PROPETO project
Description of the Tutor's Training

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General Overview

The training course for Tutors is one of the outcomes of the Leonardo da Vinci project "Development of Systems for Vocational Teacher Qualification Improvement" (PROPETO), No. LT/06/B/F/PP-171009. The training concept is based on the document "Description of Tutor Qualification" which was drawn up by the Vytautas Magnus University (Lithuania) in partnership with all of the PROPETO partners. The concrete design of the training course has been developed by the Universität Stuttgart in consultation with the other project members. According to the project proposal 2 tutors of each of the five partner countries (Lithuania, Germany, Romania, Italy and Finland) had to take part in the training which was held at the Universität Stuttgart from the 4th – 7th November, 2008. The following description of the training considers the real training course as well as the conclusions of the training's evaluation. That means the design of the real training course is modified on the basis of the crucial findings of the evaluation. The evaluation results are implicitly incorporated and not separately discussed in this paper. Detailed information on the evaluation is given in the internal PROPETO project paper "Evaluation of the Tutors' Training in Stuttgart". Within the project a definition and a competency profile of a tutor was worked out in the internal PROPETO project paper "Description of Tutor qualification". The following four competency areas are considered to be important for a tutor:

- o Curriculum designing and/or development of study programme
- o Management of curriculum implementation
- o Quality assurance of study programme
- o Networking

The great variety of the different topics as well as the different professional backgrounds of the target group within Europe and even within one country make a modular approach to the training seem advisable. It is purposeful to regard each activity area as a separate module. Depending on the training's aims and participants the training course could encompass one up to four modules. All modules count as equal so that it is the task of the participants to decide which module they take part in; the approach is not a consecutive one. The training's

duration is also linked to the target group and the amount of modules dealt with. We suggest having two successive training sessions which take at least five days. Such a training design provides the possibility to reflect on the home assignments within the second session and favors a good team building. It turned out that team building is an important prerequisite for a successful training (see evaluation).

The home assignments are linked to the contents of the training sessions and focus on reflection as well as improvement of certain topics.

Selection Criteria for the Tutor training in Stuttgart

The training's participants should meet the following criteria:

- Performing tutor's tasks in their daily work
- Experienced in working in VET teacher education programme
- Fluent in English

The candidates have to provide their CV as well as a Motivational Letter in English. The Motivational Letter should include:

- Information on the daily tasks and the professional background
- expectations concerning the tutors' training

Depending on the specific training sessions, we suggest to involve other topics in the Motivational Letter. It could be, for example, purposeful to get specific information on the participants in order to align the sessions to the participants' experiences. The selection of the training participants should be under the responsibility of an adequate person coming from the same country as the participant (Tutor).

Learning Outcomes

We propose that each module refers to particular Learning Outcomes.

- After completing the module '*Curriculum designing and/or development of study programme'* the participants should have basic knowledge of (1) the main concepts of curriculum development, (2) the different stages of curriculum development (e.g. defining learning outcomes, student's achievement assessment, selecting adequate content) and (3) typical corresponding problems and solution approaches. On the basis of the provided contents they should (4) be able to analyze and reflect on concrete curricula, additionally.
- After completing the module '*Management of curriculum implementation'* the participants should have basic knowledge of (1) different strategies of how to implement a curriculum, (2) different approaches of how to assess and handle the prior

knowledge/experience/learning of the programme participants and (3) typical corresponding problems and solution approaches. On the basis of the provided contents they should (4) be able to analyze and reflect on different corresponding measurements, additionally.

o After completing the module '*Quality assurance of study programme'* the participants should have basic knowledge of (1) main concepts in assessment and evaluation and (2) the different stages of assessment and evaluation (e.g. planning, conception, realization, evaluation) (3) typical corresponding problems and solution approaches. On the basis of the provided contents they should (4) be able to analyze and reflect on different assessment and evaluation approaches, additionally.

o After completing the module '*Networking'* the participants should have basic knowledge of (1) the key stakeholders and how to involve them purposefully and (2) typical corresponding problems and solution approaches.

Contents

The concrete contents should be defined in dependence on the participant's experiences. Thus, it is not possible to give a definite table of contents. The following represents the contents which were covered during the training at the Universität Stuttgart.

1. *Curriculum designing and/or development of study programme*:
o Key concepts related to the desing and development of curriculum
o Study outcomes based curriculum
o Tasks and roles of vocational teachers
o Definition of study outcomes
o Designing of training programme: modular approach
o Teaching/learning and assessment
o Designing of the study programme structure and content
o Renewal of curriculum

2. *Management of curriculum implementation*
o Theoretical and practical introduction to counseling
o Different stages of counseling
o Application of the theory to practice (role play referring to a typical counseling situation in VET teacher education)

3. *Quality assurance of study programme*
o Evaluation related to education: Origin of terms, relation to education

o   Quality of education: Meaning and function of quality for educational evaluation

o   Diversity and procedures: Common approaches or possibilities for realization of educational evaluation

4. Networking

o   EU policy trends in VET and social partnership in VET

o   Identification of main stakeholders

o   Role of different stakeholders in design of curriculum and management of curriculum implementation

o   Improving school attractiveness to stakeholders

Methods of studies

Seminars, group works, individual work consultations, role play

Home assignment for course participants

Whether there are home assignments or not depends on the ECTS of the training. In Stuttgart the home assignments were voluntary yet compulsory for those participants of the training who wanted to obtain 5 ECTS. The home assignments referred to a preparation time of 60 h – 90 h and had to deal with the following topic:

o   reflections and own contributions regarding selected contents (e.g. quality assurance) of the training

Awards

The graduates of the tutors' training course receive the certification from the institution in charge. The certificate confirms the successful participation and describes the competencies acquired during the training. In Stuttgart the 5 ECTS include the preparation time for the CV and the Motivational Letter (appr. 30h), the time for the training (appr. 30h) and the home assignments (appr. 60h - 90h)