

**PROPOSAL FORM FOR THE APPROVAL OF THE FULL DEVELOPMENT OF A NEW ACCREDITED PROGRAMME  
OR FOR THE STRUCTURAL CHANGE OF AN EXISTING ACCREDITED PROGRAMME (Stage 1)**

*This form is to be used as template for the creation of the proposal of a new programme or the updating of an existing one.  
Most of the sections will require the user to write essays on separate sheets and attach them to this form to compile the report.*

Section A : General Information (To be filled in FULL by Course Proposer)			
			Insert ✓
<b>New Programme</b> <i>(All Sections to be filled-in)</i>			✓
<b>Structural changes to existing programme</b> <i>(Please provide only information that is new and relevant to the structural changes being proposed to the programme)</i>			
Current Title of Programme	Not existent		
Updated / New Title of Programme	Trainer Facilitator of learning processes		
Date of Submission of Form to Responsible for training needs analysis (pre-approval stage): <b>12.09.2022</b>			
Approval by Department/Faculty Head or Delegate	G. Bianchi	Name of direct line manager of the Head proposing programme for approval by management	A. Rossi
<p><b>1. Reason why programme is being proposed</b></p> <p>The inclusion of the course in the catalogue will broaden training offerings in the area of "training of trainers" taking into account the high demand over the past year from users interested in participating in courses on training needs analysis methodologies and educational design (see Annex 2 "Course Demand Statistics"). Market interest in these topics is also expected to increase following the spread of recent innovations in public calls for training funding, with the inclusion of referencing to regional/national repertory profiles as a compulsory element for the submission of continuing education projects. Intercepting such a user base of professionals in the field has also proven to be an element then useful in developing further collaborations.</p>			
<p><b>2. Course Description</b> <i>(Please also provide the official course/programme description to be made public on the Institute website/prospectus)</i></p> <p>The course is designed to train professional profiles able to work as a Trainer Facilitator of learning processes in educational, training and organizational systems, carrying out activities of needs analysis, design and delivery of services finalized to the transfer and development of skills, organizational change and enhancement of the stock of knowledge already possessed by the target recipients of interventions. The course aims to provide the skills to use a variety of methods and tools, including e-learning, in an integrated way, through contextual and individualized approaches, interacting with the different professionals involved in the given context.</p> <p>The Trainer Facilitator of learning processes has the opportunity to place himself/herself in different sectoral, business and professional contexts, where he/she is required to carry out training activities (planning, delivery and evaluating training interventions), vocational guidance and tutoring (online and classroom) addressed to individuals of young and/or adult age, including those at risk and/or vulnerable categories. In addition, as a facilitator and group leader, he/she can act to facilitate processes, mediate group dynamics, elicit skills and stimulate moments of learning in group contexts in both corporate and community settings. Given the ability of this professional figure to operate in a setting characterized by accelerating processes of social, cultural and labour market change and to manage educational and technological innovations (LMS, OLS, etc.), the professional outlets are mainly inherent to the following areas:</p> <ul style="list-style-type: none"> <li>- Vocational training centres and the world of vocational education and training in all its articulations, outside and inside the compulsory education system, within national and international projects;</li> <li>- Adult education centres (continuing, recurrent, lifelong education) in local government services, public and private cultural promotion centres;</li> <li>- Enterprises and companies, particularly with regard to leading training projects within enterprises;</li> <li>- Employment agencies and institutions (public and private) of vocational training and retraining;</li> <li>- Associations, cooperatives and third sector agencies;</li> <li>- Specialized agencies in the design and implementation of educational materials and technological supports (multimedia, ICTs...) for continuing education and vocational education and training;</li> </ul>			

### 3. Overall Learning Outcomes (LOs) of Programme *(The submitted outcomes are in draft format and subject to review and approval by the Responsible for educational design)*

#### LO1. Framework of learning and training processes and systems

**Knowledge:** Basic characteristics of individual and collective learning processes and their typologies | Elements of andragogy, pedagogy and educational science | Main legislative and regulatory references in learning, education and training | Types and contexts of formal and non-formal learning (education, lifelong learning, continuing education, vocational training, apprenticeship, internships) | Types of learning environments: in-presence (indoor/outdoor), synchronous online, asynchronous online, self-study, in-company, community-based, etc.

#### LO2. Learning, competencies, validation and certification

**Knowledge:** The different perspectives and readings of the concept of competencies | The social breath of competencies and the concept of capability | The techniques and tools for the elicitation of competencies | Credit recognition and the IVC of competencies

#### LO3. Analyse training and learning needs

**Knowledge:** Principles, methods and tools of job and occupational needs analysis | Tools for reading context data (labour market observatories, databases, sector studies, analysis of development trends, etc.) | Methodologies for the analysis of training needs in organizations and territories

**Skills:** Analyse the characteristics of knowledge and learning in organizational systems and people involved in the interventions | Analyse the target socioeconomic context, undertaking and managing relationships with local and non-local institutions (e.g., businesses, school networks, universities, area associations, training agencies, etc.) | Mediate the demands of one's customer system or institutional and social clients and the qualitative, economic and organizational requirements of the learning project | Identify relevant elements of needs analysis for the purpose of designing learning facilitation and training contexts | Deriving design elements functional to the identified needs, in terms of objectives, learning outcomes, content, methodologies and architecture of the path of learning

#### LO4. Design for units of learning outcomes

**Knowledge:** Models and techniques for designing learning and training contexts and processes | Capitalizable educational design and individualization

**Skills:** Design competency-based pathways and units of learning outcomes with capitalizable nature | Define educational assessment methods and tools | Integrate credit recognition and competency validation

#### LO5. Activate, facilitate and lead learning processes in organizational contexts

**Knowledge:** Types of infra-organizational learning: transmission of knowledge in the teacher-learner relationship; transmission of knowledge among peers; organizational development and change management | Facilitation and organizational learning in the workplace | The approach of research-training-intervention | Principles of social-relational dynamics and learning groups in work settings' features | Basic elements for reading organizational cultures | Facilitation in contexts of high conflict and uncertainty | The concept of communities of practice

**Skills:** Plan, implement and monitor effective strategies to solicit learning processes | Facilitate negotiation processes in the organization | Define individual and collective learning outcomes | Coordinate and integrate learning facilitation interventions, with the organization's goals and development and change processes | Monitor and evaluate accrued learning, individually and collectively, through administration of assessment tools, analysis and feedback of the results

#### LO6. Activate, facilitate and lead learning processes in groups

**Knowledge:** Principles of group psychology | Group types: homogeneous group/heterogeneous group with respect to age, gender, nationality, psychophysical abilities, various vulnerabilities | Models and methodologies of group facilitation: the facilitator as catalyst, mediator, helping agent, motivator, connector ... | Accompaniment to the construction of the educating community

**Skills:** Understand the relational dynamics expressed by the group | Managing the group, promoting collaborative learning | Animate learning processes, using socialization and group development methodologies | Use group facilitation techniques and implement empowerment processes

#### LO7. Activate, facilitate and conduct learning processes in classroom contexts

**Knowledge:** Stages and characteristics of the classroom training process | Learning demand and teaching process (the training pact, the setting ...) | Structure and development of the teaching activity: opening, leading activities, time management, debriefing, etc. | Motivational theories and techniques to support learning processes | Learning techniques: reflective learning, classroom games and classroom enabling tools, use of metaphor and narrative in learning processes, brainstorming, case analysis, role-playing, teaching exercises, use of film and visual arts, expressive and creative tools, multimedia ... | Types of evidence for assessment and self-assessment of competence-based learning

**Skills:** Identifying context and participant information relevant to individualized planning and educational programming | Designing teaching aids and tools, functional for the best stimulation of learning and its evaluation, ex ante, in itinere and at the end of the intervention (feedback and follow-up) | Leading lectures, preparing the classroom setting and designing the teaching materials to be used | Defining the methodological framework of the evaluation system of the training course (formative and summative evaluation) and applying it, processing the information acquired and taking care of the feedback of the outcomes

#### LO8. Deliver distance learning activities in a digital environment (e-learning)

**Knowledge:** The skills needed to effectively enjoy distance learning: digital citizenship skills, e-leadership, digital skills | Types of learning arrangements in digital environments (asynchronous self-paced learning, synchronous learning, blended learning, ... ) | Main technologies supporting distance learning; Minimum requirements of platforms | Tools for creating digital content and learning materials, on the main e-learning and online collaborative learning (social learning) platforms | Elements of personal data security legislation (Regulation (EU) 2016/679 as amended). Principles of "privacy by design and by default" Elements of user license law | References of standards and practices related to management of access arrangements, verification of attendance, management of learner interventions, conduct of verification of learning, assessment, management of learning materials, tracking and attestation

**Skills:** Give informational, technological and organizational support to teachers and participants of e-learning activities | Use techniques of participatory and collaborative visual communication, preparing the appropriate teaching materials and supporting their production by other teachers | Design and implement training interventions, making use of the main of social learning | Carry out monitoring activities and collection of participants' perceptions

#### 4. Minimum entry requirements for Programme

The minimum requirements are defined as follows by the Training Program Standard approved by the Lazio Region and in place to date:

- Bachelor's degree (EQF 6) or higher.
- For foreign citizens, knowledge of the Italian language at least at level C1 of the Common European Framework of Reference for Languages. It is mandatory the performance of specific assessment tests during the selection process where the candidate does not have a certificate of equivalent value.
- Non-EU citizens must have a regular residence permit, valid for the entire duration of the course or proof of pending renewal, documented by the successful submission of the application for renewal of the residence permit.

There are no changes from what is indicated in the approved public regional standard, notwithstanding the possibility of recognition of admission training credits with respect to the formal educational attainment requirement (see *infra*).

#### 5. Target audience/s (Insert ✓)

☐ Ages 3 – 16      ☐ Ages 16 – 18      ☒ Ages 19 – 30      ☒ Age 31 – 65      ☐ Age 65+

#### 6. Target Group (Please indicate the type of learners that you anticipate joining this programme)

The course is targeted at:

- Recent graduates in education and social sciences interested in specializing in the field of training;
- Practitioners already working in the field who are looking for professional development;
- Professionals from other business sectors who want to become trainers of their specializations;
- Labour market operators who also act as trainers, especially in group settings;
- Corporate training designers and consultants;
- Licensed psychologists and coaches working in training contexts.

#### 7. Type of Programme (Insert ✓)

- ☐ Funded course      ☒ Self-funded course      If Funded course, specify line of funding: \_\_\_\_\_
- ☒ Authorized course with full regional qualification/full profile (set of all units of competence constituting the professional profile)
- ☒ Authorized course for complete competence unit(s) referable to a single regional professional profile
- ☐ Authorized course for complete competence unit(s) referable to multiple regional professional profiles
- ☐ Authorized course for independent unit of competence
- ☐ Elements constituting specific competencies (some knowledge and/or skills), however referable to defined profiles
- ☐ Regulated regional training      ☒ Non-regulated regional training with mandatory training standard
- ☐ Non-standardized non-authorized course      ☐ International course
- ☐ Other (please specify): \_\_\_\_\_

#### 8. Assessment and certification methods (Insert ✓):

- ☒ Final certification/qualification public exam with external commission appointed
- ☐ Final examination with assessment of learning with internal commission
- ☐ Non-regulated final assessment performed in-house

#### 9. Apprenticeship / Work Based Learning (Insert ✓) (Will the programme include any AWBL elements?)

☐ Apprenticeship      ☐ Placement      ☒ Internship      ☐ Not Applicable

#### 10. Post Nominals (please indicate the Post Nominals for the programme)

Not applicable

#### 11. Programme structure (Please ensure that ALL the following details are provided for each individual unit (as applicable):

##### 1. LIST OF VOCATIONAL, KEY, TRANSVERSAL UNITS:

Please refer to Section 3) Overall Learning Outcomes (LOs) of Programme (*supra*) and Annex 1 - Executive Design Proposal.

**2. EQF LEVEL OF THE QUALIFICATION:** 6 (six)

**3. POSSIBILITY OF ADMISSION CREDITS:**

Yes, recognizable on the basis of the assessment of formal, nonformal and informal learning, after identification and transparency of the skills of the credit applicant, with reference to learning consistent with EQF level 6.

**4. HOURS OF TOTAL LEARNING PER UNIT (including the breakdown between contact hours, total learning hours)**

Please refer to *Annex 1 - Executive Design Proposal*.

**5. PROGRAMME DURATION (indicate the yearly and per semester allocation for the programme, or envisaged number of weeks/months for stand-alone programmes):**

For the breakdown of envisaged number of weeks/months, please refer to *Annex 1 - Executive Design Proposal*.

It is generally expected to finish the classroom part in 4 months, with a full-time Thursday-Friday-Saturday formula; for the of internships one month from the end of classes. From the end of the course, one month for the qualifying examination. Total envisioned: 6 months.

**6. MODE OF DELIVERY (FACE TO FACE, ONLINE, BLENDED, PRACTICAL, WBL, ETC.):**

For the breakdown of the total amount of hours between face-to-face classroom lectures and both synchronous and asynchronous distance learning, please refer to *Annex 1 - Executive Design Proposal*.

All the Units of LOs ought to be implemented through specific classroom training activities and active methodologies, using professional equipment and appropriate equipped spaces. In particular, Units n. 7, 8, 9 and 10 require the development of individual/group exercises, such as case studies and project work.

The course includes a mandatory internship activity with a minimum duration of 100 hours. In accordance with the legislation, internships must take place outside the participants' working hours and place of work, if they are workers.

**7. EXIT AWARDS/QUALIFICATIONS:**

FINAL CERTIFICATE ISSUED BY ERIFO: Document formalizing learning, indicating the number of hours of attendance. Conditions for admission to the exam: attendance of at least 80% of the total hours (70% subject to the positive decision – documented – of the board of teachers/trainers).

CERTIFICATE AS A RESULT OF PUBLIC EXAMINATION: Certificate of professional qualification, issued in accordance with Legislative Decree 13/2013.

**12. Language/s of Instruction** *(Please indicate the language/s of instruction of the programme)*

Full course is in Italian language.

If requested and of interest by the class group, possibility to deliver part of module 7 in CLIL methodology.

**13. Internal and external stakeholder feedback (feasibility study), e.g. from students, industry, employers, NGOs, etc.**

Please refer to "Course Demand Statistics" (Annex 2)

*Kindly use separate sheets and cross refer*

**14. Details of internal / external expertise (competences, qualifications) and approximate cost required to develop and deliver Programme**

Qualification of trainers, at least 50% of whom are experts from the world of work, possessing specific and documented professional experience or teaching experience, at least three years, in the relevant field.

In-house staff can cover both requirements - as being trainers and trainers of trainers at the same time. Approximately 15,000 euros cost of internal staff for teaching. For the final cost calculation, part will also depend on the executive scheduling of the individual editions (calculate extra cost of overtime in case of weekend formula).

For the development of the course materials and e-learning platform, it is estimated 2 weeks of work, taking into account time savings due to the possibility of retrieving materials from courses on similar topics already developed (in particular, for modules 1, 2, 3 and 4).

For the module "Deliver distance learning activities in a digital environment (e-learning)" for the technical part, it is needed to contract an external lecturer with expertise in IT, especially for lessons on installation and setup of platforms/software (e.g., requirements, basic programming, automation scripts, backup, user registration systems, etc.). It is estimated at a gross hourly

cost of 40 euros for a minimum of 10 hours (out of the total 30 in the module - the remaining 20 are covered with internal resources). Approximately 1.000 euros for qualified examination expert members.

**15. List of physical resources (and approximate cost) that need to be procured specifically for the teaching, learning and assessment of the units of the Programme**

All necessary tools and equipment are already available in the facility. For details, please refer to *Annex 1 - Executive Design Proposal*.

*Kindly use separate sheets and cross refer*

**16. Is proposed programme compliant with regulatory requirements, where applicable?**

Yes, it is compliant with the training standard approved by the Lazio Region by Executive Determination No. G01697 dated 18/02/2021 - Annex 2.

**17. Has research and analysis been conducted to establish whether the course being proposed is in line with National Occupational Standards (NOS) / Occupational Profiles (OPs) / Regulated Profession (RPs)?**

**Note:** The Course Proposer must conduct thorough research and analysis in order to ensure that the major functions of the particular occupation (if any) have been considered for the course being proposed

The research and analysis must cover as a minimum the following sources:

- (a) List of NOS: [https://atlantelavoro.inapp.org/atlante\\_repertori.php](https://atlantelavoro.inapp.org/atlante_repertori.php)
- (b) Occupational profiles: <https://www.regione.lazio.it/enti/formazione/profili-professionali>
- (c) Mutual Recognition of Professions:
  - a. <https://www.regione.lazio.it/cittadini/formazione/repertorio-competenze/formazione-regolamentata>
  - b. [https://atlantelavoro.inapp.org/atlante\\_professioni.php](https://atlantelavoro.inapp.org/atlante_professioni.php)

The course proposal takes into account regional and national repertory references.

- a) For the *Minimum Training Pathway Standard*, to apply is the Executive Determination No. G01697 dated 18/02/2021 - Annex 2 ([https://www.regione.lazio.it/sites/default/files/profili-professionali/FOR\\_DD\\_G01697\\_18\\_02\\_2021\\_Allegato\\_2\\_1\\_.pdf](https://www.regione.lazio.it/sites/default/files/profili-professionali/FOR_DD_G01697_18_02_2021_Allegato_2_1_.pdf)).
- b) For the *Professional Standard* of reference, including assessment indicators and assessment methods, the reference is the Executive Determination No. G01697 dated 18/02/2021 - Annex 1 ([https://www.regione.lazio.it/sites/default/files/profili-professionali/FOR\\_DD\\_G01697\\_18\\_02\\_2021\\_Allegato\\_1\\_1\\_.pdf](https://www.regione.lazio.it/sites/default/files/profili-professionali/FOR_DD_G01697_18_02_2021_Allegato_1_1_.pdf)).

The Lazio Region occupational profile is referenced to the following occupational codes:

- 1) Economic-professional sector: 18 - Education, training and employment services
- 2) Area(s) of Activity (AdA) of the National Directory of regional qualifications to which the profile pertains to:
  - a) [18.01.11] Personalization of educational interventions ([link](#))
  - b) [18.01.13] Delivery of educational activities ([link](#))
  - c) [18.01.15] Tutoring in distance learning (e-tutoring) ([link](#))
  - d) [18.01.16] Assessment of learning ([link](#))
- 3) ISTAT Classification Position: CP 2011 2.6.5.3.2 - Experts in educational and curricular design
- 4) Classification position(s) ISTAT ATECO 2007:
  - a) 85.41.00 - Higher technical education and training (IFTS)
  - b) 85.59.20 - Training and continuing education professionals
  - c) 85.60.09 - Other educational support activities

The occupational profile does not overlap or conflict with the two regulated professions listed in the Atlas of Occupations - for both, being the Ministry of Education the competent authority:

- 1) Elementary school teacher ([https://atlantelavoro.inapp.org/dettaglio\\_professione\\_reg.php?id\\_professione=76](https://atlantelavoro.inapp.org/dettaglio_professione_reg.php?id_professione=76))
  - i) D.M.10 settembre 2010, n. 249 - Regolamento concernente: "Definizione della disciplina dei requisiti e delle modalità della formazione iniziale degli insegnanti della scuola dell'infanzia, della scuola primaria e della scuola secondaria di primo e secondo grado, ai sensi dell'articolo 2, comma 416, della legge 24 dicembre 2007, n. 244"
  - ii) Dlgs. 13 aprile 2017 n. 59 - "Riordino, adeguamento e semplificazione del sistema di formazione iniziale e di accesso nei ruoli di docente nella scuola secondaria per renderlo funzionale alla valorizzazione sociale e culturale della professione, a norma dell'articolo 1, commi 180 e 181, lettera b), della legge 13 luglio 2015, n. 107"



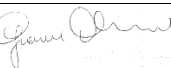
- 2) Secondary education teacher ([https://atlantelavoro.inapp.org/dettaglio\\_professione\\_reg.php?id\\_professione=75](https://atlantelavoro.inapp.org/dettaglio_professione_reg.php?id_professione=75))  
i) D.M.10 settembre 2010, n. 249 - Regolamento concernente: "Definizione della disciplina dei requisiti e delle modalità della formazione iniziale degli insegnanti della scuola dell'infanzia, della scuola primaria e della scuola secondaria di primo e secondo grado, ai sensi dell'articolo 2, comma 416, della legge 24 dicembre 2007, n. 244"

18. Scheduled launch date of new programme / date of next intake for existing programme First quarter of 2023

**Comments**

none

**Section B : Pre-Executive Management Approval by Responsible concerned**

Title	Signature	Date	Comments
Responsible for training needs analysis		14.09.2022	Explicitly define the prerequisites and conditions for the recognition of internship attendance credits in the final project for authorization.
Responsible for educational design		15.09.2022	Consider possibility of activating the course for individual units of certifiable competence - total duration is very long, many workers will not have available time to participate. Not all modules are of interest to the different target users envisioned
Responsible for service delivery		15.09.2022	none.

**Section C : Management Approval**

Management Decision	Yes/No
Proposal is <b>approved</b> . Proceed with pagination and submission of the executive design to the Lazio Region for approval.	YES
Proposal is <b>rejected</b>	NO
Management <b>requires further information</b> from proposer	NO

Management Signatures		
Title	Signature	Date
Head of Management	 E.Ri.Fo. Ente per la Ricerca e Formazione C.so Montemagno, 402 (sede Legale) Giovine 00162 ROMA C.F. 06024731009	25.09.2022

**Comments / Conditions**

none

- Note 1:** The proposed signature flow for this document is from proposer → to Responsible for training needs analysis for draft review → to Responsible for educational design for verification of correctness in design → to Responsible for service delivery for analysis of feasibility → to Head of Management for final approval → to Responsible for educational design for the draft authorization to be sent to the Lazio Region.  
**Note 2:** Digital Form to be sent by email to (a) Responsible for training needs analysis, (b) Responsible for educational design, (c) Responsible for service delivery, (d) Head of Management. Final version approved by all parties to be filed in the authorized training design folder.  
**Note 3:** Completed document to be sent to *Responsible for educational design* for forwarding to Lazio Region for authorization.  
**Note 4:** This document is to be used in conjunction with: Lazio Region's Directory of Competencies and Profiles (Reference Standard); FOR\_Mod\_Planning; FOR\_Mod\_Unilateral Commitment Credit Recognition Statement.