Iceland Liechtenstein Norway grants

frse Fundacja Rozwoju Systemu Edukacji

STANDARD OF COMPETENCE
FOR TRAINERS

Trains taking into account the methodology of educating adults

	A person characterizes selected adult learning concepts	Lists and characterizes at least 2 adult learning concepts	sK
	A person builds training based on selected adult education methods.	Justifies the structure of the training by pointing to the methods of adult education used. Justifies the structure of the training by pointing to the methods of adult education used.	S

It provides training based on the training cycle

pK	**Characterizes the stages of the training cycle**	Characterizes the stages: role analysis, IATN, projects, leading, validation, evaluation	
sK	**Characterizes the consequences of omitting individual stages to achieve the assumed educational goals**	Lists and characterizes the consequences of omitting stages, IATN, designing, validation, evaluation	

Performs identification and analysis of training needs by preparing simple and typical training in the field of specialization.

	Characterizes the main stakeholders of training processes in the organization and in the labor market	Learner, manager, team, company, employer	fK
	Characterizes training needs of individuals, groups, organizations and labor market	A person indicates possible sources of obtaining up-to-date and adequate information on the educational needs of learners	fK
	Characterizes the main research tools used in the methodology of conducting social research	Characterizes questionnaire methods and methods of their construction, the most frequently used scales, rules of selecting a research sample, validity and reliability	fK
	Creates simple and typical tools for conducting IATN in his field of specialization	Typical and simple tools, such as IDI and/or focus questions, which are built according to the art Competency tests	S
	Designs and prepares an IATN report for the client with pre-defined training goals (learning outcomes) and recommendations for the client	A report designed by art. A report prepared, according to art. Report presented to the client and accepted by him.	S

Designs simple and typical training courses in the field of his/her specialization

fK	**Characterizes selected methodologies for formulating learning goals**	A person correctly characterizes the three spheres of learning and accurately selects operational verbs for the levels in each sphere.	
S	**Builds training goals, as well as training adequate to the needs of stakeholders and possible to implement within the assumed organizational framework**	Goals built according to Bloom's taxonomy. Main and specific goals for three spheres (cognitive, psychomotor, affective)	
pK	**Characterizes the experimental adult learning cycle and the social learning cycle**	Aptly characterizes the stages in the Kolb cycle and the stages in the method of social learning	
S	**Selects the substantive scope leading to the achievement of the assumed educational goals**	Substantive scope adequate and possible to implement	
fK	**Characterizes providing and actuating training methods.**	Accurately selects the characteristics of individual training methods	
pK	**Characterizes the ways of reducing/eliminating the difficulties of participants related to psychophysical, cultural, worldview (etc.) aspects**	Accurately suggests ways of reducing/eliminating the difficulties related to psychophysical, cultural and worldview aspects of learners	
S	**Selects methods leading to the achievement of the assumed educational goals and organizes them in accordance with the selected concept of teaching adults**	Methods selected adequately to the assumed educational goals (learning outcomes). Structures the training according to the selected adult learning concept.	
S	**Builds a training outline/scenario planning to achieve learning outcomes and manage the group process**	The prepared outline includes competence development planning and group process management	
S	**Prepares training materials appropriate to the content of the training in his specialization**	Prepared training materials	
S	**Designs tools to verify participants' progress**	Prepared exercises verify the competencies for which they were prepared	
S	**Designs evaluation tools at levels agreed with the client**	The prepared tools will evaluate the training at the appropriate level of D. Kirkpatrick	
S	**In the designed tools, a person takes into account the needs of the participants**	The prepared tools work in such a way as to eliminate problems with eyesight, motor, manual, worldview, cultural problems, etc.	

Conducts simple and typical training in the field of his/her specialization

	Characterizes the key functions of the communication process	Lists and characterizes the key needs satisfied in the communication process	fK
	Characterizes the principles of effective communication	Characterizes building trust, Communication coherence, Professionalism, techniques for verifying understanding of active listening.	K
	Formulates his/ her message effectively and consistently	Expresses him/herself using the 4S rules, is a coherent communicative person, uses active listening techniques and understanding the message	S
	Characterizes the principles of giving constructive feedback	It is characterized by FUKO, extended FUKO or other methodology	pK
	Formulates his/ her message effectively and consistently	During the training, provides participants with constructive feedback. In order to guide their activity	S
	A person builds his own authority and the good name of the represented institution	Characterizes and uses training styles Characterizes and uses the triad of coach authority	K+B

Manages the group process

pK	**Characterizes ways to stimulate participants to go through the various stages of group development.**	Characterizes the work of the trainer and the group at the stage of orientation and dependence, storm and conflict, cohesion and cooperation, high productivity, termination and separation.	
S	**Organizes the work of the group in such a way as to help the group go through the various stages of the group's development**	Builds exercises and models the work of the group in a way that causes a quick transition to the stage of full productivity of the group.	
S	**Organizes the learning process in such a way as to eliminate phenomena that inhibit learning and stimulate supporting learning**	Organizes group work in order to use/reduce key phenomena in group work	

Manages individual and group learning

	Organizes the learning process in such a way as to facilitate the achievement of the assumed educational goals by individuals and groups	During the training, a person verifies learning and the achievement of the assumed learning outcomes, and modifies the training design in order to achieve the highest possible learning efficiency	S

Conducts assessment (evaluation) of simple and typical trainings that he carries out in the field of specialization

pK	**Characterizes selected concepts of conducting training evaluation and the tools used to implement them**	Lists and characterizes at least two approaches to assessing the effectiveness of training in ttm from the point of view of usability for the client (accuracy, usefulness, durability) and Kirpatrik 1,2,3,4, level	
S	**Creates tools for assessing the effectiveness of simple and typical training in the field of his/her specialization**	It independently creates tools to assess the effectiveness of its own training (L2,3, Kirkpatrick level). Justifies the accuracy of their selection and construction	
S	**Creates a training effectiveness report based on the results of the analyses**	Independently creates training effectiveness reports based on the results of ankiet, interviews, observations, etc.	

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