



## **Building Training Units (T.U.)**

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## 1 THE T.U. WITHIN THE NEW INSTITUTIONAL FRAMEWORK OF REFERENCE

In consolidated practice, the Training Unit has been considered the “**minimum training standard**”, incorporating both the objective standard related to competences and the standard related to the minimum requisites of the training response.

Currently, with the introduction of the **minimum standards of competence** (Unit of Competency – U.C.) as a standard in themselves and the sole reference for certification – defined with binding value at the national level, though in a participatory and circular process – the T.U can be interpreted as a **technical standard**, useful for training design, representing that which training provides to the trainee to permit him to acquire the skills aggregated in one T.U., at the level envisaged by the indicators (minimum threshold) identified therein.

Defining a T.U. involves establishing and clearly stating the “ingredients” of a “training recipe”. This does not mean describing the “recipe” itself (that is, how to put the ingredients together to produce the dish); it does not involve, in short, training design in the narrow sense. For the definition of the T.U., in fact, we do not assume the typical problem of training design, which is that of prefiguring – in relation to a need found in a specific target of recipients – the most effective learning path, placing in a balanced and precise sequence: solutions/situations/learning units, assessments, recovery opportunities, reinforcement, consolidation, etc. (often with meaningful and creative personalisations with respect to the original recipe, which, however, remains the recognisable unvarying reference point).

At the technical level, we can affirm that the construction of the T.U.s is **necessary**, because a non-generic definition of the training credits associated with a T.U. seems to be an indispensable reference for the transparency of the certifications; that is, to be able to evaluate the “content” of a certification and make comparisons between different certifications.

In relation to many aspects, the availability of technical standards (T.U.s) is also **useful**. From the point of view of many planners, these standards could be considered as aids more than limitations to the planning process. With respect to the system, they can certainly provide an important term of comparison for the transparency and “legibility of competence-based training projects and the respective certifications.

## 2 T.U. FORMALISATION MODULE

The “**Module of formalisation of the Training Unit (T.U.)**” is presented in the following pages.

TITLE OF THE TRAINING UNIT (T.U.)	
[insert title]	
Type:	<input type="checkbox"/> basic <input type="checkbox"/> transversal <input type="checkbox"/> technical-professional

### PART ONE - “ELEMENTS” SUBJECT TO TRAINING

KNOWLEDGE
<p>To acquire the necessary proficiency for putting into practice the competences of the U.C. of reference, the trainee must learn the following <b>knowledge</b>:</p> <ol style="list-style-type: none"> <li>1. [insert notion]</li> <li>2. ...</li> </ol>

PRACTICAL SKILLS
<p>To acquire the necessary proficiency for putting into practice the competences of the U.C. of reference, the trainee must learn the following <b>practical skills</b>:</p> <ol style="list-style-type: none"> <li>1. [insert practical skill]</li> <li>2. ...</li> </ol>

BEHAVIOURS
<p>To acquire the necessary proficiency for putting into practice the competences of the U.C. of reference, the trainee must learn the following <b>behaviours</b>:</p> <ol style="list-style-type: none"> <li>1. [insert behaviour]</li> <li>2. ...</li> </ol>

## PART TWO - PREREQUISITES

Work experience
■
■

Educational qualifications
■
■

Other C.T.U.s necessary for the training of the professional figure	
Title	Type
1.	<input type="checkbox"/> basic <input type="checkbox"/> transversal <input type="checkbox"/> technical-professional
...	<input type="checkbox"/> basic <input type="checkbox"/> transversal <input type="checkbox"/> technical-professional

## PART THREE – PROFESSIONAL TRAINING CREDITS

Professional training credits of the U.C. of reference	Hours of attended learning activities (% to be defined)					Hours of self-learning (% to be defined)					Hours of activity in a real work situation (% to be defined)				Total hours
	Classroom	Laboratory	Distance learning – real time	Distance learning - on line	(other: specify)	Self-study	Individual work on assignment	Group work on assignment	Cooperative learning on-line	(other: specify)	Orientation practicum	Training practicum	Professional qualification practicum	other: specify	
no. of credits															

**PART FOUR – ASSESSMENT METHODS**

Type of test		Mandatory indications	Breakdown of test types	Optional indications
Written tests	Closed questions		▪ multiple choice	
			▪ completion (with choice between the options provided)	
			▪ fill in the gap (with choice between the options provided)	
			▪ mini-case study (with multiple choice questions)	
			▪ matching	
	Open questions		▪ discussion questions	
			▪ completion (with free formulation)	
			▪ fill in the blank (with free formulation)	
	Case solutions		▪ with open questions	
			▪ with closed questions	
"Traditional" tests		▪ Essays		
		▪ Problems		
		▪ Exercises (e.g. equations, etc.)		
Oral tests	Interviews		▪ structured	
			▪ semi-structured	
			▪ unstructured	
Practical tests	Observation checklist		▪ process	
			▪ product	
	Technical reports			
Performance in simulation	Observation checklist		▪ process	
			▪ product	
	Technical reports			

### 3 DEFINITION OF THE T.U. QUALIFICATION

For the reasons describe in §1, a T.U. corresponds to a U.C. The T.U. must therefore lead to the same qualification as the related U.C.

### 4 Part one: ELEMENTS OF THE TRAINING

The elements of the training are the **knowledge** (declarative and procedural), **practical skills**, and **behaviours** considered indispensable for learning and practicing the knowledge identified as necessary for achieving the outcomes in which the skills aggregated in the U.C. of reference are shown.

Knowledge, practical skills, and behaviours can be considered the “elements” brought into play/mobilised by the trainee to substantiate the learning (*“the trainee must be capable of”*) formalised in the second section of Part A of the U.C.

### 5 Part two: PREREQUISITES

The prerequisites must be defined in terms of:

- work experience
- educational qualifications
- other T.U.s considered to be preparatory.

### 6 Part three: PROFESSIONAL TRAINING CREDITS

Formalises the minimum number of professional training credits that can be acquired by means of the T.U. The credits must be considered acquired only if the tests administered for the assessment of learning are passed with positive outcomes.

The **professional training credits** represent **the unit of measurement of the activities required of a trainee** in order to acquire the competences of a U.C., divided into “elements” in the respective T.U.

A value expressed in hours of activity, corresponding to 25 hours, is assigned to each professional training credit.

The types of activities involved in the acquisition of a credit are:

- attended learning activities
- self-learning
- activities in a real work situation

which are in turn divided into more specific training methods.

The percentage share considered optimal for each type of activity must be established. If deemed opportune, the optimal number of hours can also be indicated for the different types of specific training methods, as exemplified below.

Professional training credits of the U.C. of reference	Hours of attended learning activities (% to be defined)					Hours of self-learning (% to be defined)					Hours of activity in a real work situation (% to be defined)				Total hours
	Classroom	Laboratory	Distance learning – real time	Distance learning - on line	(other: specify)	Self-study	Individual work on assignment	Group work on assignment	Cooperative learning on line	(other: specify)	Orientation practicum	Training practicum	Professional qualification practicum	other: specify)	
no. of credits															
4	10	20				30					8		32		100

## 7 Part four: ASSESSMENT METHODS

Formalises the types of tests considered appropriate for assessing the learning of the “elements” involved in the C.T.U. and, above all, of the level of mastery of the competences defined in the U.C. of reference.

## 8 EXAMPLE

Below is an example of a technical-professional C.T.U. referring to the figure “Expert in competence-based training design”.

**TITLE OF THE TRAINING UNIT (T.U.)****Definition of the professional competences**

Type:	<input type="checkbox"/> basic <input type="checkbox"/> transversal <input checked="" type="checkbox"/> technical-professional
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**PART ONE – ELEMENTS OF THE TRAINING****KNOWLEDGE**

1. Essential notions regarding the competence-based approach: origins, evolution, developments, models, regulatory scenario, etc..
2. The methodological system of reference for the production of “competence dictionaries”.
3. The company processes: nature, type, "criticality", methods of mapping and description.
4. Rules for the designation, description, and analysis of the professional competences.

**PRACTICAL SKILLS**

1. Identifying the organisational processes (key and support) of an organisation.
2. Defining inputs and outputs of an organisational process.
3. Identifying intermediate outputs/activities of an organisational process.
4. Identifying the professional roles involved for each intermediate activity.
5. Designating and describing the professional competences necessary to guarantee the outputs of intermediate activities.
6. Identifying and describing the elements of each competency: practical skills, knowledge, and behaviours necessary for achieving the competence.

**BEHAVIOURS**

1. Collaboration with colleagues.
2. Orientation towards outcomes

**PART TWO - PREREQUISITES****Work experience**

- Experience in training design

**Educational qualifications**

- Diploma or degree

**Other C.T.U.s considered preparatory**

Title	Type	Code
2. none		

### PART THREE – PROFESSIONAL TRAINING CREDITS

Professional training credits of the U.C. of reference	Hours of attended learning activities (29%)					Hours of self-learning (61%)					Hours of activity in a real work situation (10%)				Total hours
	Classroom (transmission of in-formation)	Laboratory	Distance learning – real time	Distance learning -on line	Activity of regulation and control	Self-study	Individual work on assignment (operative activities on the in-formation)	Group work on assignment (ex-ercises)	Cooperative learning on line	Activity of regulation and control	Orientation practicum	Training practicum	Professional qualification practi-cum	Application of methodology to the specific work context	
<b>Credits</b>															
4	21	0	0	0	8	0	14	30	0	17	0	0	0	10	<b>100</b>

### PART FOUR – ASSESSMENT METHODS

Type of test		Mandatory indi-cations	Breakdown of test types	Optional indica-tions
Written tests	Closed questions		▪ multiple choice	
			▪ completion (with choice between the options pro-vided)	
			▪ fill in the gap (with choice between the options provided)	
			▪ mini-case study (with multiple choice questions)	
			▪ matching	
	Open questions		▪ discussion questions	
			▪ completion (with free formulation)	
Case solutions		▪ fill in the blank (with free formulation)		
		▪ mini-case studies (with open questions)		
"Traditional" tests		▪ with open questions		
		▪ with closed questions		
		▪ Essays		
Oral tests	Interviews		▪ Problems	
			▪ Exercises (e.g. equations, etc.)	
			▪ structured	
Practical tests	Observation checklist		▪ semi-structured	
			▪ unstructured	
Performance in simulation	Technical reports		▪ process	
	Observation checklist	X	▪ product	X
	Technical reports			X