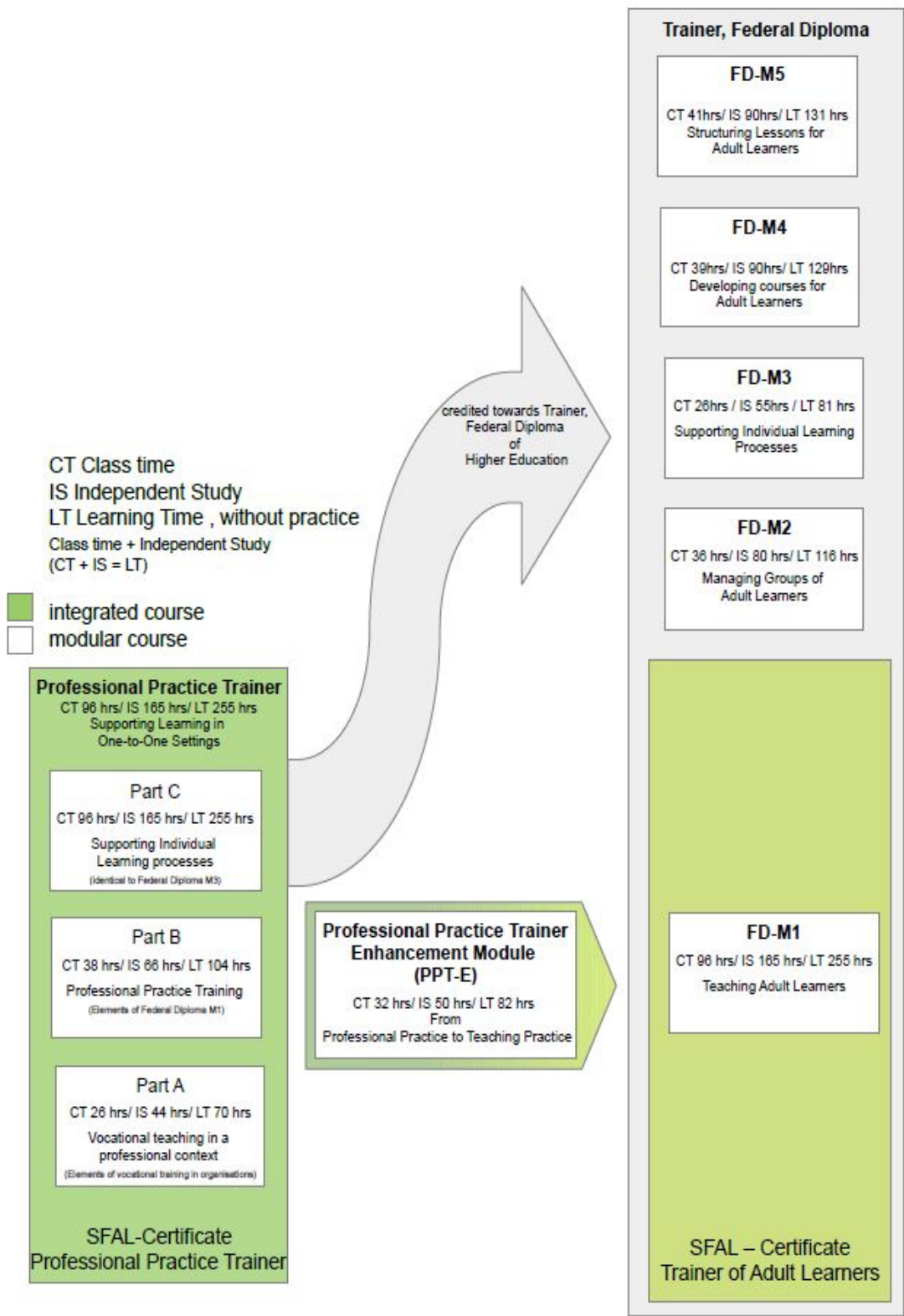


SVEB Professional Practice Trainer Certificate

Module Description ToT PPT

Supporting Learning in One-to-One Settings

Professional skills	<p>Preparing, teaching and assessing lessons in their field of expertise on a one-to-one basis or in learning support to adults, based on previously defined concepts lesson plans and teaching materials.</p> <p>To support adult learners in their learning process an to inform them within their field of expertise about their options in further education</p>
Certificate of Competence	<p>Part A and B</p> <p>Evidence of competence in teaching practice or learning support</p> <p>Part C</p> <p>Written evidence and evaluation of one-to-one teaching practice or learning support (learning support sequence) or an interview about the adult learning process or issues in further education (are requirements in the module description for ToT FD-M3, and therefore apply here).</p>
System Classification	<p>Graduates of the basic course for in-company vocational trainers (apprenticeship programmes) are credited with 26 hours of study or 4 course days on the Professional Practice Trainer Module.</p> <p>This exempts them from Part A of the module.</p> <p>ToT Federal Diploma M1 «Teaching Adult Learners» adapted to the development of competence in one-to-one teaching settings.</p> <p>Likewise the entire module ToT FD-M3 «Learning Support in one-to-one Settings» is a part of the programme.</p>



Training Providers

The FSAL Certificate «Professional Trainer» can be offered in modular format. The structure of the training offered must be positions within the Equivalence Procedures. The training structure must be outlined during the accreditation procedure. Providers can decide, if they recognise prior coursework and programmes for in-company vocational trainers or if all participants must attend at least 90 hours of the module. ToT FD Module 3 can also be offered and taught separately. Training providers must be approved following an accreditation procedure by the Commission of Quality Assurance (CQA).

Candidate Profile

Expertise in their professional field is a pre-requisite. Initial experience in professional training and learning support of adults (learners, students, co-workers) results in successful outcomes. This is why it is strongly recommended to acquire this experience at latest while attending the module.

Competencies

Part A and B

- Applying key objectives, adult learning methodology and other institutional requirements to their own teaching and learning support practice.
- Aligning defined aims and content to the context and needs of an **individual learner** they are supporting.
- Setting aims for learning activities with the learner and monitoring their achievement using appropriate techniques.
- Designing teaching activities based on the principles of adult learning and justifying their choice of method for the individual learner, also with regard to the subject matter and the occupation.
- Designing learning support for an individual learner to promote independent use of study skills and self-confidence in their ability to achieve learning goals (self-efficacy).
- Giving the individual learner constructive feedback on their learning progress based on pre-defined formal criteria.
- Managing the relationship and interactions between the teacher and the individual learner.
- Reflecting on their own behaviour as a Professional Trainer and taking the necessary steps based on the conclusions drawn.

Part C

- 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 qualification available in their field of expertise.
- Conducting one-to-one interviews with an awareness of their own roles and their attitudes.

Training Content

The training content listed below is intended as a guideline for training providers (see also the competency profile (Co-Re)). Providers can prioritise and/or supplement content.

Part A

«Vocational Teaching in a Professional Context» (can be credited to persons with a certificate as «In-company Vocational Trainer» (see footnote 1)).

26 hours / min. 4 days

- Leadership styles and own role; establishing and maintaining a relationship with the individual learner.
- Ability to adapt learning support for young adults or older adults.
- Basic repertoire of methods for supporting vocational learning.
- Giving feedback on learning progress.
- Basics of communication and conflict resolution.
- Labour law provisions and health and safety principles for training.
- Basics of diversity

Part B

«Professional Practice Training»

38 hours / min. 6 days

- Basic principles of adult learning and teaching
- Lesson aim definition
- Content selection
- Reflection on application of adult learning methodology to their field of expertise
- Extension of range of methods in supporting individual learners
- Creating or adapting teaching materials to individual learners
- Task instructions
- Basic methods for verifying lesson aim achievement and evaluation leaning outcome with individual learners.
- Basic and advanced principles of communication and conflict resolution
- Conducting, evaluation and reflecting on conversations they have in their leaning support practice
- Basic and advanced principles of diversity

Part C

«Supporting Individual Learning Processes»

(identical to ToT FD-M3 and credited as part of the Federal Diploma Higher Education, «Trainer of Adult Learners»

26 hours / min. 4 days

- Theory of communication, especially as related to one-to-one conversations
- Analysis of the setting and adapting their role to different conversational constellations, e.g. expert or advisory conversations, feedback on learning progress, tutoring, placement or examination interviews, information sessions etc.

- Placing their own teaching activities within the context of the whole educational system.
- The educational structure in their field of expertise and its place within the Swiss educational system.
- Communication techniques e.g. asking questions, active listening
- Individual learning styles, study skills and work methods.
- Individual attitude to learning, learning strategy and learning issues
- Diversity in the context of individual learning processes
- Reflection on their personal communication patterns in individual conversations.

Duration of Module

Minimum (for entire programme consisting of parts A, B and C

- 90 hrs (min. 14 days) taught in class, spread over at least four months and three years at most
- 165 hrs of independent study (distributed proportionally for modular courses)
- 150 hrs of teaching practice with adults part-time, spread over two years.

About half of the independent study which is supervised by the module teacher trainers.

The independent study period includes, e.g. in-depth reading, regular individual reflection and preparing for the evaluation of competence.

The module is worth 13.5 ECTS credits (including the 150 hours of teaching practice.

Please note: The credits are not recognised by universities or universities of applied sciences.

Requirements for Certificate of Competence

For the «Professional Trainer» module **two certificates of competence** must be achieved.

The certificate of competence for **parts A and B** is evaluated as follows:

- orally or via a demonstration of teaching practice or learning support skills.
- The institution is free to choose, if the competence evaluation is based on an oral presentation by the candidate or if a skills demonstration is required. In the latter case, the candidate is observed at work.
- The institution informs the candidates of the evaluation format, the procedure and the evaluation criteria, which are based on the competencies and subjects taught.

The certificate of competence for **part C** consist of:

a documented demonstration of individual teaching or learning support practice (short sequence) of a one-on-one interview regarding learning processes or issues of further education.

The following requirements apply to the written work:

The documented interview / teaching or learning support practice is based on the candidate's own teaching practice as Professional Trainer or as teacher of adult learners.

- The written project has a character count of 10,000 to 20,000 (including blank spaces).
- The project is appropriately structured and contains the following points:
 - Only in the case of one-on-one teaching and learning support demonstration: A description of their function and role / as Professional Trainer within the organisation or institution is required.
 - Presentation and assessment of the existing situation
Establishing concrete goal(s) for their teaching or learning support practice or for the interview.
 - Description of their role(s)
 - Stages and outcomes of the teaching or learning support practice or of the interview.
 - Reflection on the set-up of the situation, their role and their (interview) behaviour as well as possible alternatives.
 - Conclusions about their future role as Professional Trainer in supporting individual learning processes.

Evaluation Criteria

The certificate of competence for Part C is based on the following criteria:

- All requirements are met.
The presentation of the initial situation, the stages of the interview / learning support process and the outcomes are comprehensible and plausible.
- A clear reference is made to basic concepts and models in the areas of communication and dialogue and / or learning support.
- The concerns of the individual receiving learning support or the interviewer are adequately addressed.
- The recommendations for the next steps are appropriate for the situation.
- The Professional Trainer's reflection shows awareness of their personal attitude and the roles they have in the learning support process or in the interview.
- Both competence evaluations are awarded with «passes» or «not passed.»
The evaluation outcome is based on the evaluation criteria and recorded in writing by the module teacher/trainer so that it is clearly understood by third parties.

Right of Appeal and Retakes

A written objection to an assessment «not passed» can be filed with the module provider within 30 days of the reception. The module provider may respond in one of the following ways:

- a) Approval of the merits of the appeal (Certificate of competence is «passed»)
- b) Retake of the certificate of competence
- c) Rejection of the objection

The decision taken by the module provider can be opposed by filing a written objection and its justification with the CQA within 30 days of the decision. The CQA examines if formal procedure was correctly applied. The appeal is free of charge.

Module certificate or SVEB Certificate in Teaching Adult Learners

To be awarded the module certificate or SVEB Certificate in Teaching Adult Learners the following needs to be fulfilled:

1. Active participation in class and a minimum of 80% attendance
2. Competency evaluated by module trainer as «passed»
3. Reflection on personal learning process

The reflection must be in writing and be confirmed by the module lecturer. It is not evaluated; feedback is optional.

Evidence of at least 150 hours of part-time teaching practice over two years (for details see the information sheet «Evidence of practice»).

The validity of the SVEB certificate **validity is unrestricted**.

Those who have passed the module and the competence certification, but have not yet completed the required practice for the SVEB certificate, will receive a certificate of attendance.

The Module Certificate ToT FD-M3 «Support of Individual Learning» remains valid for application to Trainer, «Federal Diploma (FD) for 5 years from the date of issue.

Important note

The certificate of competence for Part C (identical to the certificate of competence for module ToT FD-M3) is validated centrally after its submission has been accepted to the professional examination leading to the «Trainer, Federal Diploma of Higher Education». The certificate of competence must be assessed, dated and **signed** by the institution.

Central Validation

These documents need to be safeguarded by successful candidates because they are required for the central validation (Professional Examination) by the ToT National Office.