In-Company Trainers

Dr. Winfried Heusinger & Irene Jonda M.A.

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Tasks of the In-Company trainer

- Professional Task
  - Professional training

- Educational task
  - Human promotion, role model

- Organizational task
  - Planning

Qualified professional (efficiency)
- Personal development
- Professional success

Ethical role model (education)
- Contribution to national economy
- Social participation

Individual

Social
Roles of an In-CT

Teaching of action areas

Formulation of goals and motivation

Moderating and initiating student discussions

Hosting the learner

Creating conducive learning environment

Advice

Assisting self-assessment

Performance assessment
Why In-Company Trainer Training?

- In-Company Trainer knows the regulation and is able to acquire training methods and tools to efficiently support the learners.
- Empowerment through training; exchanges with professionals in training.
- Become an ambassador for In-Company Training.
- Quality assurance of In-Company Training.
Setting up In-Company Training

- Establish regular exchange between VET school and company
- Prepare and sign a Memorandum of Understanding (MoU)
- Mutual check of curricula
- Agreement on number of trainees and selection of trainees
- Contract between company and trainee
How to develop a training program for In-Company trainers?
we will talk about…

1. Admission requirements
2. Content of the Program
3. Structure and Duration
4. Assessment
5. Provision and administration of the Program
6. Certification
1. The admission requirements of the program?

- Minimum qualification?
- Work experience?
Recommended entry requirements for candidates:

- Suitable work experience in the vocational field
- Suitable personality
The trainer must be personally qualified. Someone who is personally unqualified is an individual who is not allowed to work with young people, who has repeatedly or seriously violated the Vocational Training Act or regulations issued on its basis.

The instructor must be professionally qualified, i.e. have the necessary professional skills and knowledge. This is the case if she/he has passed the final examination in a discipline relevant to the apprenticeship or if she/he has a university degree in an appropriate field of study and has been active in his profession for an adequate amount of time.

The instructor must be qualified in occupational and vocational education perspective or must have passed the in-company trainer qualification.
The admission requirements for an In-Company trainer

- NC II or RPL
- High school graduate
- Min. 23 years old
- Min. of 3 years work experience in the relevant field
- Computer literacy

OPTIONAL:

- Recommendation letter from the company
- Willing to work with young people (short interview)
- Willing to undergo training as In-Company Trainer (short interview)
2. Content of the program?

- General pedagogy, didactics and psychology?
- Specific content for vocational education and training?
- Technical content?
### Introduction
The content of the In-company trainer training should provide the learner with all necessary skills, knowledge and competencies to carry out in-company training in a professional way (considering the tasks of an In-CT).

### Objective:
Identify relevant topics in the national context

### Task:
Please write and present the important content topics of a future in-company training program within your country

### Social form:
Group work (country group)

### Material
Flipchart, Pin board

### Time:
30 minutes

### Product:
Presentation of the content (5 min)
An In-Company trainer should be able to…

1. Analyze the target groups for training
2. Determine working and learning tasks for specific target groups
3. Select appropriate content, methods and material for training
4. Select and arrange training facilities
5. Describe and arrange a learning situation in a simulation and reflect on the teaching and training experience
Declining half-life of knowledge: People instead of pure knowledge

Source: IBM 1994
Key Qualifications / Soft Skills

- Ability to learn
- Creative thinking skills
- Reasoning ability
- Capacity for self control
- Problem-solving ability
- Cooperation and communication skills
- Team work
- Responsibility and quality awareness

Knowledge and skills in connection with
**Complete action process**

**Target of the action process**

**Evaluation:** Trainees and trainer evaluate the process and the output of their work. As a result of this meeting new tasks and targets will be determined and the cycle is closed.

**Information:** Trainees gather the needed information for the planning and execution of the task independently.

**Planning:** Trainees work out the complete action plan for the task independently.

**Deciding:** Trainees decide about the realisation of the plan with the trainer. The trainer can assess if the students gathered the needed competences.

**Quality control:** Trainees control and evaluate their own work result. They use the tools and methods which they developed during the planning phase.

**Realisation:** Students carry out the project task according to the approved plan. This can be done individually or in team work.
...and be able to answer these questions:

**Where**
- Can the contents of the training framework plan be trained?

**Who**
- Who is responsible for the trainees in the company?

**What**
- What skills and knowledge should be taught?

**When**
- When should the training content be taught?

**How**
- Which methodological approach should be used?
3. Structure and Duration

Four main areas of action

Each module could contain three to five competencies

Module 1

Module 2

Module 3

Module 4

competencies
Structure of the Modules could be….

...according to the German standard
<table>
<thead>
<tr>
<th>Step</th>
<th>Task</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Check training requirements and plan training</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>Prepare training and participate in selecting apprentices and trainees</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>Conduct training</td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td>Complete and evaluate training</td>
<td>20%</td>
</tr>
</tbody>
</table>
## Example Course Structure (Botswana)

<table>
<thead>
<tr>
<th>No.</th>
<th>Module</th>
<th>Duration</th>
<th>Hours</th>
<th>Assess.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Defining Structured Workplace Learning</td>
<td>11%</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>Planning and Preparing In-Company Training</td>
<td>14%</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>Assuring Workplace Safety</td>
<td>11%</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>Conducting In-Company Training</td>
<td>57%</td>
<td>32</td>
<td>50%</td>
</tr>
<tr>
<td>5</td>
<td>Monitoring In-Company Training</td>
<td>7%</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>56</td>
<td>100%</td>
</tr>
</tbody>
</table>
Recommended duration (ASEAN)

80 hours

Block courses or continuously

Include practical units in the real workplace

Self-working phases at home (e.g. writing reports)
Proposal Thailand

3 days seminar
• Introduction
• Analyzing work tasks and defining learning requirement
• Planning, and preparing training

home study
• VET law, TVET system, legislation
• Learning theory
• Planning of in-company training

4 days seminar
• Feedback and evaluation of homework
• Conducting training - Learning objectives - Training methods

home study
• Individual work – planning a practical instruction
• Evaluation and assessment

3 days seminar
• Feedback and evaluation of homework - practical instruction (will be carried out)
• Evaluation and further development of training
• Preparation for practical In-CT exam
4. Assessment

A performance assessment should be carried out prior to certification, which is provided and initiated by the relevant certification bodies in each country.

Recognition of Prior Learning (RPL) could be considered by the certifying bodies.
Possible Assessment Structure

Practical and written Exam

In-CT Certificate

30 min

Practical Exam

Presentation

Performance

Written Exam

Open questions

Closed questions
How could a Practical Exam look like?

**Preparation**
Written concept for a realistic learning situation

**Presentation of Learning Situation**
(max. 15 min)

**Practical Execution of Learning Situation**
(max. 15 min)

**Professional discussion (Questions and Answers)**
(max. 10 min)
Written Exam

- Resit 2 times if fail

Practical Exam

- Resit 2 times if fail
- Pass if pass

Certificate

- Pass if pass
- Fail if fail
Group work: How to assess the performance of an In-Company Trainer

Introduction
A good assessment setup not only evaluates the candidate's ability, but also serves to motivate the future In-CTs.

Objective: Reflection on an efficient and sustainable assessment setup

Task: Please discuss a realistic assessment setup for In-Company Trainers within your group and consider relevant national aspects

Social form: Group work

Material: Flipchart, Pin board

Time: 20 minutes

Product: Presentation of the assessment setup proposal (5 min)
5. Provision and administration of the Program

- Chambers (e.g. Germany)
- Business Associations (e.g. Switzerland)
- Public sector (e.g. Philippines)
- TVET Provider
- Public-Private-Partnership
- ...
Output or Input Orientation

Definition of the duration of specified modules

Definition of the required In-CT capabilities
6. Certification
The value of a certificate depends on several factors:

1. Recognition by society
2. Recognition by employers
3. Position in NQF
4. International acceptance
5. Issuing organization
6. Quality standard
Possible rules for an Examination Board

Authorization of the institution, carrying out examinations;
Composition of the examination panels (and committees);
Appointment and appointment procedures for board members (e.g. exclusion because of bias, etc.);
Chair and roles of the panel members;
Quorum, decision-making procedures;
Management, record keeping;
Confidentiality;
Endorse an examination order with rules and procedures for the board.
Thank you for your attention

Questions?