The Training of Development Trainers:

Proposed Standards

A project to develop a competency framework and pilot a qualification structure for Development Trainers.

by Stephen Doughty and Chris Loynes

The Training of Development Trainers: A Proposed Framework of Standards

by Stephen Doughty and Chris Loynes

on behalf of The Centre for Continuing Education, Training and Development at Charlotte Mason College, Lancaster University

August 1993

All correspondence should be addressed to:

Sue Barker
CETAD
Lancaster University
Charlotte Mason College
Ambleside
Cumbria
LA22 9BB

Tel: 05394 34466
Fax: 05394 34001

**A project to develop a competency framework
and pilot a qualification structure for Development Trainers.**

Contents

A Definition of Development Training

Development Training is a growing branch of education, training and development specialising in learner centred, interactive and experiential approaches. The work is commonly based on Kolb's learning cycle and a whole person development approach to competence. The methodology is humanistic rather than behavioural, working with people through their values and attitudes and then resourcing them with appropriate knowledge and skills. Typical learning vehicles include drama and the outdoors but work-based projects and other activities are increasingly common.

Development Trainers work with many populations from youth at risk to managers. The outcomes of this work range from personal development and team building to organisational development. A recent report published by the Association of Management Education and Development emphasised the expanding role of developers in all aspects of training and the increasing use of experiential methods to achieve effective results for the individual and the organisation.

Introduction

This is a report describing the progress of a project that aims to create a competency framework for Development Trainers. This framework will, in turn, be used to develop a qualification structure that we intend to pilot. The report summarises the research that we have undertaken and presents the proposed framework of competences that resulted from this study. It is written to help the steering group with the next step in the project, that of field testing the framework and proposing awards. As such it is a working document. The field testing will enable us to gather feedback on the framework. It will then be presented to various lead bodies to inform their review and development processes. Once the proposals are adopted they will be used as the basis for the design of pilot courses and qualifications.

Membership of the Steering Group

Membership of the steering group was as follows:

Chair: Bertie Everard, Chair, Development Training Advisory Group
Project Manager: Kathy Joyce, Centre for Continuing Education, Training and Development
Lead Consultant: Chris Loynes, Centre for Continuing Education, Training and Development
Members: Jack Bell, Cumbria Training and Enterprise Council
Mike Cambray, Outward Bound Trust
Jim Dobson, Cumbrian Association of Residential Providers, (Operations Manager, YMCA National Centre, Lakeside)
Steve Doughty, Imago
John Griffiths, Department of Employment
Steve Hardwick, Development Training Advisory Group, (Centre Manager, Lindley Educational Trust)
Steve Howe, Cumbrian Association of Residential Providers and the Outward Bound Trust;
Ian Lewis, Vice-chair, The National Association for Outdoor Education
Chris Martucci, Campaign for City Youth (Regional Manager, Fairbridge Society)
Alan Moon, Development Officer, Institute for Training and Development
Derrick Spragg, Department of Employment

Corresponding Members: John Bateman, Youth Clubs UK
Tom Caple, Training and Development Lead Body
Geoff Carroll, Sport and Recreation Lead Body
Arthur Durrant, Department of Employment
Roger Greenaway, Endeavour Scotland

The group represent the funding and validating organisations as well as the field of Development Training. Those members representing Development Training have been chosen for their breadth of experience in the field as well as their knowledge of developing competence based qualifications. Many are practising Development Trainers.

Chapter 1

The Training of Development Trainers

**A project to develop a competency framework
and pilot a qualification structure
for Development Trainers.**

Project Aims

To develop a qualification structure and supporting trainer development programme that accurately reflect the competences required in Development Training;

To pilot the delivery of this qualification structure and programme in the Development Training profession.

How the Project Began

In the middle of 1991 a group of Development Trainers recognised the opportunity of developing a competency based qualification structure for the field. It was felt that the recent initiatives by the National Council for Vocational Qualifications (NCVQ) to develop standards for trainers went some way towards this but not far enough for the special needs of Development Trainers. Charlotte Mason College's Centre for Continuing Education, Training and Development (CETAD) undertook to seek funding to explore further what these special needs might be and how they could best be built into the new qualifications emerging for all trainers.

This initiative was taken by The Cumbrian Association for Residential Providers (CARP) and the Development Training Advisory Group (DTAG) who have been promoting short courses for Development Trainers and representing their interests for some years. The Institute of Training and Development (ITD), who have recognised the need for a qualification structure adapted to the needs of this field, readily agreed to participate in the promotion of this project.

In September 1991 initial funding was obtained from Cumbria Training and Enterprise Council to begin the work. In 1992 further funding was provided by the Department of Employment.

The Project Plan

The steering group was convened by CETAD to direct and monitor the project. Its brief was guided by the position statement adopted by the inaugural meeting:

'The Project will aim first and foremost to develop a qualification structure and supporting trainer development programme that accurately reflect the competences required in Development Training occupations, rather than adapting existing standards (eg TDLB) or qualifications (eg ITD) to meet the needs of Development Trainers. However, in order not to reinvent the wheel, the Project will use its best endeavours to build on the prior work of the SRLB, the TDLB, the ITD and others and to follow the guidelines laid down by NCVQ, in so far as it regards such work and the approach of these bodies as consistent with the ethos and approach of Development Trainers and soundly based on a knowledge and understanding of what they do.'

The Research Phase

The research work began in September 1991 with a review of the current literature available describing competences in Development Training and related training fields. This drew on a wide range of published and unpublished sources. This included "The Competences of Development Trainers" by Roger Greenaway (Greenaway 1989) published by what was then the Manpower Services Commission. This original research work is now further informed by the competency frameworks of the Training and Development Lead Body (TDLB 1992), which was recently published, and those being developed by the Outdoor Education, Training and Recreation Technical Standards Working Group set up by the Sport and Recreation Lead Body (SRLB 1991, 1992).

This material was compared with the functional analysis of Development Training. An integration exercise produced a draft competency framework based on and interpreting the TDLB framework for trainers.

Alterations to the language were made where necessary. This work was informed by the approaches to the writing of competency frameworks in the UK (NCVQ , School Management South 1992, FEU 1992) , the USA (Spencer et al 1990) and Australia (Louden 1992, National Training Board 1992).

Where gaps were identified additional units were sought in the first instance from other lead body frameworks. Material has been imported from the draft work of the Counselling Lead Body Task Force (Bristol Polytechnic 1992) and the Care Sector Consortium (Care Sector Consortium 1992). Where no suitable material existed original material has been prepared.

The personal competences area received close attention and our work is based on an analysis of Greenaway (1987). This has been further informed by MCI (1990), SRLB (1991), Parker (1992) and Spencer et al (1990).

Codes of Practice and underlying values statements were also considered with material from Priest (1990), The Care Sector Consortium (1992), and The SRLB (1992).

A Timetable for the Project

The following timetable for the stages of the project is being followed:

August 1991 to September 1992: Research of existing sources of competences for, or related to, Development Training. A comparison with NVQ standards and the production of integrated draft standards.

September to March 1993: Trialling this draft with a range of people and organisations involved in or practising Development Training. Publication of proposed standards.

April to September 1993: Negotiating with lead and validating bodies for the adoption of the framework and the development of an award structure.

September 1993 to March 1994: Field testing the standards. Piloting first qualifications. Informing the development and review processes of the relevant lead bodies.

May 1994 to June 1994: Dissemination of the findings of the pilot programmes and promotion of the resulting qualification structure.

The Next Steps

Field Testing: It is hoped that the proposed competency framework will be trialled on a cross section of the profession. This will enable the group to receive direct feedback from a cross section of the field and adapt the framework accordingly. User groups will also be invited to comment.

Piloting: Initially, three pilot programmes will test the first awards based on the framework. We hope these programmes will be commencing in September 1993. Further details will be circulated to give as many trainers as possible the chance to be involved. However, if you have a strong interest in being a participant in the pilot you may write in now to be placed on the mailing list.

A further pilot is planned that will explore the development of a masters qualification for the profession.

Chapter 2

An Introduction to National Vocational Qualification Standards Frameworks

The National Council for Vocational Qualifications (NCVQ) was established by the Department of Employment to create qualifications based on National Vocational Standards. These standards are developed by lead bodies who report to the NCVQ. Lead bodies have been established for a wide range of vocational areas including some but not all professional fields. They work in partnership with the field they represent to develop a standards framework describing the competences of the roles involved in the work. This framework is developed using a process called functional analysis which is implemented by consultants working for the lead body.

Lead bodies were started at various times, indeed some have yet to start work. Therefore standards frameworks are at various stages of development. The lead bodies that we have been in touch with include:

The Training and Development Lead Body (TDLB).	Standards published.
The Management Charter Initiative (MCI).	Standards published.
The Sport and Recreation Lead Body (SRLB).	Standards published.
The Care Sector Consortium.	Standards published.
The Counselling Task Force.	Standards in preparation.
The Creative Arts Lead Body.	Standards in preparation.

Competency is understood by the NCVQ to describe what people do and is expressed in outcome statements called elements or units of competence. These statements are further informed by performance criteria, underpinning knowledge and range statements.

The process of developing a framework is described by the publications of a number of lead bodies. Here we reproduce the introduction to the Training and Development Lead Body Standards to help explain the process further.

Although the NCVQ was established to create a qualification framework the lead bodies have a wider remit. The standards are intended to be used for a wide range of purposes. The following diagram (Everard 1992) indicates the scope of application. It is up to each field to make use of the standards as they see fit.

The Application of Competence Standards

The Training of Development Trainers: Proposed Standards.
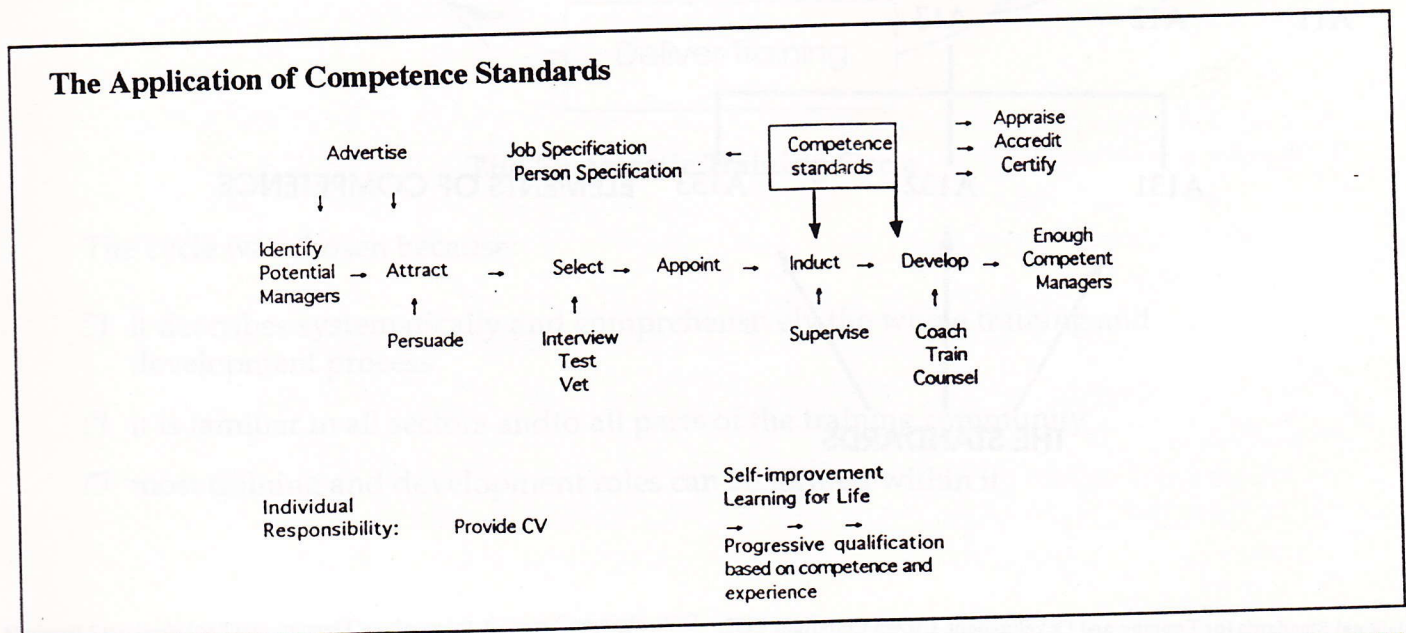
AN INTRODUCTION TO THE NATIONAL STANDARDS

The National Standards for Training and Development describe:

❏ the overall contribution of Training and Development to the UK economy - this is the key purpose statement and is equivalent to a corporate mission statement.

❏ what has to be achieved to fulfil the key purpose - that is, the main **areas of competence** which together will accomplish the **key purpose**

❏ the contributions individuals can be expected to make within each are, analysed into the results or outcomes individuals are expected to achieve in making each contribution. Each outcome is defined as a **standard or element of competence.**

The Key Purpose Statement describes what Training and Development is expected to achieve in the most general terms. The Standards describe what individuals are expected to achieve in their work roles. This diagram shows the link between the Standards and the Key Purpose.

KEY PURPOSE

Area A   Area B   Area C   Area D   Area E

A 1   A 2

A11   A12   A13

A131   A132   A133   **ELEMENTS OF COMPETENCE**

THE STANDARDS
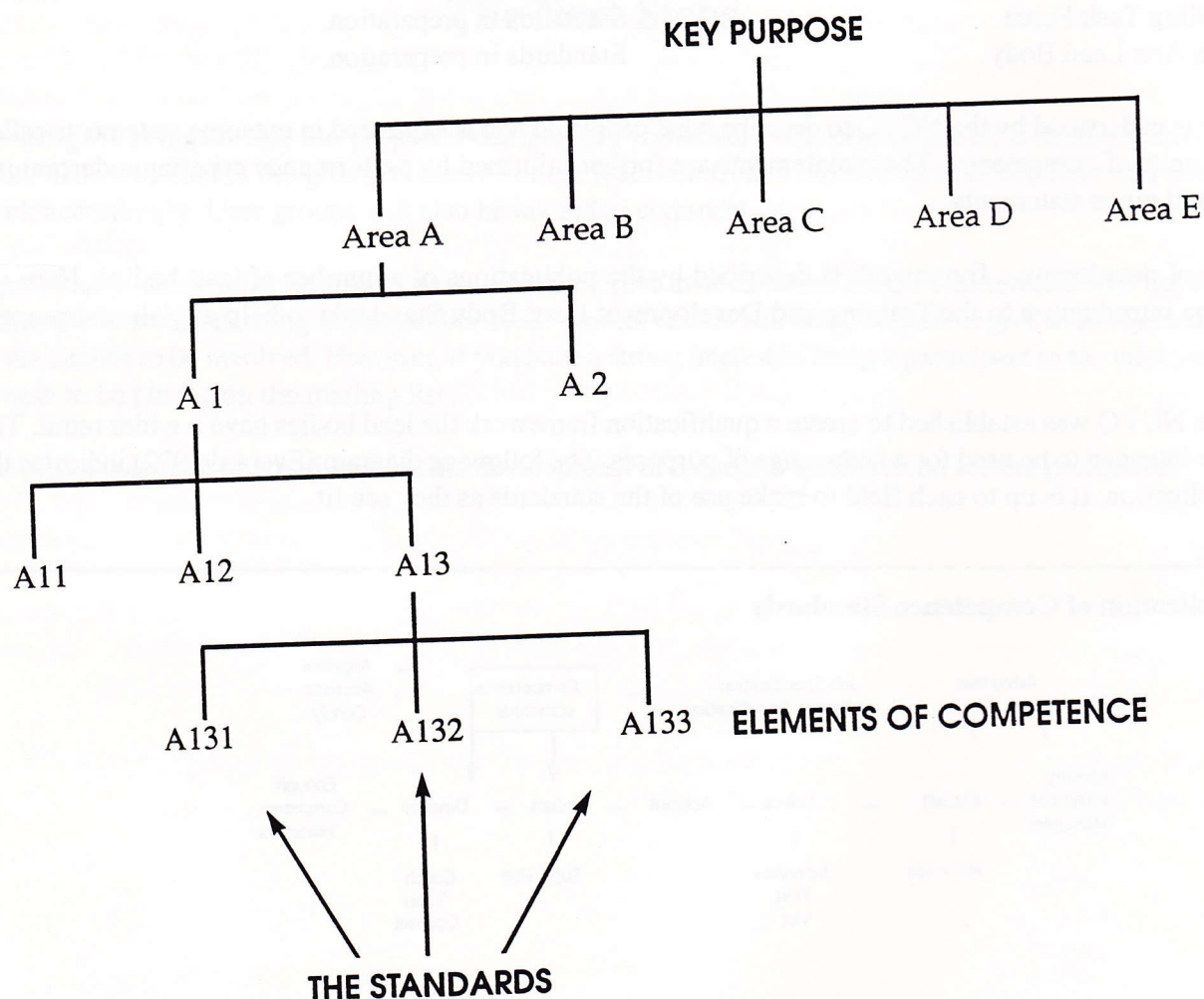
Key Purpose

The Lead Body has defined the Key Purpose of Training and Development as:

TO DEVELOP HUMAN POTENTIAL TO ASSIST ORGANISATIONS AND INDIVIDUALS TO ACHIEVE THEIR OBJECTIVES.

This statement reflects Training and Development's dual role - to assist both organisations and individuals. It does not assume, of course, that achieveing one will achieve the other.

Areas of Competence

What has to be done to achieve the Key Purpose? To answer this question the Lead Body has used the systematic training cycle to define areas of competence.
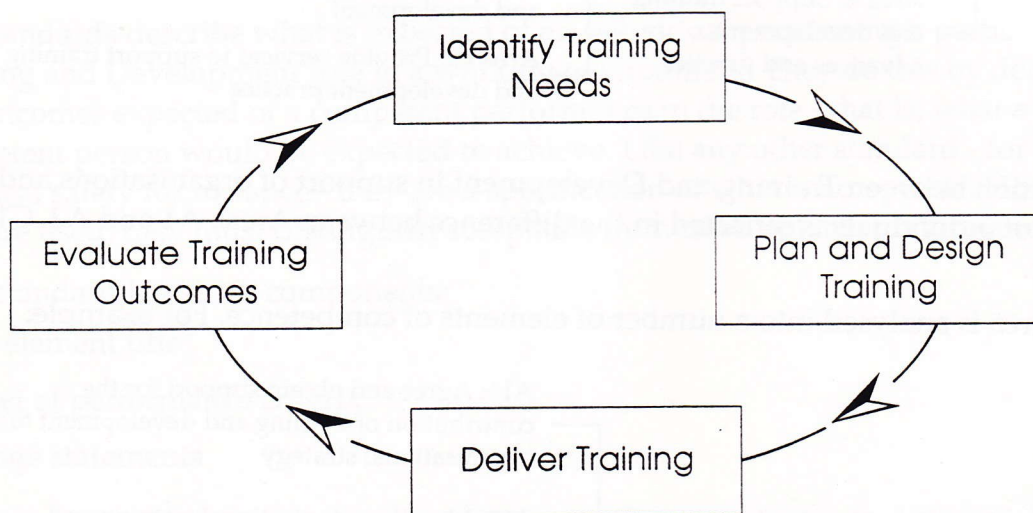
The Systematic Training Cycle

The cycle was chosen because:

❑ it describes systematically and comprehensively the whole training and development process

❑ it is familiar in all sectors andto all parts of the training community

❑ most training and development roles can be located within it

The Training of Development Trainers: Proposed Standards.

Each of the Areas of competence (A - E) corresponds to a stage in the training cycle. They have been split into 12 sub-areas, as shown in the diagram below:

Develop human potential to assist organisations and individuals to achieve their objectives

Area A: Identify training and development needs
- Area A1: Identify organisational requirements for training and development
- Area A2: Identify the learning needs of individuals and groups

Area B: Design training and development strategies and plans
- Area B1: Design organisational training and development strategies and plans
- Area B2: Design strategies to assist individuals and groups to achieve their objectives
- Area B3: Design and produce learner support material

Area C: Provide learning opportunities, resources and support
- Area C1: Obtain and allocate resources to deliver training and development plans
- Area C2: Provide learning opportunities and support to enable individuals and groups to achieve objectives

Area D: Evaluate the effectiveness of training and development
- Area D1: Evaluate the effectiveness of training and development
- Area D2: Evaluate individual and group achievement against objectives
- Area D3: Assess achievement for public certification

Area E: Support training and development advances and practice
- Area E1: Contribute to advances in training and development
- Area E2: Provide services to support training and development practice

The distinction between Training and Development in support of organisations and in support of individuals is reflected in the difference between Areas A1 and A2, C1 and C2, etc.

Each sub-area is analysed into a number of elements of competence. For example:

Area A1: Identify organisational requirements for training and development
- A11: Agree and obtain support for the contribution of training and development to organisational strategy
- A12: Identify organisational training and development needs
- A13: Agree priorities for developing the training and development function
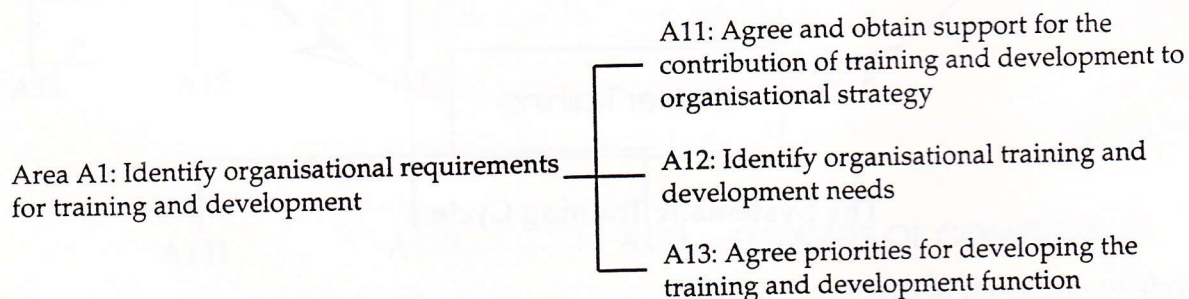
Elements of competence are grouped to form Units of competence, which in turn form the "building blocks" of National and Scottish Vocational Qualifications (NVQs and SVQs). Each Unit is the smallest sub-division of an NVQ/SVQ which is worthy of separate accreditation, and comprises a title and the standards or elements of competence (and their performance criteria and range statments) to which the Unit refers.

The TDLB also offers these Units to other Lead Bodies for use in their qualifications and will welcome suggestions and proposals from Lead Bodies and Awarding Bodies on this.

Because the process of qualifications design is not yet complete, not all the standards have been formed into Units for accreditation. Again, the TDLB welcomes proposals on this subject.

Some roles expected of practitioners cannot be located within the training cycle. Responsibility for the development of training itself - both theory and practice - is a role that underpins the whole cycle. The effect is to add a fifth area to the Standards Framework - **E Support training and development advances and practice.**

Many Training and Development jobs also require competence in occupational areas other than training. The TDLB has not attempted to define standards for these areas of competence. For roles such as training manager, training administrator and training centre manager, the appropriate standards from other Lead Bodies should be combined with relevant Units from the TDLB's framework to define the requirements of these roles. This process results in the identification of "hybrid" NVQs and SVQs (see the Qualifications Structure for further information).

What does a National Standard look like?

The standards describe what is expected of an individual performing a particular Training and Development role in a working environment. They do this by defining the outcomes expected of a competent performance in the role - that is, what a competent person would be expected to achieve. Like any other standard - for electrical safety for instance - they are a specification of what is acceptable. However they are used, they must distinguish acceptable from unacceptable performance.

Each standard has three components:

❏ an element title

❏ a set of performance criteria

❏ range statements

The performance criteria apply to each element. They enable you to distinguish satisfactory from unsatisfactory performance. Each criterion defines one characteristic of satisfactory performance of the element. All the criteria attached to an element have to be met - because they are essential to a satisfactory performance.

The range statements describe the range of contexts and applications in which a competent person would be expected to achieve the outcome or element.

Each standard is accompanied by an evidence specification which describes what information is required to assess competence. The type of evidence required has been specified for each standard. The nature of the evidence is determined by the performance criteria. Range statements are used to determine what samples of evidence are required to assess someone's achievement of the standards.

SAMPLE PAGE FORMAT

The Guidance is also accompanied by an indicator of which collection method - observation of activity, or examination of products - should take priority. The numbers are interpreted as follows:

Code 1 in each column means examples are required for both methods

Code 1= in each column means either method may be used

Code 2 with Code 1 means that Code 1 is the preferred method, but Code 2 is acceptable if Code 1 is not available.

When evidence is required which is not directly observable, this is collected to *supplement* the performance evidence (hence the term Supplementary Evidence). The specifications for this are located below the Performance Evidence box in the format used for these standards. This differentiates between methods and data/ information about various topics which is used to underpin a competent performance.

Next to the performance evidence, guidance is given for assessment purposes. Thus in B111, the performance evidence includes "strategies analysed (to satisfy performance criteria a, b, c)." The guidance alongside indicates that the evidence will have to be collected for each of the two types of organisational strategy specified by range statement 2: ie "demand led" and "supply led".

Performance evidence is identified by examining the requirements of performance criteria. Our presentation of the evidence cross-references the evidence with the criteria set out alongside.

The performance criteria apply to each element. Each criterion defines one characteristic of satisfactory performance of the element. All the criteria attached to an element have to be met - because they are essential to a satisfactory performance.

The range statements describe the range of contexts and applications in which a competent person would be expected to achieve the outcome or element.

ELEMENT B111 IDENTIFY POTENTIAL STRATEGIES FOR MEETING ORGANISATIONAL REQUIREMENTS

Performance Criteria

a   strategies relevant to organisational requirements are defined and accessed

b   evidence of the effectiveness of alternative strategies in meeting requirements is obtained, compared and contrasted

c   potential users' experience of the strategies is identified

d   options are presented which clearly and accurately describe their advantages and disadvantages as potential strategies for meeting requirements

e   the potential in each option for promoting or preventing equality of opportunity is identified

f   options which have the greatest potential for success are recommended and promoted

Range Statements

1. Types of organisational requirements arising from :
   - planned and unplanned change
   - current operational plans
   - long term strategies and plans

2. Types of training and development strategy:
   - demand led
   - supply led

3. Sources of evidence of effectiveness:
   - written, including evaluations
   - oral
   - internal
   - external

4. Types of potential user:
   - managers and staff
   - T & D professionals
   - T & D support functions

Performance Evidence Required	Assessment Guidance	Observation of activity	Examination of Products
1. Strategies analysed (pc a, b, c)	Strategies analysed against each type of organisational requirement	2	1
2. Options analysed (pc d, e)	Options analysed against each type of organisational requirement	2	1
3. Options recommended (pc e, f)	Recommended options promoted to each type of potential user	1	1

Notes: On completion of evidence collection (performance and supplementary) there is evidence, overall, that all four sources of evidence of effectiveness have been utilised.

Supplementary Evidence Required

Knowledge of methods to:
Define and access information on potential strategies for training and development
Compare and contrast alternative training and development strategies
Presenting options with their relevant advantages and disadvantages
Identify opportunities for/barriers to equality of opportunity
Recommend and promote organisational training and development

Knowledge of data/information about:
Types of organisational training and development strategies
Determining effectiveness of training and development strategies
Advantages and disadvantages of different types of training and development strategy
Equal opportunities legislation
Organisational requirements

Role of Supplementary Evidence

Range:
If performance evidence produced (as above) does not, of itself, provide sufficient evidence for full coverage of the range statements, further evidence to supplement that which is available will be necessary

Knowledge (methods to ... and data/information ...):
Knowledge underpins performance. If performance evidence produced (as above) does not, of itself, provide sufficient evidence of the underpinning knowledge, further evidence to supplement that which is available will be necessary

Page 26

Chapter 3
Missing Dimensions:
A Summary of Earlier Research

In reading about Development Training and talking to Development Trainers a number of areas emerged that are emphasised by or are even special to the work of Development Trainers. We attempted to find material that might describe these areas both in the existing frameworks of lead bodies and in other work outside of the current initiatives.

We were influenced by the work of Priest (1986) and Swiderski (1986) who categorise competences heirarchically into:

Technical competences (sometimes described by Development Trainers as hard skills) such as administration, activity skills, environmental skills.

Process competences (sometimes described as soft skills) such as instructing, communicating, facilitating.

Meta Competences such as judgement, vision and creativity.

In Priest's view and our own experience it is process competences that are often poorly described and the meta competences often totally neglected. In every case our initial work found the current lead body frameworks inadequate. Process skills are described but do not embrace the range deployed by Development Trainers. Meta competences are assumed. It is these meta competences that we have tagged the missing dimension.

In particular the areas we sought and found wanting to some degree or other were:

1. Competences that describe training based on structured experiences.

2. Competences that start from the premise that development and training can realise potential as well as meet objectives. The former is always learner centred and is based on an abundancy model. It can also be goal free in nature. The latter can be narrower in view and is based on a sufficiency model. Development Trainers require a framework that embraces both approaches.

3. Competences that can be applied to community as well as organisational context. Competences that make the person effective in the context of their family, community and business networks as well as an employee of an organisation. Networks emphasise partnerships and power sharing rather than organisational goals and roles. Both trainers and trainees need different competences for these contexts.

4. Training and development that does not necessarily start from the needs of the organisation or community but also encompasses approaches that start with the potential of the individual.

5. Competences that describe process areas. Development Training is learner centred and so process is emphasised over content. In particular the empowerment of learners to manage their own learning is a key in Development Training. Additionally, particular process competences are needed to manage the emotional aspects of a holistic approach.

6. The meta competences of judgement and creativity are highly regarded and much employed by Development Trainers.

7. Learner centred process learning, like many of the professional areas, demands strong ethical frameworks. We looked for competences that described the domain of professional ethics and codes of practice.

8. Development Trainers often work in teams or network with other trainers. Many operate externally to the organisation or community they are supporting. The competency framework needs to cover this area.

A key work that helped us develop ways to describe these areas was the unpublished paper by Greenaway (1987) that undertook to describe the competences of Development Training. Greenaway approached the problem from a number of directions. We have looked at three of these: the special features of Development Training; the training competences of Development Trainers; and the roles played by a Development Trainer. The following notes summarise three models we built from this work. They are:

1. Five Features of Development Training.
2. The Roles of Development Trainers.
3. Development Training Competences.

1. Five Features of Development Training. One aspect of the Greenaway research attempted to describe what it was that made Development Training discreet from other approaches. We were able to collate the key features under five headings:

1. Reviewing: the process of structured reflection based on experience and leading to change.
2. Free ranging tutor role: a Development Trainer requires a wide range of styles and the ability to, in a dynamic climate of affective and student centred action learning, adapt and change spontaneously and by intuition.
3. Support and challenge: Development Training experiences involve the affective domain. Learners are challenged to consider new ideas and behaviours often in a learning group and often through the medium of challenging tasks and activities such as role play, group work or outdoor pursuits. For this to be a positive learning experience a climate of support is provided that enables learners to engage effectively with the challenges.
4. Working through and for change: Development Training makes the assumption that ongoing development is a natural human condition. It is therefore natural to contemplate alternatives and endeavour to change in a constant effort to develop. Placing people in situations that require a different approach from the learner's normal response is a common training tactic.
5. Whole person development: The process of Development Training engages the whole person, mind, body, emotions and spirit, in the learning process in a holistic and heuristic way.

2. The Roles of Development Trainers. The Greenaway report identified many of the different functions of the Development Trainer. We have found it easiest to capture these with archetypal metaphors:

1. Politician: power broker deciding where the power lies between the trainer and the learner.
2. Judge: constantly making judgements about the learning programme.
3. Hero: a trainer can present a role model of alternative values and represents the values system of the training provider.
4. Artist: Creative ability with programmes, group dynamics, opportunities, etc.
5. Sage: a source of advice and guidance, a provider of knowledge.
6. Magician: adding the sparkle and motivation to a programme where need be.
7. Hermit: self motivated and an active, self managing learner.
8. Philosopher: aware of ethics and values as dimensions of work.
9. Warrior: prepared to take risks and to challenge others to do likewise.
10. Dancer: flexible and wide ranging response that seems fluid and integrated.
11. Citizen: aware of issues of society locally, nationally, globally and their impact on training.

12. Therapist: aware of and working with emotional balance of self and learners.
13. Priest: carrier of cultural values, morals and norms.

3. The Competences of Development Trainers. As well as many process competences the Greenaway report identifies several meta competences that we have grouped as follows:

1. Communicate integrity.
2. Sensing learner experiences.
3. Making connections.
4. Managing the climate.
5. Stimulating exploration.
6. Creating strategic freedom.
7. Developing self.

They clearly describe for us the process and meta competences that are important to Development Trainers. We have attempted to translate these models into this proposed framework.

Our efforts may seem dull compared with Greenaway's language. Unfortunately competence statements are flat, technical specifications that will require the spark of imagination to rekindle them in this multi-dimensional form.

The Questionnaire Findings

In order to evaluate the proposed competency framework, the Development Training project commissioned a research questionnaire from Cumbria County Council's Corporate Information Unit.

0   KEY FINDINGS

0.1   A large proportion of the individuals/organisations who responded to the survey identified with both the Competency Framework outlined in the questionnaire and with the definition of Development Training provided by the Project.

0.2   Almost two-thirds of the organisations thought that a good qualification structure did not currently exist for their profession. Most therefore attached a great deal of importance to the development of a qualification framework for Development Trainers.

0.3   The majority of organisations thought that the personal competences, once described, should be explicitly described in the framework. A lower number thought that these competences should be formally assessed.

0.4   Most organisations thought that the qualification structures already in place did not satisfy their needs as Development Trainers. A qualification structure specific to their needs was seen as essential.

1   RESEARCH OBJECTIVES

1.5   The specific aims of this research were to:

-    identify the role and experiences of individuals/organisations in the Development Training field to provide an overall context in which to evaluate the rest of their responses;

-    agree a definition of Development Training to enhance the applicability of any framework to professionals and organisations in this field;

-    evaluate the commitment to, and market for, a qualification framework for Development Training;

-    analyse the responses of interested individuals and organisations to the proposed competency framework for Development Training;

-    provide a sound information basis which the Project Steering Group can utilise to enhance the development of a qualification framework for Development Training; and

-    increase the general awareness level of the Project and establish further links with interested individuals and organisations.

2   SUMMARY OF RESULTS

Overall Analysis

Organisations Responding to the Survey

2.1   A postal questionnaire survey was conducted of 810 individuals and organisations representing over 12,000 people working in the field of Development Training. A total of 94 questionnaires were returned, of which 2 were nil responses, giving an overall response rate of 12%.

2.2   Most organisations cited Managers in Work as their primary work area. Secondary interests were most concerned with adults (Table 3.3).

TABLE 3.3: PRIMARY WORK ACTIVITY

Activity	One Primary Activity Only	%	Grouped Primary Activities	%
Young People				
Youth Work	5	9.8	9	7.4
Education	5	9.8	18	14.8
Disabled	2	3.9	2	1.6
Youth at Risk	3	5.9	6	4.9
Young Offenders	-	-	1	0.8
Apprentices & Young Employees	3	5.9	13	10.7
Adults				
People in Work	9	17.6	20	16.4
Managers in Work	19	37.3	32	26.2
Community Groups	1	2.0	6	4.9
Individual Programmes	1	2.0	6	4.9
Work Teams	3	5.9	9	7.4
Total	51	100.0	122	100.0

2.3   Organisations were affiliated to a wide variety of professional bodies although the National Association of Outdoor Educators (NAOE), the Association of Managt Education and Development (AMED) and the Institute of Training and Development (ITD) were the most commonly mentioned.

Definitions of Development Training

2.4   Over 90% of organisations thought that the outline summary of the Development Training Competency Framework described their work well (Table 4.1).

TABLE 4.1: IDENTIFICATION WITH DEFINITION OF DEVELOPMENT TRAINING

	Number of Organisations	%
Wholly	38	41.3
Reasonably Well	45	48.9
A Little	9	9.8
Not at all	0	0
Total	92	100.0

Responses to the Competency Framework

2.6 Around 80% of organisations thought that the outline summary of the Development Training competency framework described their work well (Table 5.1).

TABLE 5.1: EFFECTIVENESS OF THE COMPETENCY FRAMEWORK

Describes Work	Number of Organisations	%
Very well	36	39.1
Quite well	35	38.0
Adequately	11	12.0
Not very well	6	6.5
Not at all	0	0
Not Stated	4	4.3
Total	92	100.0

Content of the Competency Framework

2.7 Over 70% of organisations thought at least some of units A, B, C and D in the competency framework summary were essential.

2.8 It was generally considered that units CH and TL were less essential to the competency framework than the other units.

2.9 Over a third of organisations thought that there were no other topics which should be included within a competency framework, whilst 40% thought that there was scope for the inclusion of other areas.

Existing Qualifications

2.10 Nearly two-thirds of organisations thought that a good qualification structure did not currently exist for their profession (Table 6.1).

TABLE 6.1: EXISTING QUALIFICATION STRUCTURE

	Number of Organisations	%
Yes	18	19.6
No	59	64.1
Don't Know	13	14.1
No Response	2	2.2
Total	92	100.0

Satisfaction of Qualification Needs

2.11 The most common qualification currently used was Institute of Training and Development. 38% of organisations thought the qualifications they currently used did not satisfy their needs. The most common gap in the qualification structure was for a qualification specific to Development Training

Concepts

2.12 Over 80% of organisations thought that the four steps of the training cycle adequately described their method of working (Table 7.1).

TABLE 7.1: ACCEPTABILITY OF FRAMEWORK STRUCTURE

	Number of Organisations	%
Yes	76	82.6
No	10	10.9
Not Stated	6	6.5
Total	92	100.0

Interpretation of 'Objectives' in Work

2.13 The most popular definition of the term 'objectives' in Development Trainers' work was something similar to 'achievable stages in the progression towards the intended final outcome'.

2.14 There were three popular definitions of the term 'organisation' in Development Trainers' work: 'any structured body'; 'a group of people working towards common aims'; and 'the client company'.

Uses of the Competency Framework

2.15 Over a third of organisations identified their role as being one of leadership. However, just 55% of organisations thought this should be a requirement within the framework. The most important roles which organisations thought should be required within the framework were 'facilitation', 'coaching' and 'organising' (Table 9.1).

TABLE 9.1: FRAMEWORK COVERAGE

	Your Role	%	Described in Framework	%	Both	%
Facilitate	18	19.6	72	78.3	2	2.2
Coach	20	21.7	50	54.3	7	7.6
Instruct	24	26.1	41	44.6	8	8.7
Guide	22	23.9	42	45.7	10	10.9
Counsel	23	25.0	54	58.7	6	6.5
Lead	30	32.6	43	46.7	5	5.4
Organise	24	26.1	56	60.9	3	3.3

The table header "Number of Individuals" spans the "Described in Framework" column.

2.16 The results indicate that organisations would be most likely to make use of the framework as a basis for qualification, for preparing job descriptions, for self development and for designing training programmes (Table 8.1).

TABLE 8.1: LIKELY USE OF COMPETENCY FRAMEWORK

	Unlikely	%	Very Likely	%	Weighted Average
Basis for Qualification	17	20.2	20	23.8	3.2
Preparing Job Description	6	7.0	19	22.1	3.4
Running Appraisals	10	11.8	16	18.8	3.5
For Self-Development	10	8.3	29	34.5	3.8
Running Interviews	8	9.6	5	6.0	2.7
Preparing CVs/References	13	15.7	6	7.2	2.8
Designing Training-Programmes	12	13.8	22	25.3	3.4

2.17 Over 70% of all organisations considered that managing your own learning, working effectively with others, solving problems and creating opportunities, developing and working with values and beliefs, and developing and working with an ethical framework should be included within the competency framework (Table 10.1).

TABLE 10.1: PERSONAL COMPETENCIES

	Number of Organisations	%
Managing your own learning	79	85.9
Working effectively with others	76	82.6
Solving problems/create opportunities	68	73.9
Developing and working with values and beliefs	69	75.0
Developing and working with an ethical framework	69	75.0

Personal Competences

2.18 Most organisations thought that personal competences should be explicitly described within the framework. Over half thought that these personal competences should be formally assessed (Table 10.2 and 10.3).

TABLE 10.2: EXPLICIT DESCRIPTION OF COMPETENCIES

	Number of Organisations	%
Yes	66	71.7
No	14	15.2
Not Stated	12	13.0
Total	92	100.0

August

The Training of Development Trainers: Proposed Standards.

TABLE 10.3: FORMAL ASSESSMENT OF COMPETENCIES

	Number of Organisations	%
Yes	49	53.3
No	25	27.2
Not Stated	18	19.6
Total	92	100.0

Interest in the Project

2.19　The majority of organisations which responded to the survey were interested in receiving further information, a summary of research findings, a copy of the final research report and further information about framework trialling.

Analysis by Type of Organisation

2.20　Subsequent analysis was undertaken by four primary work areas:

- Youth Work, Disabled and Youth at Risk;
- Education;
- Apprentices and People in Work; and
- Managers in Work, Individual Programmes and Work Teams.

2.21　All four of the above groups identified wholly or reasonably well with the definition of Development Training provided in the questionnaire.

Context of Competency Framework

2.22　Over two-thirds of the organisations in each group felt that the competency framework described their work very well or quite well (Table 11.1).

TABLE 11.1: IDENTIFICATION WITH DEFINITION OF DEVELOPMENT TRAINING

	Youth Work, Disabled, Youth at Risk	Education	Apprentices/ People in Work	Managers, Individuals, Work Teams
Wholly	7	2	5	6
Reasonably	3	3	7	14
A Little	0	0	2	3
Not at All	0	0	0	0

2.23 Most organisations in each category thought units A, B, C, D and E were essential to a competency framework. However, more organisations in the Education and in the Managers, Individuals and Work Teams categories thought that all of the TL option was essential than those in the other groups two categories.

2.24 Fewer respondents in the Education andthe Managers, Individuals and Work Teams categories thought that there were other areas which should be included in a competency framework.

Uses for a Competency Framework

2.25 There was a wide variety between the four categories of organisations in the ways they would each make use of the competency framework.

2.26 The organisations in each categories were all agreed that a good qualification structure was absent for their profession.

2.27 Most of the organisations in the Youth Work, Disabled and Youth at Risk category thought that existing qualification structures did not satisfy their needs (Table 11.9).

TABLE 11.9: SATISFACTION OF NEEDS

	Youth Work, Disabled, Youth at Risk	Education	Apprentices/ People in Work	Managers, Individuals, Work Teams
Yes	1	4	4	6
No	3	1	4	7
Not Stated	6	-	6	10

Detailed Response to Development Training Framework

2.28 Most organisations felt all the roles used to describe the specific functions of teaching and training should be described within the framework.

2.29 The Apprentices/People in Work category had consistently the highest percentage of organisations which indicated that the personal competences listed should not be included in the framework.

The Occupational Field:
Potential Markets for The Framework

Introduction

We have identified a number of key job roles that we believe could form the basis of an award structure. These are:

- Development Trainer
- Development Consultant
- Training Manager

A number of secondary roles were also identified:

- Assessor
- Team Leader

Several specific contexts that required their own treatment in the framework, and in which these roles were employed, were also recognised:

- Adventure Based Development Trainer
- Work with Children.
- Development Training in the context of networks such as communities.
- Development Training in the context of organisations such as businesses.

Diagram 1: The Development Trainer Role Matrix

	Organisation context	Network context
Consultant	Coaching and supporting people belonging to structured organisations eg Coverdale Coach	Coaching and supporting people in family, community or collaborative settings eg Detached youth worker Community Development Worker
Trainer	Facilitating training and development programmes for people in organisations eg Specialist in training dept Tutor with training company	Facilitating training and development programmes for individuals and groups in collaborative or community based settings eg developmental youth worker, freelance trainer

A number of other roles were identified by the mapping process. However, it was suspected that these would be dealt with adequately by the work of other lead bodies and award structures. These were:

- counselling
- facility management

The Research Evidence. The questionnaire and trialling research confirmed that the large majority of Development Trainers and their representative organisations identify with these roles and contexts and that they require a framework that describes them. Additionally they confirm that the TDLB framework provides an appropriate structure and that the imported and additional competences that we propose flesh out this framework generally to their satisfaction.

The Development Consultant Function. By this we mean a person who may work with an individual, a group or an organisation coaching and supporting their development. This approach meets all the criteria of a Development Trainer with the exception that the structured experience as a basis for learning may be absent, the work or life experience of the learners' or possibly provided by others. We have in mind management developers who use a coaching approach such as that employed by the Coverdale organisation. We also have in mind the street youth worker, who may work informally with one person, and the community developer who may work with groups through meetings and projects.

The Development Trainer Function. By this we mean a person who facilitates programmes and courses which are intended to provide specific learning opportunities and meet particular learning goals. Again this trainer will be found working with people in work, youth groups, communities and therapeutic populations.

We have described these two approaches in some detail below.

The Organisation and Network Contexts. In addition Development Trainers can be further sub-divided into:

1. Those who work in organisational contexts.
2. Those who work in network contexts.

By organisation we mean a group with a defined goal to which all members are contributing. This would most typically be a business but it could equally be a community project or youth organisation.

A network is intended to describe the context in which a trainer works with individuals, groups and organisations in a community or collaborative setting eg a young person in their family or community setting; a self employed person or consultant in a business network; a community group in its political and economic setting; an organisation in collaboration with others. Our own field is full of examples of these sorts.

This gives a matrix of four possible job descriptions shown in the matrix Diagram 1. An award structure could be developed to support some or all of these four areas as was felt to be appropriate.

The Consultant and the Trainer

It is now widely accepted that to make an effective contribution to organisational goals training and development interventions have to be in support of, and integrated into, strategic plans. The standard applied mechanism for achieving this is the training cycle of analysis, design, intervention, and evaluation.

Current commercial reality confirms the view that most informed clients buying Development Training interventions for their staff now require that the providers follow an implementation process based on the training cycle to produce cost effective results. This is supported by recent research from CSML Lancaster University (1991) which finds a quantifiable link between an integrated human resource development policy and financial success criteria

based on, amongst other factors, the use of process skills commonly found in Development Training practice.

The same conclusions are being reached from the radically different perspective of the youth and community sectors. The training cycle is implemented with individuals in the context of the networks in which they operate at school, home, community or institution. Recent HMI reports (1990) of youth work projects funded by educational support grants highlighted the need for the structured experience (in these cases the creative arts and the outdoors) to be integrated with the developmental needs of participants and the opportunities and constraints of the community with which they are networked.

We have therefore identified two key functions within Development Training: that of consultant and that of trainer. These two functions may be combined in three ways involving the three roles of the consultant, the trainer and the learner. The roles of consultant and trainer may be occupied by one or two Development Trainers depending on circumstances.

Either role may also be undertaken by the learner. In this situation the Development Training 'trainer' may be encouraging learners to identify their own needs. As a result the trainer is guided to a particular training response. Alternatively the Development Trainer 'consultant' may guide learners towards certain needs but encourage them to identify and carry out their own training.

Examples of all three ways of working can be found in both the business and the youth and community fields.

The Application of Development Training Competences to Consultancy Roles

Implementation of the training cycle, at whichever point it is entered, requires consultancy skills. Consultancy in this context is seen mainly as a diagnostic and facilitative function applied to the organisation and the individual.

Development Trainers working with people who collectively make up organisations are using a variety of approaches and methodologies which are both an extension and combination of their Development Training group work skills and the standard tools used by other consultancy functions in the organisational development field.

One example of this would be the organisational development facilitation of the learning organisation or company as defined by Burgoyne et al (1991) : 'A learning company is an organisation that facilitates the learning of all its members and continuously transforms itself.' The process depends on acting and learning from actions based on 'here and now' problems relating to the meeting of organisational goals. Facilitation depends on the same skills applied by Development Trainers in experiential action learning interventions on training programmes.

Process Consultancy and Mentoring

Another example is the practice of process consultancy: a process described by Schein (1985) which is used extensively by many branches of organisational and general management consultancy. Three key assumptions described by Schein underlying process consultancy are defined as follows:

1. A consultant could probably not, without exhaustive and time consuming study, learn enough about the culture of an organisation to suggest a reasonable course of action. Therefore they must work jointly with members of the organisation who do know the culture intimately.

2. The client must learn to see the problem for themselves, to share in the diagnosis, and become actively involved in generating a remedy. To this end, one of the process consultant's roles is to provide new and challenging alternatives for the client to consider. Decision making about these alternatives must, however, remain in the hands

of the client.

3. It is of prime importance that the process consultant be expert in how to diagnose and how to establish helping relationships with clients. Effective Process Consultancy involves passing on both of these skills.

Counselling and Guidance

These assumptions readily apply to the work of therapeutic and developmental youth work, experiential education and community development. Here the role is often described as that of counsellor rather than consultant or mentor though the terms are becoming interchangeable.

However, a new aim must be introduced at this point. It is the purpose of process consultancy within organisations to release an individual's potential within an organisational framework. Within the community field it is also the role of counsellors to release the potential of individuals within society but it can also be to restrain people within the norms of that society. This can be the goal of some youth at risk, corrective and therapeutic work.

Conclusion

From this it would seem fair to assume that not only are consultancy functions confirmed as appropriate for inclusion as areas and units in a Development Training competency framework, but that many other allied functions in general consultancy and management may well also be interested in either using them directly or incorporating them into their own standards. This would seem to be especially so when the qualitative personal competences drafted in support of the proposed Development Training Standards are generically applied to consultancy functions carried out by other professionals.

In this respect it is worth considering the point made by the Association of Management Education and Development report 'Developing the Developers' (1992) that there are about 10,000 people working to a greater or lesser extent in the field of management and organisational development. This figure will increase over the next few years by about 1000 per year. Many of these people will be middle managers lost by organisations through rationalisation and down-sizing who see opportunities through consultancy to make use of their skills and experience. Generally they have good technical hard skills but are often short on soft interactive skills which will give the qualitative edge to their effective performance. This is reflected in the concerns being expressed in *Scottish Business Insider* magazine (March 1992) by the Institute of Management Consultants who are taking various initiatives to improve the quality and image of management consultants, particularly the soft skills of process consultancy and client management.

The same conclusions are drawn by the HMI reports evaluating developmental youth work. The process skills are recognised as those which have the most bearing on the effectiveness of the project and yet are frequently those in most need of development.

Application of the Development Training Standards consultancy units could help in addressing this problem and raise professional standards in both sectors.

The Various Training Roles

Development Training *per se* has its origins in personal development work with young people. From here the methodology has spread to community work and work in organisations of many types. The goals have also expanded to embrace team and organisational outcomes as well as personal ones and are applied to people of all ages.

At the same time work in parallel professions has found much in common with the approach taken by Development Trainers, in particular youth workers, social workers, management developers and experiential educators. In some cases this has taken the form of kindred spirits recognising an overlap. An example would be those trainers skilled in the use of unstructured group work as a developmental process. This field has been attracted by Development Training's skill in structuring experiences to complement group work. Development Trainers have benefited from their expertise in group facilitation.

Other fields have embraced Development Training as a way of making more of their current provision. This is encapsulated by the title of Roger Greenaway's book 'More Than Activities'. Sections of the voluntary youth service, schools, probation and social workers, and management trainers have all made more of experiences by working with development trainers or adopting their skills.

Recent trends have paralleled developments in the United States where therapeutic applications are widespread. Recognition is already being made of the fact that Development Training can be a cost effective and successful alternative to custody. Some programmes are experiencing a four fold improvement in recidivism rates over custody programmes at half the cost. Urban based programmes are successfully applying Development Training to non residential situations and combining full time intensive residentials with part time developmental work in the community.

A Common Approach to Training

Potentially this competency framework describes the practice of a wide range and large number of leaders, teachers and trainers as well as those who choose the title Development Trainer. These include:

- voluntary and statutory youth workers;
- probation and social workers;
- outdoor and creative arts teachers;
- community workers;
- counsellors and therapists;
- management trainers.

The essential that makes up the common basis on which all these professions can be grouped is the use of structured experiences that are guided and progressive in nature, the outcomes of which have meaning and give purpose to individuals in their networks or organisations. Additionally, the experiences are facilitated in such a way so as to empower individuals to manage their own affairs developmentally i.e. to put the trainer out of a job!

The experience of this set ranges widely from part time volunteers, such as a Scout or Duke of Edinburgh Award Scheme Leader, to young volunteers gaining a foundation in the field and professionals extending their range of approaches to embrace Development Training.

Additionally, the increase in the number of organisations employing full time Development Trainers is paralleled by the rise in numbers of freelance trainers offering training and consultancy services often of a high quality and across a broad spectrum.

Adventure Based Trainers

A significant subset of Development Trainers use adventure based experiences in their work. In these contexts a number of additional competences are required to describe the safety factors that must be taken into account. These competences have been described by the Sport and Recreation Lead Body.

Work with Children

Similarly many Development Trainers work with children. They are affected by legal requirements with which to comply in their role *in loco parentis* and in regard to the recent Children Act. Again the SRLB has described these responsibilities in their framework.

Managing Development Training

Team Leader.

A common role that we recognised in training teams and training businesses is that of team leader. This person often combines the task of developing a programme with a client with that of co-ordinating its delivery. Additionally, this person will have an overall team leader responsibility for a group of trainers, their maintenance, professional development and contribution to the organisation. These functions were again picked up by the SRLB in their work.

Facility Managers

Development Training is frequently based on a range of facilities that enable the experiences and residential formats commonly used. It is therefore common for a facility management role to be recognised within the training business. This function has been fully developed by the SRLB and so we have not incorporated it into this framework.

Conclusion

This breadth has created a number of situations of which this project should take heed:

1) These trends have created two sets of 'trainers': those who call themselves Development Trainers and are seeking a qualification structure to underpin their career; and those professionals seeking to extend their repertoire into new ground. We recommend a mainstream award structure that contains stand alone modules for the parallel professions to dip into.

2) The presence of a large number of volunteers and freelance people creates a group practising a wide range of competences not normally developed so comprehensively in an organisation where roles may be more clearly defined. We recommend that this breadth be reflected in the award structure offering a number of routes.

3) A professional pathway for Development Trainers needs to meet the needs of a part time volunteer and a wide ranging process consultant in organisational development. We recommend a foundation award to meet this need. It would suggest a Level 3 NVQ and perhaps VQs developed from key modules of the Level 3 award.

Summary

A framework of standards for Development Training should:

1. Describe the consultancy and training functions.
2. Describe the training function in a way that encompasses the use of structured experience.
3. Ensure that process competences are clearly described.
4. Embrace the development of individuals in the context of their organisations **or** their networks.
5. Embrace the concept of empowerment.
6. Encompass the realisation of potential **and** the constraining to norms as two possible goals.
7. Accept that not all training and development is objective led.
8. Recognise that the learner may undertake a key part in the management of their own learning.

A structure of awards should:

1. Encompass the wide client base and the wide experience base of the field.
2. Provide a pathway through the field, and pathways to and from other fields.
3. Recognise all roles fulfilled within the field.
4. Attempt to offer a framework for workers from professional groups other than those describing themselves as Development Trainers.

To achieve these goals we recommend:

1. The framework is developed in a way that recognises the different contexts in which Development Trainers operate.
2. That the TDLB adopt the imported, amended and additional competences we propose.
3. Awards offering a core of units with options for specific roles be explored. These awards to be based on the amended framework.
4. A hybrid award is developed, intially with the SRLB and TDLB, to encompass the needs of adventure based trainers. Other hybrids may suggest themselves when other lead bodies have completed their work eg the Care Sector, Counselling, Countryside Work, the Creative Arts.
5. The SRLB adopt the amended units proposed in the Team Leader option of this framework and develop a Level 4 award for team leaders based on these proposals.

Chapter 4
Consultations

The steering group have partly been chosen for their ability to represent a major part of the field for whom this work is intended. Many of them have been involved in the working groups of various lead bodies where they have been representing the interests of Development Trainers. This gives them a special insight into the strengths and weaknesses of the various national frameworks from a Development Trainer's perspective.

The group are tasked by the working paper to make good use of these frameworks if at all possible. With this in mind a number of key areas were identified with the help of the steering group:

1. A Choice of Framework.
2. Sources of Competence Statements.
3. Choosing Competence Statements.
4. Preparing Original Statements.

These four areas are discussed in the introduction to Chapter 5.

5. Values and Codes of Practice are discussed in Chapter 8.
6. A Rationale for an Award Structure is dealt with in Chapter 9.

These areas were then explored through consultations with:

The Department of Employment
Scottish Vocational and Education Council
The National Council for Vocational Qualifications
The Institute for Training and Development

Lead Bodies:
The Training and Development Lead Body
The Sport and Recreation Lead Body
The Advice, Guidance and Counselling Task Group
The Care Sector Consortium

Lead Body Consultants:
Julie Janes Associates (CLB)
Tom Caple Associates (TDLB)
Geoff Carroll, Mainframe (SRLB)

The Development Training field were consulted in several ways:

- by reacting to factsheets summarising the progress of our work;
- through an extensive questionnaire commissioned from Information Services by CETAD;
- through a series of five trialling events attended by over 100 Development Trainers.

The findings of the questionnaire are collated in Chapter 3. The results confirmed many of our findings and provided a wealth of data for the review of an early draft of the standards. This review was further informed and taken to greater depth by the trialling events. These also provided data for occupational mapping which has been used to good effect in Chapters 3 and 9.

Chapter 5
Proposed Framework of Standards for Development Trainers

A Rationale for the Framework

1. A Choice of Framework

Each lead body has developed a framework based on the key purpose developed for the field. This means that each framework is potentially incompatible with the others. However, it does give this project a range of options from which to choose as well as the option of forming one of our own. One lead body will also be required to champion our proposals to the NCVQ if we wish it to become an NVQ. It is most likely that this will be the same lead body as the one chosen to provide a structure for our framework.

Which lead body framework, if any, is organised in such a way as to provide a structure for Development Training?

Development Trainers operate with a wide range of groups and use a variety of activity bases. Despite this range there would seem to be a common core that follows the training cycle. We believe this core forms the best base for a framework supplemented by optional units that describe the specialist skills needed with certain groups (eg children or therapeutic groups) and for specific activities (eg the outdoors and drama).

The Training and Development Lead Body Framework uses this structure and so we have used it as a basis for ours, adding and adapting to it as we see fit in order to take account of the key purpose to which we are working. In principle the TDLB support this approach and the project has been recognised by them as a TDLB Development Project.

To adapt to a key purpose that states 'to maximise human potential' we have addressed the following areas:

> a) The TDLB Framework describes training in the context of organisations and not communities or networks;
> b) Insufficient attention is given to establishing congruence with organisational or community development plans.
> c) Objective led training and development dominates the framework. It needs to embrace goal free, heuristic learning as well.
> d) The process skills and their associated 'personal competences' are not adequately covered or integrated.
> e) Experience based training and development requires additional competences to those used in a classroom.
> f) The process of empowerment requires a strong ethical code which needs to be recognised.
> g) Helping people to learn is a central competence of Development Training not addressed by the TDLB framework.
> h) Development Trainers work in teams or network with other trainers or significant others. This competence needs to be described.

2. Sources of Competence Statements

If the framework that is being developed is to be an NVQ it makes sense to draw as much material as possible for our framework from existing approved frameworks and keep original material to a minimum. An award based on selecting competence statements from more than one lead body is called a hybrid. This process needs the approval of all the lead bodies concerned.

Which lead bodies are developing material that may be of interest to this project?

All the lead bodies mentioned above plus the Creative Arts are working on competences that have potential to fill in some of the gaps left by the TDLB Framework. All are happy for us to develop a hybrid based on the TDLB framework and importing their competences. In some cases this material has yet to be developed or is in draft form only. In these cases we have used the drafts and will update them as work progresses.

3. Choosing Competence Statements

Each lead body has prepared competence statements in different ways to different levels of detail. It is important for this project to select statements that are not only relevant but also in a way that avoids overlaps. They will also need to fit consistently into an overall structure. Once a framework is adopted certain competence statements fit naturally into the model. Others are harder or impossible to integrate into a two dimensional view of a function. These are normally covered in performance criteria or considered to be implicit in the standards. We have taken as our guide the notion of conscious competency. If a Development Trainer consciously and deliberately works with a particular dimension of the role we have undertaken to include it in some way. This has necessitated introducing a third dimension, an approach begun by the TDLB with their Area E on which we have built.

How should we set about avoiding repitition and ensuring consistency in our choice of competence statements?

This draft framework is to be scrutinised by the consultants mentioned above. They will look for overlaps and consistency on our behalf. They have also briefed us on the way to select and edit competence statements for the development of hybrid awards.

1. A competence statement is a technical specification. The first step is to see whether or not this can be *interpreted* as it stands to describe an aspect of a role in Development Training.

2. If not, does *importing* a statement from another framework suffice?

3. If not, can an existing statement be *adapted* by re-describing the range statements, performance criteria or the statement itself?

4. If not, what statement can we *write* of our own which will describe the competence?

As an example, some SRLB statements effectively describe certain areas using activities for educational outcomes. However, the activities they are intended to cover are those of sport and recreation. We are using them to describe a much wider range of activities that may be employed such as community work, the arts, work experience, etc. Therefore some of the statements imported from the SRLB may need adaptation whilst others need only interpretation.

We have indicated in the proposal the source of all competence statements and their status using the above four categories. Proposed performance criteria and range statements are given in the full framework published in the appendix.

4. Preparing Original Competence Statements

It is likely that, after checking the frameworks of lead bodies, a number of competence areas sought by Development Trainers will still be missing or, perhaps, in preparation. It will be necessary to write our own. It will also be important for these to be accepted in some way into an award structure.

How should adapted or new competence statements be prepared and recognised in an award structure seeking to be composed of NVQ's.

We have discussed this problem with the lead bodies, NCVQ and the awarding body ITD. We have been encouraged to:

a) Develop a hybrid award. We are breaking new ground. This is seen as piloting work of importance as many hybrids will seek NVQ status in the future.

b) Adapt and add material to existing frameworks. This will inform the review process of existing frameworks, the development of current projects and act as a starting point for new related bodies such as the proposed Education Lead Body.

c) Pilot an interim award that is based on a hybrid of NVQ units that seeks NVQ status. Additional adapted or new material will not be recognised as NVQ units but will form an essential part of the award as VQ units recognised by the awarding body. These may well be adopted by lead bodies in due course when reviews take place. Our piloting will help inform this process.

A Competency Framework
for Development Trainers

The framework printed on the left of each page is formed of a hybrid of competency statements from various lead bodies, sometimes adapted. It also contains original material of our own as appropriate. It is structured on the TDLB framework. The reference numbers are our own. The source of the unit or element title is given on the right hand page. Where possible we have kept the language of the original competence statement. The full description of each proposed element, including performance criteria and range statements, is appended. If we have adapted it this is indicated opposite. Altered or added material is shown in *italics*. Words that we have removed are shown in *(italics in brackets)*. The notes attempt to explain our rationale for each choice we have made.

Key Purpose

Help individuals and/or groups, communities and organisations to realise their potential.

The Five Areas

A. Identify training and development *opportunities*.
B. Design training and development strategies and plans.
C. Provide learning opportunities, resources and support.
D. Evaluate the effectiveness of training and development.
E. *Conduct training and development activities within a professional framework.*

A. Identify training and development *opportunities*.

A1 Identify organisational requirements for training and development.
A2 Identify network influences for training and development.
A3 Identify the learning *potential* of individuals and groups.

Notes on the Competency Framework

Key Purpose

The TDLB key purpose reads "Develop human potential to assist organisations and individuals to achieve their objectives." The key purpose we have formed identifies the key differences we believe exist between development training and the TDLB training and development function. It is this difference that requires the changes that follow. Our statement is intended to emphasise that:

1. Learning is a partnership in which we help, not direct.
2. The context for learning may often be a community or family as well as an organisation.
3. The goal of Development Training is the release of the potential of the person individually or collectively rather than the achievement of objectives for an organisation. It is more often person centred than task centred.
4. Development Trainers are concerned with the concious management of process in training and development situations as well as content and outcome.
5. Development Trainers deliberately work with and through individual value systems.

The Five Areas: The Structure of the Framework

We have kept the five areas of the TDLB framework prefixed by letters A - E. The first four are based on the training cycle and their titles are easily interpreted for Development Training mostly without any change. However, in area A we have replaced the word 'need' with 'opportunity'. This is to take account of Development Training's approach, ie that of realising potential and not being needs driven.

The title of the fifth area has been changed to better describe the units it contains, many of which are imported or original.

TDLB A. Identify training and development needs.

The five TDLB areas are divided into sub areas prefixed by the letter and a number. Area A1 is based on TDLB A1 and Area A3 is based on TDLB A2. These describe this functional area in relation to an organisation. However, the TDLB consultants did not intend that the word 'organisation' should encompass individuals in communities or, indeed, business networks. They agree with us that additional competences are required to describe work in relation to networks where influence and potential are more relevant than strategy and need. We have added a new area A2 to cover the competences involved in work undertaken in the context of communities or families, organisations in collaborative or outreach relationships and businesses structured around own work.

A1 Identify organisational requirements for training and development.

A11 Agree and obtain support for the contribution of training and development to organisational strategy
A111 Agree the contribution of training and development to organisational strategy.
A112 Promote and support the decision makers' commitment to the agreed contribution of training and development.

A12 Identify organisational training and development needs.
A121 Identify the human resource implications of organisational strategy.
A122 Identify the priority human resource needs arising from organisational strategy.
A123 Specify training and development needs to support current organisational strategy.
A124 Identify training and development needs to support long term organisational strategy.
A125 Specify and agree priority training and development needs.

A13 Agree priorities for developing the training and development function.
A131 Evaluate the current capacity of people to meet priority training and development needs.
A132 Evaluate the capacity of physical resources and systems to meet agreed training and development needs.
A133 Identify priorities for developing current capacity in order to meet training and development needs.

A14 Identify organisational vision and the effect on vision of training and development .
A141 Identify organisation's vision.
A142 Identify potential of organisation to realise its vision.
A143 Identify role of training and development in helping the organisation realise its vision.

A2 Identify the network influences on the operating environment for training and development.

A21 Agree and obtain support for the contribution of training and development to clients within a network.
A211 Agree the contribution of training and development to clients within the context of their network.
A212 Promote and support decision makers' commitment to the agreed contribution of training and development.
A213 Identify opportunities within networks.

A22 Identify training and development required.
A221 Identify potential of individuals to contribute to their network.
A222 Identify priority needs required to realise potential.
A223 Specify training and development required to realise potential.
A224 Specify and agree priority training and development required.

A3 has been amended by replacing "needs" with "potential".

The source of these units is primarily **TDLB A1**. We intend these units to be applied to Development Training in the context of organisations. Therefore no word changes have been made. An additional unit has been added to cover the work that Development Trainers do in relation to organisational development. Realising potential often involves greater ownership of, or influence upon, the direction of the organisation especially in small organisations. Vision is therefore a factor that is taken into account by Development Trainers and is clearly distinguished from strategy which, in our view, is based on vision.

TDLB A11

TDLB A12

TDLB A13

A14 is a new unit. Development Trainers constantly seek to establish congruence between organisational, team and individual goals. They are also keen that OD influences HRD and HRD influences the vision of the organisation. By vision we mean the process of defining and clarifying the purpose of an organisation. We interpret strategy to be the plan by which this vision is implemented. This unit has been added to reflect this at a strategic level.

A2 is a new set of units. They have been added to embrace the competences involved in working with individuals in the context of networks. People we have in mind include adults and young people in community contexts, unemployed adults, sole traders and consultants. By networks we mean the business or community influences in which an individual is growing up, living or working. This context involves a different distribution of power than in the traditional organisation. The competences are those of influencing and realising opportunity.

A21 covers the competences involved in liaising and working with and through voluntary, statutory, charitable or private community organisations. The term 'client' refers to these agencies.

A22 is concerned with the relationship between the Development Trainer and the individual involved in the training and development programme.

A3 Identify the learning *potential* of individuals and groups.

A31 Identify the current competence of individuals.

A311 Provide *opportunities* to enable individuals to identify their current competence.

A312 Provide *opportunities* to enable others to identify the current competence of individuals and groups.

A313 Define current competence of individuals and groups.

A32 Agree individuals' and groups' priorities for learning.

A321 Agree the learning objectives which meet the long term aspirations of individuals.

A322 Agree learning objectives which meet changes in performance requirements and work roles.

A323 Agree the learning objectives which meet the long term aspirations of individuals.

A324 Negotiate and agree priorities between learning objectives.

A325 Promote and encourage commitment to enable individuals and groups to achieve agreed priorities.

NEW Identify experiential programme objectives that support individual and group learning goals.

A3. Adapted TDLB A2 Identify the learning needs of individuals and groups.

Some Development Trainers commented that a training needs analysis was not the starting point for their work. Instead, they began with direct experiences from which training needs emerge. In some cases training needs were the outcome of a programme. We feel that, although the units are listed in a sequence, it is not intended that they necessarily be followed in this order. The same argument applies to evaluation which is listed at the end but which in practice is undertaken as a continuous process throughout a programme. It is also felt that finding learning needs from direct experiences is simply an experiential approach to training needs analysis.

Some rewording may be required to reflect the value placed by Development Trainers on unpredicted learning outcomes rather than those which are predetermined and met. There is evidence to suggest that the learning most valued and which has the most effect on the learner is not predetermined but emerges during the programme. It may be totally unrelated to the planned focus of the event.

It is also a belief of Development Trainers that it is ethically and pragmatically better to start by identifying individual potential and applying this to organisation or community goals than it is to shape individuals to a need regardless of their inclination or aptitude.

With this in mind the word "needs" has been replaced by "potential". An unresolved issue is that of programmes that are corrective rather than developmental in their goals eg work with young offenders. In this case the goal will be to channel rather than release potential. This compromises the ethic of learner centred programming.

In TDLB A311 and A312 the words 'information and resources' have been replaced by 'opportunities'. This allows for the experiential methods a development trainer may employ to establish competence.

TDLB A32. In this unit the word 'objective' has been left. We believe in this context that it can be interpreted widely. For instance, the objective may be to realise as yet undiscovered potential or to find a way of contributing to the organisation or community that has yet to be defined.

B. Design *(organisational)* training and development strategies and plans.

B1 Design *(organisational)* training and development strategies and plans.
B2 Design *programmes* to assist individuals and groups to achieve their *potential.*
B3 Design and produce learner support material *and activities.*

B1 Design *(organisational)* training and development strategies and plans.

B11 Develop training and development strategies.
B111 Identify potential strategies for meeting *(organisational)* requirements.
B112 Identify funding for implementing strategic plan.
B113 Evaluate and select strategies which meet *(organisational)* requirements.
B114 Agree a strategic plan which meets *(organisational)* requirements.

B12 Identify resources required to implement a strategic plan.
B121 Identify human resources required to implement a strategic plan.
B122 Identify physical resources required to implement a strategic plan.
B123 Identify systems required to implement a strategic plan.
B124 Identify networks involved in achieving a strategic plan.

B13 Specify an operational plan which meets *(organisational)* training and development requirements.
B131 Identify options for implementing a strategic plan.
B132 Evaluate and select options against strategic requirements.
B133 Agree an operational plan.

B14 Negotiate and agree the allocation of resources.
B141 Prepare a training and development budget.
B142 Negotiate and agree a training and development budget.
B143 Agree a plan for allocating resources.

B2 Design *programmes* to assist individuals and groups to achieve their *potential.*

B21 Identify and agree training and development *programmes that provide* learning *opportunities.*
B211 Agree a specification of *opportunities.*
B212 Identify individuals' *and groups'* previous learning experiences and *opportunities.*
B213 Identify and select options for meeting training and development *opportunities.*
B214 Agree learning strategies to meet training and development *opportunities.*

This is TDLB Area B. Area B1 has been adapted to embrace network as well as organisational contexts. An alternative would be to create a fourth area to cover the network context. Area B3 has been adapted to embrace 'activities' as well as 'material'. This then acts as the area that contextualises whatever the activity base used by the trainer may be. It will potentially act as the link area with other awards that describe activity competence as opposed to trainer competence. In this way frameworks that are structurally different can be connected smoothly.

Adapted TDLB B1 has been adapted by removing the word 'organisational' from the area title. With this slight alteration the remaining units need little amendment to work for both organisational and network contexts. An alternative would be to create an additional area in B to describe network situations.

The word strategy is not commonly used in network contexts. In this context it is more about finding or creating opportunities. Strategies are replaced by programmes. However, at the management level we do not believe we are stretching a point too far by calling a programme one type of strategy by which goals can be achieved. We have therefore left the word strategy in.

Adapted TDLB B11. The word 'organisation' has been deleted from these elements. Element B112 has been added as this is a competence required by trainers operating in a network context.

Adapted TDLB B12. Element B124 has been added as this is a competence required by trainers operating in a network context.

Adapted TDLB B13. The word 'organisational' has been removed to allow for network contexts.

TDLB B14.

Adapted TDLB B2. 'Strategy' and 'objective' have been replaced by 'programme' and 'potential'.

Adapted TDLB B21. As development training is about realising potential and not meeting needs we have replaced the words 'needs' and 'requirements' with 'opportunity'. And opportunities are 'provided' instead of 'met'. So:

'Identify and agree training and development strategies that meet learning needs' becomes:

'Identify and agree training and development *programmes* that *provide* learning *opportunities*'.

B212. We have added 'group' here as the area is meant to embrace group as well as individual contexts.

B22 Design *training and development* **programmes** *that provide learning opportunities.*
    B221 Select and specify training and development processes.
    B222 Define and agree learning programme components.
    B223 Specify processes and methods for evaluating progress towards objectives.
    B224 Specify strategies for evaluating learning programmes.

B23 Specify the resources needed to *provide* **programmes.**
    B231 Specify the human resources required to *provide* programmes.
    B232 Define physical resources and systems required to *provide* programmes.

B24 Test, adapt and agree learning programme designs.
    B241 Identify and select strategies for testing learning programme designs.
    B242 Test and assess learning programme designs.
    B243 Adapt and agree learning programme designs.

B25 Agree learning plans to deliver individuals' and groups' objectives.
    B251 Provide information and advice for individuals to select and implement personal learning strategies.
    B252 Develop and agree learning plans which meet individual and groups' objectives.
    B253 Negotiate and agree the roles and resources required to support the achievement of personal learning objectives.
    B254 Identify and select processes for monitoring and reviewing achievement of planned outcomes.

B3 Design and produce learner support materials *and activities.*

B31 Specify learner support materials *and activities.*
    B311 Identify and agree learner requirements.
    B312 Identify and select options to meet learner requirements.
    B313 Specify the materials *and activities* required to support learners.

B32 Design learner support material *and activities.*
    B321 Agree the media and systems required to *provide* learner support materials *and activities.*
    B322 Agree the design requirements and formats for learner materials *and activities.*
    B323 Originate learner materials *and activities* to support the achievement of objectives.
    B324 Originate materials *and activities* to support learners' management of their personal learning programmes.
    B325 Originate material *and activities* to support the assessment of progress towards objectives.

B33 Test and adapt learner support materials *and activities.*
    B331 Select and plan methods to test materials *and activities.*
    B332 Test the effectiveness of learner materials *and activities.*
    B333 Modify learner materials *and activities* to meet the requirements of specifications.

Adapted TDLB B22.

Adapted TDLB B23. As development training is not about imparting but developing we have replaced the word 'deliver' with 'provide' in this unit as elsewhere.

TDLB B24.

TDLB B25.

Adapted TDLB B3. As development trainers use an experience base for their work, the presence of units that describe the competences related to the design of these is essential. This can be achieved by simply adding 'activities' to the TDLB titles in this area. We interpret 'learner' in both the singular and plural ie individual and group activities.

Adapted TDLB B31.

Adapted TDLB B32.

Adapted TDLB B33.

C. Provide learning opportunities, resources and support.

C1 Provide a training and development programme.
C2 Prepare and run training and development sessions.
C3 Work with groups to achieve learning outcomes.

C1 Provide a training and development programme.

C11 Obtain resources to deliver training and development plans.
C111 Obtain people to fill the roles identified within plans.
C112 Obtain resources and services specified within plans.

C12 Allocate resources to meet the requirements of training and development plans.
C121 Allocate people to agreed roles to meet the requirements of operational plans.
C122 Allocate physical resources and services to meet the requirements of operational plans.

C13 Co-ordinate a *training and development* **programme (***of activities***).**
C131 Co-ordinate a training and development programme with other development processes.
C132 Monitor and adjust the programme to meet new needs and circumstances.
C133 Co-ordinate the preparation and delivery of contributors.

C2 Prepare and run training and development sessions.

C21 Prepare and *facilitate* **opportunities for individuals and groups to manage their own learning.**
C211 Select, prepare and adapt activities and resource materials to support self managed learning
C212 Identify and prepare locations and environments for self managed learning.
C213 Provide information and advice to support individuals in managing their own learning.

Based on TDLB Area C. This area is based on the TDLB Area C but is heavily supplemented with material from other lead bodies and with new material. This is necessary to describe the competences involved in facilitating structured experiences in a way that is learner centred.

C1 A new area title expanding on TDLB C1. These three units have been grouped together in recognition of the role of the programme director/co-ordinator. This role is often required as Development Training is frequently delivered by a training team using a sequence of sessions sometimes co-ordinated with other training or development programmes.

TDLB C11.

TDLB C12.

C13. Adapted SRLB D2 merged with TDLB C26.

Area C2 is imported and sometimes adapted material from the SRLB combined with TDLB units. It describes the competences of managing the maintenance factors that affect working with individuals and groups through the use of structured experiences. In a system model these would be considered the structure of the training programme or session. In the SRLB framework the experiences concerned are specifically outdoor experiences. Like Playwork, Development Training uses a much broader experience base. Although the competence statements often work as they are, they all need adaptation of their range statements and performance indicators to allow for this broader base. In some cases new material has also been added.

Units have been included to describe the roles of managing provision of training and development at both programme and sessional levels.

By a session we mean all the types of session a Development Trainer might run. It is traditional to think of the action oriented phases of a programme as sessions which are followed by reviews. Our approach is to consider the review as another sort of session that also requires a structure. Reviews are also only one way to provide reflective opportunities to complement the action phases. Therefore we do not use the term review as this would narrow the application of the framework.

Adapted TDLB C23. The word 'provide' has been replaced by 'facilitate' to indicate a greater degree of learner involvement.

C22 Support the achievements of individuals' learning objectives.

C221 Provide information/advice to enable learners to identify and take opportunities to achieve learning objectives.

C222 Agree and provide learning opportunities to support the achievement of individual learning.

C223 Provide materials to support the achievement of individual learning.

C224 Provide information and advice to support individuals' review and modification of learning objectives.

C225 Collate information about learner progress to provide guidance to learners.

C 23 Prepare and *facilitate* opportunities for individuals and groups to learn by collaboration.

C231 Select, prepare and adapt exercises and simulations to support collaborative learning.

C232 Provide opportunities for groups to exchange and interpret information and ideas.

C233 Co-ordinate collaborative simulations and exercises which support learning objectives.

C234 Provide feedback which enables groups to learn from their experience.

C24 Prepare a *training and development* session

C241 Identify the needs of participants *and clients*.

C242 Identify resource requirements.

C243 Identify external influences.

C244 Produce a plan for a session to achieve identified objectives.

C245 Prepare facilities and equipment for use.

C246 Provide information on the session.

C25 *Facilitate* a *training and development* session

C251 Initiate the session.

C252 Issue *resources as appropriate*.

C253 Monitor participants' activity.

C254 *Facilitate* opportunities for *learning*.

C255 *Facilitate* feedback to participants.

C256 Conclude the session.

C26 Contribute to health and safety of self and others.

C261 Take action to prevent *physical or psychological harm*.

C262 Report and record *physical or psychological harm*.

C263 Follow emergency procedures.

C264 Respond to *physical or psychological harm* and signs of illness.

C3 Work with groups to achieve learning outcomes.

C31 Create dynamic climates for learning and development.

C311 Create opportunities for raising awareness.

C312 Create opportunities to challenge existing and developing perceptual frameworks.

C313 Build and support an atmosphere of trust.

C314 Provide support to establish new perceptions and behaviours.

TDLB C24.

Adapted TDLB C22. As in C21 'facilitate' has been substituted for 'provide'.

Adapted SRLB D15. 'Training and development' replaces 'outdoor education'.
C241. Training and development must take account of client as well as individual needs where the client may be an organisation which has sponsored an individual in some way.

Adapted SRLB D16. 'Facilitate rather than 'conduct'.

Adapted SRLB H1 with new material added. The main factor under consideration when we adapted this unit was the importance of describing competences related to the psychological safety of participants. (Everard: private communication).

C3. A new area title covering the developmental aspects of the provision of training and development with units from TDLB, SRLB, CLB and original work. In a systems model this area describes the process of Development Training.

C31. New material. A Development Trainer is a power broker at three levels: content, process and learning (Heron 1989). This management of power is a key concept in the empowerment of learners which, if successful, eventually does the trainer out of a role. The aspects of process that facilitate empowerment are awareness raising, challenge, trust and support.

C32 Establish and maintain relationships *(which support delivery).*
C321 Establish relationships with participants.
C322 Maintain relationships with participants.
C323 Communicate with participants.

C33 *Facilitate* the management of *(children's)* behaviour.
C331 Contribute to a framework for *(children's)* behaviour.
C332 Promote positive aspects of *(children's)* behaviour.
C333 Manage unwanted aspects of *(children's)* behaviour.
C334 Respond to persistent problem behaviour.

C34 Encourage personal and social development.
C341 Encourage group formation and social development.
C342 Encourage personal development.
C343 Help participants to recognise and deal with their feelings.
C344 Encourage the development of *self awareness*.

C35 Deliver guidance and support on an individual basis within a framework agreed with *the participant.*
C351 Enter into and review a contract with the *the participant*.
C352 Assist the individual in the process of identifying and agreeing current stage of development.
C353 Assist the individual in the clarification of aims and needs.
C354 Use appropriate techniques and resources to clarify *the participant's* aims and potential.
C355 Help the *participant* to choose strategies to achieve aims.
C356 Agree and implement action with *the participant*.

C36 Assist and support the application of learning.
C361 Assist individuals to apply learning.
C362 Provide advice to support the application of learning.
C363 Monitor and assess the effectiveness of the learning process.
C364 Provide advice and guidance to individuals.

C37 Prepare and present demonstrations and information and provide advice to support learning.
C371 Select and adapt learning materials and facilities to support oral and visual training methods.
C372 Present information to learners.
C373 Demonstrate skills, methods and procedures.

SRLB P18.

Adapted SRLB P15 with new material added. The original unit described the management of the negative aspects of the behaviour of children. We have altered it to describe the management of positive and negative behaviour by children and adults.

Adapted SRLB D19. We have replaced 'self esteem' with 'self awareness'.

Draft Counselling LB Unit.

TDLB C27.

TDLB C21.

D. Evaluate the effectiveness of training and development.
D1 Evaluate the effectiveness of training and development.
D2 Evaluate individual and group achievements *(against objectives)*.

D1 Evaluate the effectiveness of training and development.

D11 Plan and set up systems for evaluating the training and development function.
D111 Agree criteria for evaluating the training and development function.
D112 Select processes for evaluation.
D113 Obtain and allocate resources for evaluation.

D12 Evaluate the training and development function.
D121 Gather evidence to evaluate the training and development function.
D122 Analyse and interpret evaluation evidence.

D13 Modify systems and practices to improve training and development.
D131 Identify modifications in systems and practices.
D132 Plan improvements in training and development practice.
D133 Implement plans for improving training and development practice.

D2 Evaluate individual and group achievements *(against objectives)*.

D21 Plan and set up systems to evaluate achievements *(of objectives)*.
D211 Agree criteria for evaluating achievements *(of objectives)*.
D212 Select processes for evaluation.
D213 Obtain and allocate resources for evaluation.

D22 Evaluate the achievement of outcomes against programme objectives.
D221 Evaluate individual and group performance against objectives.
D222 Evaluate learning programmes against the achievement of objectives.

D23 Modify and adapt learning plans.
D231 Modify and adapt learning programmes.
D232 Modify and adapt individual learning plans.
D233 *Facilitate* feedback to individuals on their achievements.
D234 *Facilitate* feedback about individual and group achievements.

TDLB Area D1 and D2. D3 has been detached from the main framework. We think the assessor and verifier units which relate specifically to NVQ award processes should not be written into the Development Training framework. They should be a framework in their own right and lead to a freestanding NVQ. Not all Development Trainers will aspire to or need to be NVQ assessors. Personal development work is often not assessed for awards of any kind and many Development Trainers do not value award led programmes. They should not be excluded from this award by these attitudes which are entirely appropriate for many situations.

TDLB D1.

TDLB D11

TDLB D12.

TDLB D13.

Adapted TDLB D2. By removing the phrase 'against objectives' the unit encompasses the evaluation of programmes that do not have objectives (goal free) or the evaluation of outcomes that are outside the defined objectives of the programme.

Adapted TDLB D21.

TDLB D22.

Adapted TDLB D23. 'Facilitate' replaces 'provide' as feedback can take place by a wider range of methods than the imparting implied by 'provide'.

E. Conduct training and development activities within a professional framework.

E1 Manage self to contribute to profession.
E2 Maintain effective working relationships with organisation.
E3 Contribute to advances in training and development.

E1 Manage self to contribute to professional work.

E11 Manage own workload.
E111 Set and agree objectives for own work load *(with line manager)*.
E112 Work independently as required.
E113 Monitor and evaluate work against defined objectives and targets.

E12 Develop self in the light of current practice.
E121 Organise appraisal of personal performance.
E122 Design and manage self development programme.
E123 Implement self development programme through the management of learning opportunities.

E13 Use cognitive competences to develop working practice.
E131 Generate, form and implement ideas that can be applied to working practice.
E132 Review and develop existing understanding of work.
E133 Respond effectively to own emotional reactions.
E134 Operate within professional and organisational codes of practice.

E14 Promote equality for all individuals.
E141 Promote anti-discriminatory practice.
E142 Maintain the confidentiality of information.
E143 Promote and support individual rights and choice within service delivery.
E144 Acknowledge individuals' personal beliefs and identity.
E145 Support individuals through effective communications.

E15 Manage the interaction of different value systems to support participants in achieving their potential.

E151 Manage own values to support the training and development programme.
E152 Attune to the values of participants.
E153 Monitor and respond to group interaction.
E154 Establish and maintain appropriate operating environments for training and development.
E155 Allow for the influence of the work and social environment of the participant.
E156 Establish an appropriate balance to support the application of learning.

Area E. The sense of TDLB Area E has been expanded from one that simply describes the trainer's relations with the external environment of the profession. We have added units that describe the areas of professional competence that inform the quality of all the work done. We consider these to be competences that are necessarily concious and should therefore be described by a competency framework.

E1 and E2 are new area titles whilst E3 is TDLB E1.

E1. A new set of units that describe the personal and professional competences of Development Training.

Draft Counselling LB unit.

E12. A new unit to describe the self development activities of any professional.

E13. A new unit to describe the mental skills that are applied consciously to the practice of Development Training (and to any professional).

Care Sector Unit O. Described as the Value Base Unit we feel it can be adopted unaltered by Development Trainers as a description of their common value base.

E15. A new unit that describes the competences of working with values in our work.

E2 Maintain effective working relationships with organisation or network.

E21 Support the work of a team.
E211 Work as a member of a team.
E212 Contribute to team meetings.
E213 Contribute to the development of good practice of the team.
E214 Help colleagues in their work.
E215 Respond to conflict in the team.

E22 *Establish and maintain relationships with organisations, networks and individuals.*
E221 Coordinate support to others.
E222 Work within and contribute to systems.
E223 Represent the organisation or network.

E3 Contribute to advances in training and development.

E31 Contribute to training and development practice.
E311 Contribute to advances in training and development theory.
E312 Contribute to advances in training and development practice.
E313 Contribute to advances in training and development technology.
E314 Provide information, support and facilities to enable others to contribute to advances in training and development practice.

E32 Evaluate and disseminate advances in training and development.
E321 Evaluate advances in training and development.
E322 Promote advances in training and development.
E323 Provide opportunities to test and evaluate advances in training and development.

E2. A new area that describes the Development Trainer's responsibilities to their networks, organisation and communities.

SRLB P19

TDLB E1.

Chapter 6
Proposed Frameworks for Optional Units

TL Team Leader Option

TL1 Develop teams, individuals and self to enhance performance.
> TL11 Develop and improve teams through planning and activities.
> TL12 Identify, review and improve development activities for individuals.

TL2 Plan, allocate and evaluate work carried out by teams, individuals and self.
> TL21 Set and update work objectives for teams and individuals.
> TL22 Plan work activities and determine work methods to achieve objectives.
> TL23 Allocate work and evaluate teams, individuals and self against objectives.
> TL24 Provide feedback to teams and individuals on their performance.

TL3 Create, maintain and enhance effective working relations.
> TL31 Establish and maintain the trust and support of one's staff.
> TL32 Establish and maintain the trust and support of one's immediate manager.
> TL33 Establish and maintain relationships with colleagues.
> TL34 Identify and manage conflict.
> TL35 Implement grievance and disciplinary procedures.
> TL36 Advise and guide staff.

TL4 Contribute to the recruitment, selection *and departure* of personnel.
> TL41 Define future personnel requirements.
> TL42 Contribute to the assessment and selection of candidates against team and organisational requirements.
> *TL43 Support departing personnel and their peers in developing leaving plans.*

TL5 Contribute to the provision of personnel.
> TL51 Contribute to the identification and supply of personnel requirements within given area of responsibility.
> TL52 Contribute to the selection of personnel for given area of responsibility.

NEW Team Leader Option. This proposed option describes the role of a Development Trainer supervising a team of trainers in providing a service. It is a common role in larger training organisations, especially residential training centres. It combines the management competences of maintaining and developing a training programme with that of building and maintaining a team. Job titles used to describe this role include programme director, senior tutor as well as team leader. It does not embrace the management skills related to the facility. We have left these as part of parallel awards in Facility Management. Nor does it describe the competences concerned with the effective management of the organisation beyond the provision of its services. However, units exist to which these could be added to create an award for a substantial junior manager function.

The units are drawn from the SRLB with small original additions. MCI units also cover this field in part but we feel these units are more fully descriptive of the competences involved.

Expanded SRLB P6.

SRLB P7.

Expanded SRLB P8. We have added one element, TL 35, as we feel the positive side of people management needs recording as well.

Adapted SRLB P5. We have added a phrase to the title and an element to recognise that the departure of staff should also be managed.

SRLB P9.

TL6 Establish and maintain relationships with organisations and individuals.
TL61 Establish and maintain links with organisations.
TL62 Work with organisations.
TL63 Establish and maintain relationships with customers and clients.

TL7 Exchange information to solve problems and make decisions.
TL71 Lead meetings and group discussions to solve problems and make decisions.
TL72 Contribute to discussions to solve problems and make decisions.
TL73 Advise and inform others.
TL74 Identify and manage opportunities.

TL8 Seek, evaluate and organise information for action.
TL81 Obtain and evaluate information to aid decision making.
TL82 Record and store information.

TL9 Contribute to the implementation of change in services and systems.
TL91 Contribute to the evaluation of proposed changes to services and systems.
TL92 Implement and evaluate changes to services and systems.

TL10 Maintain services and operations to meet quality standards.
TL101 Maintain services and operations.
TL102 Maintain the necessary conditions for an effective and safe work environment within given area of responsibility.

TL11 Contribute to the implementation of policy.
TL111 Contribute to setting operational aims and objectives.
TL112 Contribute to setting performance targets.
TL113 Contribute to establishing guidelines and codes of practice.
TL114 Contribute to the evaluation of strategic and operational aspects of the service.
TL115 Develop programmes to implement policy.

TL12 Contribute to the planning, monitoring and control of resources.
TL121 Plan for the use of resources.
TL122 Monitor and control the use of resources.

TL13 Develop a new resource.
TL131 Design a new resource.
TL132 Obtain materials for a new resource.
TL133 Make and test a new resource.

Expanded SRLB P12.

SRLB IN4.

SRLB IN3.

SRLB O3.

SRLB O6.

SRLB S2.

SRLB F4 .

SRLB R5.

CH Work with Children

CH1 Contribute to the protection of children from abuse.
CH11 Identify signs of possible abuse.
CH12 Respond to child's disclosure of abuse or neglect.
CH13 Provide information to professionals about child abuse.

CH2 Contribute to children's health and well being.
CH21 Provide food and drinks to children.
CH22 Contribute to the maintenance of children's personal hygiene.

CH3 Establish and maintain relationships with children and parents.
CH31 Establish relationships with children.
CH32 Maintain relationships with children.
CH33 Communicate with children.
CH34 Establish and maintain relationships with parents/carers.

Work with children

These three units are SRLB units H4, H6 and P14. They cover the legal obligations of adults working with children. In addition they describe the special competences of children's work and, in particular, the need to be in close communication with parents/guardians.

We propose that this should be an optional framework for those working in this field.

SRLB H4.

SRLB H6.

SRLB P14.

D3 Assess achievement for public certification.

D31 Design assessment systems.
D311 Design methods for the collection of performance evidence.
D312 Design methods for the collection of knowledge evidence.

D32 Assess candidate's performance.
D321 Identify opportunities for the collection of evidence of competent performance.
D322 Collect and judge performance evidence against criteria.
D323 Collect and judge knowledge evidence to support the inference of competent performance.
D324 Make assessment decision and provide feedback.

D33 Assess candidate using diverse evidence.
D331 Determine sources of evidence to be used.
D332 Collect and evaluate evidence.
D333 Make assessment decision and provide feedback.

D34 Coordinate the assessment process.
D341 Provide advice and support to assessors.
D342 Maintain and submit assessment documentation.
D343 Undertake internal verification.

D35 Verify the assessment process.
D351 Provide information, advisory and support services for centres.
D352 Verify assessment practice and centre prodedures.
D353 Maintain records of visit and provide feedback to awarding body.

D36 Identify previously acquired competence.
D361 Help candidate to identify areas of current competence.
D362 Agree assessment plan with candidate.
D363 Help candidate to prepare and present evidence for assessment.

TDLB D3. This is an important area for Development Trainers involved in assessing or verifying NVQ awards. However, it is not a functional area of Development Training. We have therefore treated it as a separate framework from which stand alone awards can be developed. Development Trainers can then aspire to these when appropriate.

Chapter 7

Personal Competences :
Background, Research Methodology
and Construction

Introduction

All areas of competence within the proposed DT NVQ are important to the Development Training profession, but perhaps none more so than those described here as Personal Competences. Inasmuch as all competences are personal to the individual, in this case the description 'Personal Competences' applies specifically to the values, attitudes, beliefs and behaviours of the person concerned.

There are three specific areas which come under the general heading of training (Mumford 1990).

a. The passing on of skills: that is what *can* be done.
b. The passing on of knowledge: what we *know* and *understand*.
c. The development of individual potential.

It is this third area that primarily concerns the Development Trainer. The Association of Management Education & Development defines development as;

> *Development : Working with individuals or organisations to enable them to cross the threshold which has qualitative significance to them and their life.*

Essentially this is a qualitative process which adds to the quality of the individual enabling them to make better use of skills and knowledge based learning. This qualitative description of personal capability can be quantified in terms of an individual's values, attitudes, beliefs and behaviours. These in turn reflect on the individual's degree of self worth, confidence and ability to play a full part in working life.

As a professional working with people to develop and enhance these attributes, the Developer needs to be not only aware of their own values and beliefs, but to underpin their credibility, must be an active living reflection of what they espouse in this respect. For this reason, the Personal Competences described within the Development Training Framework are essential in that they will inform every part of the Development professional's activity. To omit them would, in the view of most professionals consulted in the field, invalidate the framework reducing the NVQ to a level of pure mechanics which would not achieve its purpose.

Investigative Study

In drafting the following Personal Competences, a wide search of the literature was made and this is reflected in over sixty bibliographic entries. However, several key sources contributed much to our thinking, notably the work of Roger Greenaway (1986) on the Training of Development Trainers and the generic competences he defined. A functional analysis of his descriptive models enabled us to translate his work into a form that fits the requirements laid down by NCVQ for drafting NVQs. Some of the richness of language was inevitably lost in the process, however, we do feel that we have maintained the spirit of Roger Greenaway's work. In charting our way through the systematic construction of the framework we made constant reference to various NCVQ and Training Agency publications as well as existing TDLB and SRLB frameworks.

The following list attempts to describe all the personal competences that were felt to need attention.

Personal Competences identified from the research as not being explicitly encompassed by National Standards

1. Ability to make sound judgments.
1.1 The ability to make appropriate decisions.
1.2 Demonstrate the ability to work creatively.

2 Sensing learner skills.
2.1 Empathic sensing of the learner's experience. .
    a. Discover and exploit the commonalities between emerging needs and those found elsewhere.
    b. Know own limits and extend own competence through responsible risk taking.
    c. Make connections throughout design, implementation and review.
    d. Continuous diagnosis of individual and group needs.

3. Communication of integrity.
3.1 Communicate personal integrity.
    a. Encourage learners to think creatively.
    b. Create a recognisable role model.
    c. Work within the Development Training code of practice.

4. Making connections.
4.1 Make connections, create patterns between individuals, the group and environmental influences, causes and effects.

5. Free ranging tutor.
5.1 Operate in a free ranging multi-skilled role, unrestricted by any particular set of roles.
5.2 Exhibit an open state of mind which embraces new challenges.
5.3 Have a working understanding of the philosophical constructs of self and others.
5.4 Exhibit emotional balance and stability.

6. Aspects of Wholeness.
6.1 Integrated, holistic approach to both personal and client development with regard to mind, body and spirit.

7. Personal Competency Orbit.
7.1 Work with due regard for the need of individuals to operate within boundaries defined by world holistic ecology.
7.2 Have a working understanding of the philosophical constructs of self and others.
7.3 Exhibit emotional balance and ability.
7.4 Demonstrate the ability to work creatively.
7.5 Have an awareness of the political processes present in groups and organisations.
7.6 Demonstrate the ability to make connections for self and others with fundamental human wisdom as expressed in a variety of belief constructs.

Forming the Personal Competency Framework

Having made our literature search and carried out a functional analysis of Greenaway's work it was necessary to turn this list into competency statements that could be integrated with the main framework based on the TDLB structure. After a process of modelling, five key areas were identified for expansion through functional analysis into a Personal Competency framework under a general area heading of :

Awareness and practice of qualitative competence which informs all activity.

    a. Cognitive competence
    b. Affective competence
    c. Appropriate behavioural responses
    d. Appropriate values
    e. Appropriate personal beliefs

The Personal Competences of Development Training

Awareness and practice of qualitative competences which inform all activities.

1. Demonstrate cognitive competence.

1.1 Work creatively in synthesising the ideas of self and others.

1.2 Make connections, create patterns between individuals, the group and environmental influences, causes and effects.

1.3 Apply critical thinking where appropriate in balanced support of creative processes.

1.4 Make sound judgements and apply them appropriately.

2. Demonstrate affective competence.

2.1 Empathetically sense learner needs, emotional states and work appropriately in supporting learning and growth.

    2.1.1 Discover and exploit the commonalities between emerging needs and those found elsewhere.

    2.1.2 Know and understand own performance limits.

    2.1.3 Extend own competence through responsible risk taking.

    2.1.4 Make continuous diagnosis of individual and group needs.

2.2 Demonstrate emotional balance in both inter- and intra-personal transactions, be aware of how these are affecting the tutorial process at any given time and act appropriately in response.

3. Demonstrate appropriate behavioural responses.

3.1 Ability to operate in a free multi-skilled role, unrestricted by any particular set of social roles or operating roles.

3.2 Demonstrate an awareness of how the work and life of a Development Trainer may be regarded as a role model for others.

3.3 Demonstrate personal integrity.

    3.3.1 Support personal integrity through active demonstration of values, attitudes and actions espoused by self and others.

    3.3.2 Demonstrate a recognition of own learning needs and appropriate activity to continuously meet them.

4. Articulate and actively demonstrate appropriate values.

4.1 Demonstrate a holistic approach to both personal and client development.

    4.1.1 Have a regard for the integrated, independent nature of relationships between self, others and environment both at a macro and micro level.

    4.1.2 Have a regard for balanced development of individual mind, body and spirit.

4.2 Draw on and appreciate the richness of fundamental human wisdom as found in a wide variety of cultures and belief systems.

5. Articulate and actively demonstrate personal beliefs.

    5.1 Appreciate the formation and application of a wide variety of philosophical constructs which underpin belief systems and how these affect the learning and development process.

    5.2 Ability to make sound judgements with due regard for the values and attitudes of both self and others.

Assessment Options

In view of the fundamental importance of Personal Competences to the framework, it is felt that the attributes described must be directly assessable. This approach was endorsed by the results of the questionnaire and trialling events. Practical considerations in implementation are under review and experience of assessing similar criteria suggest that the outwardly subjective nature of the process should not be an obstacle to success. A further account of how this will be achieved is to be covered at a later stage in the project. At this stage we wish to put forward options as to where and how Personal Competences might have been included in the framework.

Option one. Encapsulate them as a stand alone Area (F) with a supporting hierarchy of Units and Elements as in other existing Areas within the TBLB framework. One of the usual criteria for defining an Area is that it covers a specific function such as TDLB Area D : 'Evaluate the effectiveness of Training and Development,' and does not require reference to any other Areas to make sense in its application. A person could be concerned solely with evaluation and only need to refer to TDLB Area D to be assessed as competent in their job.

However, the proposed Personal Competences area would inform all other areas of work within the Development Training framework. It is usual to cover aspects which inform more than one area as performance criteria or range indicators.

TDLB Area E: 'Support Training and Development advances and practice' describes competences related to the administrative function of the job, and could therefore be said to apply to all other functions as well as being a stand alone area for Training Administrators. In the light of this interpretation the proposed Personal Competences could be encapsulated as a stand alone area without the need to consider the approach as a new precedent.

Option two. Should the consensus of opinion be that the Personal Competences could not be defined as an area then the second option was to integrate them within the main framework as appropriate, attaching them to the functions that they best inform. This would lead to a great deal of duplication and increase the size of the framework making it cumbersome and difficult to use. Much of the unambiguous clarity gained from a specific Personal Competences area would be lost in the process. However, it is the approach that least tests the flexibility of the functional analysis model and is therefore most likely to be found acceptable to NCVQ, lead and awarding bodies.

Option three. A third option was to re-write them as a set of assessable Performance Criteria. These would take the form of a generic set of criteria which inform all other areas and elements. At this stage it is not certain how to assess evidence in this case. Questions about applying the assessment criteria to some or all of the framework still need to be resolved.

Our approach. In this proposal option one has been applied and these personal statements have been included in the main framework in Area E. They are not identified specifically as 'personal competences' and they are intended to be assessable along with all of the framework.

Chapter 8
Values and Codes of Practice

As with the other lead bodies developing frameworks for professional groups, values have played a major part in their thinking. They are considered to be a major aspect of professional development and the field is clearly anxious that this be recognised in the framework.

Other lead bodies have tackled this issue with several solutions emerging.

1. A Code of Practice. The MCI have produced a code of practice to which organisations and qualified managers are invited to comply.

2. A Values Statement. Playwork, Outdoor Education, Sports Coaching and the Care Sector have all produced values statements. These are intended as guidance to assessors who are expected to observe competences delivered in such a way as to uphold the values embodied in these statements.

3. Key Purpose wording. The Counselling Lead Body describe their key purpose, concluding the statement with the phrase 'within an ethical framework'. A unit of competence within the framework then requires each practitioner to be aware of personal and professional ethics and to constantly seek to apply them and revise them for each given situation.

It is our view that ethics, values and codes of practice are dynamic features of the working life of a Development Trainer. Some are required by law eg equal oportunities and health and safety. Others are negotiable sometimes minute by minute! As such many cannot be proscribed.

For example, the principle of informed consent proposes that no one should be asked to participate in training without full information about what is involved. This principle is of particular significance to Development Training where the real psychological risks of group work and, sometimes, the perceived physical risks of activities are high. However, there are populations where this principle cannot be applied eg offenders assigned to a programme or therapeutic work in which the participant is not competent to make a choice.

There are three codes of practice that we feel go a long way to describing the areas with which this ethical framework should be concerned:

An Ethical Framework for Adventure Educators developed by Priest and Hunt (1990).
The Care Sector Value and Commitment Base (CSC 1990).
Play and Playwork: Underlying Values and Assumptions (SRLB 1991).

Proposal. We have therefore adopted the element of competence (E134) that requires a trainer to operate by an ethical framework without proscribing what it should be. We also recommend the adoption of a values statement that will guide assessors to explore the implementation of values with candidates. We have adapted the Outdoor Education values statement for this purpose. It is printed below.

Development Training
A Values Statement

A purpose of these standards is to encourage and develop excellence amongst those responsible for, and those committed to Development Training. This purpose is informed by a profound belief in the value for all people of facilitated learning experiences. Such experiences enhance the quality of life, lead to self fulfillment, strengthen processes of learning and self discovery, develop congruence between personal, group and organisational goals and build a sense of community.

Underlying Values

Each participant has a right to expect a quality service which is underpinned by the following values:

- those facilitating learning experiences should have a balance of technical and communication skills, together with personal and social qualities such that their work will be competent, purposeful and sensitive to the needs and aspirations of participants.

- each participant has a right to be safe, both psychologically and physically; to be stimulated and to develop confidence and self awareness through judiciously chosen and carefully introduced opportunities for learning;

- whilst everyone should have the opportunity to reach their potential every effort must be made to ensure that no individual has a personally unacceptable experience;

- everyone has a right to access, equal opportunity and enjoyment of the learning experience in all its forms; no one irrespective of age, ethnicity, gender, disability, status or for any other grounds, should experience discrimination; individuality and diversity should be valued, positive attitudes and anti-discriminatory practices should be encouraged;

- those working in Development Training should seek to develop, strengthen and affirm the concept of the whole person and should seek to encourage participants to try to optimise and fulfil their potential;

- sensitivity and respect should be encouraged and developed towards people and places. The development of caring attitudes begins by example;

- activities can be individually fulfilling for the person who is alone, but can also provide opportunities for people to enjoy friendship and co-operation with others. It is understood that both individual and group activities, when properly supported, provide opportunities for people to develop self reliance, personal health and inter-personal skills and this can be enhanced by residential experience;

- the ultimate aim should be to enable the participant to become an independent learner.

Chapter 9
A Rationale for an Award Structure

Once a framework is established it can be used to develop an award structure. An NVQ award is meant to define a function within the field it is covering. It is important to identify these functions and prepare awards that match them. They should also integrate smoothly with existing awards in parallel and related fields as this will aid transitions of career.

What are the functions occupied by Development Trainers? Which competences describe these functions and to what NVQ levels should they be assigned?

Trialling and questionnaire results confirm our analysis. These have identified the following functions to which we have attached the following award titles and levels:

- Development Trainer Level III
  Optional extensions: - Work with children   - Adventure based work
                        - Assessor   - Work in a network context

- Development Trainer Level IV
  Optional extensions: - Verifier   - Work with children
                        - Work in a network context   - Adventure based work

- Development Consultant Level IV
  Optional extensions: - Verifier
                        - Work in a network context

- Training Team Leader Level IV
  Optional extensions: - Assessor

In some cases the functions we identified overlap so completely with parallel existing frameworks and awards that a framework of our own would be repetitious eg outdoor education (SRLB), facility management (SRLB) or counselling (CLB). In these cases we have informed the relevant lead body of a Development Trainers perspective of their standards.

A different situation exists where a Development Trainer requires part of but not all of a parallel award for their work. In this case we should seek to create an optional unit within our own framework as we have proposed with 'adventure based,' 'team leader' and 'work with children' contexts.

It is our view that Assessor and Verifier awards should be optional unlike the current TDLB approach to training and development awards. We have therefore shown these in the same way as the other optional extensions.

PROPOSED AWARD STRUCTURE

OPTIONS

MAIN AWARDS

Team Leader Level IV

TL 1 - 13 Inclusive

Verifier

D34

Work in a Network Context

A21 A22

Adventure Based Work
C26

Work with Children
CH1 CH2 CH3
C33

Assessor

D32 D33

Development Consultant Level IV

A11 A12 A13
B11 B12 B13 B14
B21 B22 B23 B24
C13
D11 D12 D13
E11 E12 E13 E14 E15
E21 E22 E31 E32

Development Trainer Level IV

A13
B31 B32 B33
C11 C12 C13 C21 C22 C23
C31
D21
E11 E12 E13 E14 E15
E21 E22 E23 E31 E32

Development Trainer Level III

A31 A32

B25

C22 C23 C32 C34 C36 C37

D22 D23

E21

A Strategy for Action

The units we recommend as the structure for each award are shown on the accompanying chart.

A Suite of Awards for Immediate Development.

It is our view that two awards and four options can be offered straight away. These are:

Development Trainer Level III
      Options: Assessor (already available)
                   Verifier (already available)
                   Adventure Based Work
                   Work with Children

Development Training Team Leader Level IV

The units that we have attached to them already exist. In some cases we have suggested improvements to them in this proposed framework. However, this does not prevent an award being developed on the units in their current fo as our proposals are, in these cases, preferences rather than essential changes. The improvements can be applie and when they are adopted by the appropriate lead bodies at the time of their review of their standards. We prop that the TDLB and SRLB be approached with a view to creating this suite of awards based on the hybrid struct we have developed as soon as possible.

Awards for the Future

The remaining awards contain units that are substantially altered or new and which are essential to the integrit the proposed award. These awards must remain proposals for the moment.

In the meantime the proposed framework should be submitted to TDLB and SRLB to inform their respective re processes. This would be further enhanced by field testing the adapted and new material. We recommend tha TDLB be approached to fund a series of field tests during 1993.

Chapter 10

References

ATC; Standards for Guidance Workers; Bristol Polytechnic; 1991.

Brathay Hall Trust; Review of the Draft National Standards for Training and Development and their Relevance to Development Training; Brathay Hall Trust; 1990.

NCVQ; Guide to NVQs; NCVQ;1991.

Care Sector Consortium; Community Work Feasibility Study; CSC; 1990.

Cianchi J ed; Proceedings of the First National Symposium on Outdoor Programs for Offenders; ACT Government; 1990.

Earley P; The School Management Competences Project; School Management South; 1992.

FEU; TDLB Standards in Further Education; FEU; 1992.

Greenaway R; The Competences of Development Trainers; unpublished report; 1987.

Greenaway R; More than Activities; Save the Children Fund; 1990.

Greenaway R and Bill C; Competences of Development Trainers; MSC; 1989.

Doughty S; CSML; 1991.

Everard B; Development Training, Progress and Prospects; DTAG;

Everard B; Journal of Adventure Education; Vol. 9:2 ; 1992.

Everard B; private communication; 1986.

Heron J; A Facilitator's Handbook; Kogan Page; 1989.

HMI; Adventure Experiences for Young People from Urban Areas; DES; 1990.

HMI; The Training of Part Time and Voluntary Youth Workers; DES; 1991.

Janes J; Developing Standards and Qualifications in Advice,Guidance and Counselling; 1991.

Louden W; National Competency Standards for the Teaching Profession; Schools Professional Development Consortium (Western Australia); 1992.

Loynes C ed; Campaign for City Youth Conference Report; Adventure Education; 1992.

Mainframe; Draft Occupational Standards for the SRLB; Mainframe; 1991.

NCVQ; Guide to NVQs; NCVQ; 1991.

National Training Board of Australia; National Competency Standards; 1992.

Ollier G; Will NVQs Reach Small Work Units?; CSC; 1991.

Parker L; Personal Competence; Competence and Assessment; Issue 17; ED; 1992.

Priest S; Preparing Effective Outdoor Pursuits Leaders; University of Oregon; 1986.

Priest S and Dixon T; Safety Practices in Adventure Programming; AEE; 1990.

Prince The; Personal Competences; Transition; 1992.

Schoel J et al; Islands of Healing; Project Adventure; 1988.

South Bank Polytechnic; Certificate in Human Resource Development; South Bank Polytechnic; 1991.

SRLB; National Occupational Standards; SRLB; 1992.

Spencer LM et al; Competency Assessment Methods; Hay/McBer; 1990.

Sunderland Polytechnic; Three Stage Professional Pathway in Human Resource Development; Sunderland Polytechnic; 1991.

TDLB; National Standards for Training and Development; TDLB; 1992.

TDLB Field Test Reports; TDLB; 1991.

Transform; Developing the Developers; AMED; 1991.

Chapter 11

Abbreviations

AMED: Association for Management Education and Development.
CARP: The Cumbrian Association of Residential Providers.
CLB: Counselling Lead Body.
CSC: Care Sector Consortium.
CMMS: Charlotte Mason Managment Services.
DTAG: The Development Training Advisory Group.
FEU: Further Education Unit.
ITD: The Institute of Training and Development.
MCI: The Management Charter Initiative.
NAOE: National Association for Outdoor Education.
NCVQ: The National Council for Vocational Qualifications.
NVQ: National Vocational Qualifications.
SRLB: The Sport and Recreation Lead Body.
TDLB: The Training and Development Lead Body.