



Road to excellence in the Training Quality Process.
Key competences of the trainer tutor in the teaching-learning process

EXCELLENCE PROFILE
TRAINER PROFESSIONAL ACTIVITY

June 2011



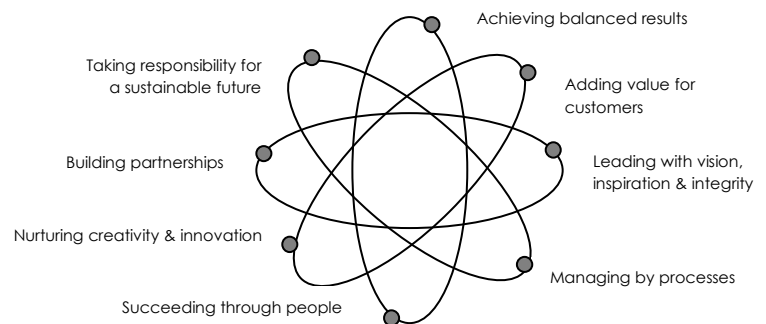
To know more about the ROQET Project:
www.self-assessment-in-vet.eu

Excellent organizations achieve and maintain high levels of performance that satisfy the expectations of stakeholders.

To reach the success, training centres need to lay down management systems allowing them:

- To evaluate where they are in their way to excellence
- To have an effective communication
- To plan for obtaining a balanced structure

If we extrapolate the European Excellence Model and their fundamental concepts to the trainer figure, as key in the training-learning process, we have to take into consideration that, in practice, s/he contributes to excellence through:



These fundamental concepts for excellence are developed by:

To achieve balanced results

- taking into consideration the results intended to be reached in order to develop his/her mission and evaluate the evolution of the competence profile
- being interested in knowing the needs and expectations of stakeholders
- defining objectives attainable and susceptible to be measured by indicators
- evaluating the overall results in order to introduce future improvements

To add value for customers

- responding to their needs and expectations
- establishing a fluent communication
- trying to innovate, getting his/her own trainees involved in the value chain
- comparing their performance analysing their strong areas to be further boosted

To lead with vision, inspiration and integrity

- acting as a benchmark in classroom
- managing the training-learning process
- showing his/her ability for decision making
- being flexible, knowing how to reorient situations that do not fit the process

To manage by processes

- keeping a diagram of processes to guarantee the quality of training
- prioritizing processes and the sequence of their activities



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- monitoring the indicators that allow the processes' performance appraisal
- taking decisions based on objective information, to be analyzed in order to arouse innovation

To succeed through people

- knowing and sharing the definition of the competence profile focused on the achievement of the trainer's mission
- contributing to a common objective, with commitment, dedication and creativity
- integrating and displaying values as the responsible and ethical behaviour on daily basis

To nurture creativity & innovation

- developing initiatives to get trainees involved for the creation of ideas
- promoting pro-activity amongst trainees, contributing to generate an entrepreneurial culture
- using innovation to improve the image of the training center
- implementing, as far as possible, the ideas that come up in classroom, evaluating their impact and potential added value

To build partnerships

- looking for collaborations in classroom to increase and improve the trainees' abilities for the generation of value
- favoruing synergies as a multiplier effect in the different stages of the training-learning process
- sharing experiences and knowledge with trainees in order to contribute to common enrichment and attainment of objectives
- setting confidence, transparency and respect as grounds for relationships in classroom

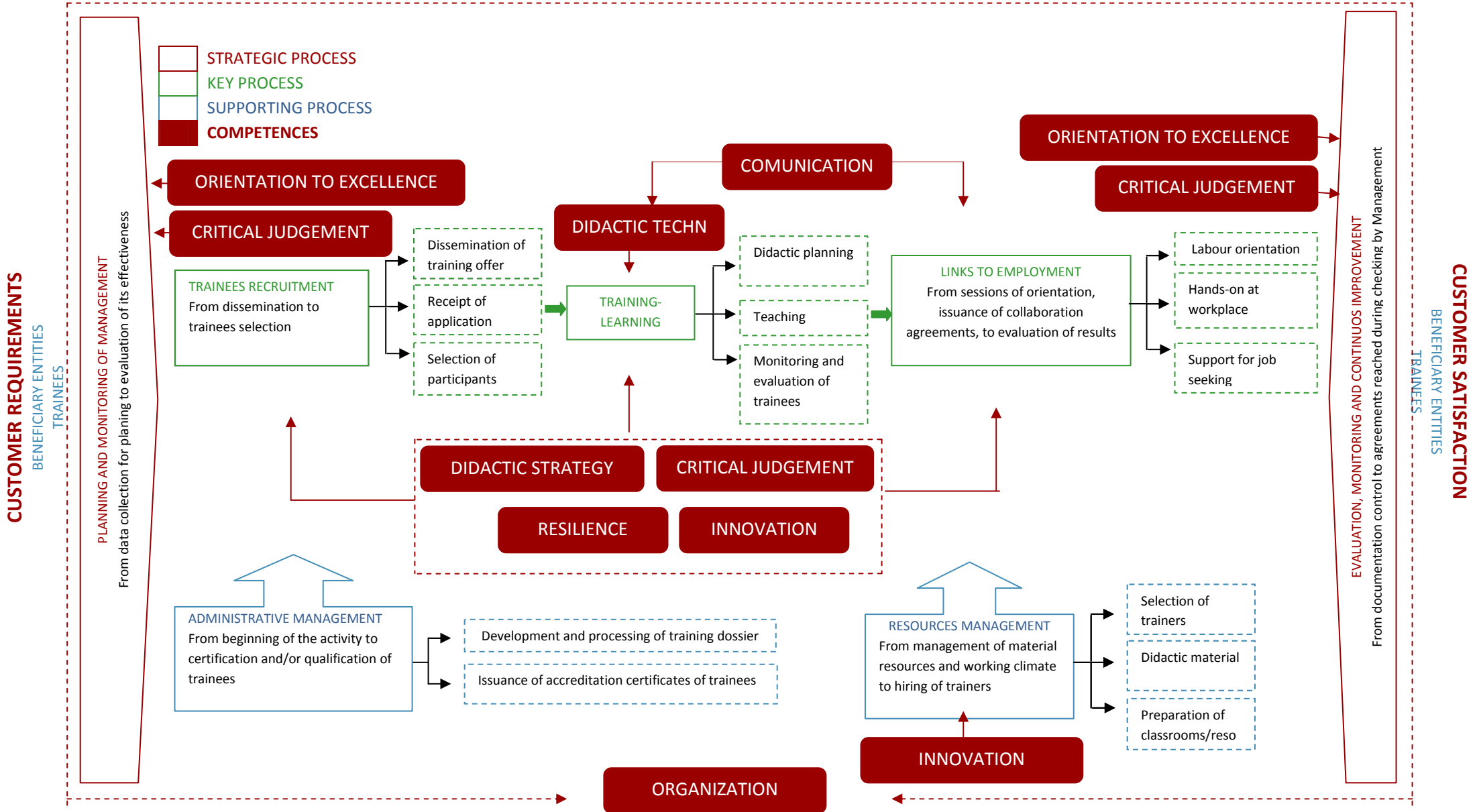
To take responsibility for a sustainable future

- contributing to generate benefit for the society through the qualification of trainees
- taking environmental sustainability as a fundamental principle to be shared
- inciting to an appropriate working atmosphere for the development of the training process (physical, environmental, ergonomic factors, etc.)



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LINK PROCESSES - COMPETENCES





Camino a la excelencia en el proceso de calidad de la formación.
 Competencias clave del formador tutor en el proceso de formación-
 aprendizaje

EXCELLENCE PROFILE

MISSION

To plan, develop and evaluate in a systematic way training actions for the acquisition of professional competences by trainees, within the framework of a certain policy for vocational education and training.

TASKS

- To design the training-learning process, using techniques for didactic planning
- To manage and supervise the necessary resources for the training action
- To plan and carry out the training action, in coordination with the rest of professionals involved in the training process according to the procedures of the training center
- To create optimum conditions for learning
- To verify objectively the level reached by participants, using the appropriate evaluation tests to certify the qualification level achieved
- To collaborate in the training monitoring, taking into account its impact in terms of employability

COMPETENCES

HARD COMPETENCES	<ul style="list-style-type: none"> • Didactic strategy • Didactic technique 	<p>To achieve balanced results</p> <p>To add value for trainees</p> <p>To lead with vision, inspiration and integrity</p>	FUNDAMENTAL CONCEPTS FOR EXCELLENCE
SOFT COMPETENCES	<ul style="list-style-type: none"> • Orientation to excellence • Communication • Critical judgement • Resilience • Innovation • Organization 	<p>To manage by processes</p> <p>To succeed through people</p> <p>To nurture creativity & innovation</p> <p>To build partnerships</p> <p>To take responsibility for a sustainable future</p>	

REQUIREMENTS

TRAINING	<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> • Level and speciality depending on the topic to train <p>FURTHER EDUCATION/OTHER KNOWLEDGE</p> <ul style="list-style-type: none"> • Technological command in the occupation, subject of the training-learning process • Socio-laboral context • General didactics • Educational psychology • Knowledge of transversal areas (quality, environment and workplace safety)
EXPERIENCE	<ul style="list-style-type: none"> • Teaching • Related to the topic to train