

## Competencies and Resources (Co-Re) module ToT FD-M4

### Designing Training Programmes for Adults

Professional Skills: Designing training programmes in their area of expertise in regard to content, finances and organisation.	
Competencies	Resources
<ul style="list-style-type: none"> <li>▪ knowing the training needs in their field of expertise, including the interests and requirements of the target groups</li> <li>▪ identifying relevant social contexts and trends in their area of expertise</li> <li>▪ in designing training programmes taking the government educational policy as well as legal and institutional requirements into consideration</li> <li>▪ in designing programmes taking the available learning channels and modalities into consideration</li> <li>▪ establishing appropriate processes, based on the competencies identified, in order to test the learning transfer and outcomes.</li> <li>▪ calculating the price of training programmes, promoting and presenting them in a manner relevant to the target group</li> <li>▪ in designing training programme concepts, consciously building their role as training provider</li> </ul>	<p><b>Knowledge</b> (regarding context, guidelines, theories and models, methods and strategies)</p> <ul style="list-style-type: none"> <li>– <u>Socio-economic environment</u>: Trends relevant to their own field; educational background and needs and preferences of the target groups</li> <li>– <u>Educational market</u>: Developments and trends; market conditions; training offered by key competitors</li> <li>– <u>Swiss educational system</u>: Legal requirement relevant to their field</li> <li>– <u>Professional Field Context</u>: Qualification framework and/or competency requirements, lesson planning and curricula; pre-requisites for qualifying procedures; sources of information for new developments and trends</li> <li>– <u>Institutional Context</u>: Current educational concepts; strategies and guiding principles; supply structure; organisational and financial policy conditions, teaching methods and materials, calculation models and cost specifications, models and conventions for course promotion</li> <li>– <u>Theories and Models</u>: Learning theories (especially regarding adult learning); methodology models; fundamentals of educational marketing; basic concepts of quality management</li> <li>– <u>Methods and Procedures</u>: Market analysis, analysis of demand; creation of a training concept; process for testing learning outcomes and learning transfer</li> <li>– <u>Evaluation criteria</u>: Based on the training concepts (learning conception, coherence, alignment with objectives and the environment, profitability, sustainability, learning formats...)</li> </ul>

	<p><b>Skills</b> (cognitive skills, practical skills, interpersonal skills)</p> <ul style="list-style-type: none"> <li>– <u>Cognitive Skills</u>: Analysing information, summarising it and drawing conclusions; recognising interconnections and the potential for influence; interpreting explicit criteria to evaluate competencies set by canton, school or profession (référentiels), as well as curriculum and candidate profiles; interpreting training mandates</li> <li>– <u>Processes</u>: Conducting simple market analyses and assessing demand; creating training concepts; calculating course costs</li> <li>– <u>Teaching and Methodology Know-How</u>: Interpreting or establishing competence profiles and identifying important resources, formulating training objectives at different levels and selecting relevant learning content; meaningfully integrating different places of learning and learning methods; defining criteria and indicators for learning success and selecting suitable ways of testing learning outcomes</li> <li>– <u>ICT Skills</u>: : Text and image processing, internet research</li> <li>– <u>Communication and Language Skills</u>: Designing questionnaires and other such survey tools; presentation of training concepts; presenting a training concept and the rationale behind it; formulating and designing training programme promotion tailored to the target group</li> <li>– <u>Interpersonal Skills</u>: determining implicit expectations and context; establishing the requirements of an activity or of a work environment; clarifying and negotiating a contract with the customer; obtaining feedback on concept ideas</li> <li>– <u>Connection to Environment</u>: Maintaining contacts in their field in order to update professional knowledge as well as to stay informed about the market, developments and trends in their field; participating in commissions or project groups</li> <li>– <u>Reflection and Self-Assessment</u>: Ability to think back on their behaviour and responses in their role as instructional designer and to draw conclusions:       <ul style="list-style-type: none"> <li>› verifying that their teaching principles and attitudes as well as the training concept are coherent with the organisation's guiding principles</li> <li>› reviewing strengths and weaknesses in the design of training offers</li> <li>› identifying potential for further development</li> </ul> </li> </ul>
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Professional conduct is shown by the following **attitudes**:

- openness, interest in training design and market development
- precise and methodical work methods, e.g. in the collection and evaluation of information
- impartiality, e.g. in the analysis of data
- careful handling of data
- rigorous use of concepts and terms (terminology)
- innovative thinking, flexibility and creativity, e.g. in the combination of study locations and learning methods, or in the adaptation of concepts to modified parameters
- handling failure constructively
- openness and interest for new developments in their field of expertise
- appreciative but critical attitude towards products created by others (e.g. training concepts, teaching materials)
- transparency, e.g. in providing information within the organisation, or in interpreting data
- awareness of their personal values and quality standards, a thoughtful attitude towards the quality standards and expectations of the organisation