

Task 2.2 Definition of Qualification Framework – the “EuroTeQ Learning Professional”

SUMMARY

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Our main objective in Work Package 2 of BoostEuroTeQ is to develop a concept for the training of “Learning Professionals” which are specialists in the scientific upskilling of engineers and are responsible for the facilitation of knowledge transfer and co-creative innovation activities between the EuroTeQ partner universities and industry. The report aims to sharpen the understanding of the role and necessary competences of the “EuroTeQ Learning Professional” and offers a unifying qualification framework taking into account the existing differences at the partner universities regarding training offers and respective structures with regard to this role.

The comprehensive qualification framework was developed based on an iterative process of integrating feedback from different interlocutors involved in professional education and/or learning and development activities at the partner universities or in industry. The qualification framework differentiates between specialized-methodological, social-communicational, personal, and activity and realization-oriented competencies. Relevant competences in the four areas are:

Competence area	Relevant knowledge, skills and competences
Specialized-methodological	<ul style="list-style-type: none">Assessment of professionals' developmental / learning needsMarket / competitor analysis regarding professional education offersDidactics and adult pedagogy (incl. dealing with heterogeneity)Use of educational technologiesProgram evaluation and competence assessment
Social-communicational	<ul style="list-style-type: none">Science communication (i.e., audience-tailored communication)Presenting and moderatingNetworking and (interdisciplinary) cooperation
Personal	<ul style="list-style-type: none">Self-organization and self-regulationConceptual thinkingFlexibility, adaptability and openness
Activity/realization-oriented	<ul style="list-style-type: none">Empowerment, motivationEnthusiasm

Focusing on specialized-methodological and social-communicational competences, the qualification framework formulates learning outcomes are formulated which are considered most important for the qualification of the “EuroTeQ Learning Professional”. For example:

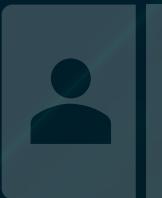
Didactics and adult pedagogy	Use of educational technologies	Science communication
<ul style="list-style-type: none">Knowledge about basic principles of adult learning and pedagogical psychologyKnowledge about principles and formats of individualized and personalized learningKnowledge and skills to develop and design tailor-made learning offers	<ul style="list-style-type: none">Knowledge of current trends in professional learning and developmentKnowledge of state-of-the art technologies to support professional learning and developmentSkills to use and implement digital tools in learning journeys	<ul style="list-style-type: none">Understanding the target group, central questions and common languageSkills to break down complex topics and apply them using practical examplesKnowledge and skills to communicate relevance, relativity and uncertainty of science

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Further documents

More information and further documents can be requested by contacting Lisa Hasenbein.



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