

Competencies and Resources (Co-Re) for Module ToT FD-M3

Supporting Individual Learning Processes

Competence: To support adult learners in their learning process and to inform them within their field of expertise about their options in further education.	
Competencies <ul style="list-style-type: none"> ▪ have supporting conversations with individual learners ▪ awareness of learning styles, identifying learning problems and supporting the individual learner in developing solutions to those problems ▪ being aware of the individual learner's abilities and learning progress and giving constructive feedback ▪ informing interested learners of suitable education and further training opportunities as well as qualifications available in their field of expertise ▪ conducting one-to-one interviews with an awareness of their own roles and their attitude 	Resources <p>Knowledge (regarding context, guidelines, theories and models, methods and strategies)</p> <ul style="list-style-type: none"> – <u>Educational Market</u>: Training programmes offered in their field of expertise – <u>Swiss Educational System</u>: Knowledge on how the Swiss educational system functions – <u>Professional Field Context</u>: reference systems and training structures, requirements for training programmes; candidate profiles, evaluation criteria and steps in qualification procedures – <u>Organisational Context</u>: Training programmes offered – <u>Theories and Models</u>: Communication models, especially relating to communication with individuals; learning theory, especially relating to learning elements that promote or hinder learning; knowledge of different learning strategies and learning styles – <u>Methods and Processes</u>: advice on study skills; feedback; methods of recording competencies and resources <p>Skills (cognitive skills, practical skills, interpersonal skills)</p> <ul style="list-style-type: none"> – <u>Cognitive Skills</u>: Observe and analyse learning behaviour; identify learning preferences and potential problems; recognise strengths and weaknesses of individuals with regard to the learning process; when communicating, keep an eye on the overall situation and define priorities – <u>Teaching and Methodological Know-How</u>: Enable personalised and differentiated learning in the individual; prompt learners to reflect on their learning process; teach learning strategies, study skills and work methods.

	<ul style="list-style-type: none"> - <u>ICT-Skills</u>: undertake internet research - <u>Communication and Verbal Skills</u>: Conduct motivating and solution-oriented conversations; express observations precisely and without bias; apply basic communication techniques (e.g. questions, active listening); communicate in an appreciative but clear manner (e.g. in feedback on learning outcomes); address difficulties; use graphics and sketches to explain complex issues (e.g. in advising on further education) - <u>Interpersonal Skills</u>: establish trust in one-to-one communication, be clear about their role and manage relations in a suitably open manner (e.g. distinction between consulting / support / feedback / evaluation); are aware of their own patterns of communication and behaviour in one-to-one communication - <u>Reflection and Self-Assessment</u>: Able to think back on their behaviour and reactions after communicating with an individual learner and draw conclusions: <ul style="list-style-type: none"> > comparing the objectives, the development and the results of the communication > reflecting on their role, their behaviour and their interventions > assessing their strengths and weaknesses > identifying areas for further development > showing awareness of their role(s) and its boundaries <p>Professional conduct is shown in the following attitudes:</p> <ul style="list-style-type: none"> > respectful and appreciative attitude towards learners in interactions > impartiality > attentiveness and observation skills > integrity > focus on learner's resources
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