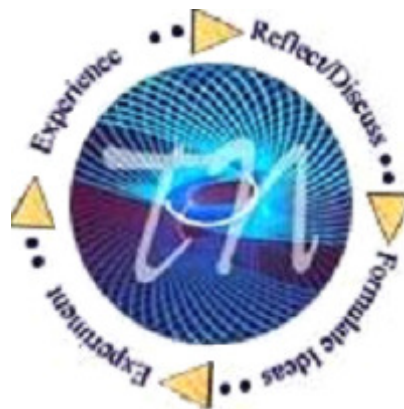


ASSURING WORLD CLASS COMPETENCIES FOR TRAINERS

BY

Trainers Network

A Resource for Facilitators of Learning Ltd.



2009

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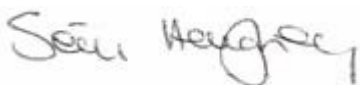
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Foreword

The knowledge, skills, innovation and productivity of our workforce are central to Ireland's capacity to participate in the knowledge society and to support social cohesion, competitiveness and growth. The quality of training, and of our trainers, is a critical element of the strategy to enhance the skills of those in the labour market under the National Skills Strategy. This report makes a key contribution to the systemic professional development of trainers at a time when the promotion of lifelong learning is ever more vital in meeting the competitiveness challenge and positioning Ireland for economic recovery over the medium to longer term.

Trainers are and will continue to be at the front line of current initiatives for upgrading skills and promoting lifelong learning. Supporting their professional development will be of crucial importance in meeting the changing demands of learners and the labour market. In order to deliver that support, there is a requirement for a clear developmental framework that serves to ensure that quality, relevance and professionalism continue to be the hallmarks of our education and training system.

This timely report from the Trainers Network on “World Class Competencies for Trainers” provides such a framework. It proposes a set of core competencies pitched at Level 7 of the National Framework of Qualifications, that is, at the equivalent level of a primary degree. The proposed core competencies also provide a sound base for the development of training standards and training of trainers programmes, as well as the overall development of the profession itself. This report is a welcome development in ensuring the quality assurance of all training delivered in the State.



Sean Haughey TD
Minister for Lifelong Learning

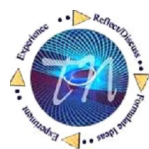




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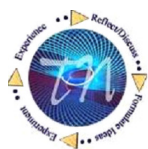
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EXECUTIVE SUMMARY

The upskilling of the current and prospective workforce towards the realisation of the knowledge economy and the lifelong learning agenda has been a key policy goal for some time. The achievement of this key strategic challenge has become even more critical in the current economic context and is inherently linked to Ireland's competitiveness challenge and to our prospects for economic recovery over the medium to longer terms.

In that regard the quality of the trainers who will deliver the required level and quantum of training to realise that aspiration is of vital importance. The role of the trainer and the environment in which trainers operate has become increasingly complex. In the first instance trainers are interacting with a much better educated and a more diverse workforce and they are also interacting with a rapidly changing and globalised socio-economic context. As such both the purchasers and end-users of their services need to be certain that the cohort of trainers is adequately fit for purpose. The proposals set out in this report are designed to underpin that assurance of quality and competence and to address the fact that, at present, there is no nationally recognised core competency set for trainers.

A number of recent reports and policy documents have stressed the importance of education and training (skills and human capital) to the future success of the Irish economy and Irish society (e.g. Report of the Taskforce on Lifelong Learning (2002), Ahead of the Curve: Enterprise Strategy Group Report (2004), Towards a National Skills Strategy (2007), The National Development Plan 2007-2013). Taken as a whole these key documents emphasise the need for high levels of education and training attainment if Ireland is to have:

- A dynamic economy;
- A participatory society incorporating a commitment to social justice;
- Economic development that is socially and environmentally sustainable; and
- Development that responds to the constantly evolving requirements in international competitiveness.

Ireland's competitive capability will be significantly defined by the capability of the Irish workforce and its human capital.

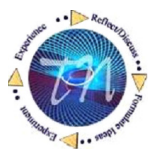


The Proposed Core Competency Set

The proposed set of Level 7 / University Degree equivalent trainer competencies is presented in tabular form below. The competencies are structured around the following three headings: Personal Competencies; Technical Competencies; and Business Competencies. A more detailed presentation of the Core Trainer Competency Set that includes detail regarding the associated Skill and Knowledge requirements that sit behind each of the competencies is provided in the body of the report.

Personal Competencies	Technical Competencies	Business Competencies
Listening and Communication Skills at all levels	Understanding of learning theory	Innovation and use of emerging technologies
Emotional Intelligence / Critical Thinking	Identification of training needs	Information Communication Technology
Presentation Skills	Understanding of training methodologies	Commercial acumen Business Strategy & Management (planning, budgeting)
Motivational Skills	Learning design	Project management - Leading the learning function
Facilitation Skills	Designing learning objectives	Stakeholder management
Coaching, Counseling and Mentoring Skills	Selecting and using learning support materials and resources	Understanding the changing nature of work at large
Conflict, Mediation and Crisis Management	Being a subject matter expert	Training industry policy and regulation
Personal Development	Training administration	Awards, Standards & Certification
Computer Skills ability to use IT effectively	Applying learning technology	Supporting special needs and diversity competence
Sensitivity to Equality and Diversity issues	Supporting learners in their environment	Networking
Adherence to a code of conduct or statement of values	Training evaluation and the assessment of learning	Use technology to manage client base
	Dealing with special needs and diversity	Organisational development and effectiveness
	Recognition of prior learning (RPL)	

The above set of core trainer competencies at Level 7 / University Degree equivalent have been developed through extensive research and consultation,



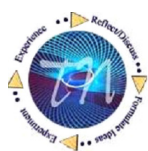
Recommendation

On the basis of the findings and conclusions of this report we make the following recommendation :

The competency set proposed in this report should be endorsed and used as a base by the appropriate certifying bodies a national level FETAC, HETAC, Universities; Professional Bodies, Chartered Institute of Personnel and Development (CIPD), Irish Institute of Training and Development (IITD); key training providers and purchasers such as FÁS. The development of the standard will be at Level 7 and ordinary degree level.

In order to implement this recommendation effectively we propose that :

- The ongoing development of the competencies should be undertaken in strong association with other established and emergent frameworks. Further work undertaken should be cognisant of developments taking place under the guise of the National Standards Authority of Ireland, International Standard ISO 17024 (the general requirement for bodies operating certification of persons), the European Qualifications Framework and CEDEFOP (The European Centre for the Development of Vocational Training). This should ensure greater and wider feedback as well as complementarity and synergies with parallel developments in other jurisdictions and under other quality assurance mechanisms.
- Relevant state agencies need to provide support for the further development of the proposed standard based on the competencies presented in this report – the competencies require a champion(s) in order to establish them in the market and, in our view, relevant statutory agencies are best placed to provide the required type and level of support.
- In the longer term the ongoing maintenance and further development of these trainer competencies must be self-financing with income derived through a combination of subscriptions and support from corporate bodies, individual subscriptions from professional bodies and contributions from ‘formal’ Continuous Professional Development (CPD) provision.
- The core competencies and associated standards should be reviewed and updated periodically, with a nominal frequency of every three years. The updating of the competencies should draw on perspectives from within the training community in Ireland as well as international best practice.



- There is a need for further discussion (FETAC, HETAC and the Universities) regarding the competencies in the longer term to ensure that they are updated and developed as appropriate, however, regardless of the ultimately decided lead organisation we recommend that future development is informed by a 'pan-training profession' reference group such as could be provided or facilitated via the Trainers Network.

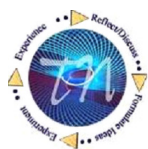
Benefits of this Competency Standard

Adoption of this standard will have major benefits nationally, organisationally and for individuals undertaking training including:

- raising the capabilities of people undertaking training thus resulting in a higher return on investment (ROI);
- setting a benchmark for self assessment of professional effectiveness;
- provision of tools for identifying professional development needs and career planning;
- competence based recruitment processes and the contracting of training providers;
- determining and prioritising areas for individual and institutional growth;
- building mechanisms for networking;
- sharing expertise and benchmarking between member states of the EU;
- ensuring a clear focus on the creation of a culture of lifelong learning across EU member states;
- improving the visibility of the training profession;
- development of a tool for recognising and validating informal and non-formal learning;
- acknowledgement of a set of Core Competencies with the opportunity to add sector specific competencies in the future.

Conclusion

The above recommendations set out a range of actions and factors that need to be addressed over the short to medium term in order to define, gain agreement for and establish a standard.



1. INTRODUCTION

"The rapid pace of technological development and the increasing sophistication of business processes and systems now demand higher levels of academic achievement and international best practice from training providers. Raising the quality of training services nationally to best international practice will help retain Ireland's competitive edge in the global economy".

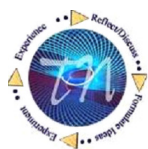
(Minister of State Sean Haughey T.D., 2008)

The upskilling of the current and prospective workforce towards the realisation of the knowledge economy and the lifelong learning agenda has been a key policy goal for some time. The achievement of this key strategic challenge, as elaborated on in Section 2 of this report, has become even more critical in the current economic context and is inherently linked to Ireland's competitiveness challenge and to our prospects for economic recovery over the medium to longer terms.

Part of the quality assurance mechanisms currently in place to ensure the quality of training in Ireland is the FÁS / Enterprise Ireland managed National Register of Trainers (the NRT) - other aspects of the quality assurance process include, for example, the requirement for the identification of need, the development of a training specification and training plan. Trainers wishing to be included on the NRT must complete a questionnaire designed to establish that they are qualified to deliver training. Part of that questionnaire seeks to establish trainer qualifications (e.g. Foundation Course in Training and Continuing Education – FÁS/NUI Maynooth; Foundation Course in Essential Trainer Skills –FÁS/NUI Galway; Certificate in Training and Education FÁS/NUI Galway; Higher Diploma in Education etc.). The register also sets out a detailed list of characteristics and competencies that are expected of trainers and that are often guaranteed by the indicative list of trainer qualifications. Practicing trainers who do not possess formal qualifications but who can demonstrate considerable experience in the field may submit themselves for assessment of their training competencies by undergoing the Trainer Competency Assessment procedure.

However, and notwithstanding the existence of the indicative list of desired competencies outlined in the NRT application procedure, there is no nationally recognised set of competencies for trainers that has universal acceptance and recognition within the profession and/or by purchasers of the services of trainers and that is tied into the National Framework of Qualifications (NFQ). In other words, there is no benchmark of the competencies required for trainers that forms the basis for trainer standards and quality assurance across the sectors (to include, for example, industry, services, agriculture, tourism and fisheries).

This report presents a standard or benchmark from the results of research and consultation carried out with a view to taking the initial steps required to address that gap. On the basis of the research and consultation undertaken the report proposes a set of core trainer competencies at Level 7 of the NFQ / University Degree equivalent that have been validated



through the research process by trainers themselves, by organisations that purchase the services of trainers and others, including representatives of the third level sector.

The impetus for the research came from the Trainers Network (see Appendix 1 for an introduction to the Network). Following consultation with HETAC, FETAC, FÁS, Enterprise Ireland and others, the Trainers Network hosted an initial seminar in October 2006 to open a discussion on the identification of core competencies for trainers. The seminar was attended by a wide range of interested parties as follows:

- - FÁS
- - Irish Vocational Education Association
- - Enterprise Ireland
- - Health Services Executive
- - National University of Ireland, Galway
- - Dublin City Council
- - National University of Ireland, Maynooth
- - Skillnets Ltd.
- - Calmar International Ltd.
- - Independent Training Providers

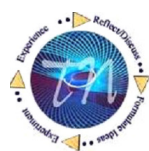
As a result of the seminar it was agreed that there was a need to:

- establish an expert group on trainer competency; and
- conduct a study to identify and validate world class trainer competencies that will be broadly adopted by the training profession.

On the basis of the above conclusions an Expert Steering Group was established (see Appendix 2) and in January 2007 the Trainers Network made a successful submission for funding to FÁS to support a study into trainer competencies. Following a procurement procedure FMR consultants were appointed in mid-2007 to undertake initial research, which was completed in November 2007. That research has been incorporated into this report. The overall methodology and approach adopted to produce this report can be found at Appendix 3.

The basic logic and intent underpinning the proposals set out in Sections 3 and 4 below is that trainers must be adequately skilled to meet the needs of those entering into and/or already in the workforce. It is quite clear that professional trainers must be able to demonstrate competencies at Level 7 of the NFQ and degree level within the NUI sector reaching the same minimum standards as, for example, Primary and Secondary school teachers.

The role of the trainer and the environment in which trainers operate has become increasingly complex. In the first instance trainers are interacting with a much better educated and a more diverse workforce than was previously the case. They are also interacting with a rapidly changing socio-economic context that is influenced by many factors not the least of which is the increasingly competitive and globalised dynamic of the economy. As such both the



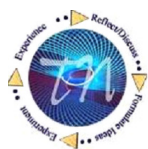
purchasers and end-users of their services need to be certain that the cohort of trainers is adequately fit for purpose. The proposals set out in this report are designed to underpin that assurance of quality and competence.

The third level sector has already responded to the increasing demand for the upskilling and the further professionalisation of trainers. For example, NUI Galway and NUI Maynooth have had long-standing relationships with FÁS and have developed courses for trainers at various levels (including to degree and post-graduate levels) over time. Other colleges such as University College Cork, Dublin City University, the University of Limerick and the National College of Ireland have also developed similar degree courses.

Many of the core competencies recommended in this report are already incorporated in the third level courses currently in place; however, the identification of a core set of trainer competencies at Level 7 of the NFQ / University Degree equivalent will ensure a nationally agreed standard and benchmark that is already reflected in some of the existing provision and that can be incorporated into programmes and courses that will be developed in the future. The agreement of core competencies will also allow those currently working as trainers to benchmark themselves against a standard and to identify competencies that they may need to acquire or update thereby leading to an overall increase in the quality and quality assurance of training in Ireland.

The remainder of the report is structured as follows:

- 2 **Context** – this section briefly outlines the policy context that pertains as it relates to the need to further enhance the standard of training provision in Ireland.
- 3 **Findings** – this section presents the findings from the research undertaken and details the proposed competency framework at Level 7 of the NFQ / University Degree equivalent.
- 4 **Conclusions and Recommendations** – this section presents conclusions arising from the research and broader consultation as well as recommendations for future action.





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2. Rationale and Policy Context for the Development of Core Trainer Competencies

2.1 Introduction

A number of recent reports and policy documents have stressed the importance of education and training (skills and human capital) to the future success of the Irish economy and Irish society (e.g. Report of the Taskforce on Lifelong Learning (2002), Ahead of the Curve: Ireland's Place in the Global Economy (2004), Towards a National Skills Strategy (2007), The National Development Plan 2007-2013). Taken as a whole these key documents emphasise the need for high levels of education and training attainment if Ireland is to have:

- A dynamic economy;
- A participatory society incorporating a commitment to social justice;
- Economic development that is socially and environmentally sustainable; and
- Development that responds to the constantly evolving requirements in international competitiveness.

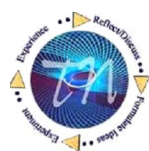
Notwithstanding the fact that these significant policy documents were written prior to the current economic downturn, their import from a human capital perspective is now even more critical. Ireland has moved from a period where competitiveness was possible based on low costs facilitating the profitable export of standardised goods and services and into an era of an ongoing struggle for competitiveness in a globalised economy that will be based largely on a range of factors that includes: the ability to source and creatively apply knowledge; the availability of skilled and flexible workers; and other factors such as quality infrastructural development as well as first class public services. As such, Ireland's competitive capability will be significantly defined by the capability of the Irish workforce and its human capital.

2.2 Ensuring the Quality and Standards of Trainers

The standard and quality of the input of those working in the teaching and training professions will be a key factor in the extent to which Ireland manages to improve and ensure the quality of its human capital and in so doing addresses the competitiveness challenge it faces.

In that regard the key contribution of trainers to the policy goal of enhancing the overall quality of education and training systems is widely acknowledged and over recent years the issue of trainers' professional development and standards within the profession has received significant levels of attention. For example, in 2002, the Copenhagen Declaration included the competence development of trainers within the main priorities to be pursued through enhanced cooperation to support quality vocational education and training¹ and the Helsinki Communiqué stressed that "highly qualified trainers who undertake continuous professional

¹ Ref http://ec.europa.eu/education/policies/2010/doc/council13832_en.pdf



development” are a key component in improving the attractiveness and quality of vocational education and training².

The role of the trainer is changing and is becoming more complex. Increasingly trainers act as facilitators of person-centred learning in response to diverse learners who have differing learning needs and differing learning styles in a rapidly changing socio-economic environment. Raising the status of trainers, upgrading their competencies and qualifications and keeping initial and continuous training up-to-date are key issues for practitioners and are equally important from the perspective of the ‘training market’.

As such, there is a need for a more structured and systematic approach to support trainers and facilitators of learning in order to assure competency standards, maintain quality and keep abreast of new technology and innovation. This is of particular importance in the context of the challenges facing Ireland in terms of developing its human capital as detailed in the subsequent sub-section of this report.

2.3 Developing Human Capital - Key Policy Documents

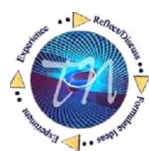
In this section we briefly present aspects of some of the key recent policy documents that support the requirement for ongoing investment in education and training (human capital). Although the economic scenario and outlook has significantly altered since these documents were published, the basic premise concerning the need to build our human capital in order to ensure competitiveness holds. In fact, it is arguable that our capacity to deliver high quality and value for money education and training inputs is in sharper relief now than at any previous time.

Taken together these policy documents make a formidable case for ongoing investment in education and training at levels and at an intensity that will require a commensurate response from professional trainers and educators in terms of quality assurance and standards.

The Ex-Ante Evaluation of the National Development Plan (NDP) (ESRI, 2006) highlights both the past and prospective importance of high quality human resources towards the maintenance of competitiveness and economic advantage and sustainability. According to the authors, the two major challenges now facing the Irish education and training systems are to:

- produce and maintain a highly educated population and labour force; and
- ensure that the system serves to promote equality of opportunity in initial as well as continuing education and training.

² Ref http://ec.europa.eu/education/policies/2010/doc/helsinki_en.pdf



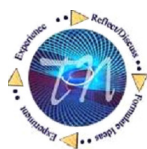
The authors note (discounting the investment in education and training for apprentices) that the level of state investment to support the training of people in employment in 2003 was about €43 million and an additional €41 million in public expenditure was invested to support part-time enrolments at third-level (90% of which were in respect of people in employment). Total expenditure by employers on training for 2003 is estimated to be about €1 billion³. This level of investment falls significantly short of international comparisons and results in notably less engagement in education and training for those in employment in Ireland compared to best practice. For example, 17 per cent of those employed in Ireland participated in learning outside of the mainstream education system in 2003 compared with an EU-25 average of 21 per cent and rates of over 50 per cent in Denmark, Sweden and Finland.

One of the high level goals set out in the ***National Development Plan (NDP) 2007-2013*** (2007) is (our emphasis) “*to greatly enhance enterprise development, Science, Technology and Innovation, working age training and skills provision to improve economic performance, competitiveness and [the] capacity to generate new enterprise ‘winners’ from the indigenous sector*” and to continue to attract foreign direct investment. The Human Capital section of the NDP also references the *Enterprise Strategy Group Report*, which identifies two critical areas for skills development and life-long learning including:

- Continuing efforts to expand the workforce, with an appropriate skills-based immigration strategy; and
- Introducing formalised approaches to lifelong learning with priority interventions for low-skilled workers in order to foster the continual acquisition of the knowledge, skills and competencies required to meet the demands of an economic environment of constant change.

In **Towards 2016**, the current national agreement published in June 2006, there is significant emphasis on improving Ireland’s competitive standing in the globalised economy. The vision expressed in the document in respect of people of working age is that “*all people of working age have sufficient income and opportunity to participate as fully as possible in economic and social life*” (p. 47). In order to realise this vision, the parties to the agreement committed to ensuring that every person of working age will, *inter alia*, have access to lifelong learning. The agreement also commits to reviewing all workplace learning and upskilling programmes with a view to ensuring more targeted schemes in order to maximise resources with a particular emphasis on lower skilled and vulnerable workers.

³ This figure includes direct costs of training and the wage costs of employees engaged in training.



One of the five strategic action areas set out in the first report of the **High Level Implementation Group** (2006) is 'Developing future skills'; however, the issue of skills development and continued and enhanced education and training permeates (directly and indirectly) all of the strategic action areas including:

- Building a Commitment to Workplace Innovation through, for example, lifelong learning, equality and diversity;
- Building the Capacity for Change through, for example, developing HRM capacities and approaches to enhanced employee involvement and participation;
- Improving Access to Opportunities through equality and diversity management strategies; and
- Improving the Quality of Working Life through, for example, ensuring access to opportunities for learning, training, information etc.

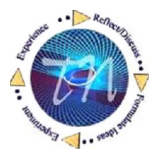
The need for the education and training system to flex to meet the needs of workers is also emphasised and what are referred to as cross-cutting approaches are advocated.

Tomorrow's Skills: Towards a National Skills Strategy (EGFSN, 2007), identifies Ireland's current skills profile and provides a strategic vision and specific objectives for Ireland's future skills requirements. In order to meet the projected skill requirements of the labour market, the report notes that it will be necessary to upskill 70,000 people from levels 1 and 2 of the National Framework of Qualifications (NFQ) to Level 3 and to similarly upskill 260,000 people from level 4 to level 5 and a further 170,000 people to levels 6 and 7 at a total projected cost of €153 million per annum (p.13).

Acknowledging the inadequacy of current provision and programming when viewed from the perspective of the task in question, the report recommends that an implementation mechanism should be established under the auspices of the Department of Enterprise, Trade and Employment and the Department of Education and Science with a view to strategically guiding and shaping the efforts of relevant providers (e.g. Universities, Institutes of Technology, Vocational Education Committees, FÁS, Skillnets Ltd.).

The NESF's **Creating a More Inclusive Labour Market** (2006) asserts that ongoing "efforts to promote lifelong learning [in Ireland] are not working sufficiently well" (p. xvii) leaving us behind leading European states such as Sweden, Denmark and Finland. Importantly, the report suggests that the "quality of training provision and outcomes needs to be sufficiently high to attract participation and match the skills needed by business" (p. xviii).

The report of the Enterprise Strategy Group, **Ahead of the Curve** (2004), states that it is estimated that 80% of the global workforce of 2015 is already in the labour force and that changes in technology and business processes will render the skills of many of that cohort obsolete by that time thereby implying a need for continual learning. As a result, lifelong skills



development will become progressively more important over the next decade in order to keep pace of change. The report notes that:

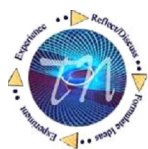
- approximately 30% of the Irish workforce (c.570,000 people) have not obtained Leaving Certificate level education and are likely to experience difficulties in accessing further education;
- the participation rate of adults in higher education is low (estimated to be 6% in 2004) and that Ireland is unlikely to meet the 25% participation rate target by 2015 as set by the Commission on the Points System in 1999.

The report also recommends an increased focus by FÁS on training for those in employment and stresses that the distinguishing feature of enterprise policy in Ireland, including the implementation of the recommendations noted above, should be excellence in execution.

2.4 Conclusion

The above, brief review of key skills related policy documentation makes a powerful argument for ongoing investment in education and training at all levels despite the current fiscal environment. There is an apparent policy consensus that the availability of skills is one of the key areas in which Ireland can develop a sustainable competitive advantage. The Expert Group on Future Skills Needs has projected that the demand for high skills will outstrip supply in the future if we do not ramp up our investment in and improve the quality of our education and training provision.

In order to support the case for this necessary investment, it is vital that we demonstrate the value of the return on that investment and to build systems and resources that deliver quality outputs and outcomes. One necessary component in safeguarding any ongoing and future investment is to ensure the existence of quality standards amongst trainers.



Speaking at the launch of the Training Providers Competency Skillnet (28/02/08), Minister of State Sean Haughey T.D. commented as follows:

"The rapid pace of technological development and the increasing sophistication of business processes and systems now demand higher levels of academic achievement and international best practice from training providers. Raising the quality of training services nationally to best international practice will help retain Ireland's competitive edge in the global economy".

In our view, the competency framework for trainers that is outlined in the subsequent section of this report makes a significant, initial contribution towards the further quality assurance of training provision and professionalisation of the approximately 30,000 training providers in Ireland. It also provides a necessary first step towards guaranteeing standards of delivery with a view to ensuring a maximum return on the training investment, regardless of the funding source.



3. Proposed Trainer Competencies at Level 7 of the NFQ / University Degree equivalent Based on Findings from the Research and Consultation

3.1 Introduction

The set of Core Trainer Competencies proposed in this report have been developed as a result of extensive research and consultation. The competency set is structured around three main headings as follows:

- **Personal competencies**, which concern the individual's personal qualities as a trainer and include, for example, communication skills;
- **Technical competencies**, which concern specific training skills such as assessing training needs; and
- **Business competencies**, which concern the ability of the trainer to link training to clients' business objectives such as innovation and emerging technologies.

3.2 Definitions and Terminology

The following definitions and interpretations are used to support the competency set presented in the section below:

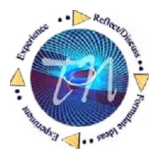
- **Trainer:** A trainer is a person who facilitates the development of competencies – whether on a one to one or group basis or whether on a face to face or remote basis.⁴
- **Competencies:** Competencies is the term used for the umbrella concept that embraces the knowledge, skills and know-how (competence) applied and mastered in a given work situation and in professional and/or personal development.

Knowledge: advanced knowledge of a field of work or study involving a critical understanding of theories and principles.

Skills: a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.

Competence: exercise management and supervision in contexts of work or study where there is unpredictable change. Review and develop performance of self and others.

⁴ In our view, the term 'trainer' is the best generic description of the target community for the proposed competencies. We recognise that other labels such as 'tutor' or 'learning facilitator' have a currency but we believe that the term 'trainer' offers particular advantages such as: recognition in the marketplace; adoption by other standards/competency bodies; and simplicity. Our use of the term 'trainer' does not presume that such people's job title will necessarily be 'trainer', nor does it assume that such activity is the only part of their job role.

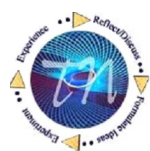


The competency set proposed below is positioned and pitched at Level 7 of the NFQ / University Degree equivalent and is designed to take into account the relevant Level 7 Indicators that are as follows:

Table 1: National Framework of Qualifications - Level 7 Indicators	
Knowledge Breadth	Specialised knowledge across a variety of areas
Knowledge Kind	Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas
Know-how & Skill Range	Demonstrates technically creative, conceptual skills and tools across an area of study
Know-how & Skill Selectivity	Exercise appropriate judgment in planning, design, technical and/or supervisory functions related to products, services, operations or processes
Competence Context	Utilise diagnostic and creative skills with regard to a range of activities in a wide variety of contexts
Competence Role	Accepts accountability for determining and achieving personal and/or group outcomes. Take significant or supervisory responsibility for the work of others in defined areas of work
Competence Learning to Learn	Takes initiative to identify and address learning needs and interact effectively in a learning group
Competence Insight	Express an internalised personal worldview, manifesting solidarity with others

In the section below we present the Level 7 Core Competency set based on the results of the research and consultation that underpins this report. These competencies have been developed together with statements concerning required Skills and Knowledge (in recognition of the above) and, in our view, provide a solid foundation or platform for the development of a national standard and the subsequent development and/or adaptation of training of trainers' course and programmes.

We recognise that trainers occupy various roles throughout their careers and within the profession more generally. Some trainers may work primarily in an instruction or tutoring capacity. Others may be more involved in the design of training provision whereas others still may operate as training consultants and/or as training managers. As such, the role occupied by a trainer at any given point in time will be likely to emphasise particular competencies. So,



for example, those who are acting as instructors or tutors will be likely to emphasise competencies such as Presentation, Listening and Communication whereas those acting as Consultants or Managers will be more likely to emphasise competencies such as Stakeholder Management or Project Management. However, regardless of the role or roles trainers may occupy at any given time they must possess a full range of core competencies in order to fully engage, for example, with the context for their work (e.g., equality, regulatory) and the broader environment that they operate in (e.g., technological advances, labour market trends) with a view to providing a quality assured and relevant service to their clients.

3.3 Core Trainer Competencies at Level 7 of the NFQ / University Degree equivalent

The core Level 7 of the NFQ / University Degree equivalent trainer competencies are presented in tabular form below and are structured around the three previously introduced headings as follows:

- Personal Competencies;
- Technical Competencies; and
- Business Competencies

Under each of the three headings certain basic competencies are listed that are specific to each of the headings. Finally there are more advanced competencies listed under each heading reflecting the professional ambition and thrust of competency set as a whole.





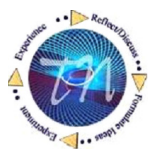
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Core Trainer Competencies

Personal Competencies	Technical Competencies	Business Competencies
Listening and Communication Skills at all levels	Understanding of learning theory	Innovation and use of emerging technologies
Emotional Intelligence / Critical Thinking	Identification of training needs	Information Communication Technology
Presentation Skills	Understanding of training methodologies	Commercial acumen Business Strategy & Management (planning, budgeting)
Motivational Skills	Learning design	Project management - Leading the learning function
Facilitation Skills	Designing learning objectives	Stakeholder management
Coaching, Counseling and Mentoring Skills	Selecting and using learning support materials and resources	Understanding the changing nature of work at large
Conflict, Mediation and Crisis Management	Being a subject matter expert	Training industry policy and regulation
Personal Development	Training administration	Awards, Standards & Certification
Computer Skills ability to use IT effectively	Applying learning technology	Supporting special needs and diversity competence
Sensitivity to Equality and Diversity issues	Supporting learners in their environment	Networking
Adherence to a code of conduct or statement of values	Training evaluation and the assessment of learning	Use technology to manage client base
	Dealing with special needs and diversity	Organisational development and effectiveness
	Recognition of prior learning (RPL)	

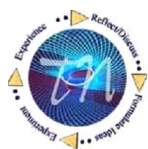
3.4 Presentation of Core Trainer Competencies

The following more detailed presentation of the Core Trainer Competency set includes detail regarding the associated Skill and Knowledge requirements that lie behind each of the competencies at Level 7 of the NFQ / University Degree equivalent.



Core Trainer Competencies at Level 7: Personal Competencies

Competencies	Skills	Knowledge
Listening and Communication Skills at all levels	The ability to listen and incorporate appropriate two-way communication into training events, including making one's own didactic contributions open for group discussion	Understand communications theory at all levels, distinguishing between didactic, pedagogic, and andragogical styles, to receive and exchange information with individuals and groups to stimulate understanding
Emotional Intelligence / Critical Thinking	Be able to manage own emotions and apply effective Critical Thinking to situations	Understand how the mind can manage feelings and how you can control own feelings and outcomes
Presentation Skills	Be able to plan and present using support media and a range of emphases in respect of the content to help learners engage	Understand the variables within communication by presentation and be able to self-select the most appropriate approach to a given context
Motivational Skills	Be able to create a climate of support for learners and use personal influencing skills to stimulate learning	Understand the factors that can motivate learners, and how to use different styles of personal influence in this respect
Facilitation skills	Be able to move to and from an andragogical approach and facilitate discussions as part of a group of learners, such that useful learning results from the input of group members	Understand the concept of andragogy, how to use facilitation and how and when to move to/from other modes of engagement
Coaching, Counseling and Mentoring Skills	Be able to provide personalised learner-centred support, appropriate through coaching or mentoring	Understand how coaching and mentoring differs from training and how coaching and mentoring can be used to enhance learning
Conflict, Mediation and Crisis Management	To manage issues of conflict in a learning environment, including handling learners with social-emotional challenges and those relating to equality issues among participants	Know how to recognise and handle conflicts of both personality and content natures, to the advantage of the learning experience
Personal Development	To demonstrate commitment to personal development, in both the subject area and in training process skills	Understand how to undertake personal and continued professional development in both expert and process skills areas
Computer skills Ability to use IT effectively	Incorporate pre-prepared and real-time IT derived content in training events	Understand how to integrate IT derived/generated material in a training context for example: PowerPoint, Web and apply Appropriate Technological Acumen
Sensitivity to Equality and Diversity issues	To adapt the content and style of training events appropriate for the spectrum of participants and heterogeneous groups, and incorporate the promotion of equality and diversity awareness / responsiveness	Knowledge of equality and socialisation issues together with equality legislation and the negative impact of stereotyping
Adherence to a code of conduct or statement of values	To be able to practice and perform to the stated code of standards	Knowledge of standards and code of ethnics



Core Trainer Competencies at Level 7: Technical Competencies

Competencies	Skills	Knowledge
Understanding of learning theory	Deliver learning experiences with a conscious underpinning of learning theories	Critical understanding of the components of relevant theories of the learning process and individual learning styles
Identification of training needs	Be able to determine competency gaps that need to be addressed and the scope for these to be addressed by a learning intervention	A comprehension of the conceptual and practical issues around assessing competency gaps
Understanding of training methodologies	Be able to design and deliver training programmes and events underpinned by the most appropriate methods (including technology based training, open learning, lectures, talks, project based learning, case studies, role play exercises, buzz groups, syndicate groups) and with consideration of the different learning styles of the diversity of people involved in the training	Have first hand experience of a range of training methodologies, including face to face, indirect and technology
Learning design	Create appropriate learning solutions for a range of groups and learning contexts	Critical understanding of learning psychology and its application to the design of training interventions
Designing learning objectives	Design learning objectives in terms of behavioural outcomes – what you want the learner to be able to do as a result of the training	An understanding of the mechanisms that link the organisational needs and the capabilities of the learners
Selecting and using learning support materials and resources	Be able to develop and use materials for use in a training context with consideration of a diverse range of learners	How to design and choose training and learning support materials to support group characteristics and learning objectives
Being a subject matter expert	Able to make one's substantive experience and understanding a contributory factor to group learning	A critical understanding of the substantive area of the training, grounded in first hand experience
Training administration	Be able to provide or project manage appropriate administration of training	Understand the importance of underpinning documentation to training programmes – at the planning/preparatory, delivery, output recording and impact assessment stages
Applying learning technology	Be able to develop and deliver training through e-learning, internet and modern technology	Understand the power of a website as a learning tool and how to integrate technology into training
Supporting learners in their environment	Be able to support learners in embedding new practice - post training	Know how to link training content and experiences with the workplace setting



Core Trainer Competencies at Level 7: Technical Competencies (Cont.)

Competencies	Skills	Knowledge
Training Assessment and Evaluation of learning	Select or design appropriate assessment and evaluation instruments to assess learners and interpret their outputs	Critical understanding of the different levels of evaluation and the different methods for gathering evaluation data. Awareness of certification systems and the value of certification.
Dealing with special needs and diversity	Be able to provide reasonable accommodation for learners with special needs and able to assess and provide for other religious, gender and/or ethnic needs	Knowledge about different types of special needs and reasonable accommodation for such learners. Knowledge of positive action as defined by Equality legislation.
Recognition of prior learning (RPL)	Assisting learners to gain recognition of prior learning for an award, including assessing eligibility, assessing evidence and making recommendations	Understanding of the nature of the award, (RPL) eligibility criteria and the appropriate evidence of RPL



Core Trainer Competencies at Level 7: Business Competencies

Competencies	Skills	Knowledge
Innovation and use of emerging technologies	Be able to apply innovative practice to the training context	Have a current understanding of new and emerging technologies employed in e-learning strategies and throughout the training environment
Information Communication Technology	Be able to apply internet based technology to support learning outcomes	Have a working knowledge of IT based training toolkits and future IT developments to support learning
Commercial acumen Business Strategy & Management (planning, budgeting)	Be able to determine the cost of a training intervention and relate this to the benefits to training participants and their organisations	Conceptual understanding of the cost-benefit relationship between investment in training and improvements in trainees' personal performance
Project management - Leading the learning function	Be able to apply rudimentary project management techniques such as activity planning, resource allocation, monitoring and documentation	Understand the characteristics of a project; focused endeavour concerned with specific results.
Stakeholder Management	Be able to make contracts by mutual agreement and to communicate and cooperate with various external partners	Understand the roles of the various people involved in the design and delivery of a training experience.
Understanding the changing nature of work at large	Be able to integrate appropriate training and development methodologies to meet the changing nature of work	Have an understanding of the key factors in achieving successful learning outcomes
Training industry policy and regulation	Be able to reflect training industry policy and regulation appropriately in the design and conduct of training events including the recognition of prior learning	Know the relevant and current training industry policy and legislation relating to the access, progression and funding for learners
Awards, Standards & Certification	Be able to develop training programmes to meet the standards determined by awarding bodies	Have a working knowledge of the National Framework of Qualifications and its constituents
Supporting special needs and diversity competence	Be able to promote equality competence for organisations and across sectors	Knowledge of Equality Employment Acts 1998 to 2007, Equal Status Acts 2000 and 2004 and related policies
Networking	Be able to develop interpersonal relations within the training profession	A knowledge of appropriate associations and how to increase networking opportunities
Use technology to manage client base	Be able to use technology to provide effective management and quality services	A knowledge of appropriate applications in quality management
Organisational development and effectiveness	Address Key Performance Indicators	Understand the process and how to improve business performance





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4 Benefits, Conclusions and Recommendations

4.1 Introduction

The research and consultation that underpins the findings of this report ensure that the proposed set of Core Trainer Competencies provides a robust base from which to further ensure the quality of training provision in Ireland and to further '*professionalise the profession*'.

In the following sub-sections we present the key benefits associated with a nationally agreed set of competences for trainers followed by the conclusions we have reached based on the process engaged in and, in turn, by recommendations for the future.

4.2 Benefits of a Nationally Agreed Competency Set for Trainers

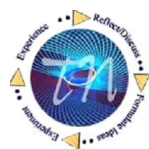
Adoption of this standard will have major benefits nationally, organisationally and for individuals undertaking training including:

- raising the capabilities of people undertaking training thus resulting in a higher return on investment (ROI);
- setting a benchmark for self assessment of professional effectiveness;
- provision of tools for identifying professional development needs and career planning;
- competence based recruitment processes and the contracting of training providers;
- determining and prioritising areas for individual and institutional growth;
- building mechanisms for networking;
- sharing expertise and benchmarking between member states of the EU;
- ensuring a clear focus on the creation of a culture of lifelong learning across EU member states;
- improving the visibility of the training profession;
- development of a tool for recognising and validating informal and non-formal learning;
- acknowledgement of a set of Core Competencies with the opportunity to add sector specific competencies in the future.

4.3 Conclusions

A number of conclusions can be drawn from the research and consultation that underpins the findings of this report as follows:

- There is a clear need, demand and desire for national standards for trainers amongst all stakeholders, to include participants in training (who need to be assured of the quality of training and training providers), training purchasers (in both the public and private sectors who also need to be assured of quality) and training providers



themselves (who aspire to greater levels of professionalism and the enhanced standing and reputation of the profession itself);

- Enhanced and quality assured training will be a key component in the achievement of competitiveness and economic recovery and the training profession must be geared up to meet the challenges ahead;
- The competency set presented as a result of this research and consultation has been validated by a wide range of stakeholders and provides a sound base for the further development of standards at national level.

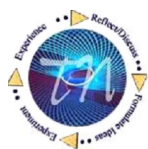
4.4 Recommendation

On the basis of the findings and conclusions of this report we make the following recommendation :

The competency set proposed in this report should be endorsed and used as a base by the appropriate certifying bodies a national level FETAC, HETAC, Universities; Professional Bodies, Chartered Institute of Personnel and Development (CIPD), Irish Institute of Training and Development (IITD); key training providers and purchasers such as FÁS. The development of the standard will be at Level 7 and ordinary degree level.

In order to implement this recommendation effectively we propose that :

- The ongoing development of the competencies should be undertaken in strong association with other established and emergent frameworks. Further work undertaken should be cognisant of developments taking place under the guise of the National Standards Authority of Ireland, International Standard ISO 17024 (the general requirement for bodies operating certification of persons), the European Qualifications Framework and CEDEFOP (The European Centre for the Development of Vocational Training). This should ensure greater and wider feedback as well as complementarity and synergies with parallel developments in other jurisdictions and under other quality assurance mechanisms.
- Relevant state agencies need to provide support for the further development of the proposed standard based on the competencies presented in this report – the competencies require a champion(s) in order to establish them in the market and, in our view, relevant statutory agencies are best placed to provide the required type and level of support.
- In the longer term the ongoing maintenance and further development of these trainer competencies must be self-financing with income derived through a combination of subscriptions and support from corporate bodies, individual subscriptions from



professional bodies and contributions from ‘formal’ Continuous Professional Development (CPD) provision.

- The core competencies and associated standards should be reviewed and updated periodically, with a nominal frequency of every three years. The updating of the competencies should draw on perspectives from within the training community in Ireland as well as international best practice.
- There is a need for further discussion (FETAC, HETAC and the Universities) regarding the competencies in the longer term to ensure that they are updated and developed as appropriate, however, regardless of the ultimately decided lead organisation we recommend that future development is informed by a ‘pan-training profession’ reference group such as could be provided or facilitated via the Trainers Network.

4.5 Overall Conclusion

The above recommendations set out a range of actions and factors that need to be addressed over the short to medium term in order to define, gain agreement for and establish a standard.

We are confident that the Core Trainer Competency set proposed in this report provides a sound base for the development of training standards and the development of the profession itself. We are conscious that this Level 7 / University degree level proposal will have to tie in with other relevant work being undertaken in relation to standards for trainers and in that regard consultation with other development agencies is underway with a view to ensuring a seamless career and qualification progression path for trainers and to further strengthen and underwrite the quality of training provision.

The above recommendations set out a range of actions and factors that need to be addressed over the short to medium term in order to define, gain agreement for and establish a standard. The training profession is broad and embraces people from different industry sectors and working on different types and levels of training. It is difficult to design a ‘one size fits all’ competency framework in such circumstances, without it appearing too generalist. In order to address this we have proposed a ‘core competence’ approach that leans towards the underlying commonality within the profession without denying the many other areas of trainer competency that are contextually specific.



Appendix 1

Introduction to the Trainers Network (see www.trainersnetwork.ie)

Overview

The Trainers Network brings together trainers and learning facilitators from all sectors, public and private, specialist and mainstream, to share learning and experiences in relation to best practice, recent innovations, quality standards and continuing professional development.

The Trainers Network was initiated by FÁS with EU ADAPT funding in order to develop the profession of training in Ireland. A Consortium incorporating many of the key organisations involved in the training of trainers provides direction and resources to the network.

Achievements

Since its launch in October 1998, the network has built a membership base of over 300 across four regions in Ireland, including Northern Ireland. Network members have contributed to and participated in over 50 local, regional, national, and European networking and learning opportunities. Network Leaders are in place to facilitate and consolidate local networking groups.

Between 2002 and 2006, the Trainers Network was the Designated Development Partner for a major project under the EU EQUAL Initiative. The project was named TRED standing for '*Training Responses to address Equality and Diversity*'. The Network brought together a number of key organisations including representatives from private sector employers, public policy makers, disadvantaged groups and trainers to produce a national response for trainers in developing training in Equality and Diversity in the Workplace. A foundation diploma was developed with NUI Galway and 124 existing trainers gained diplomas. The course is now part of NUI Galway's Train the Trainer programme.

Trainers Network Mission

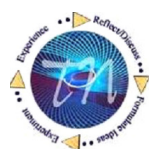
To develop international best practice competency standards for trainers in Ireland through adherence to national competency standards by:-

- Raising the quality of training services nationally to best international practice through facilitating the implementation of a quality management assurance system.
- To improve the competency of Trainers in their particular area of expertise.
- To make a significant contribution to the upskilling of the 500,000 employees identified in the National Training Strategy March 2007.

Resources developed by the Trainers Network include:

- Web site and virtual learning resource to provide access to information and for communication
- Local networking groups to seek and share information
- Action Learning training and Video
- Regional Seminars for learning and researching issues
- Annual Conferences for national networking and learning fora
- Links with other training networks across Europe
- Consortium of train the trainer organisations

Going forward the Trainers Network will be a significant resource available to all facilitators of learning and feed into mainstream policy and structures. A key strength is its capacity to access on the ground response from network members and Consortium organisations.



The results of the network will support Ireland to operate the best international standards for training and effectively respond to the ever-changing needs of the workforce. It is part of the agenda to instill a lifelong learning culture within the training and education profession that will extend to building a learning philosophy nationally.

The unique attributes of the Network identified by members were:

- Sharing of expertise, addressing real issues
- Development opportunities
- Action learning as an element
- Group structure, Diversity
- Flexibility, opt in/out as members require
- Benefit of having research, internet, projects as anchors and building blocks, e.g. Trainer profile / learning manifesto
- Network leader to facilitate the development process
- Web / technology focus

Trainers Network Executive

The Directors of the Trainers Network and members of the executive are representatives from training and education, employer and social partners:

- Jack Horgan - FÁS
- Áine Elliott - Irish Vocational Education Association
- Tony Hall - Enterprise Ireland
- Jimmy Walsh - Health Services Executive
- Seamus O'Grady - National University of Ireland, Galway
- Dr. Senan Cooke - Dublin City University
- Eamonn Eaton - Bank of Ireland
- Philomena Murray - Dublin City Council
- Josephine Finn - National University of Ireland, Maynooth
- Noreen Fitzpatrick - Skillnets Ltd.
- Nora Byrne - Calmar International Ltd.
- Tim Slavin - Quinn Direct Insurance
- Bridget Keane - Food Safety Authority of Ireland
- Declan Naughton - Independent Training Provider

Our membership is in the region of 300 people nationwide with representation from private, public, SME and large organisations.

Contact Details

Trainers Network a Resource for Facilitators of Learning Ltd.

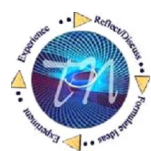
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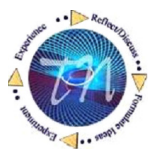


Appendix 2

Composition of Expert Steering Group for Trainer Competency Identification Exercise

The Expert Steering Group was comprised as follows:

- Tony Hall - Enterprise Ireland
- Brendan Harpur - FÁS
- Dr. John Bradley - Open Learning Centre, NUI Galway
- Mick McHugh - Skillnets
- National Adult Literacy Agency
- Dr. Senan Cooke - Dublin City University
- Josephine Finn - NUI Maynooth
- Dr. Tom Mooney - DIT
- Brian D'Arcy - Equality Authority
- Ann Heelan - AHEAD
- Nora Byrne - Calmar International



Appendix 3

Methodology and Approach Adopted

The aim of the exercise agreed between the Trainers Network and other stakeholders was to:

conduct a comprehensive study on trainer competencies in order to establish competency standards for trainers, for use by FÁS, Awarding Bodies and Major Stakeholders, in-company trainers and training providers.

A range of methods were used to compile and validate the list of core trainer competencies that are presented in Section 3 of the report (the competencies are pitched at Level 7 of the NFQ / University Degree equivalent,). This approach included the following:

- Select literature review;
- Extensive stakeholder consultation;
- On-line survey; and,
- Interviews with key actors & further validation of competency framework.

The following methods and approach were used to develop the set of core competencies for trainers at Level 7 of the NFQ / University Degree equivalent as presented in Section 3 of the report.

A. Select Literature Review

As part of their initial scoping of the consultancy assignment awarded to them in mid-2007, FMR conducted a select literature review with a view to establishing international best practice and trends (see Appendix 4 for list of documents reviewed). The literature review fed into FMR's approach to the consultation phase of the research into core trainer competencies and into the validation process.

B. Stakeholder Consultation

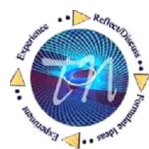
FMR worked closely with the Expert Steering Group and other stakeholders in the development and validation of proposals. In consultation with the Expert Steering Group it was agreed to pursue the development of the proposed competency framework for trainer competencies under the following three headings (see Section 3 for further details):

- Technical Competencies;
- Personal Competencies; and
- Business Competencies.

The competency set proposed by FMR was refined and validated through on-going contact with experts including the members of the Expert Steering Group and subsequently through interviews with key stakeholders (see below), an online survey (see below) and through focus group sessions with practitioners.

C. Online Survey

In order to ensure as wide a consultation process as possible within the profession, the Expert Steering Group asked FMR to conduct an online survey with a view to validating the proposed competency set. FMR engaged with the Expert Steering Group in order to agree the survey questions and in order to negotiate access to relevant databases of contacts. Ultimately the online survey was sent to



approximately 700 individuals drawn from various databases including those held by: the Trainers Network; Calmar International; the Irish Consultants Network; and Skillnets. As only 71 responses (a response rate of approximately 10%) were received, the Expert Steering Group requested FMR to conduct interviews with key actors with a view to enhancing the currency of the proposed competencies (see below).

D. Interviews with Key Actors & Further Validation of Proposed Competencies

When FMR presented the Expert Steering Group with the findings of its research in late November 2007, the Expert Steering Group requested FMR to conduct a further validation exercise to enhance the validation and currency of the proposals. As a result, FMR conducted 14 interviews with key actors across the public and private sectors that included representatives of: FÁS; FETAC; HETAC; the universities; and private training providers (see Appendix 5 for full list of interviewees).

The verification process focused in particular on the extent to which the proposed trainer competencies:

- provide an accurate and comprehensive set of core competencies for trainers;
- relate to the definition of 'trainer' as agreed by the Expert Steering Group, i.e. *'a person who facilitates the development of competencies – whether one to one, group based, face to face, or by remote means'*;
- are accurately and adequately structured under the three agreed headings, i.e. personal, technical and business competencies;
- are specified at the agreed level i.e. Levels 6 and 7⁵;
- contain a comprehensive and appropriate description of the skills and knowledge required for the agreed areas of competency.

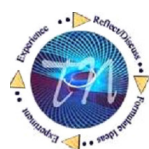
E. Further Validation of the Proposed Competencies

Subsequent to the presentation of FMR's final consultancy report and involvement, the Expert Steering Group and some of its constituent members engaged in further validation activities as follows:

1. The FMR report had put forward proposed competency sets at Levels 6 and 7 of the NFQ. Following a final consultation with FÁS, the Expert Steering Group decided to focus on proposed competencies at Level 7 of the NFQ / University Degree equivalent and to augment the list of competencies initially proposed at that level⁶;
2. The Level 7 competency set proposed in this report (see Section 4 below) was put before delegates from 16 countries at a TTNNet Conference that was hosted by the Trainers Network in Ireland in February 2008. The discussion of the proposed competencies in this forum prompted additional development of the competencies, both in their structure and their content;
3. In May 2008 the competencies were informally tested with a focus group of learners conducted by Calmar International;

⁵ It should be noted that whereas this report proposes a set of core competencies at Level 7, the work carried out also explored and developed a set of core trainer competencies at Level 6.

⁶ The original proposal contained 15 competencies. Based on ongoing consultation, a further eight competencies were proposed as follows: Job and skill analysis – granular components; Feedback and capacity for feedback; Teaching aids and technology – other aspects and resources; Health and safety and managing the environment; Reflective practice – positive learning outcomes; Managing the learning environment and learning contract; Knowledge economy skills passport – critical thinking and priority management; Business context and addressing Key Performance Indicators.



4. The Trainers Network is participating in the development of the ISO's standard for Learning Services Providers (*Learning Services for non-formal Education and Training – Basic Requirements for Service Providers*) through its engagement with the ISO's technical committee that has been set up to work exclusively in the area of education services (ISO/TC 232). The core trainer competencies identified through the initial research undertaken by FMR were presented and adopted in principle by the relevant ISO working group (WG1 associated with ISO/TC 232) at a meeting held in Philadelphia, USA in April 2008.
5. The core framework of competencies was further validated at an NSAI meeting held in Dublin in September 2008 (members of this group include Skillnets, Irish Security Industry, Construction Industry Federation and the Irish Institute of Training & Development).
6. A further draft of the core competencies was also presented to the ISO/TC 232 in Sydney, Australia (November 2008). The format of the competencies as presented by Ireland was adopted by the ISO/TC 232 committee with certain amendments and additions.

The set of core trainer competencies proposed in this report are arrived at following extensive consultation with relevant stakeholders in Ireland and with experts at European level. The inclusive approach adopted to identify and refine the core competencies at Level 7 of the NFQ / University Degree equivalent ensures their validity and appropriateness and further ensures that they present a sound base from which to further develop the quality assurance of training provision in Ireland.

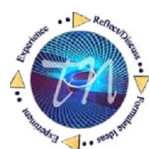


Appendix 4

Select Literature Reviewed to Support the Identification of Trainer Competencies

As part of their initial research to establish trends in international practice and the parameters of their assignment, FMR consulted the following documents:

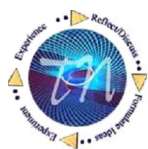
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Appendix 5

List of Key Stakeholders Interviewed to Validate the Trainers Competencies

1. Josephine Finn: Department of Adult & Community Education, Education House, National University of Ireland Maynooth.
2. Dr. John Bradley: Open Learning Centre, NUI Galway, Ballard House, Westside, Galway.
3. Jenny Hayes: Head of Training & Development, IBEC - Irish Business & Employers Confederation, 84/86 Lr. Baggot St., Dublin 2.
4. Tim Slavin, Training & Development Manager, Quinn-Insurance Limited, Dublin Road, Cavan.
5. Brendan Harpur, Manager Staff Development, FÁS, 27/33 Upr. Baggot St., Dublin 4.
6. Noelle O Connell, Head of Training & Development, Construction Industry Federation, Construction House, Canal Road, Dublin 6.
7. Teresa Casserly, Business Development Manager, Institute of Public Administration.
8. Margaret Daly, MDA CONSULT.
9. Natasha Kinsella, Chief Executive Irish Hospitality Institute, 8 Herbert Lane, Dublin 2.
10. Brian Cavanagh, Cavanagh Consulting, 9 Park Avenue, Castleknock, Dublin 15.
11. Imelda Graham, Training Co-ordinator, National Children's Resource Centre, Barnardos, Christchurch Square, Dublin 8.
12. Angela Lambkin, Development Officer, Further Education and Training Awards Council (FETAC), East Point Business Park, Dublin 3.
13. Mary Sheridan, Head of Recognition, Higher Education and Training Awards Council (HETAC), 26-27 Denzille Lane, Dublin 2.
14. Dr. Tom Cooney, School of Marketing, Dublin Institute of Technology, Dublin 2.

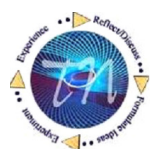


Appendix 6

Professional Career Guide for Trainers in Ireland

Qualification	Awarding Body	NFQ Level
Certificate in Training & Education Certificate in Training & Continuing Education Foundation Diploma in Training & Education Diploma in Training & Education Diploma in Education & Training BA in Training & Education BA in Training & Education	NUI Galway NUI Maynooth NUI Galway NUI Galway DCU NUI Galway National College of Ireland	7
B.Sc in Education and Training (part-time) B.Sc in Education and Training (full-time) Postgraduate Diploma in Education & Tr. Management Higher Diploma in Learning, Development Post Graduate Diploma In Training & Management	DCU DCU UCC NUI Galway	8
MA In Adult Learning and Development MA in Training & Management MA in Education Adult and Community MA in Learning & Development Consultancy M Sc in Education and Training Management Education & Professional Development - Research	NUI Galway NUI Galway NUI Maynooth UCC DCU Waterford Inst. of Technology	9
Taught Doctorate in Education – Training Strand	DCU	10

(Note: This is not a comprehensive listing and is for information only)



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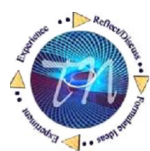
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Calmar International Ltd. provided the project management for the successful completion and launch of the final report on "Assuring World Class Competencies for Trainers" under the direction of Nora Byrne, on behalf of the Trainers Network.



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