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## Comparative study qualification standards

### ERASMUS+ project:

Creating of the new VET qualifications  
for entrepreneurship education,

Reg. No. 2022-2-CZ01-KA210-VET-000100007

## Entrepreneurship VET Instructor Trainer of VET Skills in Production

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## Introduction

In the context of vocational training, these two new qualifications focus on developing the pedagogical and didactic skills of in-house corporate trainers, each with a specific focus and qualification requirements. **The Trainer of VET Skills in Production** and the **Entrepreneurship VET Instructor** are two professions that differ in their level of expertise, focus and teaching methods. This study focuses on the comparison of these two qualification standards, their objectives, needs and specifics.

**The Trainer of VET Skills in Production** and the **Entrepreneurship VET Instructor** differ in their level of expertise and the focus of their training. The trainer is designed for basic training in manufacturing, where the focus is on practical skills and basic pedagogical skills. A trainer, on the other hand, covers advanced training with a wider range of responsibilities, including ICT skills and complex pedagogical methods. Both roles are key to workforce development and effectiveness, but their specific focus and skills reflect the different levels and training needs of the business.

Both curricula for the new qualifications were developed in international cooperation between the Czech educational agency LASERneedle CZ s.r.o. and the Slovak educational agency Topcoach s.r.o. within the ERASMUS+ project "New Professional Qualifications

in Vocational Enterprise Training" Reg. No. 2022-2-CZ01-KA210-VET-000100007 with the aim of ensuring that in-house trainers acquire the necessary pedagogical and didactic skills for effective training of adults in the workplace. The new qualifications "Trainer of VET Skills in Production" and "Enterprise Vocational Trainer" are designed to meet the specific needs of enterprises, to give in-house trainers better access to pedagogical skills and to ensure a higher quality of vocational training for employees.



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## 1. Trainer of VET Skills in Production

**Level and focus:** The qualification standard for the **Trainer of VET Skills in Production** is set at the level of an **apprenticeship certificate**, i.e. qualification level 3 according to the NQF. This standard is aimed at training **low-skills production operators**, which means that it focuses on the basic skills needed to perform production activities. The trainer in this role focuses on practical skills and basic training for employees who perform operations on the production line or in other similar roles.

### **Professional competence and required competences:**

**Orientation in business processes and organisation of training:** the trainer must be able to explain and understand the importance of individual business processes and the organisation of training in the workplace. The role includes describing the forms and organisation of training in the enterprise.

**Pedagogical skills:** the application of basic pedagogical skills, including didactic principles and assessment of mastery of skills, is required. The trainer should be able to conduct a demonstration and provide recommendations to minimize physical and mental stress.

**Psychological aspects:** the trainer must characterize the specifics of adult learning and apply the principles of respectful communication.

**Legislation:** knowledge of legislation is important to ensure health and safety at work.

**Assessment and verification method:** assessment is carried out by oral verification, practical demonstration and combined methods to ensure that the trainer meets all the criteria.



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## 1. Entrepreneurship VET Instructor

**Level and focus:** The qualification standard for **Entrepreneurship VET Instructor** is set at **secondary school** level, i.e. at qualification level 3 according to the NQF. This standard is designed for in-house trainers in companies who train employees across different levels and disciplines. The trainer in this role has broad responsibility for the planning and delivery of vocational training within the company.

### **Professional competence and required competences:**

**Orientation in business processes and corporate training:** the trainer must explain in detail the business processes and their importance in the context of production activities. In addition, the importance of mandatory and non-mandatory employee training must be explained.

**Pedagogical skills:** the trainer focuses on advanced pedagogical skills, including the characterization of the principles of adult education, the use of didactic methods and the modification of educational content for different groups of participants.

**ICT skills:** the trainer must be able to apply basic ICT skills in the preparation and delivery of training, including creating presentations, working with online tools and text generators.

**Social-psychological knowledge:** social-psychological approaches need to be applied and effective communication with participants, including conflict resolution and motivation.

**Legal:** The trainer must understand the professional qualifications system and comply with copyright legislation.

**Assessment and verification:** The assessment includes oral verification and practical demonstration, emphasising a wide range of skills and the use of modern tools and methods.



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## 2. A comparative study

The two standards, **Trainer of VET Skills in Production** and **Entrepreneurship VET Instructor**, reflect the different levels of expertise and focus that are key to effective employee development in different contexts. Both standards have a specific focus and level of expertise, with the Entrepreneurship VET Instructor covering a broader range of skills and responsibilities than the Trainer of VET Skills in Production.

**The trainer** specializes in basic training for low-skilled workers who need to learn basic production skills and safety procedures. His job is to ensure that new employees quickly and efficiently master the required practical skills and are ready to perform their jobs. This type of training focuses on the direct application of skills in a specific production environment and often requires simple pedagogical and psychological approaches tailored to the low skills of the participants.

On the other hand, the **instructor** covers a wider range of skills and responsibilities, including advanced methods and approaches in vocational training. His role involves training at various levels, from basic to advanced technical and managerial roles. **The instructor** uses modern ICT tools and sophisticated pedagogical methods to develop complex skills and improve employee qualifications. This standard reflects the need to adapt to a dynamic environment and technological advances, while requiring a deeper knowledge of pedagogy and social psychological approaches that are essential to motivate and communicate effectively with diverse target groups.



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## 2.1 Qualification level

**The Trainer of VET Skills in Production** is at the level of an apprenticeship certificate (qualification level 3). It focuses on training lower-skilled employees, which requires less complex pedagogical skills.

**The Entrepreneurship VET Instructor** is a secondary school level (qualification level 4). This standard is designed for trainers with a wider range of responsibilities and the necessary advanced skills.

A Trainer of VET Skills in Production is at the level of an apprenticeship certificate, while a vocational business education trainer is at the high school level. This reflects the broader and more complex responsibilities of a trainer who covers multiple aspects of corporate training.

## 2.2 Competences of individual qualifications

**The Trainer of VET Skills in Production** must have basic pedagogical skills, such as the ability to apply simple didactic principles and to adapt the training to the low skills of the participants. In addition, they must be familiar with and knowledgeable about business processes and have the ability to organise training to meet specific production needs. In terms of psychological aspects, the trainer needs to understand the basic psychological aspects of adult learning and have the ability to adapt the training to the needs of the participants, including low-skills.

**The and Entrepreneurship VET Instructor** must have advanced pedagogical skills, e.g. the ability to use complex pedagogical methods, including various didactic methods and the organisation of discussions. In addition, he/she must have ICT skills to use modern ICT tools to prepare and deliver training, to create presentations and to work with online platforms to prepare electronic training. Last but not least, he/she needs to be able to apply social-psychological knowledge, including different approaches to motivating target groups, and to manage respectful communication with trainees.



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**The Trainer of VET Skills in Production** focuses on basic pedagogical skills, applying simple didactic principles and adapting the training to the low skills of the participants. His/her role includes orientation in business processes and basic psychological aspects of adult learning. In contrast, and **Entrepreneurship VET Instructor** requires advanced pedagogical skills, including complex methods and ICT tools for e-learning, and the ability to apply social psychological knowledge to effectively motivate and communicate with diverse target groups.

### **2.3 Training objectives**

**The Trainer of VET Skills in Production** performs basic training of subordinate employees to perform the job, including low-skills. Thus, the main objective of the trainer is to provide basic training for employees in manufacturing positions who often do not have a high level of prior qualifications. It focuses on the practical skills necessary for day-to-day production activities, including working safely and using production equipment effectively. The aim of the training of trainers is to effectively integrate new employees into the work process.

**The Entrepreneurship VET Instructor** focuses on advanced training that covers a broader range of professional topics and methods. Through training, contributes to the development and improvement of employee skills at various levels, including management and specialized technical roles. The trainer provides training leading to the enhancement of employees' skills, which is achieved through the use of modern didactic methods, ICT tools and advanced pedagogical approaches.

**The Trainer of VET Skills in Production** focuses on basic training for low-skilled employees, emphasizing practical skills and the safe use of production equipment. His goal is to effectively integrate new workers into the production process. On the other hand, **the and Entrepreneurship VET Instructor** provides advanced training with a wider range of professional topics and methods, including the use of modern ICT tools and didactic approaches, focusing on the development of employees' skills at different levels, including management.





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## 2.4 Focus of training

**The trainer** focuses on basic practical skills and training that is direct and oriented to specific production processes.

**The instructor** covers a wider range of training, including advanced techniques, ICT tools and complex pedagogical methods. The role is more strategic and focused on developing a wide range of skills and competencies.

The trainer specialises in basic training and practical skills for lower-skilled employees, while the instructor deals with advanced training, including the integration of ICT skills and social-psychological approaches.

## 2.5 Pedagogical and psychological skills

**The trainer** focuses on basic pedagogical skills and the application of simple psychological approaches. They must be able to adapt the training to the low skills of the participants and focus on the effective transfer of practical skills.

**The instructor** deals with more complex aspects of education, including advanced didactic methods and modern ICT tools. He/she must apply advanced social-psychological approaches, communicate effectively with participants and resolve complex conflict situations.

Both roles require basic pedagogical and psychological skills, but the trainer needs to deal with the more complex aspects of adult learning and use modern technology for effective training.

## 2.6 Legal aspects

**The trainer** has a basic knowledge of the legislation relating to occupational health and safety in his/her workplace.

**The instructor** has an in-depth knowledge of the law, including knowledge of the system professional qualifications and copyright.

Both roles require knowledge of the law, but the trainer has a broader remit, including specific copyright regulations and professional qualifications.



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## Conclusion

The qualification standards for the **Trainer of VET Skills in Production** and the **Entrepreneurship VET Instructor** show the fundamental differences in the level of expertise, focus and responsibilities that both qualifications encompass. These differences reflect the specific objectives and needs of each type of trainer in the context of their focus on employees with different levels of qualification and expertise.

**The Trainer of VET Skills in Production** focuses on the basic training of operators with a low level of proficiency. This standard is tailored to the needs of employees who need to learn the practical skills necessary for their work on the production line or in other similar positions. The trainer must have sufficient knowledge of business processes and be able to organise training effectively, with an emphasis on practical aspects and safety. His role primarily involves the application of basic pedagogical and psychological skills, which includes not only teaching practical skills but also motivating and supporting new employees. Knowledge of legislation such as safety standards is also important to ensure a safe working environment.

**A Entrepreneurship VET Instructor**, on the other hand, has a wider range of responsibilities and skills. This standard applies to trainers with a higher level of expertise and focuses on advanced training that covers both technical and strategic aspects of corporate training. The trainer must make effective use of modern ICT tools, advanced pedagogical methods and social psychological approaches. His/her task is not only to train a diverse group of employees, but also to adapt the training to the specific needs and skill levels of the participants, including the development of communication, conflict resolution and motivation skills. This role also includes a deeper knowledge of legislation relating to professional qualifications and copyright protection, reflecting the complexity and diversity of its tasks.

While the **Trainer** focuses on the basic and practical aspects of training with an emphasis on safety and efficiency, the **Instructor** covers a wider range of skills and methods, including the advanced use of ICT tools and the application of sophisticated pedagogical approaches. This difference in level of expertise and focus demonstrates the importance of tailoring qualifications for in-house corporate trainers to the specific needs of different levels of employees, so that training is effective and contributes to the overall development of employees in the company.



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