



	Competence	Performance criteria / competence item
PLAN - Design training	1.1 Needs analysis of the target group	1.1.1. He/she is able to communicate with customers in order to understand customer needs (e.g. understanding of training needs of the customer, agreeing on training content, budget, etc.)
		1.1.2. He/she is able to advise a customer to help him/her to identify training needs (by using different techniques e.g. active listening etc.)
		1.1.3. He/she is able to identify training needs of adult learners by using different methods (e.g. interviews, surveys, secondary data, etc.)
		1.1.4. He/she is able to differentiate between different kinds of training needs (e.g. training needs that require short-term or long-term trainings)
		1.1.5. He/she is able to identify training needs the customer had not perceived before
		1.1.6. He/she is able to look for acceptance by all interested parties on the identified training needs
	1.2 Framework analysis & framework conditions	1.2.1. He/she is able to set up a training contract according to a time frame of the training and a training budget
		1.2.2. He/she is able to define the necessary resources to realise the training project (e.g. time, material, room, staff, etc.)
		1.2.3. He/she is able to use methods and instruments (e.g. interviews, surveys, secondary data, etc.) to analyse framework, environment and context conditions of a training process
	1.3 Conception & design of training	1.3.1. He/she is able to design a standard training project in adult learning
		1.3.2. He/she is able to design a complex training project in adult learning
		1.3.3. He/she is able to define specific and measurable learning objectives according to the needs analysis taking into consideration specific learning requirements of adult learners (e.g. emotional aspects, chronological rhythm)
		1.3.4. He/she is able to reflect on cognitive and social aspects affecting learning when defining learning objectives and the training pathways of adult learners
		1.3.5. He/she is able to design content-related training pathways for a classroom training
		1.3.6. He/she is able to structure the training according to the identified training needs (e.g. theoretical/practical components, compiling and sequencing of modules, etc.)
		1.3.7. He/she is able to choose appropriate learning environments (e.g. classroom training, e-learning, blended learning, work-integrated learning, webinars) according to the needs and the framework analysis results
		1.3.8. He/she is able to plan the training to support the learning process and to acquire the defined learning outcomes
		1.3.9. He/she is able to plan an assessment process (for assessing training progress of trainees within and at the end of the training)
		1.3.10. He/she is able to plan appropriate assessment procedures for different kinds of learning (e.g. by differentiating classroom training, e-learning, blended learning, work-integrated learning, webinars)
	1.4 Development & production of learning material	1.4.1. He/she is able to choose standard teaching and learning material to support the training process of adult learners among available resources (e.g. textbooks, online sources, videos, etc.)
		1.4.2. He/she is able to create training content using different supports (e.g. whiteboard, word, portfolio, etc.)
1.4.3. He/she is able to set up a training materials check list		
1.4.4. He/she is able to use technical teaching media including ICT and new media (e.g. social networks) to support the learning process of adults		
1.4.5. He/she is able to design teaching aids based on the possibilities of new information, communication and education technologies		
1.5 Validation of training material	1.5.1. He/she is able to conduct a validation of training material by stakeholder groups (e.g. target group, peers...) by giving them the material and gathering their feedback (e.g. verbal, written)	
	1.5.2. He/she is able to implement training material in ICT devices and ITC media	
	1.5.3. He/she is able to conduct a validation of training material (training content and training activities)	
	1.5.4. He/she is able to modify the training material according to the outcome of the validation	
	1.5.5. He/she is able to use a variety of instruments to conduct a validation of the training material (e.g. development of a validation questionnaire, focus groups, interviews etc.)	
DO - Implementing and facilitating training	2.1 Training facilitation & learner motivation	2.1.1. He/she is able to communicate the learning objectives of a training course and inform adult learners on the structure of the course and the learning process.
		2.1.2. He/she is able to mix groups of learners and initiate team work
		2.1.3. He/she is able to communicate the content using different didactical and pedagogical methods
		2.1.4. He/she is able to individualise training according to different trainees' needs
		2.1.5. He/she is able to assign adequate tasks to learners to support the learning process
		2.1.6. He/she is able to give feedback based on observations in order to support the trainees' learning process
		2.1.7. He/she is able to motivate the trainees by involving them actively in the training (e.g. listen to the trainees, ask relevant questions, presenting assignments to promote learning)
		2.1.8. He/she is able to manage conflicts arising during a training session
		2.1.9. He/she is able to monitor the learning progress of the learners
		2.1.10. He/she is able to modify the designed training according to new trainees training requirements popping up during the training
CHECK - Evaluating & assessing training	3.1 Evaluation of training design process	3.1.1. He/she is able to apply standardised assessment methods (e.g. questionnaires, observation) for evaluating the training design process
		3.1.2. He/she is able to optimise the training design process on the basis of the evaluation outcomes
	3.2 Evaluation of teaching methods	3.2.1. He/she is able to conduct an assessment on the basis of standardised evaluation procedures to determine the quality of his/her teaching methods and teaching style (e.g. by asking trainees, letting them fill in a questionnaire, etc.)
		3.2.3. He/she is able to design assessment procedures to determine the adequacy, the quality of his/her teaching methods and teaching style (e.g. developing evaluation questionnaires, interview guidelines, feedback tools etc.)
		3.2.3. He/she is able to modify his teaching method (e.g. adaption of training material, modification of his/her teaching method)
	3.3 Assessment of Learning outcomes	3.3.1. He/she is able to use standardised assessment tools (e.g. final test, interview, questionnaires, observations, etc.) and follow pre-defined procedures when assessing the learning success of trainees
		3.3.2. He/she is able to apply relevant formative and summative assessment methodologies for assessing the trainee and the acquired learning outcomes
3.3.3. He/she is able to adapt his/her training if learning outcomes assessment shows negative results		
3.3.4. He/she is able to communicate the assessment outcomes to the student and provide adequate recommendations for further development		
ACT - Optimise training and practice	4.1 Being an autonomous lifelong learner	4.1.1. He/she is able to organise his/her own professional development (also in the long-term)
		4.1.2. He/she is actively involved in trainer networks / communities of practice in order to keep up-to-date and exchange with peers
		4.1.3. He/she participates in relevant professional trainings for updating his/her own skills and competences (e.g. via formal, non-formal training)
		4.1.4. He/she is able to follow developments in his/her own professional field and in teaching and learning by regularly engaging in professional competence development
		4.1.5. He/she is able to modify his/her own training style by applying the outcomes of continuous professional development
		4.1.6. He/she is able to manage his/her own learning process
	4.2 Self reflection	4.2.1. He/she is able to manage and assess his/her personal resources (e.g. self- and time management, personal training needs)
		4.2.2. He/she is able to continuously reflect him/herself as a trainer and his/her own behaviour (e.g. analyse communication processes, personal communication patterns) and to adjust personal training behaviour, if necessary