



***TTplus consultation paper:
Supporting and improving the continuing professional
development of trainers: A Framework for recognising
learning***

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1 Background

The European Commission sponsored TTplus project aims to support and improve the continuing professional development of trainers. The project has been examining the context in which training takes place in enterprises and the effectiveness of present policies and provision for the training of trainers.

The project is developing a framework for the continuing professional development of trainers and examining different measures and mechanism for implementing the professional development framework. This consultation document introduces our key findings and proposed framework and mechanisms for its implementation¹.

We are aware of the difficulties in creating shared understandings and meanings around key concepts and vocabulary. Wherever possible, we have tried to explain the intended meanings of key terminology.

The research undertaken by the project showed that the number of trainers in Europe has increased. These ‘trainers’ include full time trainers, people with a formal training responsibility and all those for whom supporting the learning of others is part of their job. It also concluded that many of these people do not have effective or adequate access to continuing professional development opportunities or support or recognition for their own learning.

It is clear that if the standards of training are to be raised, improving the training of trainers must be a priority. However, given the heterogeneous nature of the group and the range of sectors and occupations in which they work, it is difficult to see how this could be standardised, or indeed whether it is desirable to do so. Certainly some sort of common framework would have advantages. It would provide a degree of coherence to what is a very fragmented field. It would increase the visibility of trainer training and in so doing, increase awareness. It could also stimulate the establishment of communities of practice between trainers.

Previous attempts at solving this problem can be roughly divided into two.

- a) *Competence framework approaches*
An output based solution that depends on disaggregating the skills and competences that have been identified as necessary for skilled performance. It is often used as a way of providing recognition for the skills already possessed

¹ For detailed information on the project, see www.ttplus.org



by the trainer, typically through the compilation of a portfolio of evidence. It will also highlight missing competences so that the trainer can see which areas they need to develop. The disadvantages are:

- It is essentially a backward-mapping exercise – recognizing and rewarding competences rather than providing opportunities for new learning.
- There are invariably problems with granularity and with designing a credible classification system.
- It identifies gaps in skills and knowledge but does not fill them.

b) *Qualifications approach*

An input based approach that depends on increasing the professionalisation of trainers by providing accredited training-the-trainer opportunities, which lead to formal qualifications, hierarchically arranged. The assumption is that the provision of higher levels of trainer training and thus higher-level qualifications for trainers will push up standards of the training they deliver. The major problems with this approach are:

- This can only operate on an individual level and is not transferable to organizations
- There is an issue around occupational identities. Many ‘trainers’ do not see themselves as trainers per se, their occupational identity being based on being a skilled worker or manager but who still have some responsibility for facilitating the learning of colleagues.
- It implies that progression for trainers is ‘vertical’ whereas in practice many of the trainers’ learning needs will be lateral. That is, they may want more knowledge or skills at the *same* and not a higher level.
- The assumption that if qualifications are higher and harder then standards somehow go up, is unproven. In countries with a formal training-the-trainer framework (e.g. UK) there is little research evidence to suggest this.

This is not to suggest these approaches are not useful. But, on their own, the project research suggests they are inadequate for the task of raising the standard of training through professional development for trainers.

2 The challenges in designing an accreditation framework

The TT-Plus project has the objective of designing a framework for professional development for trainers in Europe. In this consultation document we will look at the development of an accreditation framework. Educational accreditation is a type of quality assurance process under which an organisations’ services and operations are examined by a third-party accrediting agency to determine if applicable standards are met. Should the facility meet the accrediting agency's standards, the facility receives accredited status from the accrediting agency. Such accreditation often takes the form of a ‘kitemark’ or quality mark designed to show that the organization has met the standards..

The challenges in designing an accreditation system for trainers are three-fold.



Firstly, how can a framework reflect the TTPlus project research findings and be –

- Inclusive enough to accommodate the diversity of people labeled ‘trainers’ and the diversity of contexts in which they work.
- An instrument for improving the quality of practice
- A process to improve and increase access to training opportunities for trainers

Secondly, how can a framework incorporate the best features of previous approaches whilst minimising their disadvantages. Specifically how can a framework - .

- Identify ‘gaps’ in organizational or individual trainer ‘performance’ AND simultaneously facilitate the learning necessary to close the gaps
- Provide recognition and reward for both individuals and organisations.
- Be relevant and sensitive to a range of occupational identities

Thirdly, how can a single framework be flexible enough to allow sectoral, local, regional and national variation whilst still maintaining transnational coherence and a shared European approach?

In short, how can standards be improved without standardization?

3 A possible framework

This paper outlines a possible solution based on a set of common or shared elements and another set of elements where there are choices or divergences to be made at country, organizational or individual level.

There are probably six ‘components’ of the framework that can be identified together with linking mechanisms.

- A set of principles
- A set of standards
- An infrastructure
- Processes and mechanisms for applying them and documentation.
- Tools and materials to help those engaged in the process
- Exemplars of evidence

3.1 A set of principles.

The framework should set out the principles and a priori assumptions on which it rests and which defines its purpose and will determine its direction.

Part of the work of the TTplus project has been to identify these principles, which have been framed in terms of the ‘Principles’ on which the framework rests. These include

Recognition of the importance of

- *trainers in facilitating learning and the role of learning for individual competence development and organisational development*
- *different modes of learning and different modes of assessing learning*



- *different roles people play in training and learning*
- *opportunities for initial and continuing professional development*
- *opportunities of opportunities to practice*
- *networking*
- *partnerships*
- *the development of tools and platforms*
- *ongoing research and monitoring*

3.2 A set of standards²

The core standards against which individuals and organizations may be judged will be common across countries. Achievement of these standards will be the basis on which the ‘kitemark’ is awarded. Kitemark is a term for a process of approval of a product or service – in this case the professional development of trainers.

Some organizations and individuals may want to have their training *accredited* using the core standards as an external benchmark.

Other organizations or individuals may find that some of the standards are not relevant to their work or they may want to amend some or include some of their own to reflect their own context. In this case, a separate but similar process can apply whereby their training can be *endorsed* or judged as fit-for-purpose against their own standards.

The TTPlus project is proposing that these standards are expressed as a set of ‘Commitments’. For example individual trainer commitments may be as follows.

Commitments by individual trainers

- 1. To recognise the importance of their own continuing learning and professional development*
- 2. To produce their own goals for professional development and to review those goals on a regular basis*
- 3. To contribute to the continuing professional development of colleagues*
- 4. To undertake activities to support reflection on personal practice, through for example, the development of e-portfolios or interaction with other trainers*
- 5. To evaluate and review training practice in order to improve that practice*
- 6. To identify opportunities for personal learning and development*
- 7. To review – formally or informally – their own competences and consider what further competences they wish or need to develop*

² The standards are a set of statements against which achievement can be judged. This does not imply standardisation. Whilst the project is putting forward a set of generic standards, organisations may wish to amend these, or to develop their own standards for endorsement as explained in the consultation paper. The Framework has been designed to allow flexibility in the processes of adoption, development and implementation in different contexts.



7. To support and promote the framework for professional development of trainers”

Through our research it became obvious that teams are playing an important role in the professional development of trainers as well as in initiating organizational change. The following are proposed commitments for teams of trainers to the Framework.

Commitments by teams

- 1. To recognise the importance of the continuing learning and professional development of each individual member*
- 2. To recognise the importance of its own continuing learning and professional development as a team*
- 3. To produce their own goals for professional development as a team and to review those goals on a regular basis.*
- 4. To contribute to the professional development of each team member.*
- 5. To undertake activities to support reflection on team practice*
- 6. To evaluate and review training practice within the team*
- 7. To review the competences of the team and consider what further competences they wish to develop*
- 8. To support the dialogue between the trainers and the organisation*
- 9. To support and promote the framework for professional development of trainers*

For employers and trade unions these would look slightly different.

Commitments by employers and trade unions

Why employers and trade unions? Although, in some countries trade unions have little to do with training, in others they are extremely influential. The following are proposed commitments for employers and trade unions to the Framework.

- 1. To recognise the importance of training and learning and the role of trainers in facilitating training and learning.*
- 2. To provide opportunities for the professional development of trainers.*
- 3. To provide opportunities for trainers to practice in order to develop their professional competence.*
- 4. To support reflection on practice, through for example, the development of e-portfolios.*
- 5. To support and promote dialogue with trainers and other interested parties on the improvement of training practice.*
- 6. To examine training activities and adopt actions for the professional development of trainers.*
- 7. To consider the different competences required of trainers and examine opportunities for professional development of these competences*
- 8. To review progress in implementing the framework on a regular basis*



9. To support and promote the framework for professional development of trainers”

Interestingly, the TT+ project has also identified ‘Commitments’ for intermediate bodies and for governmental bodies. This is important as, possibly for the first time, it is proposing that all those involved in training should adopt a common set of standards. It reinforces and binds together the partnership approach and demonstrates that all are equal within the partnership with different but equal responsibilities. It also moves intermediary and governmental bodies nearer to practice by moving practice into their organisations.

Commitments by intermediary bodies

These include a wide variety of different intermediary bodies including regional economic development organisations, sector organisations, Chambers of Trade, examination boards etc.

- 1. To recognise the importance of training and learning and the role of trainers in facilitating training and learning.*
- 2. To support social partners in providing opportunities for the professional development of trainers.*
- 3. To support social partners in providing opportunities for trainers to practice in order to develop their professional competence.*
- 4. To support social partners in facilitating reflection on practice, through for example, the development of e-portfolios.*
- 5. To support social partners in promoting dialogue with trainers and other interested parties on the improvement of training practice.*
- 6. To support the development of actions for the professional development of trainers.*
- 7. To consider the different competences required of trainers and examine opportunities for professional development of these competences*
- 8. To review progress in implementing the framework on a regular basis on a sector or regional basis.*
- 9. To support and promote the framework for professional development of trainers*

The TTplus project has also recognized that governmental bodies have an important role in promoting and supporting professional development for trainers.

Commitments by governmental bodies

These commitments are designed for governmental bodies at different levels. This may include national, regional and local bodies, or even the European Commission.

- 1. Support and promote the Framework to employers, trade unions, intermediary bodies and all those with an interest in learning and training.*
- 2. Promote an understanding of the importance of training for competence development and lifelong learning*
- 3. Support the development of tools and learning materials for trainers*



4. *Promote opportunities for professional development for trainers.*
5. *Promote flexible access to qualifications for trainers and promote the recognition of those qualifications*
6. *Support activities by intermediary bodies to support the professional development of trainers*
7. *Commission and support research in learning and training and the professional development of trainers*
8. *Examine employment structures and how these structures effect learning and training.*
9. *Support the dissemination of examples of good and effective practice in learning and training and the professional development of trainers.*

4 The infrastructure

In order to implement the Framework an awarding or regulatory body would need to be established in each participating country, sector or region. There may or may not be a need to set up a transnational body with representation from the national bodies.

The constitution of the awarding bodies may vary from country to country. There may be a permanent secretariat or it may be done on a voluntary basis. It may be tied in with an existing umbrella organization or it may be a stand-alone body. It might be externally funded or income generating and self-sufficient. Also, the internal structures will vary.

The only thing that unites the ‘Awarding Bodies’ would be a common set of functions.

The Awarding body will:

1. Have an **executive group** that will oversee the operation of the framework in that country and agree national variations. It may be composed of representatives of relevant organisations or sectors or it may be composed of elected ‘experts’.
2. Have a **technical / training** group that will be responsible for the design and development of content. This group may be co-terminus with the executive group, a sub-set of the executive group or independently constituted. Again it may be composed of representatives or individuals, with positional or with personal expertise
3. Be responsible for **liaison** with policy makers, other interested organizations and facilitators.
4. Be responsible for establishing and registering a **kitemark or award** and defining its purpose, scope and status in that country. There should be at least two awards – one for individuals, one for organizations. Maybe there will be a need for more to reflect different types of organization, for example companies and trade unions. There will also need to be decisions about the ‘shelf-life’ or time duration of the award – is it a once-and-for all or something which has to be repeated or updated



5. Be responsible for **marketing and dissemination**

6. Be responsible for the **delivery and implementation** of the framework in that country

7. Identify and train peer facilitators or mentors who will be key agents in delivering the framework in the field.

4.1 Processes and mechanisms for applying the standards and documentation

Whilst the actual mechanisms may vary in different countries, regions, sectors or organisations, a typical process may look like this:

Stage 1

- i) An initial enquiry by the organization or individual to the Awarding Body (AB)
- ii) A brochure or small pack of material explaining the kitemark / award sent out by AB. This describes what it is, what sort of criteria, what sort of process, what sort of focus etc.
- iii) Formal expression of interest by organization or individual
- iv) Arrangement made for representative of AB to meet personally (or on-line) with individual or organization. The purpose of the meeting is to explain process in detail, the nature of the commitment, timescales, calendar of events, resources, help applicant determine and whether to elect for the *accreditation* or *endorsement* procedure.
- v) The applicant is provided with a list of the information they will need to supply to the AB before the next stage and the preparation they will need to make for a visit by a panel of peer mentors. This documentation should be 'light' as so often similar processes become document driven and end up as a series of hoops to be jumped through.

Crucially, the applicant is provided with a *set of tools* to help them through the process including one for carrying out a training 'health-check'. This is the process of *internal validation*.

They will also be asked to assemble *evidence* to demonstrate and substantiate their Commitments. Evidence can include but should be more than documentation and a list of *exemplars* have already been produced by the TT+ project mapped onto the Commitments. Additionally, a set of materials will be provided to applicants which represent exemplars of rich 'evidence' from *case studies* elsewhere.

A peer mentor will be assigned to the applicant to support them through this process.

There may be a case for an interim or first stage or lower level award at this point as some applicants may feel that they have already put a lot of work into the process, gained skills and knowledge and improved their practice.

This award could be on the basis of a recommendation by the peer facilitator or mentor in conjunction with the applicant.

Stage II



vi) When the applicant feels ready the second stage of the process will be the organization of a panel of peer-mentors who will meet with the applicant on one or more occasions. The number of people and the length of the meeting will depend on whether the applicant is an individual or on the size and complexity of the organization.

The team of peer-mentors will be determined by the AB and agreed with the applicant. Typically, it will include a person working in a similar context, one who can bring an ‘outside’ perspective and maybe another who is working in a field in which the applicant is interested in developing.

Typically the meeting (s) should include (for an organization)

- An opportunity to meet *collectively* with representatives from management, training specialists (e.g. HRD representatives), trainers and learners to address the commitments, the evidence and issues arising and to gather any additional information. This meeting should be designed to help and support the organizational learning process.
- Observation of practice
- A meeting of the peer mentor team to generate some conclusions
- A meeting of the applicant team to generate some conclusions
- A final review meeting designed to reconcile the conclusions (if necessary) and to negotiate on whether the award should be made or whether additional evidence or actions are appropriate and useful. If this is the case, an action plan should be drawn up and agreed.

4.2 Some tools and materials to help those engaged in the process

These are too numerous to detail but should include, at the very least, a How-to-do-it type handbook which will guide applicants through the process as well as being a valuable learning resource in its own right. This could be extended to include videos of parts of the process or ‘simulated’ interviews. The tools should also include materials to help them undertake the internal validation process described above. These could include checklists, data gathering tools, data analysis tools etc

4.3 Some exemplars of evidence

This was referred to in 3.4 above. This will have two functions. Firstly to stimulate ideas on how their training-the-trainer practices could be improved and secondly to encourage them think of innovative forms of generating ‘rich evidence.’ The following exemplars should be extended.

Exemplar actions by trainers

1. To develop an e-portfolio or web log
2. To undertake training with a colleague and to peer review that work
3. To attend a conference or training event
4. To develop and implement new tools or learning materials



5. To pilot new pedagogic approaches or methods within training activities
6. To actively participate in a face to face or on-line network or community or professional association of trainers
7. To undertake research in their area
8. To read a book or articles related to their professional field
To participate in a project or pilot development activity

Actions by trainers extracted from the case studies.

Working together (UK, Wales)

The example: A HRD trainer in the UK is trying to conduct her courses / classes seminar always together with a colleague. Afterwards they will review extensively the work of each other. This enables the trainer to reflect on her own practices, to identify weaknesses and strenght of her training practice and to develop areas of professional development. **Comment:** The example "Working together" illustrates the trainers' commitments 3, 4, 5, and 7. Hotline (UK, Wales)

The example: Existing training is often very much school-based with no relation to the work. Much effort is put in teaching concepts, underlying assumptions or to teach every aspect in a certain topic. An IT training company in the UK will offer a free telephone support hotline, where people can call when they encounter problems in their day-to-day work. This support hotline is also a good instrument for evaluation, if there is frequent use of the hotline, something has to be wrong with the course. Thus the trainer of the course is getting a direct feedback on the work he has done. **Comment:** The example "Hotline" illustrates the trainers' commitment 5.

Exemplar actions by teams

1. To develop e-portfolio or web log
2. To implement regular team meetings with a focus on improvements in training
3. To undertake regular peer review
4. To organize developmental days
5. To participate in a face to face or on-line network or community or professional association of trainers
6. To develop and implement new tools or learning materisls
7. To establish reflection processes at team level
8. To support trainers in following courses to gain further qualifications

Actions by teams extracted from the case studies

"Look what I have done" (UK, Wales)

The example: In an IT trainer team in the UK, trainers send around their newest ideas for a course. For example trainer Bill has created a new exercise and will present it via email to his colleagues. He shares his ideas, his practice by demonstrating "look what I have done". This can be the outline of a training course, a new test design, a new exercise or other things. His colleagues will participate from these new ideas, the trainer itself is encouraged by his / her peers through the feedback.



Development prospects: The TTplus framework emphasizes the importance of community of practice. Whereas the example is applied at the internal team level, one can think of extending this tradition of sharing new ideas over organizational boundaries towards networks of trainers and communities of practice. **Comment:** The exemplary case on *sharing new ideas* illustrates the teams' commitments 5 and 6.

Team-based learning as the backbone of organisational learning (Germany)

The example: In the company B (ICT-related service provider) the production and service teams play a central role in training and in professional development of skilled workers. In this context the role of trainers is combined with that of team leaders or project leaders. The double structure of the role leads to a professional development that enables trainer to learn in different contexts and job functions.

Development prospects: However, given the general satisfaction of the interviewed partners, there is room for some further development proposed in the TTplus framework. At the moment, trainers gain knowledge through the double structure of trainer and team / project leader in an unreflective way. By introducing e-portfolio trainers will be able to report, reflect and assess their professional development and their learning experiences. **Comment:** The exemplary case on *team-embedded training* illustrates the teams' commitments 1-5.

Informal learning from colleagues (The Netherlands)

The example: The culture of the company is focussed on informal learning. Trainers' learning is mainly informal. For example trainers are coached by senior trainers, joining trainings of colleagues (not as a participant but as a prospective trainer) and providing and receiving feedback. In addition, a training is always evaluated internally with colleagues. This supports the professional development of employees. They evaluate the materials (did it fit, was it good), the response of the participants and the trainers own wishes. Every employee tries to—regarding his/her professional development. work at least one day per week at the office in order to exchange and develop knowledge collaboratively.

Development prospects: This example shows how teams can facilitate informal learning by making arrangements for peer-feedback activities and collaborative learning. **Comment:** The exemplary case on *informal learning from colleagues* illustrates the teams' commitments 1-6.

Learning in multicultural teams (Romania)

The example: Usually, the training projects implemented in the public administration units are organized in the framework of wide human resources development programs financed by EU or other donors. That is why Romanian trainers have the opportunity to work in partnership with other foreign institutions and experts, trainers and consultants from abroad. Often, training is provided in multicultural teams. All the preparation activities, but also training delivery process is based on permanent interactions between Romanian trainers and those coming from different other countries in Europe. **Development prospects:** Sharing training practices, permanent negotiation of meaning and mutual understanding of the training issues represents a very motivating and challenging learning experience. Multicultural training teams might be further explored as a tool for personal development of the trainers. **Comment:** The exemplary case on learning in multicultural teams illustrates the teams' commitments 3-6

Learning in teams (The Netherlands)

The example: Team meetings. In a training company one day in every month the team meets to discuss: logistics, professional development with respect to current topics. One department starts these meetings with a so-called 'flag-parade'. Each team member expresses with a flag (red, orange or green) how he/she is doing. If someone shows a red flag, the team will collaboratively search for solutions. The idea behind this is that a safe environment is a precondition for good development. **The example:** Regarding another company it was mentioned that all trainers work in a team and give feedback to each other. The team has a budget for professionalisation. The team members have to agree on the way they the budget is used. **Comment:** The exemplary cases on *learning in teams* illustrate the teams' commitments 1-8.



Exemplar actions by employers and trade unions

9. Support and facilitate peer and team working and review between trainers – inside or outside the organisation.
10. Support the establishment of a forum – face to face, on-line or both – for all those involved in training.
11. Establish a review body including managers, trainers and learners to undertake a formative review of training activities.
12. Support the involvement of trainers in conferences, seminars and other external professional development events
13. Encourage the development of training diaries or e-Portfolios
14. Promote the use of different tools for analyzing workplace learning potential.
15. Encourage the participation of trainers in communities of practice or in professional organizations for trainers.
16. Allow trainers a budget for professional development activities.
17. Support trainers in following courses to gain further qualifications.

Actions by employers extracted from the case studies.

Facilitator / Training coordinator (UK, Germany, Portugal, Greece)

The example: In one of the cases in the UK an additional position was developed: this of an facilitator. A former trainer who helped creating the training scheme took also part in the selection procedure for the trainers. She now works as a kind of facilitator between the organization and the pool of trainers. From the organisation site she evaluates the work of the trainers. She uses a quality insurance framework that looks at various competences of the trainers (respond in a timely way, understands the wider context, understands teambuilding etc.). She conducts interviews with each trainer, observes how trainers work in their action-learning set e.g. All this material feeds into an annual written report about each trainer which are discussed with the woman who organise the training from HEALTH CHARITY side and her assistant director. This will lead to recommendations to the trainer for their professional development (read book X about health issue, diversity issue etc.). Some of the issues will be integrated into the 4 days development workshop of the trainers as well. The trainers use her as their first contact to approach the organisation. We have discovered this position in other countries as in Germany, Portugal, and Greece as well. There labelling varies from area coordinator to training coordinator. They sometimes work as an facilitator between trainers and organization or a between trainers and training manager. Interestingly in Germany this position has developed itself out of the need too. In the company B (ICT-related services) the function of training manager has not been established in the formal organisation chart. Instead, the function has emerged due to the need to coordinate and support the training and learning activities in different production and service teams.

Development prospects: The position of a training coordinator should be clearly linked towards the professional development of trainers as it is demonstrated by the UK example. This is not yet the case in Germany and in Portugal. It should be part of the job profile to assess the developmental needs of the trainers and to develop learning strategies together with them. **Comment:** The exemplary case of the facilitator / training coordinator illustrates the employers' commitments 2, 5, 6, and 7.



Joint umbrella projects and cooperation between in-company trainers (Germany)

The example: The company C (a major steel-producing company with many production units) has a central training workshop and decentralised learning activities at the worksites. The role of the full-time trainers is to support the worksite tutors and the worksite-based learning processes. Therefore, the cooperation between full-time trainers and part-time trainers is organised via joint umbrella projects for each training semester. The projects are launched with the help of joint training events and they are concluded with joint evaluation events. This planning and implementation cycle has already been consolidated as an agreed tradition. Those umbrella projects enable mutual learning for the part-time and full-time trainers. The full-time-trainers can develop themselves in terms of work process competences, the part-time trainer can profit from the stronger pedagogical competences of their full-time colleagues. **Comment:** The exemplary case of *company-specific umbrella projects* illustrates the employers' commitments 1-5. The questions refer to problems or challenges regarding the commitments 6-9.

Assessment Grid (Portugal)

The example: The training is taking place in Portuguese suppliers for German automotive industry. The German multinational company influences the training within the supply chain by setting certain standards for training. One of the instruments used is an assessment grid for trainer's competences. The grid is used for evaluating and selecting the trainers according to a set of requested competences. Trainers appreciate this standard template as being fair. **Development prospects:** The assessment grid is a good way to combine it with a systematic professional development of trainers. By setting individual development goals for each trainer and evaluating the progress through the assessment grid the professional development of trainers can be put on a systematic level that is incorporated into the HRD practice of the company. **Comment:** The exemplary case of an assessment grid reflects the employers' commitments 2, 6, and 7.'

Time for professional development and yearly plan (The Netherlands)

The example: The company facilitates the professional development but the trainer should take the initiative. 30%-35% of the available time of trainers is mentioned for meetings and professional development. Each trainer is supposed to draw up a year plan that contains agreements concerning his/her professional development. The trainer is more or less free regarding his/her professional development but he/she needs to previously inform his/her manager. On the one hand, the manager has a duty to facilitate the trainers. On the other hand he/she needs to be result-oriented. Thus, it might be possible that a manager talks to an employee who doesn't stick to the appointments made in his/her year plan. **Development prospects:** Besides recognizing the importance of the professional development, it is important that trainers have time for it. In order to plan and organize different activities a trainer might take up regarding his/her professional development a yearly planning is useful. **Comment:** The exemplary case of *time for professional development and yearly plan* illustrates the employers' commitments 1, 2 and 6.

Nice to meet you (The Netherlands)

The example: Each year, one day for part-time trainers is organized with workshops on different topics, such as 'blended learning', 'competence based learning'. Trainers can meet other trainers and share experiences. **The example:** Professional development days. Twice every year all trainers that run the same training meet and exchange. They discuss bottlenecks and improvements will be made. **The example:** Connection days. All trainers meet during two-days to exchange and share. The trainers are responsible for the program. They have the opportunity to follow training from their colleagues or external trainers. **The example:** Summer school of 5-days. **The example:** Courses and training. In addition to the possibilities the internal business school offers (trainers of the company can attend to), trainers can attend external training. **The example:** Scientist café. Soon the company will start with a scientist café. Each month a scientist will be invited to give a presentation. **The example:** Podium. A new initiative is offering a platform where trainers can display their expertise to their colleagues. **The example:** Trainers can attend to an international conference e.g. in USA (once in two years).



Development prospects: These examples show which activities a company can organize to provide opportunities for the professional development of trainers. **Comment:** The exemplary cases of *nice to meet you* illustrate the employers' commitments 1-7.

Exemplar actions by intermediary bodies to implement the framework

1. Support the establishment of networks between trainers in different companies.
2. Support the recognition of prior learning and activity as the basis for qualifications
3. promote regular professional development events for trainers
4. Commission and support the implementation of tools to help with workplace training
5. Establish web sites and other collective and shared resources for trainers
6. Offer e-Portfolio applications for trainers
7. Collect and promote exemplars of good practice in training and the professional development of trainers.
8. provide advice and guidance to members and local organizations in implementing the Framework

Actions by intermediary bodies extracted from the case studies.

Introduction of new training models for in-company training specialists (Germany)

The example: Parallel to the discussion on the suspension/renewal of the AEVO certificate there is another debate on new training models for advanced training specialists in the in-company training (see the example on training manager und the commitments by trainers). Some regional chambers (supported by the social partners and by some regional universities) have launched pilot projects to develop chamber-led curricula for training specialists (IHK-Berufspädagoge). These models try to take into account the needs of training professionals as learners. They also try develop learning concepts that are closely linked to knowledge utilisation. **Comment:** The example illustrates the stakeholders' commitments 6, 2, 5 and 7. The questions refer to problems regarding the commitments 1, 3, 4 and 9.

Exemplar actions by governmental bodies

1. Incorporate the Framework in policy initiatives and developments whilst recognizing the voluntary nature of the Framework
2. Commission projects which can support the development of the framework
3. Support the recognition of prior learning and activity as the basis for qualifications
4. Promote the Framework at government sponsored conferences and events
5. Promote the Framework to agencies and other intermediary bodies



6. Promote the Framework through web sites and publications
7. Promote policies to support the development and establishment of e-Portfolios
8. Implement the Framework for trainers employed by governmental bodies as exemplars of good practice
9. Provide advice and guidance to members and local organizations in implementing the Framework

Actions by governmental bodies extracted from the case studies.

Renewal of certificates to acquire the formal status of trainers (Germany)

The example: In Germany the Federal Government has suspended the regulation that requires in-company trainers to obtain a formal qualification. This temporary suspension was decided for the years 2003-2008. It is likely that measures to re-establish a revised and updated certificate model will be taken after the results of the evaluation on the impact of the suspension have been discussed.

Development prospects: There has been less discussion, how the renewal of the AEVO certificate would contribute to the quality of training and to upgrading of trainers' training-related competences.

Comment: The example illustrates the stakeholders' commitments 1, 2, 4, 5 and 8.

Professional development becomes mandatory (Wales)

The example: For the UK a new certificate for teachers in FE colleges has been introduced. This certificate demands from the teacher to dedicate a certain amount of time per year to his / her professional development. It is unclear how far this idea will extend to trainers in enterprises, but the similarity with the Germany debate in the previous example is obvious. The British reform wants to ensure the quality of teaching by legally stipulating the professional development of teachers. On the German site the debate has not reached the point yet to see the importance of professional development of trainers as urgent to legally anchor it. **Comment:** A legally anchored commitment of trainers for professional development would illustrate the stakeholders' commitments 1, 2, 4, 5 and 8.

5 The accreditation / endorsement process as a learning process.

For the framework to be useful, attractive and consistent with its own principles, it should also be a learning process for trainers. The following grid attempts to map the learning process against the process outlined above.

Process	Learning
Expression of interest	Raises awareness of issues around improving trainer performance and standards. Increases realization that the potential to do this exists.
First visit by AB representative	Challenges their commitment to training the trainers – how do you value training the trainer in your organization? Are you serious?



Validation process – Health Check	Internal audit and review – where are the gaps? Learning about capacity, capability and potential.
Documentary evidence	Recognizing and articulating what they are doing. Consultation with - and inclusion of- stakeholders. Making assumptions concrete and transparent.
Examples of evidence	New ideas for ‘filling the gaps’ Enhancing provision
Preparation for formal visit	Establishing shared understandings between stakeholders Team building Conflict resolution
Formal meeting	Critical reflection Reviewing evidence Giving and receiving feedback
Decision on awarding	Negotiating outcomes Action planning

6 Where next for the development of the framework?

This consultation document represents the present stage of thinking and development by the TTplus project partners. The next stage in our work is to undertake a wide consultation about the Framework. We wish to ascertain whether the outline we have produced it felt to be a valid and useful approach to the professional development of trainers.

We wish to identify organizations interested in working with us in the further development of the framework and organizations that would be prepared to pilot the framework.

Following such consultation we will then go on to develop a ‘roadmap’ and timetable for further development.