PEDAGOGICAL
LOGBOOK

iecd
semeurs d'avenir

Scan to open the online version of the pedagogical logbook!

> **"** The logbook you hold in your hands is the result of an important work, of collecting tools and methodologies, led by the IECD pedagogical team.
>
> It has been designed as an **operational tool,** which aims is to facilitate the link between the two main fields of expertise at IECD: project management and training.
>
> It is primarily intended for **project managers and coordinators** who implement training and coaching programs. It is also a contact book between the project team and the pedagogical experts, allowing to monitor the quality of trainings.
>
> This logbook is yours! If you are directly responsible for a training program, it will allow you to follow the **implementation of this project. "**
>
> IECD's pedagogical team

REFERENCES
- Methodology guides "Appui à la mise en œuvre de l'approche par compétences en formation professionnelle", created by OIF.
- Frameworks of the french CAP degree "Commis de cuisine", Madagascar (2014).
- Frameworks of the "Catering and Hospitality employee" curriculum in HCTC, Thaïland (2021).

CREATION
- Rémi Courrier, head of the IECD pedagogical team.
- Sarah Richard, pedagogical advisor in charge of training engineering at IECD.

REVIEW
- Nabilah Ibrahim-Cassagneau, coordinator of the capitalisation work at IECD.

TRANSLATION
- John Powell, United Nations volunteer.
- Malcolm Biiga, United Nations volunteer.

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USER GUIDE

OUTLINE

Any training or coaching project must be structured beforehand with a training engineering. At IECD, this follows a **competency-based approach** which consists of describing each occupation as a set of activities requiring a certain number of competencies to accomplish.

The training engineering is made of **4 steps** that aim to describe:

❶ DESCRIPTION OF THE **TASKS** TO BE ACCOMPLISHED ⟶ **❷** DESCRIPTION OF **COMPETENCIES** TO BE ACQUIRED ⟶ **❸** DESCRIPTION OF THE TRAINING **CONTENTS** ⟶ **❹** DESCRIPTION OF THE **ASSESSMENTS**

Each of these steps is associated with one or more deliverable(s), which format and content may vary according to the nature of the project and the specificities of the country (organization of vocational training, regulatory framework, etc.).

This logbook will first allow you to **"review your project"** (section I). To do this, you will use the **"references to identify"** (section II) and **"assess the main pedagogical documents"** (section III).

Then you will be free to read through the **"resources"** related to training engineering (section IV) depending on your needs and the pedagogical actions you wish to implement.
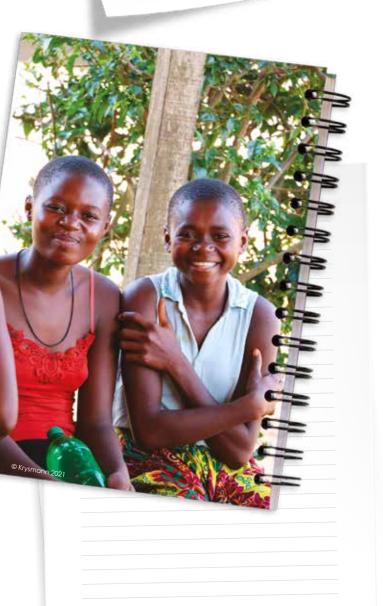
> **We recommend that you use one logbook per training project.**

Let's get started!

I. REVIEW

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The goal of this section is to help you to understand where you are in your training or coaching project, **to assess the current situation** (either for developing a training, either for updating) and to set up and follow up a **pedagogical action plan.**

For pedagogical experts, this first section is a **contact book** and a support for the discussions with the project teams. It will facilitate your interactions by identifying and anticipating their support needs.

This methodology is part of the competency-based approach. Therefore, the review can be carried out f**or any training or coaching project.** Of course, **your goal should not be to make a zero-mistake assessment!** For example, if a document is missing, it's an information by itself that will be interpreted according to the specific objectives of the project (for example, is its creation necessary/priority?).

Some steps of this section will direct you to the **references to identify** (Section II) and **assess your main pedagogical documents** (Section III). You can go there when are invited to and then go back to your review to continue with the new information you have.

One last thing before you get started: this work is an opportunity to bring the **project team** together! Try to involve everyone in digging through the archives and identifying pedagogical actions that will improve the quality of your projects.

It's your move!

COMPLETE THE INFORMATION
ABOUT YOUR PROJECT

PROJECT MANAGER	
Project manager's name	
Country, city	

TRAINING OR COACHING PROJECT	
Project name	
Type of programme (vocational training, education, entrepreneurship)	
Title of the target trade or coaching	
Local partners	
Strategic goals for the next 12 months (certification, expansion of projects, etc.)	
Pedagogical challenges (development, updating, resources, assessments, etc.)	

REVIEW
YOUR PROJECT

If your goal is to create a new training program, you won't have any document, of course. In this case, you can go directly to the next page "Prioritize your actions".

1 **AMONG THE DOCUMENTS YOU HAVE COLLECTED, DO YOU IDENTIFY SOME OF THE FOLLOWING LIST?** (check the corresponding box)

DOCUMENTS	AVAILABLE	UNAVAILABLE
Work situation analysis report		
Job and competency framework		
Training framework		
Certification framework		

Go to page 13 to identify the main documents

2 **MAKE A LIST OF THE PEDAGOGICAL TOOLS YOU HAVE**

……………………………………………………….. ………………………………………………………..

……………………………………………………….. ………………………………………………………..

……………………………………………………….. ………………………………………………………..

❑ None

3 **HOW WOULD YOU ASSESS THE PEDAGOGICAL QUALITY OF THESE MATERIALS?** (enter the corresponding values)

DOCUMENTS	✅	⚠️	❌
Work situation analysis report			
Job and competency framework			
Training framework			
Certification framework			
Pedagogical tools			

Go to page 19 to assess the main documents

PRIORITIZE
YOUR ACTIONS

WHAT ARE THE MOST IMPORTANT PEDAGOGICAL ACTIONS?

PRIORITY	LIST OF ACTIONS	ESTIMATED TIME	LEADER

Convene a meeting with the project team and the pedagogical adviser to present your diagnosis. This meeting will allow you to finalize the action plan and set up the schedule of the project.

EXAMPLE OF A CLASSICAL SCHEDULE FOR THE CREATION OF A TRAINING PROGRAM

The times required to create each deliverable are averages, given as a indication. Remember to adapt your schedule with the local school calendar.
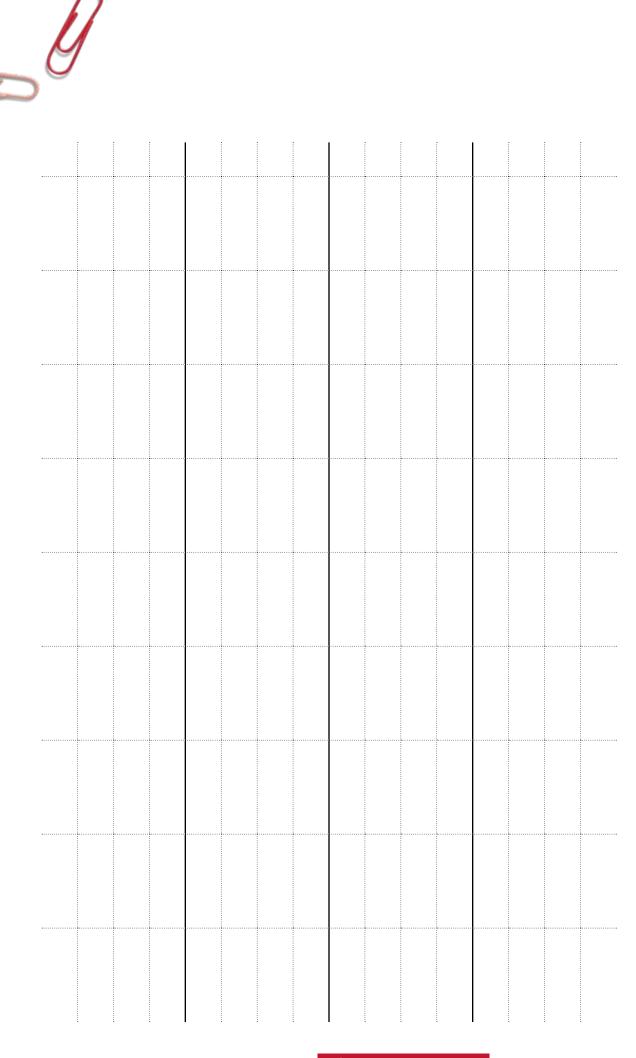
ACTIONS / QUARTERS	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Work situation analysis report	■											
Job and competency framework		■	■	■								
Training framework					■	■						
Certification framework							■	■				
Pedagogical tools						■	■	■	■	■	■	■

SET UP
YOUR PROJECT SCHEDULE

ACTIONS / MONTHS OR QUARTERS

MONITOR
YOUR PROJECT

FOLLOW-UP MEETING DATE :

PARTICIPANTS

PEDAGOGICAL EXPERT

WORKING DOCUMENTS

ACTIONS CARRIED OUT

FOLLOW-UP AND POTENTIAL
SCHEDULE CHANGES

DATE AND GOALS OF THE
NEXT FOLLOW-UP MEETING

FOLLOW-UP MEETING DATE :

PARTICIPANTS

PEDAGOGICAL EXPERT

WORKING DOCUMENTS

ACTIONS CARRIED OUT

FOLLOW-UP AND POTENTIAL
SCHEDULE CHANGES

DATE AND GOALS OF THE
NEXT FOLLOW-UP MEETING

FOLLOW-UP MEETING DATE :

PARTICIPANTS	
PEDAGOGICAL EXPERT	
WORKING DOCUMENTS	
ACTIONS CARRIED OUT	
FOLLOW-UP AND POTENTIAL SCHEDULE CHANGES	
DATE AND GOALS OF THE NEXT FOLLOW-UP MEETING	

FOLLOW-UP MEETING DATE :

PARTICIPANTS	
PEDAGOGICAL EXPERT	
WORKING DOCUMENTS	
ACTIONS CARRIED OUT	
FOLLOW-UP AND POTENTIAL SCHEDULE CHANGES	
DATE AND GOALS OF THE NEXT FOLLOW-UP MEETING	

YOUR COMMENTS

REFERENCES FOR IDENTIFYING THE DOCUMENTS

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The goal of this section is to help you **to identify the characteristic elements** of the main pedagogical documents. These documents correspond to the deliverables of each step of the training engineering process described at the beginning of this guide (p.03).
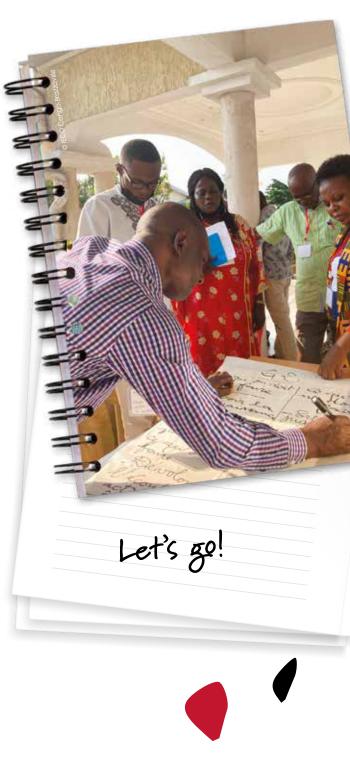
To do so, we **chose examples of "real" documents.** Of course, they are not perfect (none are!). So don't try to find the same titles and contents in your own documents. Instead, focus on the overall structure and purpose of each one.
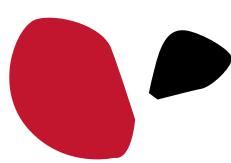
Please note that the first four deliverables (work situation analysis report, job and competency framework, training framework and certification framework) are documents specifically related **to vocational training.** Therefore, they answer to more rigid requirements (in terms of format and content) because they are designed to be validated by official institutions.

For training and coaching projects that do not aim to deliver a degree or official validation, the steps of the training engineering process must still be applied. However, more attention will be brought to the **pedagogical tools** (more flexible) used to implement the training.

Before you get started, **gather all the pedagogical documents** you have on the project.

Some archaeological digging may be necessary!

Let's go!

IDENTIFY THE **WORK SITUATION ANALYSIS REPORT**

Example of a list of tasks and operations

TASKS	OPERATIONS				
1. Maintain premises and facilities	1.1 Open the kitchen, the premises (if applicable)	1.2 Prepare (personal hygiene, professional dress) and prepare equipment	1.3 Clean surfaces (walls, floors) and worktops	1.4 Clean equipment, small equipment	1.5 Check and store storage spaces (including refrigerators), expiry date, optimal use-by-date, eliminate products at risk
2. Prepare breakfast	2.1 Make the malagasy breakfast	2.2 Make/warm pastries	2.3 Make egg dishes	2.4 Prepare deli meats plates	2.5 Make fruit salads
3. Ensure supplies (if applicable)	3.1 Read the instructions	3.2 Go to the supply site	3.3 Buy products by checking their quality and on budget	3.4 Check purchases by list	3.5 Report purchases in the workplace
4. Make preliminary set-ups	4.1 Sort the materials of work	4.2 Prepare butcher's meat (cut, trim)	4.3 Preparing poultry (dress, trim)	4.4 Prepare fish and seafood (dress, trim)	4.5 Prepare vegetables (wash and decontaminate, peel, trim)

TEMPLATE: Task description sheet

Conditions of achievement	Achievement requirements
• **Degree of autonomy:** is the work done individually or as a team? Is the work supervised or not? • **References used:** (plan, quote, installation manuals) • **Special instructions:** (from purchase orders, depending on the type of production) • **Environmental conditions:** (outside, indoors, risks (falls, burns, poisoning)) • **Materials used:** (tools, raw materials, equipment)	• **Expected results:** (product quality, service, performance, etc.) • **Respect for standards,** rules, or procedures: (health and safety at work, quality standards, work ethic) • **Autonomy:** (degree of responsibility, degree of initiative) • **Use of a particular tool or technique,** manifestation of a particular attitude

Template of a task description sheet

IDENTIFY THE **JOB AND COMPETENCY FRAMEWORK**

Example of a competency matrix with the list of competencies required for the job practice

TEMPLATE: The skills matrix

SKILLS MATRIX INDUSTRIAL MAINTENANCE TECHNICIAN CERTIFICATE Sector: MAINTENANCE		COMPLEXITY LEVEL	GENERAL SKILLS				PROCESS				NUMBER OF SKILLS
			Analyse how a system works	Analyse technical solutions for operational functions	Analyse solutions for the management, distribution, and conversion of pneumatic, hydraulic, and electrical	Write and argue reports	Learn about the work to be done	Prepare the operations	Perform tasks	Communicate information	
N°	SPECIFIC SKILLS	Number	6	7	8	10					
9	Prepare one's intervention										4
5	Identify risks, define, implement appropriate prevention measures	2	O	O	O	O	Δ	Δ	Δ	Δ	
2	Repair property	4	O	O	O	O	Δ	Δ	Δ	Δ	
3	Execute the operations of the preventive maintenance plan	4	O	O	O		Δ	Δ	Δ	Δ	
4	Make improvements	2	O	O	O		Δ	Δ	Δ	Δ	
1	Diagnose breakdowns	3	O	O	O		Δ	Δ	Δ	Δ	
11	Propose improvement solutions	5	O	O	O	O	Δ	Δ	Δ	Δ	
		5	O	O	O	O	Δ	Δ	Δ	Δ	
	NUMBER OF SKILLS	7									11

There is a functional link between general and specific skills: O
There is a functional link between specific skills and the work process: Δ

Skill's statement	**Determinants**
Prevent health, safety, and physical integrity violations in agricultural businesses	WSA: all tasks Knowledge: WSA report, p. XXX Abilities: WSA report, p. XXX
Indications on the skill: Formulate the indications in the same way as the competency to highlight the expected action and the level of responsibility of the person - Discuss the legal framework associated with health and safety in agricultural enterprises - Identify the risks associated with agricultural enterprises - Learn the elements of a safe work environment - Recognise the specific risks associated with certain works and the dangers associated with the use of certain products (occupational diseases, hazardous materials...) - Choose and apply preventive measures based on risks and hazards (individual and collective protective equipment...) - Define what a safe behaviour is in agricultural enterprises - Determine what to do in the event of an accident - Write accident reports.	

Example of a matching table with the description of the competency, in relation with the tasks of the WSA

IDENTIFY THE
TRAINING FRAMEWORK

CATERING AND HOSPITALITY EMPLOYEE

Competencies	Elements of the competence	Time
		1600
All - 01 Apply safety, security and hygiene best practices	**All 01 -1** Groom yourself according to the standard of the hotel, hygiene and safety standards	
	All 01-2 Use machines and cleaning products safely	15
	All 01-3 Deal with accidents and injuries	
All - 02 Maintain equipment, materials and areas across a Hospitality and Catering Business	**All 02 -4** Clean, maintain and store equipment, material and products in a appropriate matter	
	All 02 -5 Maintain areas dedicated to clients	15
All - 03 Control the quality of the service	**All 03 -6** Plate, enhance and stand by dishes and bakery goods	
	All 03 -7 Control the service (dishes, bakery goods, rooms) and ensure that matches with the quality standards	15
	All 03 -8 Store at correct temperature and conditions of storage the culinary or bakery goods	

Example of a list of training items with their durations

Example of a description of a competency with the elements of competency

COMPETENCY STATEMENT: Finding a job	

Type of competency: Situation-translated competency

Total duration: 30 h	**Competency Code**: 14

Achievement context	General criteria of performance

• Based on data related to potential employers and their activities.
• Using:
  - Their individual report ;
  - The proper documentation.
	• Consistency of the job search plan
	• Proper behavior to a job search

Elements of competency	Situation of competency implementation	Specific criteria of performance
1. Assess one's achievements	• Comprehensive skill assessment • Relevant self-assessment of their preferences and their skills	• Objective statement of its strengths and weaknesses
2. Plan a job search process	• Learn about hiring sectors • Select job offers	• Correct identification of the job search steps • Comprehensive list of potential employers
3. Write job search documents	• Write a resume depending on the job applied for • Write a cover letter depending on the job applied for	• Proper use of resume headings • Fitting tailoring of the cover letter • Honest and attractive communication of information • Neat appearance
4. Prepare for a job interview	• Follow hiring techniques • Dress code • Salary range	• Proper use of interview techniques • Pertinence des réponses apportées • Neat appearance

IDENTIFY THE
CERTIFICATION FRAMEWORK

Example of a test description sheet

	TEST NO. 1
FIELD:	KITCHEN CLERK
AREA OF COMPETENCIES:	Preliminary operations for service
EXPECTED BEHAVIOUR:	Provide all the operations required to set up the workstation
DURATION:	4 hours
TEST DESCRIPTION	Areas of competencies 1 and 2 are assessed together, for a total test duration of 4 hours. The professional attire and personal hygiene of the applicants are checked at the beginning of the test. Instructions, oral and written (job post, technical sheets), are given at the applicants' arrival by a jury member playing the role of kitchen manager. The applicants draw by lot the technical sheets allowing them to prepare a 3-course menu for 4 persons, including 1 starter, 1 main course with its garnish, and 1 dessert. One of the menus, i.e. 3 courses per applicant, is intended for the members of the jury; first for an organoleptic assessment (cooking); then to serve them as meals (cooking and restaurant). The other 3 menus are for serving guests in the restaurant.
PROPOSED PROFESSIONAL SITUATIONS	Applicants are put in a real-life situation of opening a kitchen and setting up preparations for the lunch service. They must occupy the work areas (by drawing lots) and determine all of their needs (food, equipment, utensils) after receiving their instructions (oral, written). The applicants establish the corresponding commissary requisitions. During this test, the members of the jury observe the applicants' ability to behave as a brigade (mutual support, sharing of materials, respect of common areas, etc.).
NUMBER OF	Individual

chen, fully-equipped (furniture, equipment, cookware, rking order (power, hygiene and safety).

missary (furniture, kitchen products, foodstuffs, various

technical documents (job descriptions, technical sheets, etc.).

rm must allow the cooking of dishes in a professional will have been, beforehand, checked and tested. The required for the production of the technical sheets are

---

Field of competency 1: Perform preliminary operations for service

Learner name:

Educational institution:

Test date:

Assessor name and signature:

	Results	
	Pass	Fail
	☐	☐
	PRO	FORM
	☐	☐

Elements of competency	Assessment criteria	YES	NO	Results
1- Prepare for service	1.1- Compliance with hygiene procedures and professional attire	☐	☐	0 or 10
	1.2- Analysis and compliance with instructions (oral and written)	☐	☐	0 or 10
2- Set up the workstation	2.1- Setting up a workstation according to a specific culinary theme based on the instructions	☐	☐	0 or 10
	2.2- Setting up a workstation according to a 2nd specific culinary theme based on the instructions	☐	☐	0 or 10
	2.3- Coherent sharing of the workstation in brigade (work areas, equipment)	☐	☐	0 or 10
3- Participate in procurement	3.1- Consistent identification of needs	☐	☐	0 or 10
	3.2- Compliance with the procedure of order placement	☐	☐	0 or 10
	3.3- Control of products obtained after initial requisition	☐	☐	0 or 20
	3.4- Proper allocation of products obtained	☐	☐	0 or 10
Pass level: 70 points		Total :		/100

Verdict rules:	Yes	No
Compliance with health and safety rules	☐	☐

Comments:

Example of a specification table
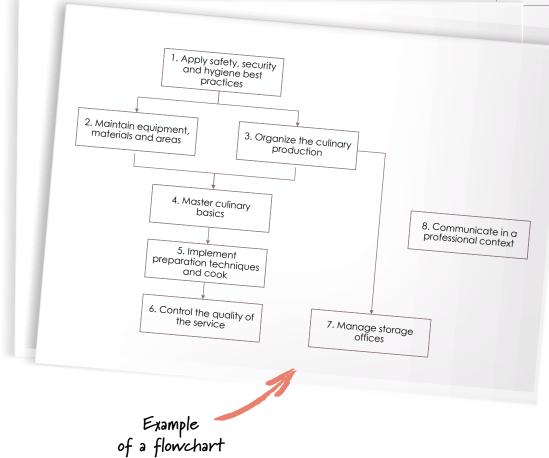
IDENTIFY THE
PEDAGOGICAL TOOLS

What to look for?
✔ Description of the target audience
✔ Schedule, flowchart
✔ Pedagogical sheets
✔ Any guidance documents for trainers

Example of a pedagogical sheet

Element of competency	Content and Learning Focus	Learning activities	Assessment Criteria	Teaching Materials	Time
EN- 01-1 Choose the appropriate polite form of greeting	Reading and Writing greeting expressions: • Sequencing • Focus on spelling Expansion of lexical set: "school objects and facilities"	1. Individual check for understanding: find and correct spelling mistakes 2. Vocabulary games to introduce the lexical set	• Distinguish whether a written expression of greeting is formal or informal • Detect and correct spelling mistakes • Place sentences in a logical sequence of understanding	1. Printed worksheet with a reading passage and comprehension questions below 2. Mistaken sentences cut in small paper to distribute to the class 3. Flashcards of school facilities 4. School objects	5h
EN- 01-2 Identify the proper grammar structure for basic questions	6 WH questions: • what, who, when, where, why and how • vocabulary focus	1. Flashcards games 2. Check for understanding: self-assessments	• Match WH question words with appropriate objects	1. Flashcards with Everyday objects 2. Self-assessment worksheet	10h
EN- 01-3 Ask for and respond with basic personal	The use of present simple • Grammar focus: affirmative and negative sentences, and questions	1. Quiz competition to guess countries and nationalities 2. Group research on Present simple with computers	• Apply the 3rd person singular correctly • Match countries to the right nationalities	1. Questions for the quiz 2. Printed instructions for the group research with clear and specific questions 3. Computers	10h

Flowchart:

1. Apply safety, security and hygiene best practices
2. Maintain equipment, materials and areas
3. Organize the culinary production
4. Master culinary basics
5. Implement preparation techniques and cook
6. Control the quality of the service
7. Manage storage offices
8. Communicate in a professional context

Example of a flowchart

REFERENCES FOR ASSESSING THE DOCUMENTS

OUTLINE

Have you identified all the available documents? Great job! In this section, we invite you to go one step further by **assessing their quality.**

To do so, we established a certain number of criteria to allow you to assess the level of quality of each document by reading through them.

As project managers or coordinators, you can make this initial assessment autonomously. Indeed, we tried to define specific and measurable criteria (as far as possible). You can also use the keywords as point of reference even if you do not have any knowledge in pedagogy.

Don't panic! Feel free to contact a pedagogical expert to finalize this assessment and/or ask questions. This logbook is made for that!

To complete the evaluation tables, we suggest the following rules:
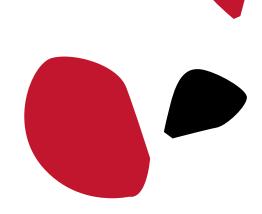
✅ Criteria met or almost met.

⚠️ Criteria partially met or you are not sure.

❌ Criteria not met or poorly met.

THE WORK SITUATION ANALYSIS REPORT

SECTIONS	QUALITY CRITERIA	✅	⚠️	❌
Presentation of the methodology	Based on the feasibily study.			
	Targets a specific job identified in the feasibility study.			
	Has been developed according to thorough documentary analysis.			
	Based on a Work Situation Analysis workshop.			
General description of the job	Describes the nature of the job, the conditions under which it is carried out, the requirements for entering the labour market, employment prospects, salary, etc.			
Task and operation analysis	Describes the tasks and operations carried out by the employee in the target job.			
	Describes task frequency, execution, complexity and importance.			
	Describes the work process, in 4 to 6 steps (getting to know the work, preparing, carrying out, cleaning up the workplace).			
Task execution conditions and performance criteria	Contains a description sheet detailing each task, specifying the operations, conditions of achievement and performance criteria involved.			
	Describes the conditions of achievement for these tasks, specifying the degree of autonomy, the equipment used, the specific instructions and the environmental conditions.			
	Describes the performance criteria for these tasks in terms of expected results, standards/rules/procedures, tools/ techniques and the expression of specific attitudes.			
Knowledge, skills and attitudes needed to perform the tasks	Describes the knowledge, skills and attitudes deemed necessary for the practice of the job.			
Suggestions related to the training	Includes suggestions for training or learning such as material organisation, training, internships, learning, contacts and experts, etc.			

ASSESS
THE JOB AND COMPETENCY FRAMEWORK

SECTIONS	QUALITY CRITERIA	✅	⚠️	❌
Presentation of the framework and the competencies	The job competencies are based on the work situation analysis.			
	Competencies are worded differently to tasks and operations in the work situation analysis.			
	The ensemble of competencies cover what is essential for an employee to carry out this job.			
	The number of competencies is reasonable.			
	Competencies fall into one or two categories, namely specific and general.			
	There are more specific competencies than general competencies.			
General competencies	The general competencies listed are intended to make someone more independent and versatile in their career and can be transferred to other jobs.			
Specific competencies	The specific competencies listed are intended to make someone directly effective at their job.			
	Each task within the work situation analysis involves one or more specific competencies.			
Competency matrix	The competency matrix is presented as a double entry table in which all competencies (specific and general) are listed including the work process and the estimated level of complexity for each competency.			
	The matrix establishes functional links: • between general and specific competencies, • and between specific competencies and the work process.			
Matching table	Each competency is described in a matching table.			
	The matching table is a table presenting the competency, the WSA determiners used to formulate the competency and directions.			

THE TRAINING FRAMEWORK

SECTIONS	QUALITY CRITERIA	✅	⚠️	❌
Presentation of the framework goal	Description of the job in question with a summary of related tasks and concerned activity sectors, tools and applied techniques and main responsibilities.			
List of training items	The competencies necessary to enter the labour market are derivated from the job and competency framework.			
	Competencies that will contribute to the professional success of learners have been identified and added.			
	The list of competencies has been ordered and numbered by placing: 1) those related to the exploration of the job and the training; followed by 2) those derived from the job and competency framework; and 3) those linked to integration into the labour market.			
	The duration indicated corresponds to the time necessary to teach and acquire the competency.			
	The amount of time for each competency vary according to the complexity. The durations have been made consistent thanks to a time unit.			
Competency flowchart	The flowchart shows the links between the competencies during the training and their prerequisite connections.			
	All competencies in the matrix of training items are shown with their number, title and allocated duration.			
	Competencies which are not linked to the target job are not included in the flowchart (e.g., general training).			
	Competencies are ranked top-down from the competency requiring the fewest prerequisites to the competency requiring the most. Two competencies that can be acquired in parallel are located at the same height.			
Description of competencies	Each competency is described in a separate sheet.			
	The competencies have been divided according to whether they relate to a behaviour or a situation.			
Description of behaviour-translated competencies	Behaviour-translated competencies determine the expected outcomes of mastering that competency, which will be the same for all learners.			
	Behaviour-translated competencies are described by: • a description of the competency, • an achievement context, • between 3 and 9 competency elements, • between 4 and 5 general performance criteria concerning the competency, • between 1 and 3 specific performance criteria per element of competency.			

SECTIONS	QUALITY CRITERIA	✅	⚠️	❌
Description of behaviour-translated competencies (continued)	Elements of competency refer to: • for a specific competency : the actions performed in the manifestation of that competency, • for a general competency : the main outputs or results.			
	Specific performance criteria may relate to the quality of the product or service, the acceptable time to complete the task, compliance with work techniques, compliance with rules, the way tools, equipment or materials are used, the attitudes to be displayed.			
	General performance criteria refer to the competency itself or several of its elements. They do not summarise the specific criteria of the elements of the competency but they are common to many.			
	Competency elements are worded using a verb and a direct object complement illustrating the attitudes and/or observable/measurable results relating to the job's reality.			
Description of situation-translated competencies	Situation-translated competencies define the learner's personal and professional development and signify an intention.			
	Situation-translated competencies are described by: • a description of the competency, • an achievement context, • between 3 and 9 competency elements, • between 4 and 5 commitment criteria, • a situation whereby the competency is applied.			
	Elements of competency refer to the stages of the process to follow. This process encompasses three stages, namely, learning the competency, applying the competency and self-assessment.			
	The performance criteria are used to judge the achievement of the elements of the competency and thus the competency itself. They provide for a personal way of doing it without specifying common outcomes for doing it.			

ASSESS
THE CERTIFICATION FRAMEWORK

SECTIONS	QUALITY CRITERIA	✅	⚠️	❌
Presentation of the certification framework	Each element of competency is assessed once.			
	Only professional competencies are assessed.			
	Tests are worded in a precise manner and without unnecessary constraints.			
	Test durations are reasonable.			
	Each test is presented with a specification table and description sheet of the test.			
Specification table for a behaviour-translated competency	The table presents the elements of competency, the assessment strategy and how it is marked.			
	Practical assessment strategies (enabling the implementation of a product or process) have been preferred.			
	Indicators are observable and measurable.			
	A pass mark has been fixed.			
	Assessment criteria are based on the performance criteria outlined in the training framework.			
	Assessment criteria have been fixed.			
	If an eliminatory ruling is set, it is consistent with the nature and requirements of the test.			
Specification table for a situation-translated competency	The table presents the elements of competency, the indicators, the assessment criteria specifying core criteria, and how it is marked.			
Test description for a behaviour-translated competency	The test description sheet includes general information (duration, context, type of test), the conduct of the test and the equipment.			
Commitment description for a situation-translated competency	The sheet describing the test should include general information and conduct.			

ASSESS
THE PEDAGOGICAL TOOLS

TYPES OF DOCUMENT	QUALITY CRITERIA	✅	⚠️	❌
General description of job and target activities	The target audience is identified.			
	The participant's exit profile is described.			
	The job description is reflects the reality of the labour market.			
Description of competencies to be acquired	The list of competencies details the elements of competency, their duration, knowledge and skills.			
	The list of courses is composed of (in this order): career guidance modules, business skills, general courses and career support and integration modules.			
	The logical sequence of the modules taught is presented in a flowchart.			
	A time-chart shows the distribution of lessons during the months and weeks of training.			
Content description and organisation	Each competency is detailed in an pedagogical sheet which specifies the course content and outlines the learning activities, materials, etc.			
	The pedagogical sheets are in a pedagogical guide and also outline how a competency is learned, training intentions and principles and the role of the training center.			
	A pedagogical and material organisation guide details the organisation of the training, the human resources and the physical and material organisation.			
Assessment methods	Each test is introduced by a test description sheet containing general information, the test procedure and the equipment.			
	Each test has accompanying assessment sheet, which indicates the assessment criteria, the scale and the pass mark.			

RESODRCES

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This section compiles work sheets that aim to **guide the creation or updating** of the deliverables associated with each step of the training engineering process. They are primarily intended for pedagogical experts.

However, these resources can be useful for all project managers and coordinators to learn more about a specific deliverable and the different **tools offered online by the IECD pedagogical team (examples, templates, methodology help-sheets).**

These additional tools are indicated by the **"Toolbox"** inserts and come with **a QR code to access them online.** Do not hesitate to contact a pedagogical expert if you encounter difficulties in accessing them and to find your way towards the tools adapted to your needs.

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Enjoy the reading!

INTRODUCTORY WORKSHEET
THE IECD'S PEDAGOGICAL EXPERTISE

IMPORTANT INFORMATION

✔ Pedagogy is at the centre of IECD's activities, focussing on the deployment of training projects. These projects are organised into three programmes, i.e., vocational training and integration (FIP), entrepreneurship support (ENT) and education (EDU).

✔ IECD's Pedagogical Network has the transversal role of supporting the headquarters and field teams, especially the project managers. The network is made up of pedagogical experts based at the headquarters and in the countries of intervention.

✔ Any training or coaching project must be structured beforehand using training engineering. This is based on a competency-based approach, in which each job is set out as a set of activities requiring a certain number of competencies.

IECD'S MISSION

The IECD's mission is to create environments which allow everyone to build their futures and a more equitable society. To accomplish this mission, IECD supports the deployment of training projects in 4 geographical areas (the Mediterranean Basin, Sub-Saharan Africa, Madagascar, and South-East Asia), in collaboration with local partners.

These projects are organised into three programmes, namely the following:

✔ **Vocational training and integration (FIP),** with the objective of offering young men and women aged 14 to 25 the possibility of finding dignified and sustainable employment.

✔ **Entrepreneurial support (ENT),** with the objective of assisting the managers of micro- and small enterprises to improve the management of their activity, and project leaders to research and launch their activities.

✔ **Education (EDU),** with the objective of deploying educational systems that enable vulnerable children to access good-quality education.

Pedagogy is therefore central to IECD's raison d'être, serving as a guarantee of quality and a key to project success and development.

THE IECD'S PEDAGOGICAL NETWORK

The Pedagogical Network is made up of pedagogical experts based at the headquarters and in the countries of intervention. Reporting to the programme direction, it has a trans-organisational role supports projects in the field.

In the grand scheme of a project's rollout, the Pedagogical Network intervenes **once the feasibility study has been validated,** which includes defining the project's scope (training in a target job, entrepreneurial support, school and pedagogical support). Its scope includes training engineering and the training of trainers.

Instructional Design or Training Engineering?

Instructional design is the process of developing the most effective content (to achieve the training objectives) and providing the most appropriate content for the target audience.

Training engineering is a more global approach to deploying a training project. Specifically, it aims to implement, in a coordinated and meticulous fashion, the procedures for developing, organising, implementing, and assessing learning activities.

GOOD TO KNOW

When should the Pedagogical Expert be contacted during the life of a project?

As soon as a problem linked to pedagogy is identified (design, content, trainers, quality, etc.), the relevant pedagogical expert should be contacted (in the field or at headquarters).

It is good practice to gather all the documents and information available on the project ahead of the first meeting (feasibility study, analysis of the profession, frameworks, assessment of the centres, etc.) and to assess their quality using **the pedagogical logbook.**

PEDAGOGICAL TOOLS OF TRAINING ENGINEERING

Any training or coaching project must be structured beforehand using a training engineering. This is a **competency-based approach**, in which each job is set out as a set of activities requiring a certain number of competencies.
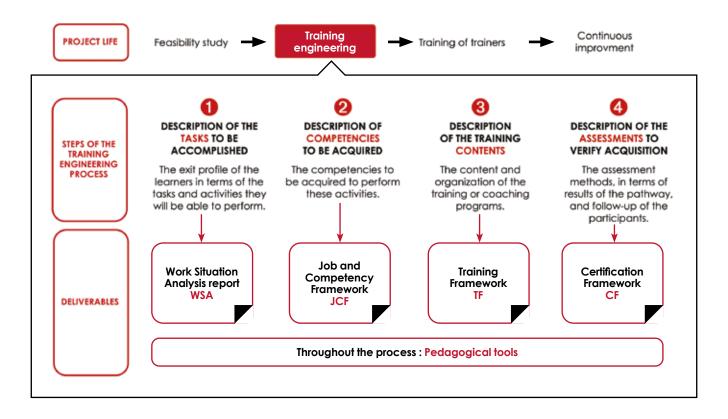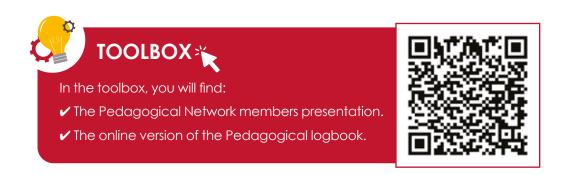
GOOD TO KNOW

What is a competency?

A grouping or integrated set of knowledge, skills and behaviours that enable an individual to successfully perform an action or set of actions such as a task or work activity.

The following steps will help structure any training or coaching project.

PROJECT LIFE Feasibility study → **Training engineering** → Training of trainers → Continuous improvment

STEPS OF THE TRAINING ENGINEERING PROCESS

❶ DESCRIPTION OF THE TASKS TO BE ACCOMPLISHED

The exit profile of the learners in terms of the tasks and activities they will be able to perform.

❷ DESCRIPTION OF COMPETENCIES TO BE ACQUIRED

The competencies to be acquired to perform these activities.

❸ DESCRIPTION OF THE TRAINING CONTENTS

The content and organization of the training or coaching programs.

❹ DESCRIPTION OF THE ASSESSMENTS TO VERIFY ACQUISITION

The assessment methods, in terms of results of the pathway, and follow-up of the participants.

DELIVERABLES

Work Situation Analysis report **WSA**

Job and Competency Framework **JCF**

Training Framework **TF**

Certification Framework **CF**

Throughout the process : **Pedagogical tools**

TOOLBOX

In the toolbox, you will find:

✔ The Pedagogical Network members presentation.

✔ The online version of the Pedagogical logbook.

THE REGULATORY FRAMEWORK FOR VOCATIONAL TRAINING

Vocational training has a more rigid regulatory framework, with the aim of having the training recognised at national level (diploma, certification, etc.).

Vocational training has several goals.

✔ **To make the person effective in his/her job, by enabling him/her to:**

- perform the functions, tasks and activities associated with a job from the moment they enter the labour market,
- develop successfully in a work environment, which involves technical/technological understanding, inter-personal competencies, problem solving competencies, decision-making competencies, ethics, and health and safety awareness.

✔ **To foster the individual's integration into working life, by familiarising him/her with:**

- the labour market as a whole and the context of the chosen job,
- his/her rights and responsibilities as a worker.

✔ **To foster the individual's personal development and expand his/her professional knowledge, by enabling him/her to:**

- develop their independence and capacity to learn and acquire working methodologies,
- understand the principles underlying the techniques and technologies used,
- develop their ability to express themselves, their creativity, their sense of initiative and their entrepreneurial spirit,
- adopt attitudes essential to professional success, develop a sense of responsibility and strive for excellence.

✔ **To ensure the individual's professional mobility, by enabling him/her to:**

- adopt a positive attitude to change,
- forge the means to manage their career, by developing entrepreneurial spirit.

Each step of the training engineering process leads to a specific deliverable:

✔ Work Situation Analysis (WSA) - page 30

✔ The Job and Competency Framework (JCF) - page 34

✔ The Training Framework (TF) - page 36

✔ The Certification Framework (CF) - page 42.

GOOD TO KNOW

National Vocational Training Framework

Requirements on the nature and content of deliverables may vary from country to country. We recommend finding out about the national framework and regulations for vocational training beforehand. This information should be included in the pre-executed Feasibility Study.

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WORKSHEET 1
WORK SITUATION ANALYSIS (WSA)

Step 1

| Work Situation Analysis report **WSA** | Job and Competency Framework **JCF** | Training Framework **TF** | Certification Framework **CF** |

PEDAGOGICAL TOOLS

IMPORTANT INFORMATION

✔ The Work Situation Analysis provides the description of a given job by drawing up the participant's exit profile, in terms of tasks and activities they will be able to perform.

✔ The WSA report identifies job-relevant tasks and operations via documentary research and workshops with professionals in the trade.

OBJECTIVE OF THE WSA

The work situation analysis report is the first step of the training engineering process.

The WSA report provides the most accurate depiction of a given job's reality and enables us to expand on the information obtained during the feasibility study, especially the sector analysis.
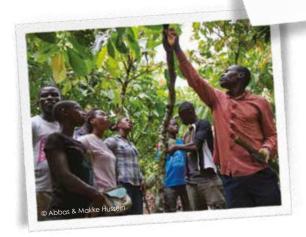
The Work Situation Analysis details:

• the nature of the job, conditions under which it is carried out, requirements for entering the labour market, employment prospects, salary, etc.,

• tasks and operations carried out by the employee in the job/trade in question,

• the conditions under which these tasks are carried out and performance criteria,

• the current work process,

• task frequency, execution, complexity and importance,

• the knowledge, skills and attitudes deemed necessary for the practice of the job,

• suggestions for training and learning.

GOOD TO KNOW

Differences between WSA and JCF

The WSA outlines a given job's reality by drawing up the exit profile of the participant in training. The WSA does not include competencies.

The JCF defines the competencies required to carry out the tasks identified in the WSA.

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WORK SITUATION ANALYSIS METHODOLOGY

The Work Situation Analysis is carried out according to the following methodology:

1 **Documentary research** to analyse the context, and provide an overview of the job in question (e.g. by consulting, if available, a national directory of occupations or by asking companies that may have sufficiently detailed job descriptions). If no information is available relating to the country in question, as is often the case, conduct research on neighbouring countries where the job's working conditions are similar or analyse relevant job descriptions in international job directories (for example: the International Standard Classification of Occupations (ILO) or the French operational directory of trades and occupations (ROME).

2 **Missing information acquisition.** The documentary research is often insufficient to provide a realistic depiction of the job in question and it is necessary to gather the missing information. This information can be obtained via workshops, interviews, questionnaires and shadowing,

each method having pros and cons. We recommend, at least, workshops for the following reasons:

• Workshops provide an accurate depiction of the job in question based on an over-arching consensus among sector professionals concerned.

• Workshops bring together experts from the sector, enabling you to customise the framework from the beginning.

• Workshops enable the Framework-building Team to understand the reality of the job in question from a more hands-on perspective than documentary research.

• Other approaches do not provide for consensus so the Framework-building Team must organise a workshop to be able to make compromise without the risk of over-valuing some parts of the work activities at the expense of others on the basis of a single point of view.

WORK SITUATION ANALYSIS (WSA) WORKSHOP

This workshop sources the information necessary to draft the WSA report. It brings together sector experts and is designed to be exhaustive (e.g., it is important to involve representatives from all the sectors concerned to provide information on a job function common to multiple sectors).

Here is an example of how a workshop can be organised over 2 days. This can be adapted to 3 days if necessary.

TOOLBOX

In the toolbox, you will find:

✔ Methodology help-sheet to organize a WSA workshop

DAY 1		DAY 2	
8:30	Welcome, presentation of the participants and the workshop	8:30	Achievement conditions and performance criteria
9:00	Presentation of the framework development process (training engineering process)		
9:30	Brief description of the target job		
		10:30	Break
10:30	Break	10:45	Achievement conditions and performance criteria (continued)
10:45	Brief description of the target job (continued)		
11:15	Task and operation analysis	11:45	Task importance, complexity and frequency
		12:15	Lunch
12:15	Lunch		
13:45	Task and operation analysis (continued)	13:45	Technological developments in the trade and their results
		15:15	Break
15:15	Break	15:30	Suggestions concerning the training
15:30	Task and operation analysis (continued)	16:00	Conclusions
		16:30	End of the WSA workshop
17:00	End of day 1		

Source : APC guide no. 2 - Designing and implementing a JCF, OIF.

DRAFTING THE WSA

Regardless of how the information is collected, the necessary information to draft the WSA report is following.

✔ **General description of the job:**
- definition and limits of the job,
- physical description of the working environment,
- supervision and collaboration with others,
- the worker's responsibilities in this job,
- risks to the worker's physical health,
- stress factors,
- factors of interest in the job (attraction to the job),
- employment opportunities,
- salary conditions,
- the role of women in said job,
- the role of individuals with disabilities in said job,
- environmental impact of the job.

✔ **Task and operation analysis.**

A task describes the work's purpose with a verb and a direct object complement describing the product/service provided. An operation refers to the subdivision of tasks coming together to execute the task. This involves determining the main tasks to be carried out, identifying the operations corresponding to each of the tasks (the actions involved in carrying out the task) and scheduling the tasks and operations.

✔ **Defining the conditions of achievement for each task:**
- The employee's level of independence (individual or team work, supervised or independent work);
- References used (manufacturers' manuals, technical documents, forms, other);
- Materials used (raw materials, tools and devices, instruments, equipments, etc.);
- Special instructions (technical details, order forms, customer requests, special data, information or other);
- Environmental conditions (indoor or outdoor work, accident risks, toxic products, or others).

✔ **Defining the performance criteria for each task.**

Criteria refer to one or more observable and measurable factors that are essential to the performance of a task. They usually relate to the following:
- expected results (quality of the product, service or decision, performance, tolerance levels, etc.),
- compliance with standards, rules and procedures (occupational health and safety, quality standards, professional ethics, etc.),
- independence (level of responsibility, degree of initiative, handling of unexpected situations, etc.),
- use of a tool or technique,
- expression of specific attitudes.

Each task must therefore have its own descriptive sheet. All the descriptive sheets related to specific tasks must be included in the final WSA report.

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✔ **Defining the work process once the tasks have been reviewed.**

The work process is a sequence of time-ordered steps that result in an output, i.e., a product or service. Each step applies to several tasks. Steps 4-6 generally adhere to the following logical order:

- awareness of the work to be done (via written or oral instructions),
- preparing for the work to be done (setting up the workplace to carry out what is required in safe and efficient manner),
- execution (specifying the different moments of execution, up to the production of the good or the execution of the service),
- returning the workplace to its original state.

✔ **Knowledge, skills and behaviours.**

You must gather information on the job-related knowledge, skills and behaviours. The information collected at this stage will be used to determine the general competencies. It is important to ensure that the usefulness of the knowledge, skills and required behaviours in the job performance is clearly articulated.

✔ **Suggestions for training and learning may include:**

- the organisation of materials (tools, equipment, raw materials, etc.),
- training (pedagogical support, learner activities, order or sequencing of competencies, etc.),
- work placements (arrangements, duration, frequency) and potential visits to companies,
- learning (organising learning sequences, acquisition of knowledge, skills and attitudes, etc.),
- employee secondment, rental or donation of equipment,
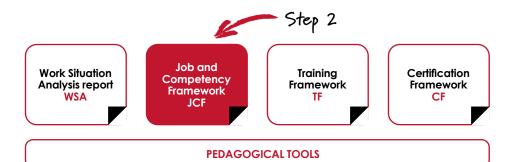- potential for on-the-job training.

TOOLBOX

In the toolbox, you will find:

✔ Template for the general description of a job

✔ Template and example of a tasks and operations table

✔ Template of the task description sheet

✔ Template for the definition of knowledge, skills and behaviours

✔ A suggestion of standard outline for a WSA report and examples

JOB AND COMPETENCY FRAMEWORK (JCF)

Step 2

| Work Situation Analysis report **WSA** | Job and Competency Framework **JCF** | Training Framework **TF** | Certification Framework **CF** |

PEDAGOGICAL TOOLS

IMPORTANT INFORMATION

✔ Based on the tasks identified in the WSA, the JCF derives the competencies required to perform these tasks.

✔ Consequently, it provides a regulatory framework for the job in question and is the base-structure of the fore-coming training framework, apprenticeship or a system for validating acquired experience.

OBJECTIVE OF THE JCF

Drafting a **Job and Competency framework (JCF)** is the second step of the training engineering process. Following the WSA, how can you identify competencies in the tasks defining the job?

It is difficult to specify what a competency actually is given its many theoretical definitions.

Generally speaking, a competency is **the ability for someone to apply their knowledge, skills and behaviours to carry out an activity in a given context.**

The competency-based approach does not prioritise practice over theory, but rather develops the relationship between the two, enabling precisely identified activities to be carried out prior to training.

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TWO TYPES OF COMPETENCY

We distinguish between two types of competency, i.e., specific competencies and general competencies.

1 Specific competencies

- Specific competencies are directly linked to the execution of tasks and aim to make the employee proficient at their job.
- Specific competencies are identified in the WSA according to the following rules: a) one task usually corresponds to one competency, b) if a task has several applications, it can correspond to numerous competencies, c) an operation cannot correspond to a competency.
- Competencies must not be worded according to the same logic as the tasks they represent.

Example: carry out the implementation of an installation.

2 General competencies

- General competencies play a role in executing tasks but have a much wider application in work activities. General competencies make the employee more independent and versatile in his/her professional career as these competencies can be transferred to other jobs.
- They enable us to highlight the importance of knowledge and behaviours as well as just acquiring professional competencies during training;
- General competencies are harder to identify in the WSA than specific competencies. A worksheet on the identification of general competencies is available in the toolbox.

Example: use technical language.

CONDITIONS TO RESPECT FOR ALL COMPETENCIES

1 Job requirements

These requirements are met if the competencies:

- describe the job,
- are linked effectively in the performance of the job to the other competencies,
- are valid benchmarks for the professional qualification,
- involve everything that is essential to the job description, including the production of goods and services associated with the job.

2 Requirements for the number of competencies

There is no rule regarding the ideal number of competencies used to describe a job.

Empirically, there is a relationship between the number of competencies and the overall volume of training time (15 competencies on average for 1,200-hour frameworks, 25 for 1,800-hour frameworks). You may decide not to exceed ten competences to ensure the framework is readable.

Similarly, there are more specific competencies than general competencies and they have longer acquisition times.

As a rule of thumb, you should avoid the double pitfall of compartmentalisation and over-generalisation.

To help you develop your framework, we recommend using the **matching table.**

All the information on the derivation of specific and general competencies is summarised in the **competency matrix.**

TOOLBOX

In the toolbox, you will find:

✔ A methodology help-sheet for derivating general competencies in the WSA

✔ Template of the matching table

✔ Template of the competency matrix

✔ A suggestion of standard outline for a JCF and examples

TRAINING FRAMEWORK (TF)

Step 3

| Work Situation Analysis report **WSA** | Job and Competency Framework **JCF** | Training Framework **TF** | Certification Framework **CF** |

PEDAGOGICAL TOOLS

IMPORTANT INFORMATION

✔ The training framework describes the derived training competencies and their expected results. It details both the objectives and training content, which must be respected by the whole organisation implementing the training.

✔ Specifying the training expectations in terms of competencies provides an objective basis for the recognition of a professional competency in the interests of fairness and equity, either at the end of initial training or via a system for validating acquired experience.

OBJECTIVE OF THE TF

Once the Job and Competency Framework (JCF) has been drafted, the next step in the training engineering is the **Training Framework (TF).**

The training framework is drafted using the information obtained in the JCF. It provides an accurate overview of the competencies the learner must acquire and the course content tailored to the derived competencies.

The competencies are organised according to a **training scenario** determining how said competencies are to be acquired and assessed. The training scenario uses two tools to demonstrate how the competencies developed during training are linked to each other:

• the matrix of training items, which highlights the functional links between the competencies selected for the training,

• The competency flowchart, which presents a logical approach to the acquisition of these competencies.

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MATRIX OF TRAINING ITEMS

A competency matrix is drafted alongside the JCF. The matrix distinguishes between two types of competency:

✔ specific competencies, which directly linked to the job,

✔ general competencies, which are linked to job activities and are transferable.

In the training framework, the following information will be added to the matrix of training items:

✔ links between specific and general competencies; and

✔ links between specific competencies and work processes that will be kept in the training framework.

① Identifying which competencies in the JCF are to be used

Firstly, we have to gather all the competencies derived from the JCF and identify those which are **essential to enter the labour market.** These are the competencies to be included in the training framework.

② Include support competencies in the Training Framework

The training framework should also include support competencies. These are not included in the JCF but are taken from the professional training aims, i.e., preparing the learner for their **professional life.**

Examples: positioning within the job and training, launch an entrepreneurial project.

③ Organising the list of competencies in your Training Framework

The list of training competencies is ready! The next step is to organise and number them. A good way is to organise the competencies by placing:

✔ first, the competencies for supporting professional integration linked to the introduction to the profession and the training process;

✔ next, the competencies taken from the JCF;

✔ finally, the competencies for supporting professional integration deemed essential for entering the labour market.

This work will provide a new sequence of competencies.

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© Lusahile (HCTC)

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④ Specify the training times for each competency

The last step in completing the list of training items is to indicate the duration for the teaching and learning of each competency.

If there is no specific rule for determining the duration of teaching, the following principles can be considered:

✔ The amount of time needed to learn and master a competency is related to its complexity (the levels of complexity are indicated in the WSA report for each task).

✔ It is important not to spread training too thinly or generalise it. To achieve this, an hourly unit may be used as a basis for determining the duration of training. For example, taking a unit of 15 hours, a lower limit of 2 units (30 hours) and an upper limit of 8 units (120 hours) could be set.

COMPETENCY FLOWCHART

The competency acquisition sequence flowchart (aka competency flowchart) shows the possible relationships between the competencies featured in the matrix of training items. **This is a schematic planning of the entire training framework.**

When compiling the flowchart, it is necessary to identify how the competencies should be developed in relation to each other during the training.

Here are some helpful questions to guide this process:

✔ Which competencies are pre-required for the acquisition of other competencies?

✔ Which competencies do not require specific prerequisite competencies?

✔ Which competencies can be acquired at the same time?

Although there are no strict rules for drawing up the competency flowchart here either, it should be remembered that:

✔ each training item must be presented with its **number, title and allocated duration,**

✔ **non-job-related training items** (e.g., general training) should not be included in the competency flowchart,

✔ competencies are **ranked top-down** from the competency requiring the fewest prerequisite competencies to the competency requiring the,

✔ Two competencies that can be acquired in **parallel** are located at the same height,

✔ competencies are connected by **arrows,** the direction of which indicates the relationship of precedence.

GOOD TO KNOW

When to develop the flowchart?

Although the flowchart appears in the first pages of the training framework, it is good practice to look at it after describing the competencies (see below). Having this material, in addition to the matrix of training items, will simplify the flowchart's construction.

TOOLBOX

In the toolbox, you will find:

✔ Template of a matrix training items

✔ Example of a competency flowchart

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DESCRIPTION OF COMPETENCIES IN THE TRAINING FRAMEWORK

Having shown the links between the training competencies, it is necessary to describe these competencies as precisely as possible

1 **Distinguishing between behaviour- and situation-translated competencies**

Having shown the links between the training competencies, you must describe these competencies as precisely as possible.

Behaviour-translated competencies:

✔ Behaviour-translated competencies determine the expected outcomes of mastering that competency, which will be the same for all.

✔ These are the most common competencies in a training framework and aim to perform an activity (initially described as a set of tasks producing products and services).

Example: Organising and planning the work; Commissioning the installation; Communicating in a professional environment; Applying basic mathematics and physical sciences.

Situation-translated competencies:

✔ Situation-translated competencies determine the personal and professional development of the learner.

✔ They are not defined by expected outcomes (which vary from learner to learner). Their development and proficiency will be described in terms of the learner's involvement (in their work, their professional career) which they will sustain through their personal attributes, their reflection on their activities and any other aspects of their attitude required.

✔ They will help the learner to adapt their objectives to the demands of the different environments they may encounter and to learn to deal with them in a variety of ways.

Example: Entering a professional environment. The internship setting will differ from one learner to another, so the learning proposed will be significantly different. The exact content of this learning cannot therefore be anticipated, as in a training institution.

② Describing competencies

Each competency is described by a worksheet which will include the following headings, depending on the nature of the competency.

	BEHAVIOUR-TRANSLATED COMPETENCIES	SITUATION-TRANSLATED COMPETENCIES
Description of the competency	Describes the general behaviour expected at the end of training.	Expresses an intention.
	>> See the list of training items.	
Achievement context	Describes the general conditions under which the task or work activity is to be carried out.	
	>> See implementation conditions in the WSA.	
Elements of competency	Elements of competency correspond to: • specific competencies, i.e., actions carried out as part of the implementation of that competency, • general competencies, i.e., the main outputs or results.	This process encompasses three stages, namely, learning the competency, applying the competency and self-assessment.
	>> See the task and operation table in the WSA.	
Criteria...	**... of performance.** They are used to judge the achievement of the elements of the competency in question and thus the competency itself. Two types of criteria can be distinguished (see below): specific (targets to be achieved) and general (on the competency itself).	**... of commitment in the process.** They are defined in the same way as the performance criteria, but are more flexible. They provide for a personal way of doing it without specifying common outcomes for doing it.
	>> See performance criteria for each task derived from the WSA.	
The situation in which the competency is implemented	Missing component for a competency translated into behaviour.	Describes in broad terms the situation in professional life in which the elements of the competency can be implemented.
Functional links	Appear in the elements of competency, or the implementation situation, or the performance and commitment criteria. Highlight the links between a competency and the steps in the work process, or between a specific competency and a general competency.	
	>> See the matrix of training items.	

Determining performance criteria

✔ **Specific criteria** have a prescriptive value as they determine the targets to be reached at the end of the training (for employability purposes). They are assessed during the learning process or at the end of training.

Specific criteria: may relate to the quality of the product or service, the acceptable time to complete the task, compliance with work techniques, compliance with rules, the way tools, equipment or materials are used, and the behaviour to be observed.

Examples: Carrying out operations according to current standards; accuracy of the procedure followed.

✔ **General criteria:** refer to the competency itself or several of its elements. They do not summarise the specific criteria of the elements of the competency but they are common to many.

Examples: Diligence, Accuracy.

© Monika

© Guy-Ange Nyami

TOOLBOX

In the toolbox, you will find:

✔ Template for description sheet of behaviour- and situation-translated competencies

✔ Description sheets for situation-translated competencies, such as "Positioning within the job and training", "Finding a job" and "Entering a professional environment"

✔ A suggestion of standard outline for a JCF and examples

Once it has been drafted, this training framework must be validated collectively. The team drafting the framework must therefore present it to a group of a dozen or so people, half of whom are professionals who took part in drafting the JCF, and half of whom are trainers in the field concerned.

The aim is to check the relevance of the competencies chosen in relation to the trade and the consistency of the teaching scenario.

CERTIFICATION FRAMEWORK (CF)

Step 4

| Work Situation Analysis report **WSA** | Job and Competency Framework **JCF** | Training Framework **TF** | Certification Framework **CF** |

PEDAGOGICAL TOOLS

IMPORTANT INFORMATION

✔ The Certification Framework is a prerequisite document like the Job and Competency Framework (JCF) and the Training Framework (TF). It gives a value and recognition (social and national) to the diploma obtained at the end of training.

✔ It must describe all the elements needed to carry out an assessment of the learner (elements of competencies chosen for assessment purposes, assessment strategies, indicators and assessment criteria, points awarded, success threshold, verdict rule).

OBJECTIVE OF THE CF

In the training engineering process, the fourth and last step consists of outlining how the competencies will be certified, through the development of a **Certification Framework (CF).**

The assessment procedure must comply with a number of principles.

• **The principles that training designers must respect:**

- The assessment must be **integrated into the learning process: t**he assessment duration is part of the duration allocated to each competency.

- The assessment must comply with the frameworks: the trainer must refer to the Job and Competency Framework (JCF) and the Training Framework (TF) to design the assessment tests.

- The assessment guarantees the social value of diplomas by ensuring that the competencies acquired are recognised. That is to say, the assessment must confirm the **learner's employabilit**y to potential employers at the end of the training.

• **The principles that examiners must respect:**

- The assessment must be based on the trainer's **professional judgement:** the trainer must be able to justify his/her judgement on the basis of appropriate assessment tools.

- The assessment must reflect a **professional ethic:** the assessor guarantees the recognition of the social value of the diploma. He/she must therefore ensure that he/she only awards a competency certificate following an impartial and objective assessment.

GOOD TO KNOW

Some rules to apply

✔ The assessments must not be repetitive, i.e., tests must not assess the same elements of competency more than once.

✔ Assessments can only be made on professional competencies and not on competencies related to school behaviour (tidying up the examination room, cleaning it, etc.,).

✔ The wording of the tests should not be too specific, as this may make the tests unfeasible. For example, the wording of the tests will not specify resources or tools to be used.

✔ Tests must not be too long. Tests do not generally exceed four hours.

> Generally speaking, the certification framework includes the competencies described in the training framework and provides for each one a specifications table and a description of the test. Also, a good practice is to add the assessment sheets into the certification framework (see worksheet 5 for more details on the assessment sheets).

THE SPECIFICATION TABLE

The rest of this section applies to the assessment of behaviour-translated competencies (they outline the typical behaviour expected at the end of training, e.g., 'Start up the installation').

① Identifying elements of competency

Specify which elements of the competency will be assessed.

② Defining the adapted assessment strategy

Practical assessment strategies enabling a product/process linked to a professional reality to be carried out facilitating element of competency's assessment will be prioritised. These practical tests reproduce an authentic work scenario so that the learner can be placed in conditions that will enable him/her to assess his/her proficiency in the competencies required to enter the labour market.

If a **practical assessment** is not feasible, a mixed assessment can be considered, combining practical competencies and knowledge. In this instance, you must ensure that the assessment description details the professional scenario so that you can assess the acquisition of the elements of competency in question.

③ Defining the appropriate marking system

This involves determining for each element assessed:

✔ The **relevant indicators** for each element of competency. These indicators must be observable and measurable.

✔ The **assessment criteria,** in nominal form, specify, based on the performance criteria, what is expected for each indicator. Performance criteria may relate to the quality of the finished product, the acceptable time to complete it, compliance with work techniques, compliance with codes of conduct and guidelines, the way tools, equipment or materials are used and the attitudes to be displayed.

✔ The **mark criteria and a pass level,** usually for a maximum of 100 marks, is set at between 75 and 80 marks.

✔ A **verdict rule** to which no marks are awarded, but which is eliminatory. For example, failure to comply with a safety or hygiene rule may constitute a disqualification.

GOOD TO KNOW

Best practices for setting mark criteria

✔ The number of marks per competency is fixed at 100, each criterion being a multiple of 5.

✔ No criteria can be eliminatory, i.e., it cannot override the pre-fixed pass mark for the competency. For example, given a pass level of 80/100, no criteria can be worth 25 marks.

✔ in accordance with the previous rule, avoid attributing only 5 points to criteria to avoid having to multiply the criteria.

Regarding **situation-translated competencies,** it is more a question of assessing the learner's participation in learning (see examples in the toolbox below).

TOOLBOX

In the toolbox, you will find:

✔ Template and example of a specification table for behaviour- and situation- translated competencies

THE TEST DESCRIPTION SHEET

The rest of this section applies to the assessment of **behaviour-translated** competencies (they outline the typical behaviour expected at the end of training, e.g., 'Start up the installation').

The actual description of the test:

✔ includes **general information about the test,** such as its wording in relation to a competency, its duration, elements of context, whether it is an individual or group test,

✔ describes how the **test is to be carried out,** i.e., what tasks are to be carried out, the tasks conditions of achievement,

✔ specifies the **materials** available to learners,

✔ defines the specific instructions, if any, as well as the elements of observation.
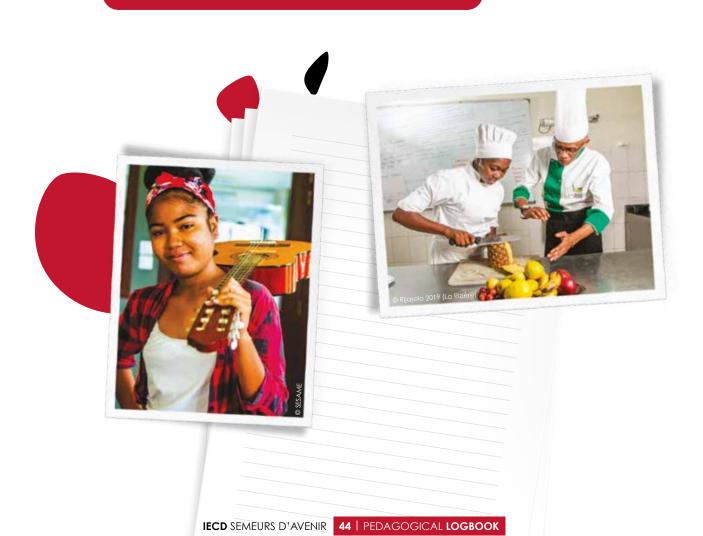
The format is a little different for **situation-translated competencies** as there is no actual test for them. Instead, the performance assessment can be done throughout the training (see examples in the toolbox below).

TOOLBOX

In the toolbox, you will find:

✔ Template and example of a test description sheet for behaviour-translated competencies

✔ Template and example of a commitment description sheet for situation-translated competencies

✔ A suggestion of standard outline for a CF and examples

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PEDAGOGICAL TOOLS

Work Situation Analysis report **WSA**	Job and Competency Framework **JCF**	Training Framework **TF**	Certification Framework **CF**

PEDAGOGICAL TOOLS

Throughout the process

IMPORTANT INFORMATION

✔ Certain pedagogical tools exist which are not compulsory, but which can help to move from the frameworks to the reality of the field. These may include, for example, session sheets, training schedules and assessment sheets.

✔ As these tools are primarily intended for pedagogical teams, it is essential to involve them in when developing these tools.

✔ Given the specific nature of vocational training centres, it is important that these tools are flexible enough to ensure that the training offer is optimally adapted.

OBJECTIVE OF THE PEDAGOGICAL TOOLS

The frameworks outlined in the previous worksheets follow a fairly strict format that corresponds to the regulatory framework for vocational training. The objective is to have the diploma awarded at the end of the training course recognised by the country's official bodies.

However, our work doesn't stop there.... The next step is to move from theory to practice! In other words, supporting the centres and trainers in **implementing the training.** For this, training engineering provides them with very useful operational tools.

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GOOD TO KNOW

When to develop pedagogical tools?

There are three possible scenarios:

- The regulatory framework has to be developed (aiming for the recognition of the diploma awarded): the pedagogical tools are created following or in parallel with the frameworks.

- The regulatory framework is ready (the frameworks are imposed by the country's government): the pedagogical tools are then developed on the basis of this framework.

- A regulatory framework is not necessary (no framework and no recognition of the training or coaching provided): the pedagogical tools are developed using a conventional training engineering approach. Nonetheless, the structure of the documents can be more flexible.

BEST PRACTICES FOR DEVELOPING PEDAGOGICAL TOOLS

Pedagogical alignment is a key principle for the development of pedagogical tools. Complying with this principle means making sure that:

✔ each training session is guided by pre-defined learning objectives. The objectives should correspond to elements of competency (or sub-competencies),

✔ the training content and activities proposed enable learners to achieve these learning objectives; and that

✔ assessments are used to determine whether the learning objectives have been achieved. They therefore only concern the training content and activities provided.

The definition of the elements of competency is therefore essential as it dictates the type of learning and assessment activity.

Here is an example for the competency "Managing the customer relationship by holding a short discussion".

GOOD TO KNOW
Who develops pedagogical tools?

Three key players are actively involved in developing pedagogical tools:

- The trainers who use these tools. These are the technical experts who provide the raw materials for the tools! It is important to involve them as early as possible to ensure the tools are developed with the right starting materials.

- A pedagogical expert who supports the trainers in the use of the tools and ensures the overall quality.

- A project manager who coordinates the trainers' work.

It may prove useful to also include the team from the training centre(s), especially their management.

	EXAMPLE 1	EXAMPLE 2
Elements of competency	**Explain** the role of the reception desk	**Handle** a customer complaint
Potential activities to help acquire this element of competency	Reading, presentation, video, etc.,	Practical exercise, application, discussion, etc.,
Assessments modalities to determine whether the competency has been acquired	Quiz, summary, etc.,	Demonstration Practical internship etc.,

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THE TRAINING OR COACHING PROJECT AS A SET OF ACTIVITIES

The following tool is based on the information in the Work Situation Analysis (WSA) report. It may be used in place of the report if the regulatory framework for vocational training is not required.

The choice of target activities answers two questions.

✔ **Who is the target audience?** Specifically, we are interested in:

- The participant's level of basic competencies (French, mathematics, English, IT, etc.,)
- Their level of education (most recent diploma obtained)
- Their social and economic situations (precariousness, distance from the training centre, combination of study and work, etc.).

✔ **What is the participant's exit profile at the end of the training/coaching?** This is an exhaustive description of the job, including:

- Working conditions,
- Expected level of qualification,
- The activities carried out, tools and methods used,
- Type of employers,
- Salary level,
- Potential professional developments.

The description of target activities work must be based on documentary research, interviews and **workshops with key sector players** (professionals, businesses, institutions, trainers, training centres, etc.,) to reflect market reality.

Special attention should be committed to identifying the activities carried out in the job, since the competencies and the training programme will be based on them.

TOOLBOX

In the toolbox, you will find:

✔ Template and example for the description of target activities

COMPETENCIES TO BE ACQUIRED

✔ **Course catalogue**

The job activities defined during the Work Situation Analysis are then divided into competencies. This is a complex stage and it is important to involve a pedagogical expert to ensure they are defined appropriately.

This work leads to the Job and Competency Framework for vocational training. Outside this Framework, it remains essential to define:

- the list of competencies,
- their content, i.e., elements of competency,
- the relevant knowledge and competencies,
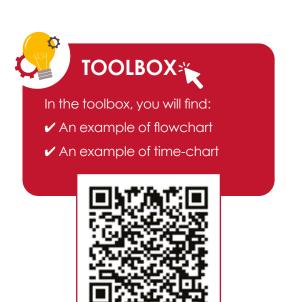- the duration for each element of competency.

GOOD TO KNOW

Best practices for wording a competency

Verb + application context in form of an adjective + direct object complement.

Example :
- Maintain + hotel + spaces

✔ The course catalogue consists of:

1 **Vocational orientation modules**
Example: position within the job and training.

2 **Job competencies:** these are job-specific technical courses.
Example: prepare hot and cold food dishes.

3 **General education,** such as languages, mathematics, history and geography, sports, etc.
Example: apply basic mathematics and physics.

4 **Support and professional integration module(s)**
Example: find a job.

TOOLBOX

In the toolbox, you will find:
✔ An example of flowchart
✔ An example of time-chart

✔ Structure of courses provided: the flowchart

It is not by chance that the list of courses is already ordered. The next step is to establish a logical sequence among the learning modules based on the necessary prerequisites for each one to ensure that the participant's training is coherent. This work leads to the Training Flowchart.

✔ Training plan: time-chart

Once the module sequence is established, as well as the duration of each module, the lessons can be distributed over the months and weeks of training. This is where the time-chart comes in. The time-chart is essential for trainers and training centres (occupation of premises, payment of trainers, etc.).

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CONTENT DESCRIPTION AND ORGANISATION

✔ **Pedagogical sheets and the Pedagogical Guide**

The main objective of the Pedagogical Guide is to direct the trainers and the pedagogical team responsible for preparing and implementing the training.

For vocational training, the Pedagogical Guide is based on the Training Framework. Outside this Framework, it is based on the catalogue of courses offered, each one must be detailed in a pedagogical sheet.

All of the training course pedagogical sheets are included in the pedagogical guide, which sets out the pedagogical scenario that will be chosen for the training course to be carried out.

The Pedagogical Guide must therefore include:

- **the processes for acquiring a competency:** identification, basic learning, integration-training, transfer and enrichment;

- the pedagogical principles that will be followed in the training: active pedagogy, differentiated pedagogy, peer learning, etc.;

- the pedagogical project and the pedagogical intentions that structure the training;

- The position of the training centre in relation to the sector: purpose of the training, professional and personal development objectives for the learners, etc.

GOOD TO KNOW

How flexible is the pedagogical guide?

As each training centre has its own specificities, it is important to leave some room for manoeuvre to adapt the training offer to its context. This is why the content of the Pedagogical Guide should remain flexible.

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TOOLBOX

In the toolbox, you will find:

✔ Template for pedagogical sheets

✔ Example of a pedagogical sheet "Positioning within the job and training"

✔ A suggestion of standard outline for a pedagogical guide and example

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✔ **The Pedagogical and Material Organisation Guide**

The Pedagogical and Material Organisation Guide completes the flowchart and time chart already prepared earlier by specifying the nature of the activities proposed to develop each competency, the place where these activities take place and the equipment necessary for their proper implementation. It details the following points.

• **The training organisation** with a training scenario table listing the competencies and specifying for each one: their duration, the nature of the activities (theory and practical), the place where these activities take place; the equipment necessary to carry out these activities and relevant comments (activities that can take place in the centre or in the company, competences that can be linked to other competences, etc.).

• **Human resources:** this section presents the competency profile required for the trainers and improvements to provide the best possible training for the learners. The structure of the Pedagogical Team is presented, as well as the people supporting the training (for example: is a shopkeeper needed to manage the consumables and tools in the workshop? If so, what competencies are required?)

• **Material organisation,** classifying the material resources necessary for the successful delivery of the training are classified into seven categories as follows:

  - machineries, equipment and accessories,
  - tools and instruments,
  - safety equipment,
  - workforce and raw materials,
  - office furniture and equipment,
  - audio-visual and IT equipment,
  - pedagogical materials.

• **Physical organisation,** identifying the required physical resources (space requirements, surface area and facilities).

The Pedagogical and Material Organisation Guide is therefore a central document for the proper implementation of the training, because:

• it provides the basis for structuring the training offer by detailing the activities to be carried out and the material and human resources that need to be committed,

• it anticipates costs within the context of the project's budget,

• it ensures more precise management of learning activities, whether by project managers or pedagogical managers.

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TOOLBOX

In the toolbox, you will find:

✔ A suggestion of standard outline of the pedagogical and material organisation guide

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ASSESSMENT METHODS

Three tools are useful to trainers/examiners to set the scope of each test, ensure its efficiency and that the training's competencies are assessed: the specification tables, the test descriptions and the assessment sheets.

For vocational training, the **certification framework** serves as a working basis. Outside this Framework, the tools are developed from the pedagogical sheets.

✔ The specification table

It describes the assessment strategy and the marking system for each test. The tables are presented in the Certification Framework when there is one (see worksheet 4 for more details).

✔ The test description sheet

Each test is described in a sheet detailing notably the duration, type of test, how it is carried out and the materiel. These sheets are part of the Certification Framework when there is one (see worksheet 4 for more details).

✔ The assessment sheet

An assessment sheet for use by examiners is also prepared. It:

• specifies the elements of competency assessed and the associated assessment criteria,

• indicates the number of marks that the learner can obtain,

• defines a pass mark for the test to be validated,

• defines a threshold of success for the validation of the test, Possibly sets a verdict rule for an eliminatory criterion.

TOOLBOX

In the toolbox, you will find:

✔ Template and example of a test description

✔ Template and example of a assessment sheet

VOCABULARY OF TRAINING ENGINEERING

ASSESSMENT	Process wich leads to make a judgment on learning, from data collected, analyzed and interpreted, for the purpose of educational and administrative decisions.
BEHAVIOR-TRANSLATED COMPETENCY	The competencies translated into behavior target performance as a learning outcome.
CERTIFICATION FRAMEWORK	The certification framework (CF) describing the methods of assessment and certification of skills.
COMPETENCY	A combination or integrated set of knowledge, skills (know-how), and attitudes that make it possible to successfully perform an action or a set of actions such as a task or a work activity.
COMPETENCY MATRIX	The competency matrix is a tool developed during the JCF stage. It is based on a double entry table allowing, initially, to present an overview of specific competencies, general competencies, the work process as well as the needed level of complexity for each competency.
COMPETENCY-BASED APPROACH	An approach which essentially consists of defining the competencies inherent to the job practice and transposing them within the training contents and goals.
CONDITIONS OF ACHIEVEMENT	Describes the general contexts in which the task or work activity should be performed. To identify these conditions, it is worth to refer to the realization conditions mentioned in the WSA.
DERIVATION	A process, part of a logical approach, that allows to move successively from the analysis of determined elements to the definition of new elements, by deriving, each time, the following from the foregoing. This term is specifically used within the development framework of the job and competency framework: the competencies are "derived" from the activities.
ELEMENT OF COMPETENCY	They correspond: - either to the different steps of the competency implementation (mostly for specific competencies), - or the mainproducts or results (mostly for general competencies). Each element is formulated by a verb and a direct object expressing observable and measurable behaviors or results. An element is therefore an action which can be a knowledge application (for instance: "pick something") or an autonomous action (for example: "to set some part").
FEASIBILITY STUDY	Analysis framework that allows to refine and validate the needs or pre-identified opportunities for a training or coaching program in the countries. Constitutes a decision support tool and then the desire to initiate a project in its development (design). The feasibility is made of country analysis, labour market study and sector analysis.

|	
FLOWCHART	A flowchart of the sequence of competency acquisition is a schematic representation of this order of acquisition. It ensures overall planning of the entire framework and allows to note the articulation existing between competencies.
GENERAL COMPETENCY	Competencies corresponding to larger activities which go beyond tasks, but which generally contribute to their execution. These activities are usually common to several tasks and transferable to several work situations. They usually require learning of a more fundamental nature.
INSTRUCTIONAL DESIGN	Tools and methods leading to the design, implementation and continuous updating of study programs or training frameworks as well as pedagogical guides that facilitate their implementation.
JOB AND COMPETENCY FRAMEWORK	The job and competency framework (JCF) derives the comptencies required for their achievement, based on the description of the tasks related to a profession identified during the WSA. As such, it therefore is used as a regulatory framework for the job concerned and is the basis of the structure of the future certification framework, an apprenticeship framework or a system for validating acquired experience.
MATRIX OF TRAINING ITEMS	The matrix, we call matrix of training items, results from the introduction of competencies specific to the training, from the new numbering, and from the duration assigned to each skill. The matrix of training items presents additional information related to the application of functional links as well as competencies translated into behavior and competencies translated into situations.
OCCUPATION (OR JOB)	Coherent and delimited set of activities and competencies meeting a need in the job market.
OPERATIONS	Actions that describe the execution phases of a task. They correspond to the steps of tasks and are mainly related to the methods and techniques used or existing work habits. They allow essentially to illustrate work processes.
PERFORMANCE CRITERIA	They allow to assess the achievement of training objectives. When working on the training framework, we distinguish: - specific criteria: determine the targets to reach at the end of the training for each competency element. For instance: they can touch upon the quality of the product or the service, the acceptable duration to perform the task, the compliance of the work techniques, the respect of rules, the mode of use of tools, the equipment or the material, the attitudes to be displayed. - General criteria: correspond to the competency itself or to several of its elements. For instance: some soft skills, such as thoroughness and precision, may constitute general criteria for a competency and not just one of its elements.
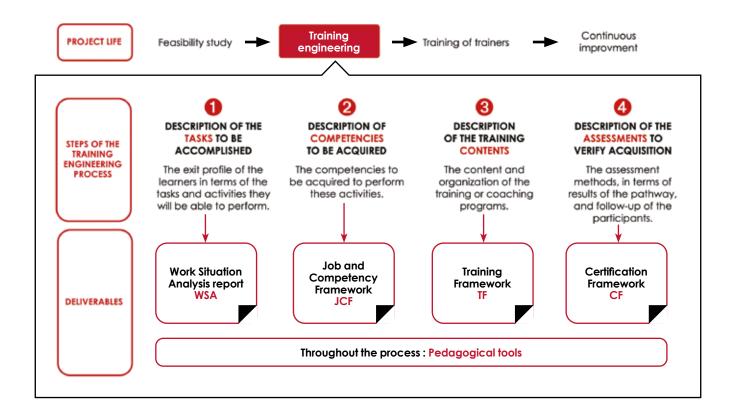
SECTOR	Defined field of economic activity to which are attached jobs of various nature and level of qualification. These jobs are tied by a continuity and/or merger of competencies, resulting in opportunities for professional development and/or retraining.
SITUATION-TRANSLATED COMPETENCY	The competencies translated into situation correspond to the steps followed by a person for the purpose of his personal and professional development.
SPECIFIC COMPETENCIE	Competencies directly related both to the performance of tasks and an appropriate development in the work context. They refer to concrete, practical, defined aspects and directly related to the job exercise.
TASKS	Actions that match the main activities to be accomplished in a job; they are usually used to illustrate products or results of the work.
TRAINING ENGINEERING	Set of policies, tools, and professional and technical methods to implement, in a coordinated and rigourous manner, the design, organization, execution and evaluation of training actions.
TRAINING FRAMEWORK	The training framework (TF) presents the training competencies selected, as well as a description of expected results. It therefore describes both the goal and the content of the training, which must be followed by any organisation implementing this training. By specifying the training expectations in terms of competencies, it provides an objective basis for the recognition of a professional competency in the interests of justice and equity, either at the end of initial training or via a system for validating acquired experience.
VOCATIONAL TRAINING	The goal of vocational training is to: - make the person efficient in the exercise of his job, - promote the integration of the person into the professional life, - promote the personal development and the deepening of professional knowledge, - ensure the professional mobility of the person.
WORK SITUATION ANALYSIS	The Work Situation Analysis provides the description of a given job by drawing up the participant's exit profile, in terms of tasks and activities they will be able to perform. The WSA report lists the tasks and operations related to the job, based on documentary research and a collaborative workshop bringing together professionals in the job.

WHAT COMPETENCIES ARE WE TALKING ABOUT?

	WORK SITUATION ANALYSIS — TASKS	JOB AND COMPETENCY FRAMEWORK — JOB COMPETENCIES		TRAINING FRAMEWORK — TRAINING ITEMS	
		Particular (or specific)	General (or transversal)	Competencies needed to enter the labour market — Behavior-translated competencies	Competencies related to professional development — Situation-translated competencies
Competency categories	NO SKILLS AT THIS STAGE!				
Broken down into…	Operations and sub-operations			Elements of competency	
Described by…	• Frequency of execution • Complexity • Dangerousness • Execution conditions • Performance criteria	• Information on competency • Determinants • Knowledge		• Achievement context • Performance or commitment criteria • Implementation situation	
Examples	• Organise the work • Perform an installation • Collect and transmit written technical information	• Graphically represent a fluidic installation • Organise and plan the achievement • Carry out the implementation of an installation	• Collect and interpret data • Optimize the workstation • Use technical language	• Organise and plan the work • Commission the installation • Communicate in a professional environment • Apply the basics of mathematics and physical sciences	• Position within to the profession and training • Find a job • Accustom oneself to the professional environment

THE STEPS TO CREATE A TRAINING

PROJECT LIFE → Feasibility study → **Training engineering** → Training of trainers → Continuous improvment

STEPS OF THE TRAINING ENGINEERING PROCESS

❶ DESCRIPTION OF THE TASKS TO BE ACCOMPLISHED

The exit profile of the learners in terms of the tasks and activities they will be able to perform.

❷ DESCRIPTION OF COMPETENCIES TO BE ACQUIRED

The competencies to be acquired to perform these activities.

❸ DESCRIPTION OF THE TRAINING CONTENTS

The content and organization of the training or coaching programs.

❹ DESCRIPTION OF THE ASSESSMENTS TO VERIFY ACQUISITION

The assessment methods, in terms of results of the pathway, and follow-up of the participants.

DELIVERABLES

Work Situation Analysis report **WSA**

Job and Competency Framework **JCF**

Training Framework **TF**

Certification Framework **CF**

Throughout the process : **Pedagogical tools**

Scan to open the online version of the pedagogical logbook!

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INSTITUT EUROPÉEN DE COOPÉRATION ET DE DÉVELOPPEMENT

20, rue de Dantzig
75015 Paris
www.iecd.org