INTEGRATED VET TRAINER QUALIFICATION

Qualification for in-company trainers, vocational school teachers and managers of vocational training institutions

START

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The world is growing closer together

EDUCATIONAL OPPORTUNITIES KNOW NO BORDERS

IVET-Trainer is an innovative course that integrates the qualification of in-company trainers, vocational school teachers and managers of vocational training institutions.

Participants are introduced to the system of dual vocational education and their individual roles as professional educators within that system. They learn interactively how to plan, implement and complete action-oriented vocational training. During group work participants apply theoretical knowledge of employee management and communication.

This course offer is unparalleled on the international training market.

IVET

GOALS OF THE IVET-TRAINER QUALIFICATION

The participants ...

- ... develop a better understanding of their respective roles as education facilitators in a dual vocational training system.
- ... become proficient in combining theoretical content with practical learning experiences and thereby to improve apprentices' occupational competency.
- ... reflect what they have learned and experienced to facilitate action-oriented monitoring of apprentices' learning processes.
- ... learn how to communicate and collaborate more effectively.

IVET

PROCESS OF THE IVET-TRAINER QUALIFICATION

Each individual course module promotes action orientation and introduces participants to important features of dual vocational training, including how to integrate them into their own professional practice.

The current design of the course includes 80 hours of traditional classroom instruction (approx. 10 training days). A final examination in a classical sense is not planned. Instead, participants work on an individual project and discuss their learning outcomes in a final presentation. Upon successful completion of the course, participants receive a qualified ZWH certificate.

Overview

THE FOUR MODULES OF THE IVET-TRAINER

Module 1
Introduction to the dual vocational training system and types of vocational training facilitators

Module 2
Planning and implementation of vocational training

Module 3
Completing training and designing examinations

Module 4
Leadership and communication

Content

INTRODUCTION TO THE DUAL VOCATIONAL TRAINING SYSTEM AND TYPES OF VOCATIONAL TRAINING FACILITATORS

- Discovering the basic components of a dual vocational training system
- Explaining advantages and challenges of a dual vocational training system
- Discovering and configuring tasks and responsibilities of dual vocational training facilitators
- Establishing and promoting cooperations between vocational training teachers, in-company trainers and managers

Module 1

Group Exercise

COUNTRY-SPECIFIC VS. DUAL VOCATIONAL TRAINING SYSTEM

Use the following criteria to compare your vocational training system with a dual vocational training system.

Criteria	Country-specific vocational training system	Dual vocational training system
Locations of learning	• Vocational school or university • Proportion of training: 80 % vocational school teaching theory, 20 % professional practice	• Cooperation between company and school (+ possibly inter-company on-the-job training) • Proportion of training: 70 % company, 30 % vocational school
Legal regulations	• Curriculum	• Vocational training regulations, skeleton curricula
Responsible authorities for vocational training	• State	• Employer, employee, state
Assessment	• Written exams	• Action-oriented assessments (written, practical and oral exams)

Content

PLANNING AND IMPLEMENTATION OF VOCATIONAL TRAINING

- Understanding the importance of monitoring the learning process to ensure the successful achievement of vocational training objectives
- Practicing didactic principles, e.g. action-oriented learning
- Determining learning objectives
- Selecting course content and action-oriented vocational training methods
- Identifying learning difficulties and implementing solutions

Module 2

Exercise

THE CHANGING ROLE OF VOCATIONAL TRAINING FACILITATORS

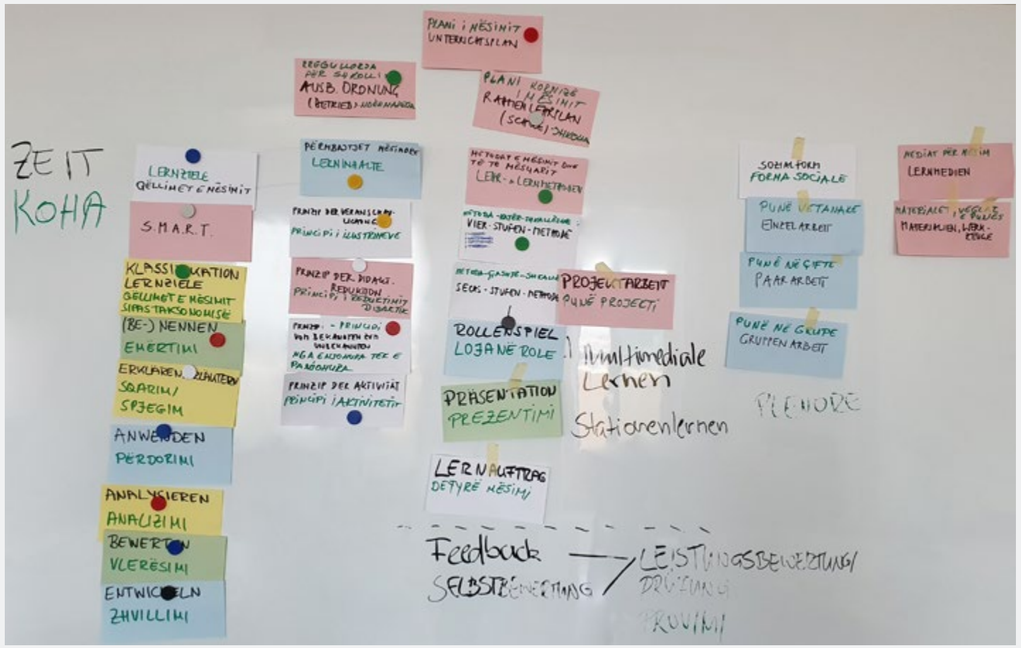
Please identify which of the following statements are applicable to the role of *teacher as a facilitator of learning processes*.

Pair 1	○	Information is delivered by the teacher.
	○	Learners acquire information on their own.
Pair 2	○	Problems have only one solution.
	○	Problems can be solved in several different ways.
Pair 3	○	Exercises are explained in advance and then imitated by learners.
	○	Exercises are solved independently by learners without prior explanation. If necessary, the teacher provides assistance.
Pair 4	○	Mistakes should be avoided.
	○	Mistakes are considered learning opportunities.

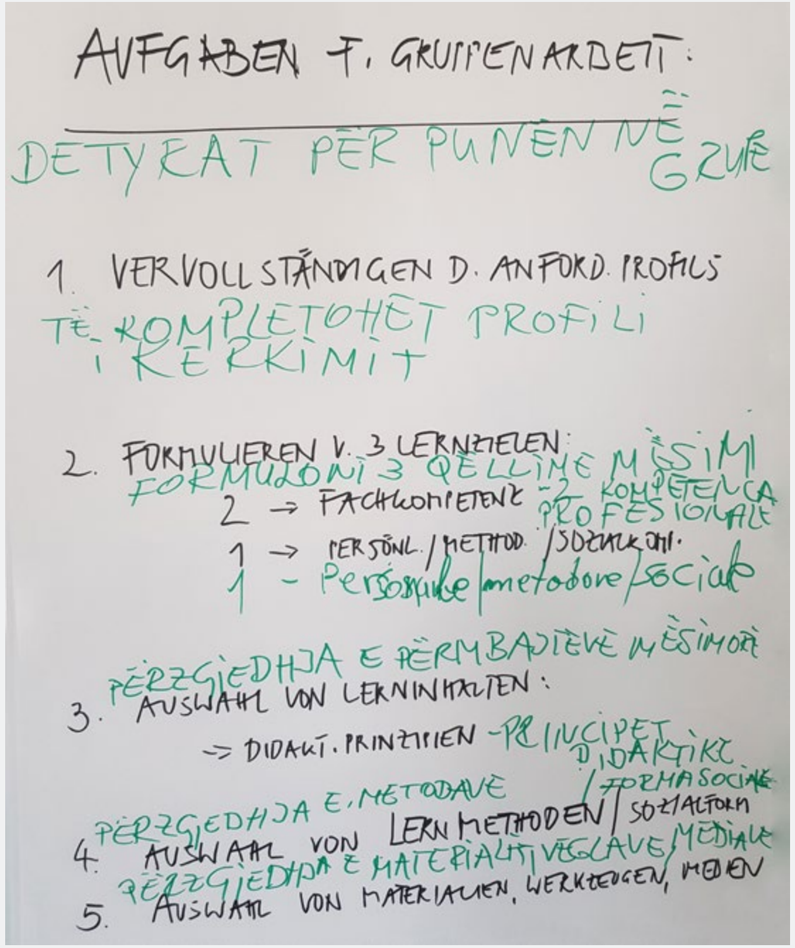
Group Excercise

ACTION-ORIENTED PLANNING OF VOCATIONAL TRAINING

To deepen your understanding of the course content on job descriptions and planning of vocational training, please prepare a lesson for the following task: „Creating a 24 cm wide, 99 cm long and 100 cm high wall.“



Components of lesson planning



Support material

Content

COMPLETING TRAINING AND DESIGNING EXAMINATIONS

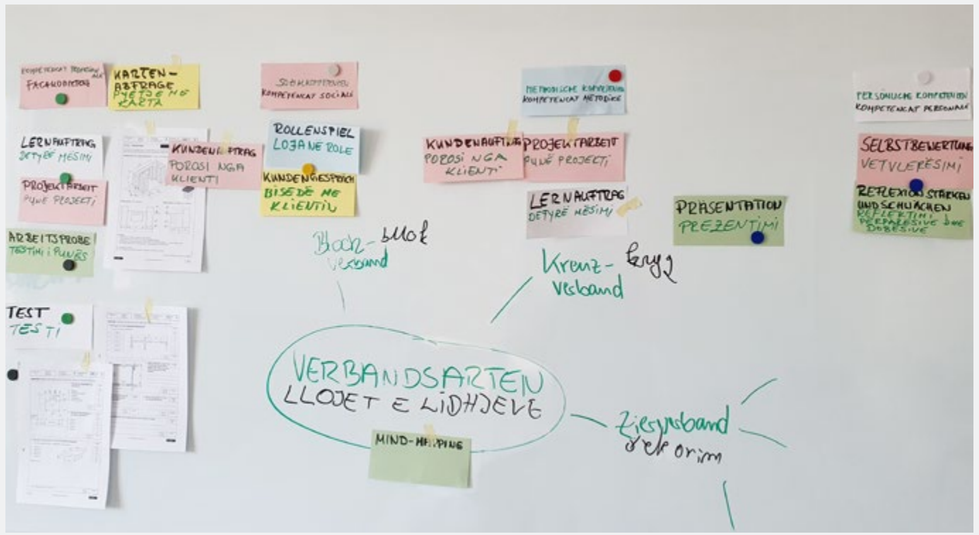
- Conducting learning success controls
- Designing action-oriented assessments
- Discovering advantages and disadvantages of different assessment standards

Module 3

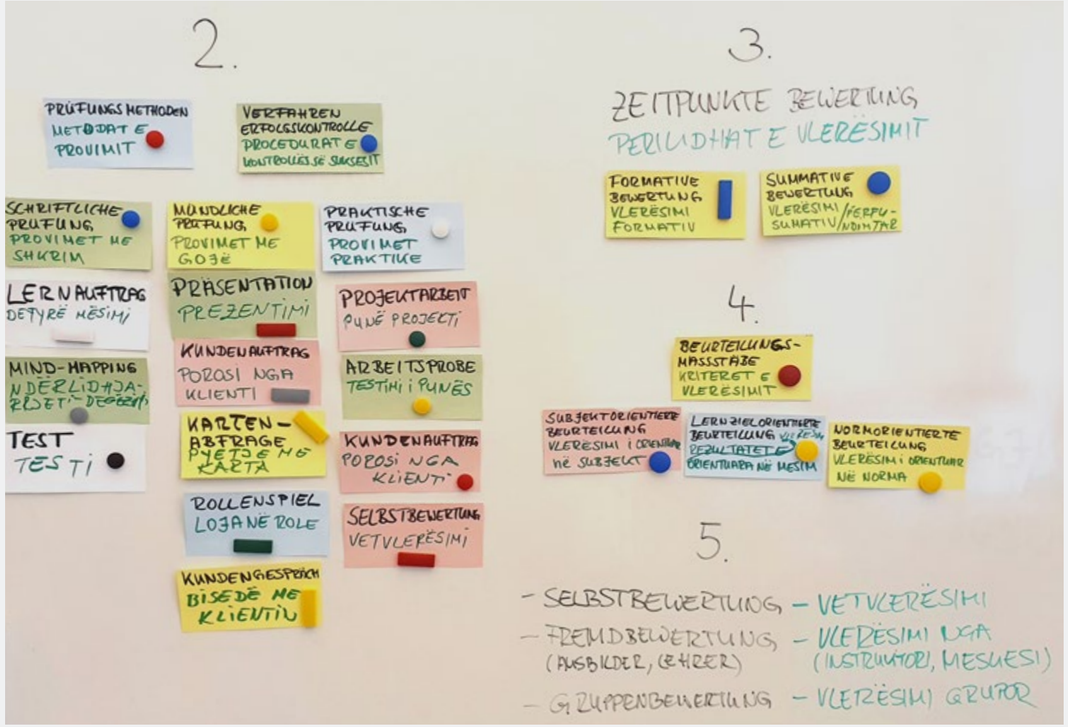
Group Exercice

ACTION-ORIENTED PERFORMANCE EVALUATION

Develop a procedure and an assessment standard for one of the learning objectives in module 2 to determine and evaluate the performance of apprentices.



Types of performance assessments according to competencies



Support material

Content

LEADERSHIP AND COMMUNICATION

- Giving and receiving feedback
- Conducting appraisal interviews
- Practicing non-violent communication
- Guiding young apprentices

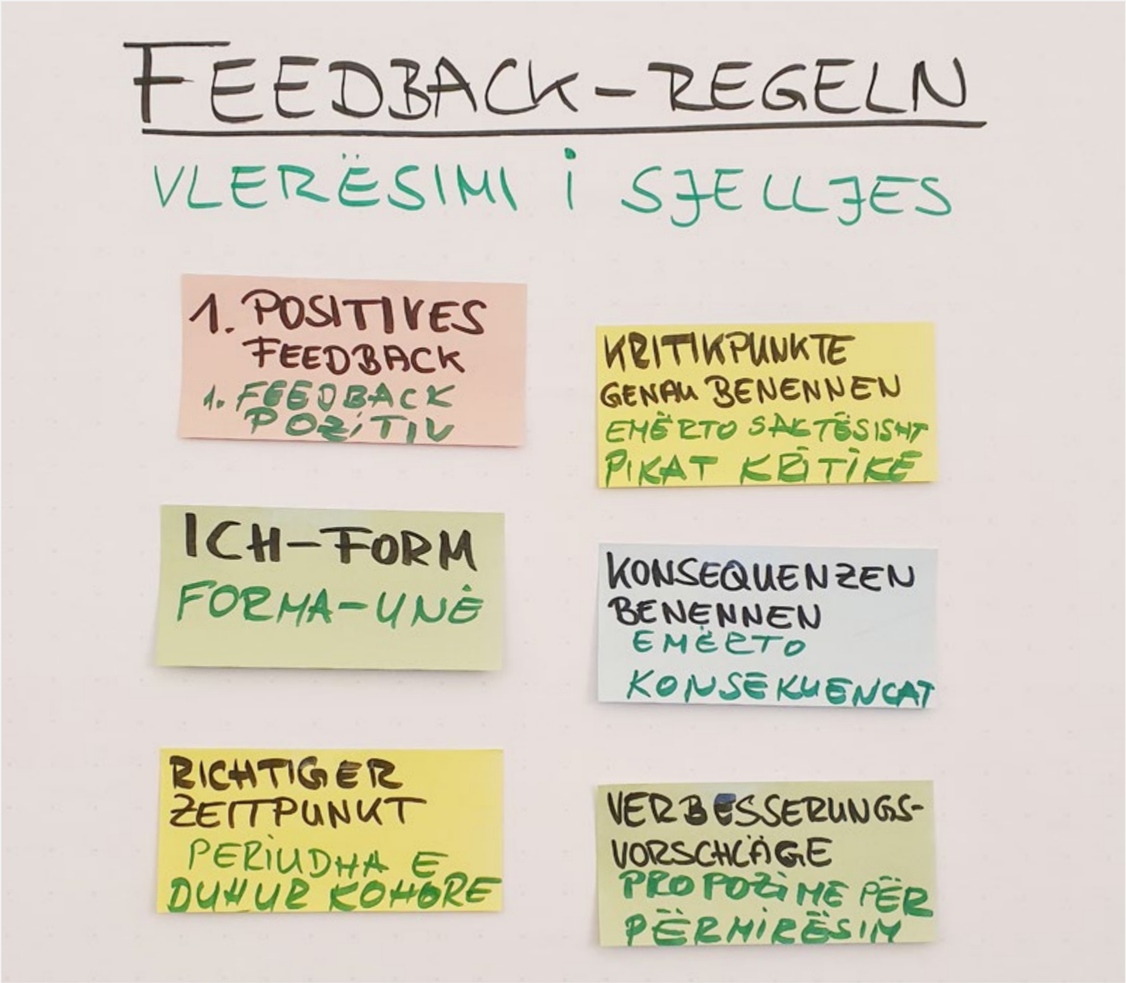
Module 4

Exercise

GIVING FEEDBACK

Consider how to respond as a supervisor to the following examples.

- A commissioned work order was completed in insufficient quality by the team and the customer is not willing to pay.
- You have noticed that communication within your team is not going well (for example: information is not shared) since a new employee was hired and assigned to the team.



Exercise

NON-VIOLENT COMMUNICATION

Cooperate with a fellow course participant and rewrite the following evaluations into objective statements, i.e. into descriptions based solely on observation.

- **You never call me back.**
  Last week, I asked you four times to call me back.
  I received no call.

- **My husband is pouring money down the drain.**
  This week my husband spent 200 euros on car accessories.

- **Look, who's late.**
  You arrive 20 minutes past our scheduled meeting time.

- **My colleague is always taking advantage of me.**
  Last week I spent four hours helping my colleague plan her lessons and now she has asked me to help her again next Tuesday.

Taking a course in further education has made me more confident in guiding my apprentices. I learned how to pass on my knowledge and skills.

Augustine A.
IVET participant
Nigeria in June 2014

What should be considered?

PREREQUISITES FOR PARTICIPATION

At least 2 years of
professional experience
as a teacher, trainer or manager in vocational training establishments, enterprises or companies

Joy
of learning

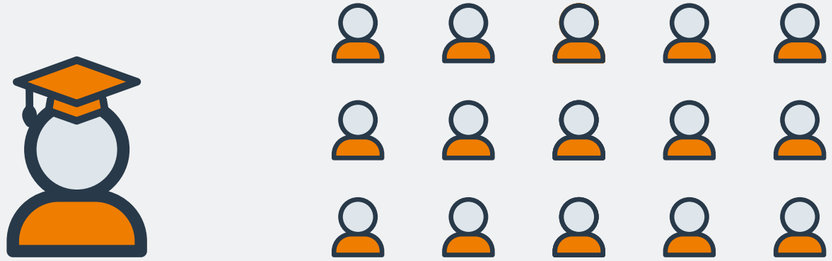
Open and
reflective attitude
towards tasks and responsibilities

Openness
to change/(personal) development

Understanding
the importance of cooperation with partners in vocational education and training

Course size

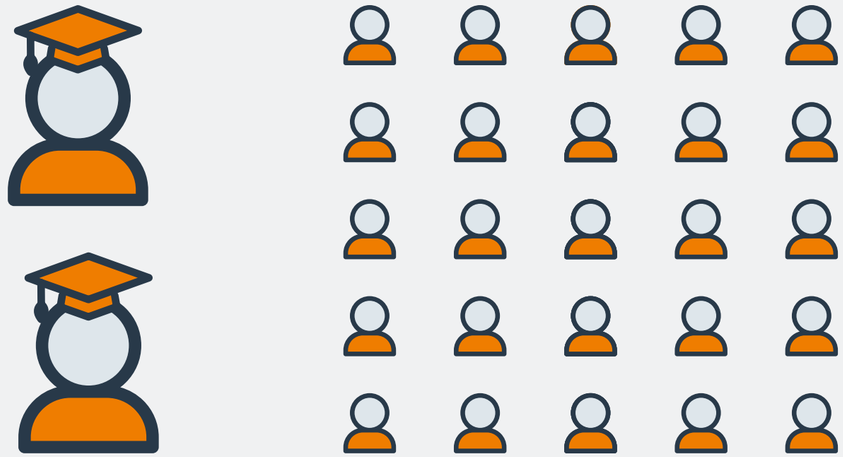
COMPARING PRICING PLANS



1 Trainer

5—15 Participants

Plan A



2 Trainers

16—25 Participants

Plan B

The IVET Seminar

WHICH SERVICES ARE INCLUDED?

Included

- 10 training days
- 4 modules
- 1 trainer for up to 15 participants or 2 trainers for up to 25 participants
- Interactive exchange
- Action-oriented methods
- Examination: individual project work and final discussion
- Certificate
- Course materials

Exclusive

- International flights, accommodation and local transport
- Translation and interpreting services before and during the training course
- Course documentation in the local language
- Venue, catering, marketing and participant management

ZWH – operating nationally and internationally

THE SERVICE PROVIDER FOR ALL EDUCATIONAL NEEDS OF THE SKILLED CRAFTS SECTOR

„Future – Further Education – Skilled Crafts“ is the mission statement that has been guiding the activities of the ZWH since its foundation in 1998.

The ZWH acquired many years of experience in the implementation of vocational training projects and contracts with national and international educational institutions. Thanks to its large network, reaching beyond the skilled crafts sector, the ZWH has access to the know-how of excellent dual vocational training experts and is able to facilitate and guide the adaptation and transfer of results and concepts from the German dual vocational training system to other national education systems.

National

Service provider in the fields of testing and quality assurance, course development and new media for more than 500 training institutions in the skilled crafts sector

ZWH

International

Consulting and qualifications in the international education sector

50 chambers of skilled crafts are members of the ZWH.

Contact

HAVE WE CAUGHT YOUR INTEREST?

We gladly advise you on next steps. Please contact us.

Zentralstelle für die Weiterbildung im Handwerk e. V. (ZWH)
Sternwartstraße 27–29
40223 Düsseldorf

Your contact person
Sebastian Knobloch
Managing director
Telephone: +49 (0) 211 30 20 09-50
Fax: +49 (0) 211 30 20 09-99
Mobile: +49 (0) 152 22 81 08 26
sknobloch@zwh.de

zwh.de