/she can also be a counsellor and trainer for the trainer from the first level.
Level III – Trainer Senior has extensive specialised methodological knowledge, documented practical experience (more than 5 years) and significant implemented achievements within modular approach, he/she can also be a counsellor or trainer for trainers from the second and third levels).

The Swiss study of best practice identified the following approach,

"The I-CH *Baukasten* (modularised) model could be described highlighting some specific outcomes and goals:
- in the modularisation project, all information technology competencies are described in modules with the aim at representing all IT competencies used in the working world in a modular kit for information technology
- it is important for the purposes of clarity and completeness that the kit is organised into fields of IT competence. All IT competencies have to clearly belong to one of these fields of competence. A module plan divided into fields of competence and competencies of activity identified for each module serve as a basis for the development of the individual module descriptions (see annex 5).

The module descriptions are designed in accordance with the conditions of Swiss modular system (ModuQua)[7], containing prescriptions related to module identification standards, proof of competence, supplier identification. In addition, module manuals are provided as a teaching aid. The norm of a module is usually 40 lessons." This Swiss model has an interesting and comprehensive approach to the Training of Trainers for the modular curriculum that offers three double modules or five single modules. The double module

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[7] See the descriptions in German at http://www.moduqua.ch in French at http://www.alice.ch/001alc_020602_fr.htm

1 is concerned with "Deliver the training of adults" and has a nominal value of 150 hours at Federal Level 1.[8] It is not clear how far this approach is related to standardised descriptors, but previous experience suggests that this might well be the case. An interesting new development worthy of further study is the MSc in Vocational Education and Training that started in September 2007.[9] In view of other developments in Swiss policy and practice in the validation of experience in non-formal learning, it would also be useful to examine how far access to this programme may in the future be provided to those holding the equivalent of a Bachelor's degree.

Designing modular programmes

The studies produced to date by the EMCET 2 project do not appear to be compatible with the European standard approaches referred to above. It may be that sufficient information is not yet available, and, as indicated in the comments on the Swiss case study, a fuller analysis of the policy context may well be necessary.

It is necessary to comment that competence is not simply a question of time served or the number of teaching hours, but rather depends on the knowledge, skills and competencies required.[10]

This typology is important as it creates a basis for an EQF-compatible structure. The new English Teacher/Trainer/Instructor Qualification Framework illustrates this point. The Levels used by this Framework are those of the revised National Credit and Qualification Framework for England, Wales and Northern Ireland. This pilot Framework is designed to be compatible with EQF and the new European Credit System for Vocational Education and Training [ECVET].[11]

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[8] See the description in French at http://www.alice.ch/001alc_02050203_fr.htm

[9] Described in three languages [DE, FR, and IT] at the site of the Swiss Federal Institute for Higher Studies in Vocational Training at http://www.master.ehb-schweiz2.ch/ a summary in English is available at http://www.master.ehb-schweiz2.ch/english.html

[10] For a systematic analysis of this complex matter, see Brockmann M (2006), "Qualifications, learning outcomes and competencies: a review of European divergences in vocational education and training (VET): A review of the literature. Downloadable from
http://www.kcl.ac.uk/content/1/c6/01/57/15/literaturereview.pdf

[11] See the description of this approach at
http://ec.europa.eu/education/ecvt/index_en.html

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The qualifications available are:

Level 3

Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (6 Credits[12])

Level 3 Certificate in Teaching in the Lifelong Learning Sector (24 Credits minimum – 18 mandatory Credits and a minimum of 6 optional Credits)

Level 4

Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (6 Credits)

Level 4 Certificate in Teaching in the Lifelong Learning Sector (24 Credits minimum – 18 mandatory Credits and a minimum of 6 optional Credits)

Candidate entry requirements

There are no formal entry requirements for this qualification, but candidates must be considering a subject for delivery and be aiming to achieve / or have achieved a qualification and experience for their subject/skill at the appropriate level[13].

In addition, the nature of both the learning and assessment required for the qualification is such that candidates should have the ability to manage the requirements of the level of the qualification they are taking, read and interpret written tasks, and to write answers in a legible and understandable form. Evidence of this should be recorded as part of their initial assessment. Candidates will also need to be able to organise written information clearly and coherently. It is good practice to embed these skills in the programme of learning.

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[12] Each Credit is equivalent to 10 contact hours [formal learning]. According to the rules of the Qualification Credit Framework [QCF] contact hours are allocated for programme delivery; this includes group tutorials and the delivery of the theory aspect of the assessments. An equal amount of non-contact time is recommended, to cover the candidates' individual tutorial support time, developmental activities, research, self-study and teaching practice. The Centre should maintain a record of the contact hours. Centres should note that contact and non-contact hours are **notional** and should be used as a guide. It is at the discretion of individual centres as to how they manage the delivery of the qualification requirements. Provided that these are met, centres have the flexibility to deliver the qualification in as many hours as they deem appropriate. Centres should, however, take into consideration that funding will be based on the recommended contact and non-contact hours.

[13] This paragraph reflects the deregulated nature of the UK labour markets where a significant proportion of occupations have no legal basis. The importance of this new Teacher Qualification Framework is that it establishes for the first time a legal basis of occupational competencies for this profession in VET.

Skills for Life personal skills: literacy, numeracy and ICT within the programme delivery. Centres should provide candidates with access to support in these areas where necessary.

Candidates will be expected to have maintained and completed their continuing professional development (CPD) in accordance with regulations, where appropriate.

Accreditation of prior learning and experience (APEL)

Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) recognise the contribution a person's previous experience could contribute to a qualification.

Both the theory and practical assessments **must** be successfully achieved to gain recognition against the full six-credit unit comprising the qualification.[14]

Reflective Learning Journal

Candidates should be encouraged to write a Reflective Learning Journal from the beginning of the programme. Candidates are permitted to use their own journal format during the course. It is good practice for candidates to complete this form after each session. However, candidates must complete a journal entry after each assessment task completed.[15]

Staffing for the PTLLS Award

Members of staff delivering and assessing the Preparing to Teach in the Lifelong Learning Sector qualification, including teaching practice observers, must hold a minimum of a level 4 teaching/training qualification such as Level 4 NVQ in Training and Development, Level 4 NVQ in Learning and Development, 7305 Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS), Certificate in Education (Cert Ed), or Post-graduate Certificate in Education (PGCE).

Staff must also have experience in delivering and assessing teaching qualifications at level three or above. Staff without the required experience must follow an induction programme, work shadow a qualified/experienced member of the team, and have their assessment decisions countersigned by an experienced member of the team until

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[14] For an overview of current debates and developments in this important field of policy and practice, see Duvekot R and Konrad J (2007), "Towards a transnational concept of valuing lifelong learning: some practical reflections on developing theory" downloadable from http://www.leeds.ac.uk/educol/documents/166725.htm

[15] For an illustration of the use of this approach, see "Writing a Reflective Journal" http://www.teachingexpertise.com/articles/writing-reflective-learning-journal-642

they have achieved the required qualifications and experience. Records must be maintained for external verification purposes.

There should be a balance of staff that fulfils the qualification and experience requirements to ensure a robust assessment and quality assurance system.

Staff should engage in ongoing Continuing Professional Development [CPD] activities. These may include observation and evaluation of other staff within the delivery team, supervision, professional discussion, standardisation events, case reviews, research, reflective practice, mentoring and attendance at conferences and events.

Subject specific support/mentoring

Centres are encouraged to appoint a subject specific mentor to each candidate, to give support on subject specific pedagogy.

It is good practice for mentors to observe candidates. This will be in addition to the 30 minutes microteaching / teaching practice observed by the programme team.

Mentors should hold Qualified Teacher in Learning and Skills [QTLS] status, a relevant vocational qualification/skill related to the candidate's subject area and considerable experience in teaching and learning in context.

Mentors should be trained in mentoring skills and be familiar with the requirements of the Preparing to Teach [PTLLS] the Certificate [CTLLS], and the Diploma [DTLLS] qualifications.

They should provide professional support including mentoring and provide direction in the processes and practices of contextualised teaching, lesson planning and resource development.

It would also help and support the candidate if the mentor carried out teaching observations, using the observation report provided. This would be in addition to the required tutor observations.

Centres should also ensure, where possible, that peer support takes place within the cohort, where candidates with a similar subject specialism are encouraged to support each other.

Tutors:

The role of the Tutor is to:

- Plan, manage and deliver the qualification
- Carry out initial assessment on all prospective candidates
- Agree with the candidate an action plan/Individual Learning Plan (ILP), based on the candidate's initial assessment and induction
- Ensure that each candidate is aware of the assessment requirements throughout their Programme of learning

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- Ensure that candidates undertake relevant teaching activities to match the qualifications that they are undertaking
- Observe the micro-teach/teaching practice delivery (a member of the centre's programme delivery team may do this). Recordings of the micro-teaching should be maintained for external verification purposes
- Give candidates detailed feedback on their delivery, incorporating use of the Observation Report
- Provide guidance and support to candidates on the assessment requirements for each assessment
- Ensure that the candidate has met the assessment requirements
- Provide each candidate with prompt, accurate and constructive feedback within 14 days of submission of each assessment, using the assessment feedback forms provided
- Keep accurate and legible records of candidate progress and achievement
- Meet with the Centre Co-ordinator and other tutors to share good practice and maintain standards.

Micro-teach / Teaching Practice Observer (must be a member of the course delivery team)

The role of the Teaching Practice Observer is to:

- Ensure that they are familiar with the requirements of the qualification
- Observe the candidate's teaching practice delivery
- Give candidates detailed feedback on their delivery, incorporating use of the Observation Report and Assessment Record where appropriate
- Make and maintain accurate records of micro-teach / teaching practice observations
- Ensure that records are made available for quality assurance purposes.

Mentors:

It is recommended that the mentor is a specialist in the relevant field, according to the role of the candidate. Mentors should provide support for the professional development of the candidate in context. For example, checking schemes of work, session plans and course development activity.

Internal Verifiers:

The role of the Internal Verifier (IV) is to ensure that all assessments are sampled. The sample should cover all Candidates, Assessors and locations.

Centres should:

- Use the smallest sample size to cover the work of all personnel contributing to the delivery of the programme is sampled by a range of methods to include:
    - Monitoring tutors' observations of micro-teach/teaching practice sessions (live and/or recordings where appropriate)
    - Discussion with candidates on the learning process and their experiences
    - Records of tutorial review sessions (see Appendix 3 for an example)
    - Monitoring programme delivery
- Record monitor and maintain all sampling activities
- Carry out standardisation activities record these activities • a suitable Ensure that a subject specific mentor is appointed to each in-service candidate where applicable to support good practice
- Ensure that staffing, learning and physical resources are appropriate
- Ensure that candidates complete and keep in portfolios records of achievement and micro-teach / teaching practice logs

External Verifiers:

The role of the External Verifier (EV) is to ensure that:

- Initial assessment records are sampled
- Centres are following the assessment specifications published by the Awarding Body
- Centres interpret the unit requirements consistently
- Centre documentation meets the requirements of the Awarding Body
- Centres carry out internal verification of candidate work
- The programme delivery is observed
- A sample of micro-teach / teaching practice is observed
- All assessment questions are sampled and that the sample covers all Candidates, Assessors and locations
- Centre standardisation activities take place and are recorded
- Candidates are registered with the Institute for Learning [IfL][16]
- Staffing, learning and physical resources are appropriate.

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[16] The relevant professional association see:
http://www.ifl.ac.uk/services/p_wwv_page?id=154&menu_id=1089

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Equal opportunities

Access to this qualification is open to all, irrespective of gender, race, religion or creed, age or special needs. The Centre Co-ordinator should ensure that no candidate is subjected to unfair discrimination on any grounds in relation to access to assessment and to the fairness of the assessment.

The Mandatory units

[Note: The option units at Level 3 and Level 4 are part of the Certificate (CTLLS)]

Level 3 Preparing to teach[17] in the Lifelong Learning Sector

1. Understand own role, responsibilities and boundaries of role in relation to teaching
   Learning Outcomes: the Candidate will be able to:
   - Explain their own role and responsibilities, and the boundaries of their own role as a teacher
   - Identify key aspects of relevant and current legislative requirements and codes of practice within a specific context
   - Identify other points of referral available to meet the potential needs of learners
   - Identify issues of equality and diversity and ways to promote inclusion
   - Explain the need for record keeping.

2. Understand teaching and learning approaches in the specialist area
   Learning Outcomes: the Candidate will be able to:
   - Identify relevant approaches to teaching and learning in relation to the specialist area
   - Explain ways to embed elements of Functional Skills [e.g. Maths, English and ICT] in the specialist area
   - Justify the selection of teaching and learning approaches for a specific session

3. Demonstrate session planning skills
   Learning Outcomes: the Candidate will be able to:
   - Plan a teaching and learning session which meets the needs of individual learners
   - Justify the selection of resources for a specific session.

4. Understand how to deliver inclusive sessions which motivate learners
   Learning Outcomes: the Candidate will be able to:

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[17] In these Standards, Teaching includes all similar activities such as Training or Instructing.

- Explain ways to establish ground rules with learners which underpin behaviour and respect for others
- Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners
- Explain and demonstrate good practice in giving feedback
- Communicate appropriately and effectively with learners
- Reflect and evaluate the effectiveness of own teaching.

5. <u>Understand the use of different assessment methods and the need for record keeping</u>
   Learning Outcomes: the Candidate will be able to:
   - Identify different assessment methods
   - Explain the use of assessment methods in different contexts, including reference to initial assessment
   - Explain the need for record keeping in relation to assessment.

The above Learning Outcomes generate assessment criteria that provide the basis for judging theoretical and practical competence through specified assignments.

Many of the specific competencies relating to situations such as the modular curriculum can be reflected in the way in which these assignments are prepared.

For example, the Level 3 theoretical assignment 7 requires that a candidate is able to: "State the different assessment methods available and explain the ones you would use for your subject area, including reference to initial assessment. State the types of assessment records you would complete and explain why. (Recommended word count: 300-500 words.)" The Level 3 practical assignment 1 requires that a candidate is able to: "Produce a learning programme/scheme of work in your subject area, for a minimum of six sessions (the length of each session is to be agreed between yourself and your tutor)." All assignments are graded as either Pass or Refer.

Conclusion and recommendations

The outcome of this study suggests that the important factor in preparing for the Developers of Modular Training Curriculum is to ensure that the processes are sufficiently transparent for individuals to have their competencies recognised. This will involve making the maximum use of European Standards such as EQF and ECVET. Such a development may well benefit from Transfer of Innovation support from the Leonardo da Vinci sub-programme of the EU Lifelong

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Learning Programme.

The approaches used in the English Teacher Qualification Framework offer a model worthy of further consideration.

There will clearly be considerable challenges involved in this process, not least to ensure that emerging National and Sectoral Frameworks are capable of recognising a common currency of competencies and standards and related to the changing needs of the labour market.

There are a number of relevant projects that may have a useful impact, for example the new Leonardo Transfer of Innovation Project VOTE-ALL.

Appendix

(here we will attach all documents that will be taken into account in the report). This part of the report will be prepared by us (you will receive electronic files in Word format)