

DRAFT Competence Profile “Learning Process Guide”

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The Learning Process Guide has the responsibility to...

- ... independently plan, implement and evaluate in-company learning processes
- ... advise individuals regarding their learning processes
- ... guide individuals in their learning processes

The Learning Process Guide accompanies learning processes of staff in the company, this typically involves non-formal training programmes. The learning process guide acts as a specialist for learning processes with the aim of enabling learners to independently create and reflect learning processes.

The tasks include

1. to plan, implement and increase the quality of in-company learning processes economically and according to demand
2. to assess qualification needs of individual workers and based on this to develop training offers tailored to the needs of the target group
3. to consult his/her company/organisation with respect to qualification needs and corresponding training measures changes
4. to support the development of professional, social and methodic competences within the company/institution; to develop and implement personnel development projects and to be able to formulate and initiate the necessary processes of change within the company/institution
5. to develop specific qualification offers for target groups that require additional psychological, pedagogical and/or cultural support

EQF Level 5

¹ *General remarks learning outcome profile: the profile is formulated in terms of learning outcomes, however, this does not discount the importance of contents and processes of learning and their impact on the eventual level and nature of competence. For this purpose, we have developed common standards for the *training of European Workplace Tutors in the it's time project* which summarise the surrounding conditions the consortium believes to be vital for successful training.

Task	Knowledge The Learning Process Guide knows...	Skills The Learning Process Guide is able to...	Competence The Learning Process Guide is competent to...
1 Analysing the learning needs of the learner(s)			
<p>Collect and analyse basic information about the learner</p> <p>Identify and discuss the learning needs of the learner and jointly agree on learning objectives</p> <p>Analyse training environment (e.g. needs for specific workplaces, after restructuring, etc.)</p> <p>Perceive individual learning behaviours, barriers and obstacles</p> <p>Provide guidance and advise to learners (individual development)</p> <p>Exchange of information with other institutions / departments</p>	<ul style="list-style-type: none"> • competence requirements of specific jobs, functions and tasks in his area and corresponding occupation profiles • different needs of specific target groups (special psychological, pedagogical, cultural support), socio-economic contexts and their impact on learning • entitlements and obligations for learning at the workplace (incl. legal frameworks of traineeships, apprenticeships, etc.) • training and learning 	<ul style="list-style-type: none"> • analyse the students' entry level, learning style and developmental needs • identify training needs and potential of different individuals • identify own and others' learning styles • identify possible learning difficulties / barriers in learners • offer target group-specific guidance, orientation and support for individual learners • draw-up and use a PDP within his field of specialisation 	<ul style="list-style-type: none"> • Assess the needs and potential of individual learners in the context of work • understand the specific needs of the target group • provide guidance and advice to individuals • personalise learning processes, taking into consideration possible learning difficulties as well as a different cultural and social background • apply social, communication and intercultural

	<p>opportunities within and outside the organisation (e.g. training cooperations)</p> <ul style="list-style-type: none"> • the professional competences required by the labour market in his field of specialisation • the sources there are of materials and courses for self-study/refreshment (life long learning) • interview and questioning techniques 	<ul style="list-style-type: none"> • consider objectives, strategies, work processes and methodologies and the company's framework conditions when advising learners 	<p>competencies to appropriately respond to the learner</p>
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2 Planning and preparing training measures

<p>Plan training and learning measures (ongoing or specific training measures) for his area economically and according to needs / framework conditions of the company and the learner</p>	<ul style="list-style-type: none"> • requirements of specific occupations, functions and tasks in his area • company structure and workplaces (incl. requirements) • sources of training materials and courses for self-study / refreshment 	<ul style="list-style-type: none"> • plan personalised learning processes based on the identified training needs and the specific learner's needs • prepare learning environments at the workplace • use the work processes as a learning environment • establish clear learning objectives and communicate them effectively, taking into account the learner's views • plan learning activities that match the objectives • identify which learning goals can be achieved through which means of learning (including the use of e-learning) 	<ul style="list-style-type: none"> • Choose learning tasks and arrange those and pass them on to learner for independent planning and implementation • Making decisions regarding learning arrangement and conducting handover talks • understand, what kind of possibilities and challenges work represents as a learning environment • is aware of the importance of social / personal development and how to encourage this (including aspects of democratic / civil education, critical thinking), especially when dealing with young workers
<p>Choose and plan task assignments, learning steps and arrangements</p>			
<p>Design and negotiate appropriate learning paths and agreements, compose suitable learning groups</p>			
<p>Ensure the smooth commencement of training measures by providing necessary space, time slots, training personnel and material / equipment)</p>			
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3 Guiding learning processes			
	<ul style="list-style-type: none"> • technical / subject-specific knowledge in their area • learning theories • different didactical methods, their advantages and disadvantages • the principles of learning guidance • moderation techniques • how work triggers learning processes • strategies for creating positive learning experiences • dynamics of learning processes in groups and individuals, group 	<ul style="list-style-type: none"> • apply different didactical methodologies of according to the needs of the situation and learner(s) and to switch between them • facilitate meaningful tasks in real work situations to achieve learning objectives • make use of learning environments at the workplace • give and receive feedback • document learning processes • prepare learning materials, instruct 	<ul style="list-style-type: none"> • awareness of different learning styles and cultural and social backgrounds • identify and respond to problems / critical situations • apply good social, communication and intercultural competencies when interacting with the learner on all levels, • motivate learners • interacting and guiding heterogeneous groups by using active learning methods
Guide and accompany learning processes			
Facilitate, moderate and support individual and institutional learning processes			
Deal with and respond to conflicts appropriately			
Observe the learner (working and learning as well as social behaviour)			
Accompany work processes in the learners' area with the aim of identifying problems, need for			

support	dynamics and how to influence them <ul style="list-style-type: none"> • motivation theories 	students in their use <ul style="list-style-type: none"> • offer guidance and support within the work process 	<ul style="list-style-type: none"> • considers the prior knowledge and abilities of the learners and communicates with the learner eye to eye • apply suitable conflict management and mediation competence

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4 Assessment and documentation of learning processes of individuals			
Conduct evaluation talks / appraisal interviews (interim and final) Apply suitable tools for assessment and documentation	<ul style="list-style-type: none"> • assessment methods and instruments and their advantages and disadvantages (incl. self-assessment) 	<ul style="list-style-type: none"> • use observation techniques • use progress interviews and appraisals • document learning 	<ul style="list-style-type: none"> • to assess the learner's progress, learning outcomes and needs for further training against the learning objectives

Support the learners to reflect and evaluate their progress, strengths, weaknesses and learning needs, including documentation of progress	<ul style="list-style-type: none"> different forms of documentation 	<p>process throughout, guide the learner in self-documentation</p> <ul style="list-style-type: none"> give and receive (instant) feedback in appropriate situations identify needs for further training and is able to support EWT in advising learners on this communicate with co-workers about the learners' progress encourage and guide the learner in self-assessment to be assessed 	<ul style="list-style-type: none"> apply adequate evaluation / assessment methodologies when evaluating vocational skills and know how. select appropriate evaluation and assessment instruments and techniques reflect upon own perceptions and allow learners to reflect on their progress themselves
Document learning activities, progress and results			

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	knows...	able to...	competent to...
5 Quality assurance and improvement - Evaluation of training measures (interim and final)			
Assure and improve the quality of own work continuously by assessing and evaluating, methods used, own attitudes, monitoring changes in the field and updating own knowledge and skills	<ul style="list-style-type: none"> • Evaluation methods and tools (formative and summative) • Methodologies for evaluating learning processes • Research methods and sources for updating knowledge • External impacts on the quality of training (e.g. company culture) • Factors conducive to learning at the workplace • Official and unofficial structure of the company 	<ul style="list-style-type: none"> • select and apply evaluation tools that suit the needs (questionnaires, case studies, etc.) • use SWOT analyses • regularly update their knowledge / skills • identify factors and elements conducive / obstructive to successful learning at the workplace • interpret and transfer evaluation results (identify causes for problems / success) • communicate effectively training results, findings, difficulties to the appropriate places (e.g. management, HR department, workers' representation) 	<ul style="list-style-type: none"> • act as an agent of development of professional, social and methodic competences within the company / institution • the ability to reflect upon his approach to teaching/tutoring/training • set and pursue own learning goals, including ability to take action to improve • Self-reflect and self-evaluate • Awareness of personal strengths and weaknesses in learning processes • Assess and, if applicable, adapt the own behaviour and attitude in order to support the learner • cooperate effectively with other relevant
Reflect and receive feedback on own work, recognise progress and set new goals			
If applicable, adapt the learning arrangement / set revised learning goals for individuals			
Updating, securing and passing on of knowledge that is of general interest			
Support the EWT in the development of professional, social and methodic competences within the company / institution			

departments and colleagues, e.g. management, HR department, workers' representation)

- communicate the information gathered to the appropriate target groups
- willingness to update their competencies by keeping informed, participating in training in a self-directed manner