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.

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<th>Competencies</th>
<th>Resources</th>
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<td>knowing the training needs in their field of expertise, including the interests and requirements of the target groups</td>
<td>Knowledge (regarding context, guidelines, theories and models, methods and strategies)</td>
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<td>identifying relevant social contexts and trends in their area of expertise</td>
<td>– Socio-economic environment: Trends relevant to their own field; educational background and needs and preferences of the target groups</td>
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<td>in designing training programmes taking the government educational policy as well as legal and institutional requirements into consideration</td>
<td>– Educational market: Developments and trends; market conditions; training offered by key competitors</td>
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<td>in designing programmes taking the available learning channels and modalities into consideration</td>
<td>– Swiss educational system: Legal requirement relevant to their field</td>
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<td>establishing appropriate processes, based on the competencies identified, in order to test the learning transfer and outcomes.</td>
<td>– Professional Field Context: Qualification framework and/or competency requirements, lesson planning and curricula; pre-requisites for qualifying procedures; sources of information for new developments and trends</td>
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<td>calculating the price of training programmes, promoting and presenting them in a manner relevant to the target group</td>
<td>– Institutional Context: 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</td>
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<td>in designing training programme concepts, consciously building their role as training provider</td>
<td>– Theories and Models: Learning theories (especially regarding adult learning); methodology models; fundamentals of educational marketing; basic concepts of quality management</td>
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<td>– Methods and Procedures: Market analysis, analysis of demand; creation of a training concept; process for testing learning outcomes and learning transfer</td>
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<td>– Evaluation criteria: Based on the training concepts (learning conception, coherence, alignment with objectives and the environment, profitability, sustainability, learning formats...)</td>
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- **Skills** (cognitive skills, practical skills, interpersonal skills)
  
  - **Cognitive Skills:** 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.
  
  - **Processes:** Conducting simple market analyses and assessing demand; creating training concepts; calculating course costs.
  
  - **Teaching and Methodology Know-How:** 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.
  
  - **ICT Skills:** Text and image processing, internet research.
  
  - **Communication and Language Skills:** 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.
  
  - **Interpersonal Skills:** 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.
  
  - **Connection to Environment:** 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.
  
  - **Reflection and Self-Assessment:** Ability to think back on their behaviour and responses in their role as instructional designer and to draw conclusions:
    - verifying that their teaching principles and attitudes as well as the training concept are coherent with the organisation’s guiding principles.
    - reviewing strengths and weaknesses in the design of training offers.
    - identifying potential for further development.
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